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Copyright for Graduate Works: Do I Need Permission to Use This?

Stephanie Wiegand

University of Northern Colorado, stephanie.wiegand@unco.edu

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Copyright for Graduate Works

*“Do I need
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Copyright for Graduate Works

***“Do I need
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November 9, 2023

hosted by Bear GRADS Webinar Series
moderated by Professor Nicole Webber

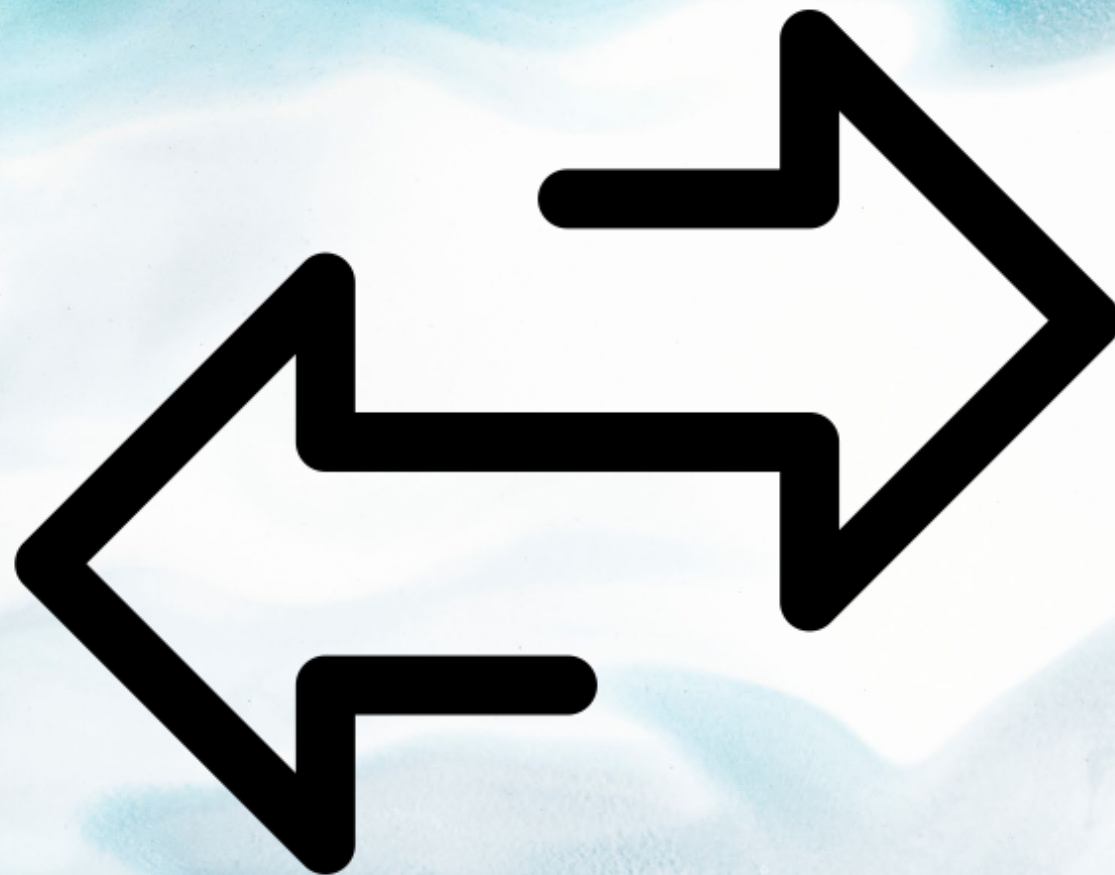
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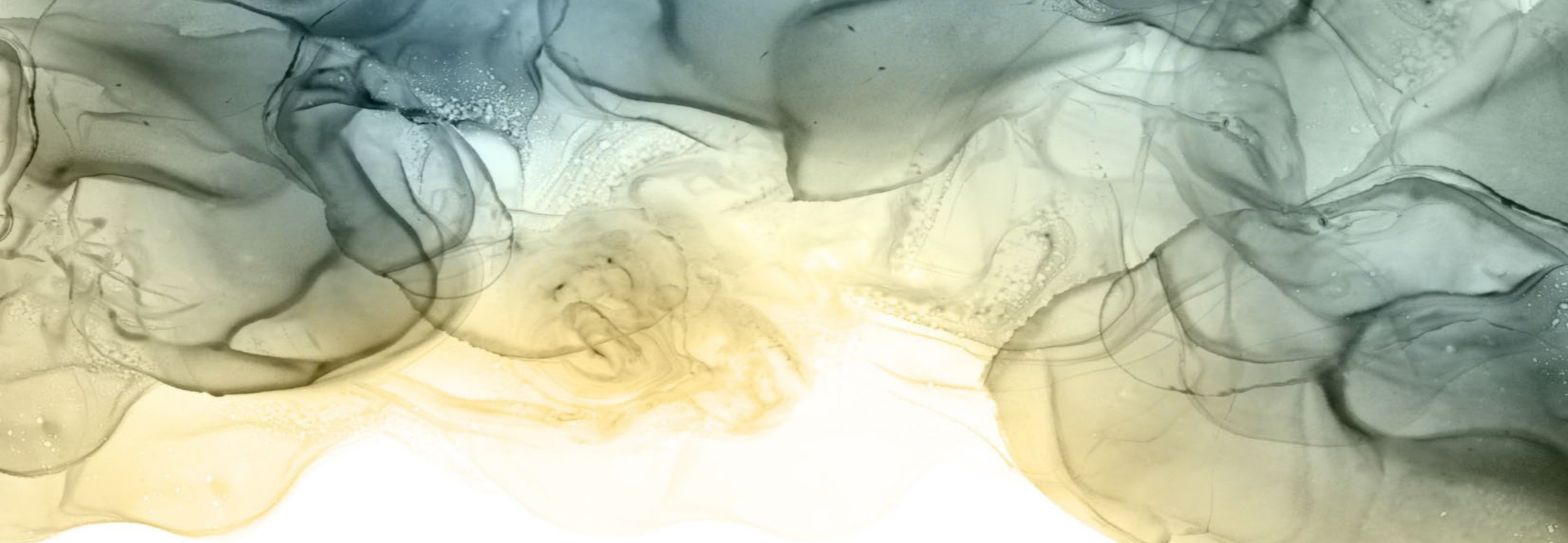
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Pat. Pend.



