The University’s policy has been, and will continue to be, one of nondiscrimination, offering equal opportunity to all employees and applicants for employment on the basis of their demonstrated ability and competence without regard to such matters as race, sex, gender, color, religion, national origin, disability, age, veteran status, sexual orientation, genetic information, political belief, or other status protected by state and federal statutes or University Regulations.
WELCOME TO FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences is one of several academic departments in the College of Agriculture and Natural Resources. Our offices are located on the second floor of the Agriculture Building. We have an open door policy and welcome student inquiries. Our Department Head is Bruce Cameron. He administers all functions and operations of the department. He can be reached at 307-766-4145 or unsw@uwyo.edu.

The department office staff is also available to assist you with problems or questions. The faculty is here to prepare and present course material. It is a student’s responsibility to prepare for class, do their homework, and study. Together we can strive for success and enjoy an atmosphere of mutual respect.

This student handbook is designed to guide you and answer general questions. Students join our department at different stages in their academic career so there is pertinent information in this handbook for every student. It is essential for students to remember that learning is hard work. Student success depends on the individual and their active participation in their education.

This handbook covers a variety of topics including grade requirements, attendance policies, scholarships, advising, and graduation procedures. Please review the various topics. If you have questions please call our department office at 307-766-4145. If you need more specific program or course information, contact your adviser or check the University Catalog at www.uwyo.edu/REGISTRAR/University_Catalog.

FAMILY AND CONSUMER SCIENCES MISSION

Our mission is to enhance the physical, social, and economic well-being of individuals, families, and communities, emphasizing healthy and sustainable living across the lifespan. We fulfill our mission through instructional, research, and outreach/extension efforts that challenge, motivate, and inspire.

Family and Consumer Sciences integrates the fundamental components of human life—food, shelter, clothing, human relationships, and family—with larger societal systems. Through programs in textiles, apparel and design; food and nutrition; and human development and family sciences, our department prepares learners to meet the opportunities and challenges of today’s complex world.

UW DISCRIMINATION POLICY

From the Office of Diversity and Employment Practices
www.uwyo.edu/diversity

A campus environment characterized by diversity, free inquiry, free expression, and balanced by interpersonal civility has always been, and continues to be, a top priority of the University of Wyoming. Words and actions that promote and encourage self-worth, respect and dignity are consistent with the university’s mission. Conversely, words or actions that reflect prejudice, stereotypes, and discrimination are antithetical to the mission of the university and cannot be countenanced. Specifically, racist and other discriminatory or harassing conduct based on happenstance of birth, including but not limited to gender, color, disability, sexual orientation, religious preference, national origin, ancestry or age impair and disrupt legitimate university functions. Every effort, within the context and protection of First Amendment rights, will be expended to eliminate such conduct from the campus community. Teaching our students to live productively in a multicultural/multiethnic society is a process that must take place within a constructive and harmonious multicultural/ethnic environment. It is the obligation of the faculty, staff, students, and the administration of the University of Wyoming to provide this environment.
STUDENT CODE OF CONDUCT

It is important to know and understand your rights and responsibilities as a student at the University of Wyoming. The department takes the Student Code of Conduct seriously and strongly recommends that all Family and Consumer Sciences students become familiar with it. Many students are not aware of the Student Code of Conduct (also referred to as University Regulation 8-30). Written by students, faculty, staff and administrators, the Code is an outline of student rights and responsibilities. It defines student offenses and reflects the university’s commitment to equity and fairness. Any member of the university community may file a complaint of violation of the Code through the Dean of Students Office. A complete copy of the UW Student Code of Conduct can be found in Appendix B of this handbook.

Dean of Students Office
307-766-3296
Knight Hall Room 128
www.uwyo.edu/dos

MANDATORY WRITING REFERENCE

The department requires all majors to purchase A Writer’s Reference (complete citation below) when they enroll in FCSC 1010. This is an excellent resource for developing written papers and documenting sources of information. This manual will be used for written assignments throughout your entire college learning experience in Family and Consumer Sciences. It covers APA, Chicago (CMS), and MLA styles and may also be helpful for written assignments in other courses.

DO NOT SELL BACK THIS BOOK AFTER YOU COMPLETE FCSC 1010!

KEEP THIS BOOK AND USE IT!


STUDENT CLASSIFICATIONS

Freshman (FR) - Under 30 credit hours
Sophomore (SO) - 30 but less than 60
Junior (JR) - 60 but less that 90
Senior (SR) - 90 or more credit hours
UNDERSTANDING YOUR UNDERGRADUATE DEGREE:
FREQUENTLY ASKED QUESTIONS

WHAT IS A MAJOR? An undergraduate major is the study of a body of knowledge in a subject area of interest. When you join our department, your major will be Family and Consumer Sciences. You will be pursuing a Bachelor of Science degree.

WHAT IS A CONCENTRATION? A concentration (also called option or program area) is a collection of courses within a major that focuses on a particular subject area. When declaring a major in Family and Consumer Sciences you must also select an area of concentration from the following: Professional Child Development (online only and requires an application), Didactic Program in Nutrition and Dietetics (requires an application), Human Development and Family Sciences, Human Nutrition and Food, or Textiles and Merchandising.

WHAT IS A MINOR? A minor is concentrated study in a specific subject area that compliments a student’s major. The university has a wide range of undergraduate minors. In our department minors are available in Apparel Design, Human Development and Family Sciences, Human Nutrition, and Interior Design. Adding a minor can enhance your degree and expand your career opportunities. If you have questions about adding a minor, talk to your adviser.

WHO IS MY ADVISER? Each student in the department has an academic adviser—a member of the department faculty assigned to monitor the student’s progress toward degree. Get to know your adviser—he/she will be your link to the campus community and is here to assist you in achieving your academic and career goals.

HOW DO I KNOW WHAT COURSES TO TAKE? Each major has required courses and recommended electives. In our department each concentration within the FCSC major has a check sheet of degree requirements. Your adviser will provide you with a check sheet when you declare your major and help you choose which courses to take and when to take them. Your courses will vary in number of credit hours. Full-time students generally enroll in 12-15 credit hours each semester.

WHAT IS A CLASS SCHEDULE AND WHERE CAN I FIND IT? The class schedule is the official list of all courses offered each semester. It can be found online at the Registrar’s webpage www.uwyo.edu/registrar/class_schedules/ or you can use the ‘Look Up Classes’ feature on WyoWeb.

WHAT IS A COURSE SYLLABUS? A syllabus is a course outline and written record of the course requirements. It is essentially a contract between you and the instructor. Students are provided with a course syllabus at the beginning of each course. Read it. Take it to class. Keep it for the duration of the course. You may want to keep some syllabi for the length of your degree program.

WHERE ARE MY ACADEMIC RECORDS KEPT? The majority of your academic records are available electronically through WyoWeb. The department office (Ag 251) maintains a file on each major and minor. Your adviser will retrieve your file prior to advising sessions. It is important for you to keep your own academic file as well. It should include your program check sheet, printouts from WyoWeb of your degree evaluation report, course syllabi, copies of petitions and other important information.

WHAT IS WYOWEB? WyoWeb is an internet portal that links individualized student information with campus departments and offices. You will receive a username and password to WyoWeb when you are officially admitted to UW. You can access your class schedule, grades, financial aid, degree requirements and a variety of other campus information on this site.

