

MBC 258: FALL FORUM 2021

Executive Director: Samantha Murray

Program Co-Chairs: Greg Rouse & Mark Jacobsen

Program Coordinator: Risa Farrell

2 units, letter grade only

Wednesdays: 12:45-2:45 pm (please note specific schedule, as we don't have class every week)

In-person: Vaughan 100

Course Objectives and Expectations

This class is designed to allow MAS MBC students to connect to program leadership, external resources and other students during the quarter. It aims to: 1) strengthen professional development skills and 2) support Capstone Project development. Attendance and participation will be evaluated as outlined below. Additionally, you must meet all deadlines below.

Name & Gender Pronouns

We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me early in the quarter so that we may make appropriate changes to my records.

Diversity and Inclusion Statement

We support the values of UC San Diego to "create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive." We strive to uphold the values articulated by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion: "[w]e believe that true excellence is achieved through productive relationships among people of diverse perspectives. When the collective talents of our students, faculty, and staff at UC San Diego are united in an environment that is open and inclusive, creativity and innovation prospers." We hope you will join us in creating a class that upholds these values to further enhance our learning as a community.

Communication Statement

It is our hope that in this course we will develop a supportive learning community that will foster rich discussions through the sharing of personal ideas, experiences, and relationships to course material. Your participation and feedback are important to the success of the course and we welcome your thoughts throughout the quarter on how we might improve class processes that will encourage effective communication and dialogue.

SYLLABUS

September 29: Course Intro (Murray) & How to develop a research question (Rouse)

12:45 – 1:15 Course Introduction and logistics (Murray)

1:15 – 2:45 How to develop a research question (Greg Rouse)

October 6: Confident and credible public speaking (Murray)

- 12:45 – 1:00 Announcements, updates, Q&A and check-in
1:00 – 2:45 Confident and credible public speaking: discussion and exercise (Murray and all)

October 13 Choose Your Own Adventure: Story Map Workshop (Work) & Dashboards OR Intro to R (James)

- 12:45 – 1:00 Announcements, updates, Q&A and check-in
1:00 – 2:45 Two Concurrent Sessions (choose only one; both will be recorded)
- Intro to StoryMaps & Dashboards: Amy Work, UCSD GIS Librarian
 - Intro to R: Chase James, SIO PhD student

October 20: Writing for Clarity (Murray)

- 12:45 – 1:00 Announcements, updates, Q&A and check-in
1:00 – 2:30 Writing for Clarity (Murray, Rouse and Jacobsen)
2:30 – 2:45 Open time with Greg, Mark and Samantha

October 27: MAS MBC Alumni panel

- 12:45 – 1:00 Announcements, updates, Q&A and check-in
1:00 – 2:45 MAS MBC Alumni Panel, TBD
4:00 – 6:00 *(Optional) Happy Hour at Shore rider, La Jolla Shores*

November 3: Statistics, Correlation, Causation and Data (Jacobsen)

- 12:45 – 1:00 Announcements, updates, Q&A and check-in
1:00 – 2:15 Statistics, Correlation, Causation and Data: Critical Thinking and Understanding (Mark Jacobsen)
2:15 – 2:45 Open time with Mark and Samantha

November 10: Sea Grant Fellowships: Digital Coast, Knauss & California Sea Grant

- 12:45 – 1:00 Announcements, updates, Q&A and check-in
1:00 – 1:30 Sea Grant Fellowships, California Sea Grant staff
1:30 – 2:45 Sea Grant and Knauss alumni discussion, TBD

November 17: Capstone Idea Presentations

- 12:45-2:45 Discussion of Capstone Project ideas
- Come prepared to do a 3-minute presentation on your idea and study design

- Following each presentation, students and faculty will ask questions, give feedback and discuss for another ~10 minutes
- Presentation will be graded on preparation, content, Made to Stick principles, and Q&A
- For each speaker, students will write down: 1) one thing that works or a favorite thing about this idea and 2) one potential challenge or a question to improve the idea. These will be shared with the speaker.

November 24: NO CLASS (day before holiday)

December 1: Capstone Idea Presentations

12:45-2:45 Discussion of Capstone Project ideas

- Come prepared to do a 3-minute presentation on your idea and study design
- Following each presentation, students and faculty will ask questions, give feedback and discuss for another ~10 minutes
- Presentation will be graded on preparation, content, Made to Stick principles, and Q&A
- For each speaker, students will write down: 1) one thing that works or a favorite thing about this idea and 2) one potential challenge or a question to improve the idea. These will be shared with the speaker.