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Keep good records.

determine use falls under fair use exception to copyright law

obtain permissions from the copyright holder(s)

determine neither exceptions or permissions are needed



Act ethically.

Keep good records.

Think ahead.

don't wait until you are submitting your work to the Graduate School

consider how you might want to use your work in the future



Act ethically.

Keep good records.

Think ahead.

Talk to your advisor.

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Act ethically.

Keep good records.

Think ahead.

Talk to your advisor.

Talk to a librarian.



Act ethically.

Keep good records.

Think ahead.

Talk to your advisor.

Talk to a librarian.

Using Others' Work

Assume Copyright Is in Place



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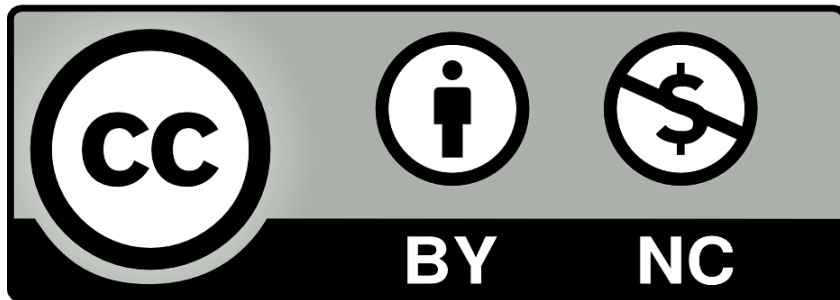
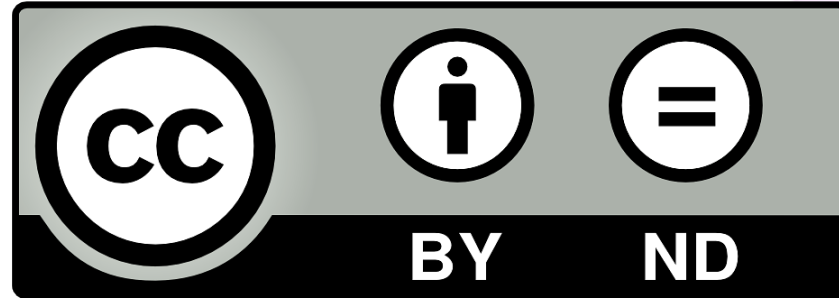
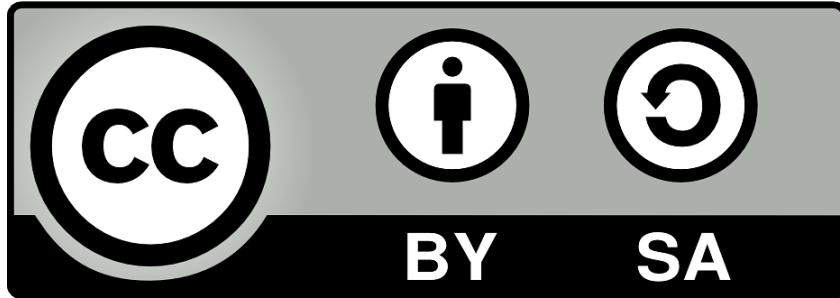
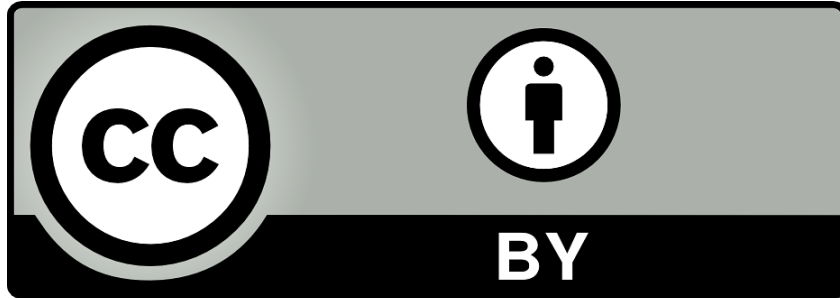
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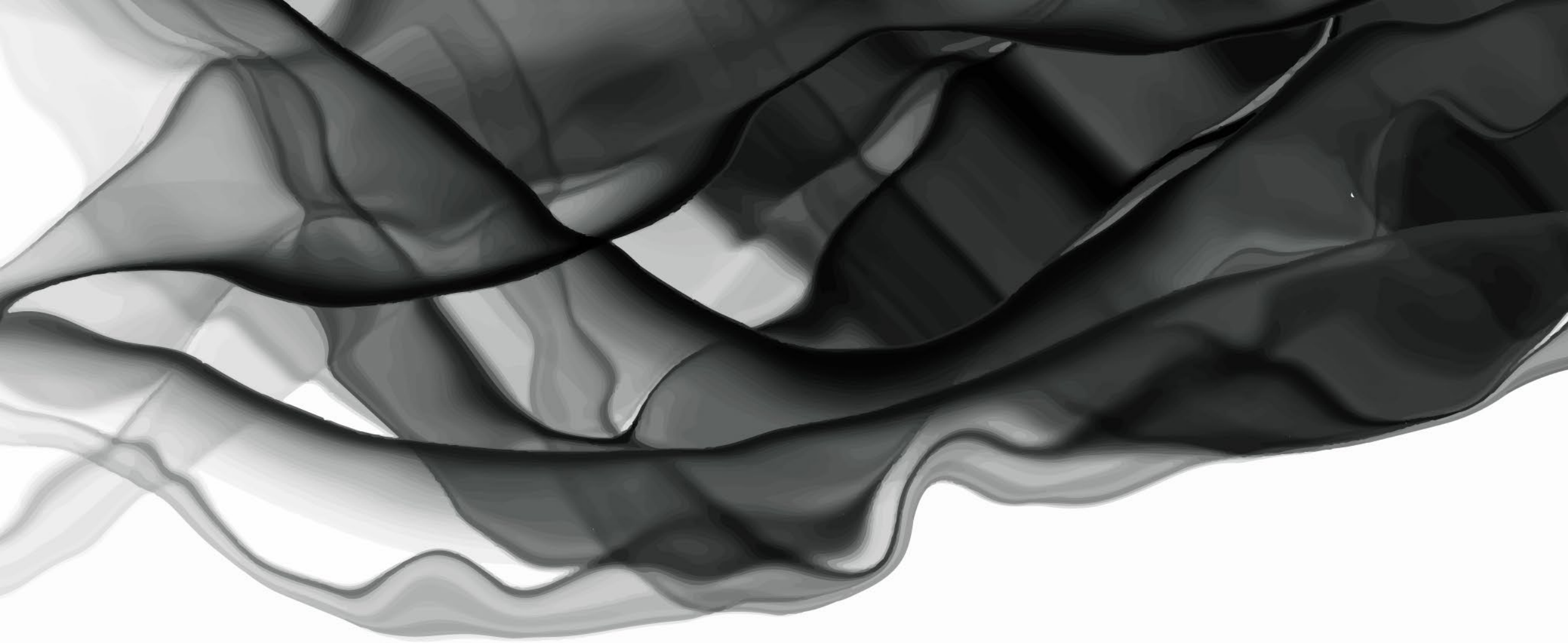
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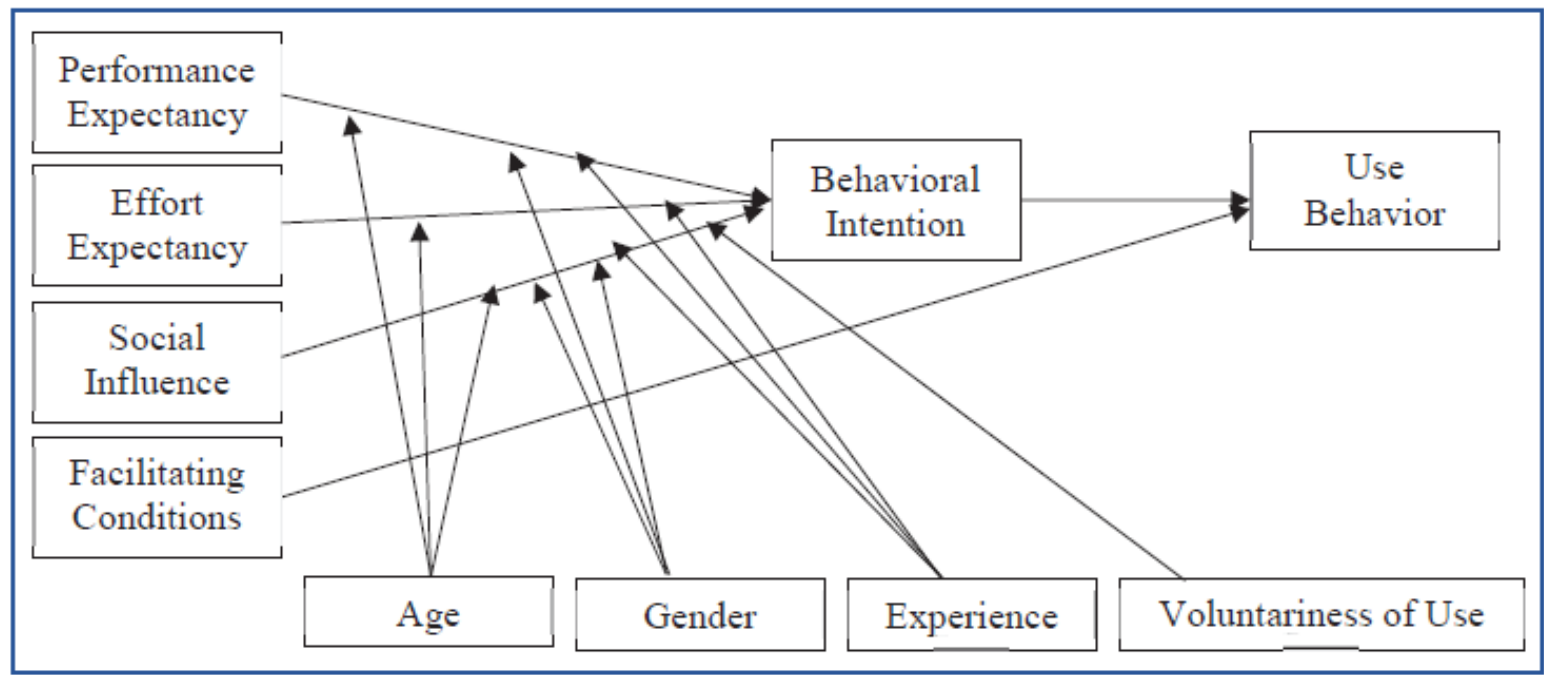
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Examples