WHAT IS A PERC AND WHERE DO I GET IT? PERC stands for personal electronic registration code. It is a 6-digit number that you will use to register for courses. You obtain your PERC from your adviser during Advising Week each semester. Your PERC will not be released until you have met with your adviser. Your PERC will change each semester and you will need it to access the course enrollment channel in WyoWeb.

WHAT IS A “W” NUMBER? Your “W” number is a randomly assigned 8-digit identification code that is used as your university identification number instead of your Social Security number. You will need your “W” number whenever you complete official paperwork.

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What is a Degree Evaluation? Your degree evaluation is a critical part of documented progress to obtaining your degree. Each student and his/her adviser has access to an online progress-to-degree/advising support system that matches completed and current course work (along with any transferred courses from other institutions) with specific degree requirements. Your adviser will use your degree evaluation during your advising/planning appointment each semester. To access your degree evaluation, log into WyoWeb and follow these basic steps:

• Choose the “Student Resources” tab.
• Find the “Registration Tools” channel.
• Click on the “Degree Evaluation” link.
• Select a term from the drop down menu if prompted.
• Select a degree program if prompted.
• Select “Generate Request”.
• Wait for the request to process.
• Select “Remaining Requirements” to view the unmet requirements for your specific degree program or “Detailed Requirements” to view all major and minor requirements.

What is the University Catalog? The University Catalog includes information on all undergraduate and graduate-level academic programs and their specific requirements. It is updated every academic year. Your degree requirements are based on the catalog that is in effect the year you enter the university. The University Catalog can be found on the Registrar’s webpage www.uwyo.edu/REGISTRAR/University_Catalog.

What are lower and upper division courses? Lower division courses are those numbered between 1000 and 2999. They are typically taken during your freshman and sophomore years. Upper division courses, numbered 3000-4999, are normally taken during your junior and senior years.

What is a prerequisite? A prerequisite is a course requirement that must be completed before enrollment in another course or a degree program. Prerequisites for individual courses and degree programs are listed in the University Catalog www.uwyo.edu/REGISTRAR/University_Catalog. You are responsible for making yourself aware of prerequisites before enrolling.

What are Linked Activities? Some academic departments have courses which require labs and/or discussion sections in addition to the lecture. These are referred to as Linked Activities. This means that when you register for the primary activity (normally the lecture), you will be prompted to also register for the linked activity (normally a lab or discussion). You must enroll for the lecture and lab or discussion at the same time. In order to drop or switch sections of a primary-level activity, you must first drop the secondary-level activity/activities and find a new combination.

Where do I find important dates and deadlines? It is important to know university deadlines as well as those for your individual courses. Your syllabus should have specific course deadlines. Each semester all university deadlines are posted on WyoWeb or can be found on the Registrar’s web page www.uwyo.edu/registrar/calendar_and_deadlines/.

How do I address my professors? You will encounter professionals with varying levels of education and expertise in the campus community. It may seem trivial but it is important to show respect to all of your university instructors. You should always (in person, email, written correspondence and in telephone conversations) refer to him/her as Doctor or Professor unless they indicate otherwise.

How do I find my grades? Your midterm and final grades will be available on WyoWeb as soon as they are submitted by your instructors each semester. They may be found on the “Student Resources” tab, in the “Student Grades” channel.

General Information and Definitions

Abandonment of Classes—Failure to attend class or pay tuition and fees does not constitute withdrawal. Students who do not officially drop their classes before the drop deadline will be assessed full tuition and fees. WyoWeb may be used to drop all classes through the end of the drop period. After the drop deadline has passed, students must officially withdraw from the individual course or from all courses for the semester through the Dean of Students Office (307-766-3296 or www.uwyo.edu/dos.

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Absences—Authorized (excused) absences for participation in university-sponsored activities or verifiable personal hardship are issued by the Dean of Students Office. The dean of Students Office does not authorize excuses for medical reasons. Students are encouraged to contact their instructors directly if they are going to miss class due to illness. Faculty may require proof from a physician or other medical personnel for health-related absences. For questions regarding university excused absences, please contact the Dean of Students office at 307-766-3296 or www.uwyo.edu/dos.

Adding/Dropping Courses—It is important to plan your coursework with your adviser. You may decide to add or drop courses prior to the deadline without written permission; however be aware of the consequences. You should always consult your adviser before dropping or adding a course. After the drop/add deadline has passed you will need written permission in the form of an official petition for adjustments to your schedule. Called an Exception Request, this petition must be approved by the instructor, your adviser, the department head, the designated college administrator and the Registrar. Check the add/drop deadlines each semester.

Attendance—You are expected to attend all required course meeting times. Individual instructors observe various attendance policies in their classrooms. Most faculty require authorized absence documentation. An authorized absence provides the student an opportunity to make up the work missed but does not excuse the student from the work required. It is important to read and understand the attendance policy for each course. It is your responsibility to discuss absences with your instructor and make arrangements for missed assignments, notes or exams.

Correspondence Courses—Students interested in earning credit through correspondence study courses should consult the Correspondence Study, 340 Wyoming Hall, (307) 766-5631. Tuition is $94.00 per semester hour for both residents and nonresidents. A student is allowed nine months from the date of enrollment for completion of a correspondence study course. These courses are not eligible for financial aid.

Credit by Examination—The University of Wyoming recognizes the fact that students have different backgrounds and schooling, and therefore possess dissimilar levels of preparation. In recognition of these factors, the university has developed a credit-by-examination program. Students must be currently enrolled in order to qualify for a credit by exam. Students may not seek credit by exam for a course they are currently enrolled in or auditing, or for a course they have previously enrolled in for credit or audit. An initial fee of $80.00 is required to sit for each examination. Upon successful completion of an examination, the credit will be posted to the student’s academic records. Applications for credit by examination are available from the Office of the Registrar. Eligibility approval must be received from the Office of the Registrar prior to taking the exam.

Department Core Curriculum—The Family and Consumer Sciences core curriculum is required of all majors. This requirement is based on a common body of knowledge in family and consumer sciences which contains concepts relevant to all program options. The department core will be 9-11 credit hours of your overall degree program.

Graduation Requirements—All UW students must meet minimum graduation requirements. Department majors must complete at least 128 credit hours with a minimum of 48 upper division hours. For transfer students, 30 of the overall total credit hours must be from UW. You must declare an anticipated graduation date.

Incomplete Grades—An incomplete or “I” grade may be approved by an instructor when unavoidable situations occur. The “I” grade is temporary. Assigning an incomplete grade gives the student additional time to meet course requirements. You must provide a thorough explanation to support your extenuating circumstances. Removal of the “I” grade and assignment of an official course grade is not automatic. Students who have “I” (incomplete) grades recorded must make arrangements with their instructors to complete the required work and have an “I” removal form filed in the Office of the Registrar. Under the provisions of UW Regulation 6-720, “I” grades revert to F if not removed within authorized time limits (normally up to 120 days after the end of the semester in which the “I” grade was recorded). Students should never re-register in a course for “I” removal purposes.