ASSIGNMENTS

- Meet all deadlines below (here and in Capstone section).
 - NOTE: where different, the deadlines below replace the deadlines found in your [2021 MAS MBC Handbook](#).
 - You can *ALWAYS* meet deadlines early!
- Show up to class prepared. Engage in discussions and exercises.
- **October 6, 2021 @ 9 am:** Look through employment listings (see MAS MBC Handbook for listservs and job posting websites you should be on and searching) and ID five actual jobs of interest to you. Identify the key skills that are common to these positions or are found in your “dream” position and ask yourself whether you have those skills. If you do not, identify what it would take to obtain those skills. **On Canvas, submit a list of the top five skills you hope to develop over the course of the MBC Program, as well as a self-assessment and plan for how to intend to grow in these areas. Should be no more than 1-2 pages. We do not need to see full job descriptions.**
- Complete “Made to Stick” content on time
 - Send Steve reflections (via “Science that Sticks”) in response to at least three of his posts (there will be five, total); due within 48 hours of receipt
 - Engage in one 1:1 Capstone idea presentation practice session with Steve/Samantha, during weeks of Nov 8, 15 and 22
- **October 8, 2021 @ 9 am** submit completed “How to Formulate a Research Question”

worksheet on Canvas

- October 8, 2021 @ 9 am: submit half-page summary of your Capstone Project idea on Canvas.
- December 10, 2021 @ 9 am: on Canvas, submit:
 - Updated one-page narrative of proposed Capstone Project
 - a 10-week overview of what you'll accomplish each week of Spring quarter
- December 10, 2021 @ 9 am: to Samantha
 - at least one confirmed Capstone Advisory Committee (CAC) member. You will not receive a passing grade in Fall MBC 258 if you do not do this.
- By the end of the Fall quarter (Dec 10, 2021): register for GPS Career Services. Submit resume to GPS and have one session of one-on-one resume counseling by end of Fall quarter.
- By 1st day of classes in January 2022: read [Winners Take All: The Elite Charade of Changing the World](#), by Anand Giridharadas; we will discuss in MBC 259 in Winter quarter

GRADING

You will be graded in MBC 258 according to the following. Points are deducted from each for late assignments.

- 15%: Employment listing assignment on skills and self-assessment
- 15%: ½ page Capstone summary and “How to Formulate a Research Question” worksheet
- 25%: Capstone idea presentation
- 10% Complete all “Made to Stick” content on time, as outlined above
- 20%: Updated one-page narrative and work plan
- 15%: Participation & engagement:
 - Can miss one class without an impact on grade.
 - Student engages in discussion in meaningful and consistent way.
 - Additionally, students will be expected to do the the following:
 - Has confirmed Capstone Advisory Committee member by December 10 @ 9 am
 - Registers for GPS Career Services, submits resume, and has one 1:1 resume counseling session with GPS by Dec 10, 2021
 - Submits thoughtful comments in response to all fellow students' Capstone idea presentations

GRADING SCALE

Grades will be assigned based on the following scale:

- A+: 98-100
- A: 93-97

- A-: 90-92
- B+: 88-89
- B: 83-87
- B-: 80-82
- C+: 78-79
- C: 73-77
- C-: 70-72
- D: 60-69
- F: <60

CAPSTONE PROJECT

Capstone Project Goals and Objectives

The MAS MBC Capstone Project offers students the opportunity to design an interdisciplinary marine biodiversity and conservation project. The Capstone Project should:

- Be creative, collaborative and interdisciplinary;
- Apply knowledge that you have gained in the program;
- Enhance understanding of a marine or coastal issue, especially one that is complex and/or interdisciplinary;
- Have a theoretical grounding and real-world application;
- Add value to an entity, agency, organization, business, community, institution, country, state, or local decision-making body;
- Include consideration of the varied personal experiences, values, and worldviews that arise from differences of culture and circumstance; and
- Prepare you for a future opportunity.