Figure 2

Unified theory of acceptance and use of technology (UTAUT) Model



Kapadia, D. H. (2023). *A study of how virtual learning can transform career & technical education programs in the state of Pennsylvania*. Publication No. 2864434634) [Doctoral dissertation, Point Park University]. ProQuest Dissertations & Theses Global. p. 18.

Figure
Publisher: University of Minnesota
Authors: V. Venkatesh, M. G. Morris, G. B. Davis, F. D. Davis.
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Note. Unified theory of acceptance and use of technology (UTAUT). Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS Quarterly*, 27, 425-478.

Publications ▼ DOI, Title, ISSN, Author...

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MIS quarterly

Publication type: e-Journal

ISSN: 0276-7783

Publication Year: 1984 - Present

Publisher: Society for Management Information Systems and Management Information Systems Research Center of the University of Minnesota

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Language: English

Country: United States of America

URL: <http://www.misq.org>

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Title/Publisher: _____

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By using this program, <u>students</u> learn to:	Does not meet criteria	Somewhat meets criteria	Meets criteria	Exceeds criteria
1. Learn mathematics through a variety of problem solving opportunities. Supporting Evidence:	1	2	3	
2. Develop new mathematical knowledge by connecting and building on prior knowledge. Supporting Evidence:	1	2	3	
3. Develop a variety of strategies for computation. Supporting Evidence:	1	2	3	
4. Communicate mathematical ideas both oral and written, using age-appropriate terminology and notation. Supporting Evidence:	1	2	3	
5. Recognize and apply mathematics in contexts outside mathematics, including other subject areas and real world applications. Supporting Evidence:	1	2	3	

Williams, W. A. (2009). *An investigation of the support for literacy instruction in elementary mathematics textbooks*. Publication No. 2536551349) [Doctoral dissertation, Brigham Young University]. ProQuest Dissertations & Theses Global. p. 56.

**Evaluation scale
???**

**Author: Granite School District
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Appendix 3.1

Research paper presented at the conference:

Consciousness Reframed, New Realities: Being Syncretic,
The Planetary Collegium's IXth International Research Conference,
University of Applied Arts, Vienna
Publication by Springer Vienna in January 2009

The Mind Cupola: towards a consciousness altering device

An immaterial model for interactive technology-based art production

By Brigitta Zics

This paper introduces a novel scheme of active spectatorship which suggests a cognitive-driven interaction. It proposes that although this new form is increasing in contemporary interactive art production it has not drawn attention to its potential as a new form of aesthetics. As such, the discussion provides an account for this interdisciplinary practical application of technology and suggests that an immaterial application of interactivity might revolutionise the previous modalities of interactive art. Exemplifying this, the paper introduces the unique interface "Mind Cupola" (2008), which is an affective artistic system with the aim of producing a new knowledge

Zics, B. (2008). *Transparency, cognition and interactivity: Toward a new aesthetic for media art*. Publication No. 2130308805) [Doctoral dissertation, University of Wales]. ProQuest Dissertations & Theses Global. p. 232.

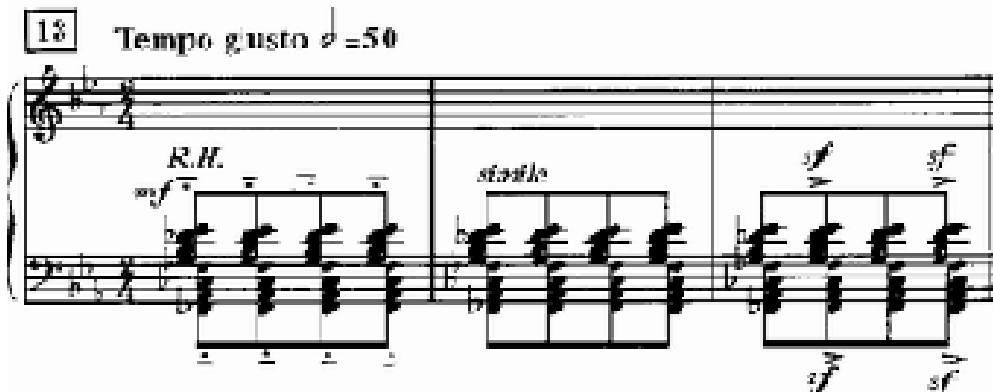
Conference paper
Publisher: Springer
Author: Brigitta Zics
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Stravinsky, whom Diemer acknowledged explicitly. Example 2.7 demonstrates dissonant chordal

gestures and a general percussiveness often seen in Stravinsky's Music (Example 2.8).



Example 2.7. Diemer, *Second Sonata for Piano*, II, mm. 57-61, section



Example 2.8. Stravinsky, *Rite of Spring*

Lin, C.-M. M. (2007). *Three sonatas for piano by Emma Lou Diemer*. Publication No. 2674895830) [Doctoral dissertation, Louisiana State University and Agricultural & Mechanical College]. ProQuest Dissertations & Theses Global. p. 13.

Musical score portion
Published?
Author: Emma Lou Diemer

When Diemer participated in an interview with Michael Barone on the Minnesota Public

August 7, 2007

Dr. Emma Lou Diemer
2249 Vista Del. Campo
Santa Barbara, CA 93101

Dear Dr. Diemer,

Having completed work on my dissertation, "Three Sonatas for Piano by Emma Lou Diemer," I am requesting your permission to reproduce the following measures from your Sonata in One Movement, Second Piano Sonata, and Piano Sonata No.3.