Individual Course Requirements—You will receive a syllabus outlining specific course requirements for each course you enroll in. Occasionally syllabi are modified during a semester due to necessary course changes. Typically the syllabus contains deadlines, attendance requirements, and a grading scale. Each instructor has different expectations for their course(s). You should anticipate at least two hours of coursework outside the classroom for each course credit hour. You may also be required to enroll in non-credit laboratory and/or discussion sections in addition to your lecture sections. Studio courses require additional time for the completion of class projects. Your course syllabus should provide information on this important detail. Plan accordingly.
INSTRUCTOR AND COURSE EVALUATION PROCESS

Each semester students have the opportunity to evaluate their instructors and individual course content. It is important to understand how the process works and your role in it. Student feedback is important and is taken seriously. All information provided by students is kept anonymous.

Student comments and other evaluation information become part of the department’s assessment records. Student feedback is considered when faculty are reviewed each year. Consequently, remember to keep your comments constructive by giving specific suggestions or examples to clarify what is being stated.
YOUR ACADEMIC SUCCESS

Academic success is your responsibility. In order to graduate, every student is expected to maintain satisfactory academic progress, which is based on scholastic performance. It is assumed that you will take the initiative in developing your own academic, career, and personal goals. The following are commonly asked questions about academic success.

WHAT IS MY SEMESTER GRADE POINT AVERAGE? Your grade point average (GPA) is the sum of all grade points earned in a semester divided by all credit hours attempted for letter grade. Credit hours in courses that resulted in grades of I, W, S, or U are excluded.

WHAT IS MY CUMULATIVE GRADE POINT AVERAGE? The cumulative grade point average is defined as the sum of all grade points earned at UW in on-campus, correspondence, online, or Outreach School courses divided by all credit hours attempted for letter grade. Your cumulative grade point average is used to determine activity, eligibility, honors, probation, suspension, graduation and all comparison purposes requiring the measurement of academic standing.

WHAT IS ACADEMIC PROBATION? A student is placed on academic probation if he/she is not making satisfactory progress toward his/her degree. Probationary status begins at the end of the semester when the student’s cumulative grade point average (GPA) falls below a 2.0. When this action is taken the student is notified by letter. A student is removed from probation at the end of the semester or summer term in which his/her cumulative grade point average is 2.00 or above. Students who fail to earn a semester grade point average of 2.00 in the next semester or summer term attempted will be suspended from UW. Students on probation who register for a semester or summer term and then withdraw will be suspended as it is considered an attempted semester.

WHAT IS ACADEMIC SUSPENSION? A student is suspended and their enrollment at UW terminated when they do not meet the requirements set forth under their probation process. When this action is taken the student is notified by letter. A student who is suspended is not permitted to petition for reinstatement until one full semester, exclusive of summer term, has elapsed. Students may petition for reinstatement only once per semester. If denied the student cannot petition for reinstatement until the next fall or spring semester, unless there are documented extenuating circumstances justifying immediate reinstatement. A suspended student cannot enroll in any UW credit classes including on-campus, online, correspondence and Outreach.

CAN A STUDENT BE REINSTATED AFTER BEING SUSPENDED? Academic reinstatement is possible. The following are some important points about the reinstatement process:

• Each UW academic college is entitled to have an academic reinstatement policy that is more restrictive than the general university policy.
• Academic reinstatement requires a petition that must be submitted no later than 15 days before the beginning of the semester or summer term in which the student wishes to register. A petition received after this deadline will not be processed until after the regular registration period.
• The decision for reinstatement of a suspended student is made by the dean (or his/her designee) of the college in which the student wishes to enroll. The reinstated student will be placed on academic probation for his/her first semester or summer term of reinstatement. The reinstated student must remain in the college in which he/she has been reinstated for that semester.
• Students placed on academic suspension are eligible for a maximum of three reinstatements. Any student placed on academic suspension for the fourth time is not eligible for reinstatement for a minimum of five years from the end of the last term of attendance.

PLANNING AHEAD

The College of Agriculture and Natural Resources provides career advising services assistance through the Academic and Student Programs Office. Some of the services provided include:

• Resumes
• Interviewing skills
• Networking
• Job searches

Call Ann Jones at 307-766-2398 or email her at aljones@uwyo.edu for more information, or to make an appointment.

Also see page 10 in this handbook for our section on What To Do If You Have A Problem.
WORKING TOGETHER: YOU AND YOUR ADVISER

Your partnership with your adviser is vital to successful completion of your degree. You will be expected to take the initiative to develop a relationship with your adviser. You must meet with your adviser prior to registering as many courses have prerequisites or follow specific sequencing. Remember that your adviser can assist you with academic and career planning. Talk with your adviser about your career goals. If you experience difficulty, talk with your adviser at the onset. While your advisor will help you understand your degree requirements and present you with options, the decisions you make are your own.

You Can Expect Your Adviser To:
• Help you select appropriate coursework.
• Provide you with necessary registration information.
• Inform you of campus resources.
• Clarify and explain department policies and procedures.
• Be available to meet with you during Advising Week.
• Have posted office hours and also be available by appointment.

Your Adviser Will Expect You To:
• Make and keep appointments.
• Reschedule by phone or e-mail if you cannot meet at the scheduled time.
• Be familiar with the University Catalog and Class Schedule.
• Be familiar with University Studies requirements.
• Be familiar with important dates and deadlines.
• Be prepared for your advising appointment by planning ahead and coming prepared.
• Understand course requirements, review the class schedule, and select some tentative courses.
• Respect his/her time. Most faculty advise 15-25 students in addition to their teaching and research responsibilities.

ADVISING WEEK—Each fall and spring semester a week is designated as Advising Week. During that week, faculty advisers meet with their advisees to help them plan appropriate coursework for the next semester. It is essential that you schedule an appointment with your adviser during Advising Week each semester. You will not be able to obtain your PERC or specific enrollment information for restricted courses without the consent of your adviser.

ADVISING CHECKSHEET—Each program area in the department has a checksheet that includes 1) University Studies requirements; 2) department core curriculum; and 3) courses specific to the selected option. You and your advisor will use this as a guide to monitor your progress. All of the requirements for your major can be found on your checksheet. Your original checksheet will remain in your student file. You will be given a copy to keep for your records. Remember to bring it with you to your advising appointments.

CHANGES IN DEGREE REQUIREMENTS—Many courses are not offered every semester and some not every year. Occasionally departments change course sequencing, prerequisites and even degree requirements. If departmental requirements are changed, students are typically permitted to continue under the requirements in effect when they entered the department, provided the courses are still available; however, they are encouraged to adopt the new requirements. Notice of changes are available from departmental offices and advisors. It is your responsibility to inform yourself of changes in degree requirements by reviewing the University Catalog (updated annually) and your Degree Evaluation report. You may need to adjust your degree plans. By working with your advisor and planning ahead, you can make any necessary changes so your courses can be taken by your anticipated completion date.

E-MAIL COMMUNICATION—All students at the university are provided with an official campus e-mail address. Check your campus email regularly as it is the default for all official communication. The department sends notices by e-mail on a regular basis to alert students to scholarships and other student opportunities, class cancellations, and other general information.
Clubs, Organizations, and Student Opportunities

Extracurricular activities can enhance your college experience. Many activities can help improve your professional future because of the leadership opportunities they provide. The following are a few of the opportunities available to students in Family and Consumer Sciences.

College and Department Honoraries:

*Gamma Sigma Delta* is a national honor society open to students in the College of Agriculture. Potential members are nominated by faculty and invited based upon academic excellence.