The Capstone Project Deliverable

The Capstone Project should embody original, independent and scholarly activity related to one or more of the topics covered by the formal curriculum in the MAS MBC Program. There is tremendous flexibility in the content of your Capstone Project. It can be a research project, a film, a business plan, a curriculum, a social science survey, exhibit, or any combination of these things. The only requirement is that the project is interdisciplinary, on topic (i.e., related to marine biodiversity and conservation), and theoretically grounded.

Previous work: The Capstone Project may focus on previous or planned work experience and can include research done prior to admission to the MAS MBC Program as the starting point for the Capstone Project. But students must demonstrate significant additional work during the MAS MBC Program.

Library Research Project: The Capstone may be a library research project, but must be a comprehensive and critical review of the state of a significant body of literature. Such reports should integrate a field of knowledge, critically identify shortcomings in the available information, offer new insights, and identify areas in need of further study.

Outside Organizations: Students are encouraged to undertake a project that relates to what they hope to do after graduation. Performing the Capstone research in collaboration with an outside organization of interest is one way to explore potential job opportunities while still in the program. Samantha can assist you in making contacts at outside organizations and may also have ideas on Capstone Projects that these organizations would like to see completed.

Formatting: the formatting of your final product will vary, depending on your deliverable.

- Broadly speaking, if your deliverable is a written paper, publishable journal-style article, or similar, it should be anywhere from 15-20 pages, single-spaced, 12-point font.
 - NOTE: You should decide what length makes the most sense with input from your Capstone Advisory Committee (and Samantha, as necessary). Much will depend on the depth of analysis therein and the research or fieldwork that's been done over the course of the quarter.
- If your deliverable is a film, business plan, StoryMap, curriculum, artistic product, or similar, you should include a supplemental, short, Capstone Report to set context for and link to your final product on eScholarship. This report should resemble your Capstone Proposal (see below). It should be no more than 5 pages in length, max.
- References are essential. You may choose the style that works for you and your CAC, but plagiarism of any kind will not be tolerated. If you plagiarize any part of your report, you will get a failing grade for your Capstone Project.
- Regardless of your deliverable, you will need to submit the following to Risa by June 11:
 - Electronic, signed copy (by all CAC members) of your paper or other deliverable (and Capstone Report, if your deliverable is *not* a paper)
 - A one-paragraph abstract that summarizes your project, for posting on eScholarship
 - Keywords for your project, to make your Capstone Project searchable on eScholarship

Choosing a Capstone Project Topic

As you read the assigned books, listen to lectures, and interact with lecturers this summer, start thinking about what interests you and what drives you. Keep a notebook this summer and jot down ideas or topics that inspire you. Some students choose Capstone Projects that allow them to develop a new skill or become familiar with a new topic. Some choose to work with Committee members that could be future employers. Some want to follow an already-established passion or “pet project.”

The best projects add value to a person, organization, agency or issue. Many people travel domestically and internationally (see below for more information on your \$2,000 of Capstone/Travel/Professional Development funds). Travel may still be affected in the 2021-

2022 academic year, due to the COVID-19 global pandemic. Students should plan accordingly and think about contingencies for projects that require travel.

In early August, we will share a Google Sheet with 2021-2022 Capstone Project ideas from external and internal partners. These ideas may align with work that interests you or may serve as inspiration for a similar project. Regardless of the idea's source, Capstone Projects are directed by students. External collaborators are not supervisors or clients. Rather, they are advisors and subject matter experts who serve to support and mentor MAS MBC students in their pursuit of education, experience and discovery.

Most past Capstone Projects can be found on eScholarship, which can serve as inspiration or a jumping off point. They can be found here:

http://escholarship.org/uc/search?entity=sio_cmbc_capstone. Additionally, the full 2021 Capstone Symposium agenda can be found [here](#) and the full 2021 video is available [here](#).

We will provide supportive deadlines throughout the Fall, Winter and Spring to keep you on track as you develop and flesh out your idea (see below). Remember that the scope of your project should be very narrow, as you will be executing it over the course of 10 weeks in the Spring quarter. It goes fast!

Capstone Advisory Committee (CAC)

Your CAC must be interdisciplinary. It should not be three scientists from the same discipline! It should bring in expertise you do not have or are looking to develop and it should support you as you fold in several distinct elements of your project. Bringing together varied perspectives or points of view will support robust discussion in CAC meetings and allow you to consider multiple views/lenses as you develop your project.