Sonata for Piano in One Movement: mm. 1-6, 33-37, 49-54, 74-77, 84-88, 102-104, 121-124, 129-132, 145-146, 151-159, 191-194, 202-203, 224-229, 317-312, 341-343

Second Sonata for Piano, Movement I: mm.1-6, 13-15, 46-49, 92-94, 135-138, 164-167. **Movement II:** mm. 1-3, 22-26, 45-47, 57-61, 84-85, 131-132, 182-183, 207-208.

Piano Sonata No.3, Serenade/Toccata: mm. 1-4, 30-33, 112-115, 133-137, 232-234, 274-276, 280-281, 343-345, 362, 383, 400-402. **Interlude:** mm. 1-2, 7-9, 11-12, 21-22, 37-38. **Tango Fantastique:** mm. 1-2, 69-75, 85-86, 128, 150-151, 221, 322-323, 334-335.

Thank you very much for your assistant and cooperation.

Sincerely,

Chin-Ming Lin

205 East State Street # 4
Baton Rouge, LA 70802

Lin, C.-M. M. (2007). *Three sonatas for piano by Emma Lou Diemer*. Publication No. 2674895830) [Doctoral dissertation, Louisiana State University and Agricultural & Mechanical College]. ProQuest Dissertations & Theses Global. p. 59.

Request for permission
Published?
Author: Emma Lou Diemer

Dear Chin-Ming Lin,

I am happy to give you permission to reproduce in your dissertation the measures you have listed above from my Sonata in One Movement, Second Piano Sonata, and Piano Sonata No.3.

With best wishes,



Emma Lou Diemer

8 - 7 - 07

Lin, C.-M. M. (2007). *Three sonatas for piano by Emma Lou Diemer*. Publication No. 2674895830) [Doctoral dissertation, Louisiana State University and Agricultural & Mechanical College]. ProQuest Dissertations & Theses Global. p. 59.

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Appendix B – Comfort Behavior Scale (CBS)

Comfort assessment

Behavior Scale

Date/time 1

Date/time 2

Date/time 3

Date/time 4

Sticker with patient's name

	Place a mark				
	1	2	3	4	
Alertness	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	deeply asleep (eyes closed, no response to changes in the environment)
	2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	lightly asleep (eyes mostly closed, occasional responses)
	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	drowsy (child closes his/her eyes frequently, less responsive to the environment)
	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	awake and alert (child responsive to the environment)
	5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	awake and hyper-alert (exaggerated responses)
Calmness/ Agitation	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	calm (child appears serene and tranquil)
	2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	slightly anxious (child shows slight anxiety)
	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	anxious (child appears agitated but remains in control)
	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	very anxious (child appears very agitated, just a little out of control)
	5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	panicky (severe distress with loss of control)
Respiratory response <small>(only in mechanically ventilated children)</small>	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	no spontaneous respiration
	2. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	spontaneous and ventilator respiration
	3. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	restlessness or resistance to ventilator
	4. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	actively breathes against ventilator or coughs or sneezes
	5. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	fighting ventilator
Crying	1. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	quiet breathing, no crying sounds

Esposito Kubanick, V. A. (2023). *A correlational study of the relationship of nurses' pain assessment and patients' history of substance abuse*. Publication No. 2833337221 [Doctoral dissertation, Adelphi University]. ProQuest Dissertations & Theses Global. p. 121.

Instrument
Published?
Authors: Monique van Dijk and Erwin Ista

From: Monique van Dijk via ResearchGate <no-reply@researchgatemail.net>
Date: May 20, 2022 at 02:13:40 EDT
To: Valerie Kubanick <Vkubanick@york.cuny.edu>
Subject: Monique van Dijk sent you a message on ResearchGate



Monique van Dijk
Erasmus MC

Dear Valerie,
That is fine. Please find the pdf of the COMFORT-B scale (in various languages) at
<https://www.comfortassessment.nl/web/index.php/instruments/comfort/>
kind regards Monique and good luck with completing your dissertation

Esposito Kubanick, V. A. (2023). *A correlational study of the relationship of nurses' pain assessment and patients' history of substance abuse*. Publication No. 2833337221) [Doctoral dissertation, Adelphi University]. ProQuest Dissertations & Theses Global. p. 119.

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