*Phi Upsilon Omicron* is the honor society of Family and Consumer Sciences. Membership is by invitation only to students who meet the credit hour and grade point average requirements for consideration. Faculty advisers are Bruce Cameron (307-766-4145; unsr@uwyo.edu) and Mike Liebman (307-766-5537; liebman@uwyo.edu). In addition to being the honor society for the department, Phi U is also an organization that provides opportunities for leadership, community service and fellowship with other students from all department majors.

Ag Ambassadors—The College of Agriculture and Natural Resources Student Ambassador Organization is a select group of students charged by the Dean to promote the college in various ways. Ag Ambassadors is open to full-time students with a declared primary major in the college who have attended for at least one full semester. Undergraduate students must have and maintain a minimum 2.50 cumulative GPA and graduate students must have and maintain a 3.0 cumulative GPA. More information can be obtained from the Academic and Student Programs Office at 307-766-4034.

Department Student Organizations—Participation in student organizations is strongly encouraged. Your academic career, leadership skills, and personal life can be enhanced by the wide variety of opportunities these organizations provide.

*AAFCS*: All department majors are eligible to join the student chapter of the American Association of Family and Consumer Sciences. The faculty adviser is Virginia Vincenti (307-766-4079 or vincenti@uwyo.edu).

*Student Dietetic Association*: All majors in the dietetics and human nutrition and food options are eligible to join the Student Dietetic Association. The faculty adviser is Mindy Meuli (307-766-4147 or mmeuli1@uwyo.edu).

Recognition of Outstanding Students—Each spring semester the department faculty select students for specific recognition awards. Criteria for consideration include academic performance, participation in department activities and organizations, and interaction with faculty, staff and fellow students.

Scholarships—Family and Consumer Sciences majors are encouraged to apply for college and department scholarships. The deadline for college scholarships is typically the end of the fall semester. The deadline for department scholarships is approximately March 1. Information on both will be sent to your UW email account. Scholarships awards are typically announced in April. Students should also investigate other scholarship opportunities with Student Financial Aid [www.uwyo.edu/sfa](http://www.uwyo.edu/sfa).

Research and Employment Opportunities—Faculty who conduct research at the university often invite students to participate in their work. The best way to find out more about current research in your department is to ask your adviser or the department head. Faculty often hire students on a part-time basis as teaching and laboratory assistants. Work study positions are also available for students who qualify for this federally funded financial aid program. The UW Human Resources web site lists other student employment opportunities. You can find job postings at [www.uwyo.edu/hr/employment](http://www.uwyo.edu/hr/employment).

International Travel—Students are encouraged to take advantage of opportunities to participate in international travel. Department study tours are typically planned every other year. Previous study tours have visited France, England, Hong Kong, Scotland, Italy and Thailand. Travel grants are available. If you are interested, contact your adviser or the department head.

Funding Opportunities—Students in Family and Consumer Sciences are encouraged to attend professional meetings, conferences, and to enter design competitions. A variety of funding opportunities are available to help defray expenses related to these activities. If you are interested, talk to your adviser or the department head.
WHAT TO DO IF YOU HAVE A PROBLEM

Adapting to life in a higher education setting can be difficult. For many students, attending college marks their first experiences away from home and family. The atmosphere is different from high school or community college. At times during your college career you may experience academic or personal challenges. If this should occur, make an appointment with your advisor. If he/she is not available or cannot meet with you immediately, contact the Family and Consumer Sciences Department Head Bruce Cameron. Listed below are some sources of on-campus assistance for students.

Academic and personal counseling are available from the Office of Academic and Student Programs in the College of Agriculture and Natural Resources. Tutoring is also available.

Visit Teresa Jacobs Castano in Ag 139.
You can also call 307-766-3046 or email tcasta@uwyo.edu.

The UW Counseling Center helps students deal with problems that are interfering with their academic success. The center is located in Room 341 of Knight Hall. All appointments must be made in person. All services are free.

The Dean of Students Office provides programs, assistance, referral, and outreach to students who have personal and academic concerns. This office can direct you to the right person or office if you need a tutor, personal counselor, academic advisor, or career counselor. Visit their website at www.uwyo.edu/dos or call 307-766-3296.

The UW Writing Center is located in Coe Library. The center provides free assistance with all aspects of writing. Their hours are Monday through Thursday from 9 a.m. to 4 p.m. and Friday from 9 a.m. to 3 p.m. Appointments and walk-ins are welcome. You can contact the center at 307-766-5250 or view their website at www.uwyo.edu/ctl/writing-center/.

The Student Learning Center provides tutoring services free-of-charge. The center is located in the lower level of Washakie Center. No appointment is necessary. You can contact the center at 307-766-3730 or visit their website at www.uwyo.edu/reslife-dining/slc.

The Math Lab caters primarily to students in algebra, trigonometry and calculus but also assists with other problems and questions when possible. Located in Ross Hall 247, the lab does not take appointments. Their hours vary and all services are free. The schedule can be viewed by visiting the website at www.uwyo.edu/math.

The Oral Communication Center offers help with all stages of speech-making. Located in Ross Hall 442, center hours vary. All services are free. Visit their website for a schedule – www.uwyo.edu/cojo/occ.

DEPARTMENT GRIEVANCE POLICY

If you experience a problem with a department faculty member or instructor, the department policy is as follows:

- **Step One**—Address the problem with the instructor.
- **Step Two**—If the problem cannot be resolved, make an appointment with Department Head Bruce Cameron. You will be asked if you have taken care of step one. The department head will attempt to work with all parties involved to resolve the matter.
- **Step Three**—If a resolution cannot be reached, the department head will consult the Associate Dean in the College of Agriculture and Natural Resources’ Office of Academic and Student Programs.
Academic Dishonesty
(Reprinted from the University of Wyoming Regulation 6-802)

All members of the University community are responsible for upholding the values of academic integrity. The faculty considers academic integrity a matter of common concern, not merely a private issue between instructor and student. Honesty in all academic endeavors is a component of academic integrity that is vital to the educational functions of the University. Whatever form academic dishonesty may take, the faculty considers it as establishing a student’s failure to demonstrate the acquisition of knowledge and the failure to apply it to an academic endeavor. It is a student’s responsibility to learn the standards of conduct for the performance of academic endeavors; it is an instructor or faculty member’s responsibility to make reasonable effort to make known the standards of conduct for the performance of academic endeavors. Through an atmosphere of mutual respect we enhance the value of education and maintain high standards of academic excellence. Failure on the part of the student to observe and maintain standards of academic honesty, as hereafter defined or made known by an instructor responsible for a course or other academic endeavor, requires corrective action as hereafter authorized.