To ensure CAC members have clear expectations of the responsibility and have committed to your project, we have created a CAC member invite letter you can use as a template. It can be found in your Google Drive. Once your CAC member/Chair agrees to serve on your CAC, please forward Risa email confirmation from the member, expressing their willingness to serve.

Broadly, your CAC should include:

- At least three members: you may have more than three CAC members, but keep in mind that *all* must attend monthly CAC meetings, sign-off on your Capstone at the end of the Spring quarter and attend the symposium (unless alternative arrangements are made and agreed to by Samantha).
- One full-time faculty member: you must have at least one faculty member. This person can be from SIO, UCSD, or another academic institution. This is intended to support academic rigor in your project.
- A faculty member, scientist, staff, or subject matter expert in another discipline: this second member does not have to be a professor (but certainly can!). Staff, lecturers, or research scientists will suffice. Please no more than one Post-doc on your committee. Additionally, we generally advise against PhD students on your committee. If you'd like

to discuss an exception, please reach out to the Executive Director. If you cannot find an appropriate second committee member from a university, you can have a committee member from outside an academic setting, provided the person is an expert in their field and has the interdisciplinary expertise needed to round out your committee. This is intended to ensure you have an interdisciplinary committee.

- One additional member: you are encouraged to have at least one additional committee member from an outside organization such as an NGO, government agency or private industry.
- A CAC Chair: this can be any of the committee members. Your Capstone Chair will receive an honorarium of \$1200 for their time spent working with you.

In selecting your Chair, consider:

- Who do you want to spend time with and meet every week?
- Who is responsive to your requests, seems to enjoy the mentorship, and has time for this responsibility?
- Who knows the most about a topic you don't, or can offer you deep expertise on the topic you are most looking to develop?
- Who do you most want to show you are hard-working, bright and dedicated? Who can open up doors for you in your future career path?
- Generally, PhD students and postdocs should not be Chairs.

To find appropriate, available CAC members and Chairs, look up faculty on the SIO and UCSD (Political Science, Communication, Rady School, History, Ethnic Studies, GPS, Economics, Art, etc.) websites. Also look at people who have served on CACs in the past (see Appendix I), and talk to your graduate student mentor and/or Samantha.

Capstone Project: Helpful Hints

- Start early. To avoid the last-minute deadline rush, students should determine CAC members early, submit proposals, and gain approval to work on their projects in advance of deadlines as much as possible.
- Be realistic in defining the scope of the project. By meeting with CAC members prior to submitting the proposal, the project is more likely to get approved without complications.
- Stay in touch with your CAC, Samantha and Risa. Students and CAC members should meet *at least* monthly, March through May, to discuss the project's development.
- Weekly progress reports to your CAC throughout Spring quarter are advisable.
- Weekly meetings with your CAC Chair throughout Spring quarter are required.
- Periodic updates to Samantha are also advisable. Risa may contact students periodically to ensure that they are on track for graduation.
- Allow sufficient time for review at the end of the project. Students should plan ahead, allowing time for reviewing and revising, taking into account other time constraints, CAC member availability, and Capstone Project submission deadlines for the quarter.

Essential Steps and Key Dates (beyond Fall quarter)

There are several required steps toward completion of the Capstone Project. Please note the dates below are subject to change. Be aware of these deadlines and also realize that CAC members may travel over the course of the year. Be sure that they can sign the necessary paperwork by the deadline. Get it done early if needed! A student can *always* accelerate deadlines.