What is Academic Endeavor?
Academic endeavor is any student activity undertaken to earn University credit or meet some other University program requirement. Examples of academic endeavors include, but are not limited to:

- Course assignments (written and/or oral, projects, research, or exhibitions)
- Exams and quizzes (written and/or oral)
- Clinical assignments (internships, rotations, practicums)
- Presentations (on and off campus)
- Publications
- Independent study coursework
- Plan B papers or projects, Plan A theses, or doctoral dissertations
- Student media associated with academic credit

What is Academic Dishonesty?
Academic dishonesty is any action, attempted or performed, that misrepresents your involvement in an academic endeavor in any way, or assists another student in misrepresenting his or her involvement in an academic endeavor. Examples of academic dishonesty include, but are not limited to:

- Plagiarism – presenting the work of someone else, wholly or in part, as your own work without proper acknowledgement of sources and extent of use.
- Cheating – using information, study aids, notes, materials, devices, or collaboration not explicitly approved by the instructor. For example: doing a class assignment for someone else or allowing someone to copy your assignment; copying from, or assisting, another student during an examination; or stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.
- Fraud – altering or inventing data, research, or citations for an academic endeavor; fabricating, forging or otherwise misrepresenting to an instructor or an institution your past or current academic or professional activities; impersonating someone or allowing yourself to be impersonated for an examination or other academic endeavor; using a ghost writer, commercial or otherwise, for any type of assignment.
- Violation of Standards – violations against ethical and professional standards required by individual University programs, academic courses, and clinical programs that may result in qualification for entry into a profession that maintains standards of conduct.
- Multiple Submissions – submitting, wholly or in part, the same academic endeavor to earn credit in two or more courses without explicit approval by all concerned instructors.
- Interference or Obstruction – interfering with the academic efforts of other students to gain an unfair advantage for personal academic advancement. Interference may include but is not limited to, sabotage, harassment, tampering, bribery, or intimidation of another student.
- Complicity – assisting another person in any act of academic dishonesty as defined above.

A complete copy of University Regulation 6-802 can be found in Appendix C of this handbook.

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated.
FERPA: A Student’s Right to Privacy
(Reprinted from the University of Wyoming Catalog)

What is FERPA?
The Family Educational Rights and Privacy Act of 1974, also known FERPA, affords students certain rights with respect to their education records. Specifically, it affords students the right to:

1. inspect and review their education records;
2. request the amendment of inaccurate or misleading records;
3. consent to disclosure of personally identifiable information contained in their education record; and
4. file a complaint with the U.S. Department of Education concerning alleged failures of the institution to comply with this law.

The University of Wyoming strives to fully comply with this law by protecting the privacy of student records and judiciously evaluating requests for release of information from these records. FERPA authorizes the release of “Directory Information” without the student’s prior written consent under certain conditions set forth in the act.

What is “Directory Information”?
Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Under the Wyoming Public Records Act, the Office of the Registrar is required to release directory information as requested. Following guidelines provided by the FERPA Compliance Office, UW defines the following as Directory Information:

- Name
- Affirmation of whether currently enrolled
- School, college, department, major
- Dates of enrollment
- Full or part-time status
- Degrees received
- Honors received
- Local address and phone number
- Permanent address and phone number
- Email address
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

Can students control disclosure of “Directory Information”?
Yes, students are notified of their right to control the disclosure of “Directory Information” in the fall and spring Class Schedules and the University Catalog. Students who wish to have access to their Directory Information restricted must notify the Office of the Registrar in writing. They may complete a Confidentiality of Student Records form available in the registrar’s office or complete the “Request for Privacy” form found online. Upon receipt of this signed form, a Privacy Flag will be placed on the student’s record. A Privacy Flag means that a student’s name will not appear in the Campus Directory, and will not be included in any news release (honor rolls, graduation, etc.) Information will also not be released to prospective employers, insurance companies, credit agencies, etc. If anyone requests information for a student or former student who has a Privacy Flag, UW will respond to the requestor with the following statement: “We do not have any information available on that individual.”

While a Privacy Flag may be placed on a student’s record at any time, the request form must be received in the Office of the Registrar no later than the tenth working day of the fall semester in order to prevent publication in the printed Campus Directory. Students may remove their Privacy Flag at any time by submitting a signed request to the Office of the Registrar.

If you have questions about FERPA, contact the Office of the Registrar at 307-766-5272.
UNDERGRADUATE ASSESSMENT

The Family and Consumer Sciences faculty strive to provide a learning environment that allows for content knowledge within a specific area of concentration, as well as a broader set of skills that are relevant to all concentrations within the discipline. Specifically, the department’s curriculum is designed to support the development of skills and knowledge in the following four areas:

Intellectual Skills
- Inquiry and Analysis
- Critical Thinking
- Creative Thinking
- Information Literacy
- Problem Solving

Communication
- Written
- Oral

Personal and Social Responsibility
- Professional Skills and Behavior
- Civic Knowledge and Engagement
- Intercultural Knowledge and Competence
- Ethical Reasoning
- Foundations and Skills for Lifelong Learning

Integrative Learning

NOTE: These competencies (with the exception of Professional Skills and Behavior) align with the VALUE rubrics developed by the American Association of Colleges and Universities. These rubrics can be found in Appendix A and can also be accessed at the following website: www.aacu.org/value/rubrics/
APPENDIX A:
FCSC
UNDERGRADUATE ASSESSMENT RUBRICS
Intellectual Skills Rubrics

Inquiry and Analysis
Critical Thinking
Creative Thinking
Information Literacy
Problem Solving
INQUIRY AND ANALYSIS VALUE RUBRIC
for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition
Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language
This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing, knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the products of analysis and inquiry, not the processes themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

• Conclusions: A synthesis of key findings drawn from research/evidence.
• Limitations: Critique of the process or evidence.
• Implications: How inquiry results apply to a larger context or the real world.
## INQUIRY AND ANALYSIS VALUE Rubric

*for more information, please contact value@aacu.org*

### Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

**Framing Language**

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

**Glossary**

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.
**CRITICAL THINKING VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Evaluator are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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</thead>
<tbody>
<tr>
<td><strong>Explanation of issues</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
</tr>
</tbody>
</table>

| **Evidence**<br>**Selecting and using information to investigate a point of view or conclusion** | 4        | 3          | 2         |
| Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with some interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. |

<p>| <strong>Influence of context and assumptions</strong> | 4        | 3          | 2         |
| Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |</p>
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**Student's position (perspective, thesis/hypothesis)**
- Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).

**Conclusions and related outcomes (implications and consequences)**
- Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

**Milestones**
- Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).

**Benchmark**
- Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.

**Capstone**
- Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.

**Milestones**
- Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.

**Benchmark**
- Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition
Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Framing Language
Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child’s drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Creative thinking in higher education can only be expressed productively within a particular domain. The student must have a strong foundation in the strategies and skills of the domain in order to make connections and synthesize. While demonstrating solid knowledge of the domain’s parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

The Creative Thinking VALUE Rubric is intended to help faculty assess creative thinking in a broad range of transdisciplinary or interdisciplinary work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works. The work samples or collections of work may be completed by an individual student or a group of students.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Exemplar: A model or pattern to be copied or imitated (quoted from www.dictionary.reference.com/browse/exemplar).
- Domain: Field of study or activity and a sphere of knowledge and influence.
**CREATIVE THINKING VALUE RUBRIC**

*for more information, please contact value@aacu.org*

**Definition**
Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

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### Acquiring Competencies

**This step refers to acquiring strategies and skills within a particular domain.**

- **Reflect:** Evaluates creative process and product using domain-appropriate criteria.
- **Create:** Creates an entirely new object, solution or idea that is appropriate to the domain.
- **Adapt:** Successfully adapts an appropriate exemplar to his/her own specifications.
- **Model:** Successfully reproduces an appropriate exemplar.

### Taking Risks

_May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions._

- Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.
- Incorporates new directions or approaches to the assignment in the final product.
- Considers new directions or approaches without going beyond the guidelines of the assignment.
- Stays strictly within the guidelines of the assignment.

### Solving Problems

_Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution._

- Having selected from among alternatives, develops a logical, consistent plan to solve the problem.
- Considers and rejects less acceptable approaches to solving problem.
- Only a single approach is considered and is used to solve the problem.
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**Embracing Contradictions**
Integrates alternate, divergent, or contradictory perspectives or ideas fully.
Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.
Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.
Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.

**Innovative Thinking**
*Novelty or uniqueness (of idea, claim, question, form, etc.)*
Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.
Creates a novel or unique idea, question, format, or product.
Experiments with creating a novel or unique idea, question, format, or product.
Reformulates a collection of available ideas.

**Connecting, Synthesizing, Transforming**
Transforms ideas or solutions into entirely new forms.
Synthesizes ideas or solutions into a coherent whole.
Connects ideas or solutions in novel ways.
Recognizes existing connections among ideas or solutions.
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

**Definition**

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy

**Framing Language**

This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students’ information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student’s final work must stand on its own, evidence of a student’s research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student’s information proficiency and for some criteria on this rubric would be required.
## Definition
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Determine the Extent of Information Needed</strong></td>
<td>Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.</td>
<td>Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.</td>
</tr>
<tr>
<td><strong>Access the Needed Information</strong></td>
<td>Accesses information using effective, well-designed search strategies and most appropriate information sources.</td>
<td>Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.</td>
</tr>
<tr>
<td><strong>Evaluate Information and its Sources Critically</strong></td>
<td>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others' assumptions and several relevant contexts when presenting a position.</td>
</tr>
<tr>
<td><strong>Use Information Effectively to Accomplish a Specific Purpose</strong></td>
<td>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth</td>
<td>Communicates, organizes and synthesizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.</td>
</tr>
<tr>
<td>Capstone</td>
<td>Milestones</td>
<td>Benchmark</td>
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<td>3</td>
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</tr>
</tbody>
</table>

**Access and Use Information Ethically and Legally**

Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.
**Problem Solving VALUE Rubric**

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

**Definition**

Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

**Framing Language**

Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by students may involve problems that range from well-defined to ambiguous in a simulated or laboratory context, or in real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across all disciplines. It is broad-based enough to allow for individual differences among learners, yet is concise and descriptive in its scope to determine how well students have maximized their respective abilities to practice thinking through problems in order to reach solutions.

This rubric is designed to measure the quality of a **process**, rather than the quality of an **end-product**. As a result, work samples or collections of work will need to include some evidence of the individual’s thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol while solving a problem). The final product of an assignment that required problem resolution is insufficient without insight into the student’s problem-solving process. Because the focus is on institutional level assessment, scoring team projects, such as those developed in capstone courses, may be appropriate as well.

**Glossary**

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Contextual Factors**: Constraints (such as limits on cost), resources, attitudes (such as biases) and desired additional knowledge which affect how the problem can be best solved in the real world or simulated setting.
- **Critique**: Involves analysis and synthesis of a full range of perspectives.
- **Feasible**: Workable, in consideration of time-frame, functionality, available resources, necessary buy-in, and limits of the assignment or task.
- **“Off the shelf” solution**: A simplistic option that is familiar from everyday experience but not tailored to the problem at hand (e.g. holding a bake sale to "save" an underfunded public library).
- **Solution**: An appropriate response to a challenge or a problem.
• **Strategy:** A plan of action or an approach designed to arrive at a solution. (If the problem is a river that needs to be crossed, there could be a construction-oriented, cooperative (build a bridge with your community) approach and a personally oriented, physical (swim across alone) approach. An approach that partially applies would be a personal, physical approach for someone who doesn't know how to swim.

• **Support:** Specific rationale, evidence, etc. for solution or selection of solution.
# Problem Solving VALUE Rubric

*for more information, please contact value@aacu.org*

## Definition
Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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</thead>
<tbody>
<tr>
<td>Define Problem</td>
<td>Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.</td>
<td>Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.</td>
</tr>
<tr>
<td>Identify Strategies</td>
<td>Identifies multiple approaches for solving the problem that apply within a specific context.</td>
<td>Identifies multiple approaches for solving the problem, only some of which apply within a specific context.</td>
</tr>
<tr>
<td>Propose Solutions/Hypotheses</td>
<td>Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</td>
<td>Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.</td>
</tr>
<tr>
<td>Evaluate Potential Solutions</td>
<td>Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.</td>
<td>Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.</td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
<td>Milestones</td>
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<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>Implement Solution</td>
<td><strong>4</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Implement Solution description</td>
<td>Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.</td>
<td>Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.</td>
</tr>
<tr>
<td>Evaluate Outcomes</td>
<td><strong>4</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>Evaluate Outcomes description</td>
<td>Reviews results relative to the problem defined with thorough, specific considerations of need for further work.</td>
<td>Reviews results relative to the problem defined with some consideration of need for further work.</td>
</tr>
</tbody>
</table>

Side note: The descriptions provided for Capstone and Milestones seem to be redundant, as they both describe the solution implementation in terms of addressing multiple contextual factors. Similarly, the descriptions for Evaluate Outcomes also seem to overlap, with all three levels focusing on the level of consideration for need for further work.
Communication Rubrics

Written Communication

Oral Communication
**Written Communication VALUE Rubric**

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

**Framing Language**

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts. This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.
Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm).

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.
**WRITTEN COMMUNICATION VALUE RUBRIC**

For more information, please contact value@aacu.org

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

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<th>Benchmark</th>
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<tbody>
<tr>
<td><strong>Context of and Purpose for Writing</strong></td>
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<td>3</td>
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</tr>
<tr>
<td>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
</tr>
<tr>
<td><strong>Content Development</strong></td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
</tr>
<tr>
<td><strong>Genre and Disciplinary Conventions</strong></td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.</td>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.</td>
</tr>
<tr>
<td><em>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</em></td>
<td>Attempts to use a consistent system for basic organization and presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td>Milestones</td>
<td>Benchmark</td>
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</table>

**Sources and Evidence**
- **Capstone**: Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.
- **Milestones**: Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.
- **Benchmark**: Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.

**Control of Syntax and Mechanics**
- **Capstone**: Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.
- **Milestones**: Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.
- **Benchmark**: Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.
- **Capstone**: Uses language that sometimes impedes meaning because of errors in usage.
ORAL COMMUNICATION VALUE RUBRIC
for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition
Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language
Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

• Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
• Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
• Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
• Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.
# Oral Communication VALUE Rubric

**for more information, please contact value@aacu.org**

## Definition
Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</td>
</tr>
</tbody>
</table>

| **Language** | | |
| | | |
| | 3 | 2 | 1 |
| Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |

<p>| <strong>Delivery</strong> | | |
| | | |
| | 3 | 2 | 1 |
| Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |</p>
<table>
<thead>
<tr>
<th>Supporting Material</th>
<th><strong>Capstone</strong> 4</th>
<th><strong>Milestones</strong> 3</th>
<th><strong>Benchmark</strong> 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter’s credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter’s credibility/authority on the topic.</td>
<td>Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter’s credibility/authority on the topic.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Central Message</th>
<th><strong>Capstone</strong> 4</th>
<th><strong>Milestones</strong> 3</th>
<th><strong>Benchmark</strong> 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</td>
<td>Central message is clear and consistent with the supporting material.</td>
<td>Central message is basically understandable but is not often repeated and is not memorable.</td>
<td>Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter’s credibility/authority on the topic.</td>
</tr>
</tbody>
</table>
Personal and Social Responsibility Rubrics