- February 11, 2022: send at least three confirmed CAC members to Samantha.
- February 11, 2022: submit Capstone Proposal, including detailed 10-week Spring work plan and budget, on Canvas and to Samantha. Have your CAC chair sign the front page. You will not receive a passing grade in Winter MBC 259 if you do not submit this proposal.
- March 11, 2022: full CAC membership must be confirmed and approved by Samantha, with any recommended changes made. You will not receive a passing grade in Winter Forum if you do not have your full CAC membership approved.
- By end of Winter quarter: by March 18, 2022, hold at least one full CAC meeting. You will not receive a passing grade in Winter MBC 259 if you do not do this.
- March, April, May 2022: hold *at least* monthly *full* CAC meetings. These meetings are VERY helpful to you and your committee and *required*.
- Weekly, all Spring quarter: hold weekly meetings with your CAC Chair during Spring quarter; send weekly updates to full CAC throughout Spring quarter.
- May 20, 2022: submit draft Capstone Project deliverable (and report, if needed) to your CAC. Note that points will be deducted from your final Capstone grade for late submission of the draft deliverable.
- Week of May 23, 2022: practice presentation sessions with Steve Bennett and Samantha
- May 27, 2022: receive feedback from CAC on draft Capstone Project deliverable (and report, if needed)
- June 7, 2022: upload presentation to MAS laptop
- June 7, 2022: submit final Capstone Project deliverable (and report if needed) to CAC for signature from ALL CAC members
- June 8, 2022: tech run-through in Forum
- June 9, 2022: present at Capstone Symposium. The presentation must be attended by all of your CAC members, unless alternative arrangements are made and approved by Samantha
- June 10, 2022: submit signed (by all CAC members) copy of final Capstone Project (and report, if needed) to Samantha.

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To ensure CAC members have clear expectations of the responsibility and have committed to your project, we have created a CAC member invite letter you can use as a template. It can be found in your Google Drive. Once your CAC member/Chair agrees to serve on your CAC, please forward Risa email confirmation from the member, expressing their willingness to serve.

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- A faculty member, scientist, staff, or subject matter expert in another discipline: this second member does not have to be a professor (but certainly can!). Staff, lecturers, or research scientists will suffice. If you cannot find an appropriate second committee member from a university, you can have a committee member from outside an academic setting, provided the person is an expert in their field and has the interdisciplinary expertise needed to round out your committee. This is intended to ensure you have an interdisciplinary committee.
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Capstone Proposal

The Capstone proposal is due February 11, 2022, as a means of fleshing out your idea, seeing what is achievable, and getting on the same page as your CAC. Additionally, it will be a helpful

tool to guide your work in the Spring. It should answer these questions: 1) what are you trying to do? 2) why are you doing it? and 3) how will you achieve it within the timeframe that you have? The proposal should be no more than 4-5 pages in length, single-spaced, 12 pt. font.

As part of MBC 259 in the Winter quarter, we will share examples of past Capstone proposals. But the Capstone proposal should include the following:

- Title
- Names of all Committee members and Chair
- Abstract/Executive Summary
- Background/Problem Statement
 - Why is your research necessary and important, in terms of what has been done before, current knowledge, pressing conservation issues, etc.?
- Project goal
- Research question(s)
- Specific Objectives
- Defined end product (e.g. a final paper, an exhibit, a film, business plan, model, etc.)
- Methodology for achieving the end product
- Measure of Success—how will you evaluate/identify success?
- References
- Budget
- Approval by the CAC Chair: signature on cover sheet, submit to Samantha AND on Canvas

Capstone Symposium Presentation

- Students should plan on presenting at a practice session with Steve Bennett and Samantha, 1-2 weeks prior to the Capstone Symposium.
- Students should also practice their presentation with their CAC.
- Presentations are 12 minutes in length, followed by a 3-minute Q&A session.
- The symposium must be attended by all CAC members, unless other arrangements are made and approved by Samantha.
- The symposium will be livestreamed and recorded, with an option for viewers to send questions in real time.
- Students must ensure that presentations will work on the master computer used for the symposium. This includes checking that the version of PowerPoint is compatible and that any embedded videos work.
- Presentations must be given in PowerPoint. No Google Slides, Keynote or Prezi.
- The Capstone Symposium is currently slated for June 9, 2022.
- There will be a tech run-through on June 8, 2022.

Capstone Project Grading

The Capstone Project is graded by your CAC members, based on your work over the course of the Spring quarter and your final Capstone Project deliverable. You will receive a letter grade, based on the following rubric:

Points out of 100:

10 Timeliness

- Did the student submit an early draft to the CAC by May 20, 2022; final by June 7, 2022?
- Over the Spring quarter, did the student give CAC sufficient time to read products and offer feedback?
- Did the student submit products without reminders by CAC members?

10 Communication and organization

- Did the student hold monthly, full CAC meetings in March, April and May? Did these meetings have clear agendas and objectives? Were they run efficiently?
- Did the student meet weekly with their Chair from late March through mid-June?
- Was the student proactive in giving work progress updates to CAC, for example with weekly updates to CAC via email?