Civic Knowledge and Engagement
Intercultural Knowledge and Competence
Ethical Reasoning
Foundations and Skills for Lifelong Learning
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

**Definition**

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

**Framing Language**

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public’s awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.
  - In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.
Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.
CIVIC ENGAGEMENT VALUE RUBRIC
for more information, please contact value@aacu.org

Definition
Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

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<tr>
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<tbody>
<tr>
<td><strong>Diversity of Communities and Cultures</strong></td>
<td>Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.</td>
<td>Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</td>
</tr>
<tr>
<td><strong>Analysis of Knowledge</strong></td>
<td>Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.</td>
<td>Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.</td>
</tr>
<tr>
<td><strong>Civic Identity and Commitment</strong></td>
<td>Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.</td>
<td>Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.</td>
</tr>
<tr>
<td>Civic Communication</td>
<td>Milestones</td>
<td>Benchmark</td>
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<tr>
<td>Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action</td>
<td>Effectively communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.</td>
<td>Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.</td>
</tr>
<tr>
<td>Civic Action and Reflection</td>
<td>Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.</td>
<td>Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.</td>
</tr>
<tr>
<td>Civic Contexts/Structures</td>
<td>Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.</td>
<td>Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.</td>
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<td>Civic Contexts/Structures</td>
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Definition


Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In Education for the intercultural experience, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff’s intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. Journal of Studies in International Education 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In Basic concepts of intercultural communication, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.

Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.

Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.

Suspendeds judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.

Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.
**Intercultural Knowledge and Competence**

*Value Rubric*

for more information, please contact value@aacu.org

**Definition**


Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Cultural self-awareness</td>
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<tr>
<td>Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</td>
<td>Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)</td>
<td>Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
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<tr>
<td>Knowledge of cultural worldview frameworks</td>
<td>Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
<td>Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
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<tr>
<td>Empathy</td>
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<tr>
<td>Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
<td>Identifies components of other cultural perspectives but responds in all situations with own worldview.</td>
<td>Views the experience of others but does so through own cultural worldview.</td>
</tr>
<tr>
<td>Skills</td>
<td>Capstone</td>
<td>Milestones</td>
<td>Benchmark</td>
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</tr>
<tr>
<td><strong>Verbal and nonverbal communication</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</td>
<td>Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</td>
<td>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</td>
</tr>
</tbody>
</table>

| Attitudes | Curiosity | | |
|-----------|-----------|------------------|------------------|------------------|
| **Ask complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.** | **Asks deeper questions about other cultures and seeks out answers to these questions.** | **Asks simple or surface questions about other cultures.** | States minimal interest in learning more about other cultures. |

| Attitudes | Openness | | |
|-----------|----------|------------------|------------------|------------------|
| **Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.** | **Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.** | **Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.** | Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment. |
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition
Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language
This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they’ve learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students’ Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context/for student’s identification.
- Cross-relationships among the issues: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).
**ETHICAL REASONING VALUE RUBRIC**

*for more information, please contact value@aacsu.org*

**Definition**

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

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<table>
<thead>
<tr>
<th></th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethical Self-Awareness</strong></td>
<td>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.</td>
<td>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.</td>
<td>Student states both core beliefs and the origins of the core beliefs.</td>
<td>Student states either their core beliefs or articulates the origins of the core beliefs but not both.</td>
</tr>
<tr>
<td><strong>Understanding Different Ethical Perspectives/Concepts</strong></td>
<td>Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.</td>
<td>Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.</td>
<td>Student can name the major theory she/he uses, and is only able to present the gist of the named theory.</td>
<td>Student only names the major theory she/he uses.</td>
</tr>
<tr>
<td><strong>Ethical Issue Recognition</strong></td>
<td>Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.</td>
<td>Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.</td>
<td>Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.</td>
<td>Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.</td>
</tr>
<tr>
<td>Application of Ethical Perspectives/Concepts</td>
<td>Capstone: 4</td>
<td>Milestones: 3</td>
<td>Benchmark: 2</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.</td>
<td>Student can apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.</td>
<td>Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.</td>
<td>Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Different Ethical Perspectives/Concepts</th>
<th>Capstone: 4</th>
<th>Milestones: 3</th>
<th>Benchmark: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.</td>
<td>Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.</td>
<td>Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)</td>
<td>Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.</td>
</tr>
</tbody>
</table>
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition
Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf)

Framing Language
This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria. Work samples or collections of work tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students' growth and development. Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.
**FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING**

**VALUE RUBRIC**

_for more information, please contact value@aacu.org_

**Definition**
Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.” An endeavor of higher education is to prepare students to be this type of learner by developing tspecific dispositions and skills (described in this rubric) while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from [www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf](http://www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf))

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance._

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.</td>
<td>Explores a topic in depth, yielding insight and/or information indicating interest in the subject.</td>
</tr>
<tr>
<td>Initiative</td>
<td>Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.</td>
</tr>
<tr>
<td>Independence</td>
<td>Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.</td>
<td>Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.</td>
</tr>
<tr>
<td></td>
<td>Capstone</td>
<td>Milestones</td>
</tr>
<tr>
<td>----------------</td>
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<td>------------</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td></td>
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</tr>
<tr>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.</td>
<td>Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</td>
</tr>
</tbody>
</table>
Integrative Learning Rubric
INTEGRATIVE LEARNING VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students’ abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner.

These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one’s intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students’ capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today’s global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.
Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students’ examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- Content: The information conveyed in the work samples or collections of work.
- Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the eportfolio.
- Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.
# Integrative Learning VALUE Rubric

for more information, please contact value@aacc.org

## Definition
Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

<table>
<thead>
<tr>
<th>Connections to Experience</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connections to Experience</strong></td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden one’s points of view.</td>
<td>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frames of fields of study.</td>
<td>Identifies connections between life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than one’s own.</td>
</tr>
<tr>
<td><strong>Connections to Discipline</strong></td>
<td>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</td>
</tr>
<tr>
<td><strong>Academic</strong></td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</td>
</tr>
</tbody>
</table>

For more information, please contact value@aacc.org.
<table>
<thead>
<tr>
<th><strong>Integrated Communication</strong></th>
<th><strong>Capstone</strong></th>
<th><strong>Milestones</strong></th>
<th><strong>Benchmark</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <strong>in ways that enhance meaning</strong>, making clear the interdependence of language and meaning, thought, and expression.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Reflection and Self-Assessment</strong>&lt;br&gt;<strong>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</strong></td>
<td>Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</td>
</tr>
<tr>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <strong>to explicitly connect content and form</strong>, demonstrating awareness of purpose and audience.</td>
<td></td>
<td></td>
<td>Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.</td>
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</table>
APPENDIX B: UW Student Code of Conduct
INTRODUCTION: Welcome to the University of Wyoming community of students, faculty and staff. The University has provided a special relationship among these groups for well over a century. This relationship has been created to provide an exciting, creative and challenging learning environment for our community of scholars.

The partnership formed between students and the University is a participatory one. Both parties have very significant responsibilities and rights. We take each of these very seriously. It is also important to note that we provide opportunities for UW students to become involved in the judicial system by serving on several judicial boards. Faculty and staff members have opportunities for professional development by becoming hearing officers within the judicial system. The Code was created through the combined efforts of the administration, students, faculty and staff.