20 Quality of writing, film, Story Map, business plan, curriculum or other deliverable

- Does the quality of the final product meet expectations for graduate-level work at a leading ocean research institution?
- Is the writing free from typos, formatting issues or grammatical errors? Does the film have smooth transitions and follow a clear story arc that is compelling and visually appealing?
- Is the quality of this final product such that you are proud to have your name associated with it?
- Are you comfortable sharing this product with colleagues or on your website/social media?

10 Interdisciplinary merit

- Did the student explore/rely on multiple disciplines (e.g. economics, biology, oceanography, environmental justice, indigenous traditional knowledge, law, policy, communication) to tackle an ocean conservation challenge and complete this work?
- Did they assemble a CAC that brings together professionals from different disciplines and backgrounds?
- Does the final product stitch together these multiple disciplines?

15 Student dedication and effort

- Did the student solicit and incorporate feedback from Chair and CAC into evolving work products?
- Did the student demonstrate commitment to the project?
- Did the student spend at least 20-25 hours per week on this project?
- Did the student lead their Capstone Project, with input and mentorship from CAC members, but as the clear project manager and decision-maker?
- Did the student proactively troubleshoot and problem-solve challenges as they came up?

20 Symposium presentation

- Did the student share slides with CAC and/or practice with CAC ahead of time?
- Did the student present in a clear, confident way that was compelling, accessible and authoritative?
- Did the student avoid reading from a script?

15 Samantha's input

- This is intended to standardize grading across the cohort, where she meets with all students and tracks student progress throughout the Spring quarter
- Samantha will grade based on the following:
 - 5 pts: student effort and dedication
 - 5 pts: met program deadlines; listened and followed instructions; and proactively communicated with MBC leadership in the face of challenges
 - 5 pts: quality of symposium presentation

Capstone Research Involving Human Subject Research

Surveys as a tool: please note that SIO has limited on-site resources (including at UCSD) for supporting you in the design and analysis of your surveys, which is in and of itself a science! The good news is we now offer coursework in this field. If you intend to use surveys as a tool in your Capstone Project, you *must* take the Fall SIOB 296 class on Survey Design and Analysis (Brazil). Please speak to Samantha *as early as possible* if you intend to use surveys in your Capstone Project.

IRB Review: UCSD is responsible for protecting the rights and welfare of human subjects, human specimens, and related data in research conducted by or under the supervision of faculty, staff, or students. If your Capstone involves talking to or surveying human subjects/interviewees, your work may be subject to review by the Institutional Review Board (IRB) at UCSD.

If you are engaging in any kind of interviews or conducting surveys as a part of your Capstone Project, please reach out to Samantha as early as possible. Depending on your project, you may need to submit your survey questions, proposed human subjects and methodology to the Human Research Protection Program (HRPP) before you conduct any research, in order to get an exemption. At a minimum, you'll want to get confirmation from IRB that your project does not require IRB review. Because the approval process can take time, you may need to submit these materials to the HRPP as early as December 2021.

In your MBC Student Google Drive, there is an IRB FAQ document, a guide to IRB review and a "Big CITI Training Guide," all found in the "Capstone Advising Documents" folder. For more information and to determine whether your Project is exempt from IRB review, please call the HRPP at (858) 455-5050 and/or see the following websites.

- https://irb.ucsd.edu/Research_or_not.pdf

- https://irb.ucsd.edu/Human_Research_or_Not.pdf
- https://irb.ucsd.edu/CITI_UCSD_Training.pdf
- <http://www.citiprogram.org/>
- <https://irb.ucsd.edu/Methods-Courses.pdf>

Diving on behalf of Scripps or for your Capstone Project

If a proposed Capstone Project will involve diving, the student MUST confer with the SIO Diving Safety Officer (Christian McDonald, cmcdonald@ucsd.edu) as soon as possible in the planning process. Note that being a certified diver is not sufficient; the student must go through additional training to be a science diver.

If you are certified as a science diver at another institution, you must work with Christian to get checked out by Scripps, as well, if you want to dive at Scripps for your Capstone Project. All dive projects must be approved by Christian in writing and must be submitted along with the Capstone proposal.

If you are interested in becoming certified in SCUBA diving so that you can eventually take the Scientific Diving Course, a local dive shop (Ocean Enterprises) offers a 20% discount to active SIO divers and SIO dive course students. Check with the store for details.