I. Purpose
II. Definitions
III. Student Rights and Responsibilities
IV. Delegation of Authority & Jurisdiction for Student Discipline
V. Prohibited Conduct
VI. Judicial Process
VII. Sanctions
VIII. Temporary Suspension
IX. Appeals
X. Trespass

I. PURPOSE. The Student Code of Conduct (Code) outlines rights and responsibilities of students and student organizations enrolling at the University of Wyoming or any of its sponsored programs. The Code defines conduct offenses and reflects the University’s commitment to equity and procedural fairness. Any member of the University community may file a complaint of violation of the Code through the Dean of
II. DEFINITIONS. For purposes of the Student Code of Conduct:

a. "Advisor" is a parent, friend, attorney or other individual who provides the student support, guidance, or advice during proceedings.

b. "Any" is used in the permissive sense.

c. "Bystander Intervention" means safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of harm, violence and/or sexual misconduct.

d. "Charging Party" means a student or other member of the University community who shall be designated by the Dean of Students to bring forward charges under this Code.

e. "Code" refers to the Student Code of Conduct.

f. "Complainant" is the party who brings or initiates a complaint against another student or student organization.

g. "Consent" is a freely and affirmatively communicated willingness to participate in particular sexual activity or behavior, expressed either by words or clear, unambiguous actions. Specific information regarding "Consent" as it applies to the definition are found in the University's Sexual Misconduct Policy and Protocol, viewable on-line at http://www.uwyo.edu/dos/resources/sexual-misconduct.html.

h. "Disciplinary Hold" is initiated by the Dean of Students, through Registrar's Office, and temporarily restricts a student's ability to register for classes, drop or add classes, or modify his/her current registration status in individual classes.

i. "Discrimination" is adverse treatment and harassment on the basis of race, sex, gender, color, religion, national origin, veteran status, sexual orientation, political belief, or other status protected by state and federal statutes.

j. "Domestic and Dating Violence" includes:
- physically abusing, threatening to physically abuse, attempting to cause or causing physical harm or acts which unreasonably restrain the personal liberty of any household member;
- placing a household member in reasonable fear of imminent physical harm;
- causing a household member to engage involuntarily in sexual activity by force, threat of force or duress; and/or
- intentionally interfering with a household member's ability to meet academic obligations.

Household members include:
- Persons who are in, or have been in, a dating relationship;
- Persons married to each other;
- Persons living with each other as if married;
- Persons formerly married to each other;
- Persons formerly living with each other as if married;
- Parents and their adult children;
- Other adults sharing common living quarters; and
- Persons who are the parents of a child, but who are not living with each other.

k. "Dwelling" is any residence, apartment, house, or other facility owned, rented, leased, or occupied by any student or student organization.

l. "Faculty member" means any individual hired by the University to conduct instructional and/or classroom activities.
m. "Harassment" is words, conduct, or action (usually repeated or persistent) that, being directed at a specific person, annoys, alarms, or causes substantial emotional distress in that person and serves no legitimate purpose.

n. "Hazing," as part of initiation or any other activity, is any action taken or situation created whether on or off the University campus, in University facilities or on the premises of the University recognized fraternities or sororities, that does, with or without specific intent, produce or result in mental or physical discomfort, embarrassment, harassment or ridicule, anguish or suffering for another individual or group of individuals.

o. "Hearing Officer" refers to the Dean of Students, any University official, a member of the University faculty, staff, and/or student appointed by the Dean of Students or the Vice President for Student Affairs to conduct judicial proceedings.

p. "Judicial File" refers to the student judicial file that is maintained in the Dean of Students Office for any student found responsible of violating the institution's Student Code of Conduct. The file is maintained for a period of seven years after the judicial file is established.

q. "Judicial proceeding(s)" means a disciplinary letter, conference, or hearing.

r. "Jurisdiction" refers to the Code having jurisdiction for judicial offenses and shall be limited, in general, to conduct that occurs on University premises, or at University-sponsored or University-supervised events including students involved with off-campus internships and study abroad/student exchange programs, or, that occurs off University premises and has an adverse impact on the University community, its members, and/or the pursuit of its objectives, regardless of where such conduct may occur. Whenever student conduct constitutes a violation of federal, state, municipal law or University rules, judicial proceedings may be instituted against a student or student organization.

s. "Mandatory Reporters" are University Officials as identified in UW Regulation 1-5 who are required to report concerns about discrimination or harassment to the Office of Diversity and Employment Practices.

t. "Member of the University community" includes any individual who is a student, faculty member, staff member, University official, or any person employed by the University. The Dean of Students or a designee shall determine a person's status in a particular situation.

u. "Organization" means any number of persons who have received University status as a recognized student organization (RSO).

v. "Policy" is defined as the written regulations of the University as found in, but not limited to, University Regulations, Presidential Directives, this code, Residence Life and Dining Services Handbook, Student-Athlete Handbook, University Class Schedule and University Catalog.

w. "Reckless" means conduct which knowingly or unknowingly endangers the health or safety of individuals or creates a risk of harm to property or which could result in interference with normal University activities.

x. "Reporter" is an individual who reports a possible violation of the Code or reports concerns about discrimination or sexual misconduct.

y. "Respondent" is the party against whom a complaint is brought or initiated.

z. "Retaliation" is "adverse action or threat made in reprisal against any individual who participates as an actual or potential party, witness or representative relating to a report of discrimination or harassment." 

uu. "Sexual Misconduct" is a broad term encompassing any unwelcome behavior of a sexual nature that is committed without consent by force, intimidation, coercion, or manipulation. This may include sex crimes, sexual harassment, sexual assault, sexual exploitation, sexual intimidation, sexual violence, stalking, domestic violence, dating violence, retaliation related to a report of sexual misconduct, or engaging in sexual activity or
behavior prior to or without consent, as defined in UW regulation 1-5, available at [http://www.uwyo.edu/generalcounsel/files/docs/uw-reg-1-5.pdf](http://www.uwyo.edu/generalcounsel/files/docs/uw-reg-1-5.pdf), and/or the UW Sexual Misconduct Policy, available at [http://www.uwyo.edu/dos/resources/sexual-misconduct.html](http://www.uwyo.edu/dos/resources/sexual-misconduct.html). Sexual misconduct can be committed by men or women, and it can occur between people of the same or different sex or gender. Sexual misconduct may vary in its severity and consists of a range of behavior or attempted behavior. It can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship.

bb. “Shall” is used in the imperative sense (i.e. an individual is required to do something).

c. "Stalking" is engaging in a course of conduct directed at a specific person that would cause a reasonable person to-
   a. Fear for his or her safety or the safety of others, or
   b. Suffer substantial emotional distress. Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment for counseling.

Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveills, threatens, or communicates to or about, a person, or interferes with a person’s property.

Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.

d. "Student" means any person who is taking or auditing class(es) through the University of Wyoming, is enrolled in any University program or activity, or was enrolled in the University at the time of the misconduct.

e. "University or UW" refers to the University of Wyoming.

f. "University activity" refers to any activity on or off University premises that is directly initiated or supervised by the University.

g. "University living units" means all residence halls, apartments, structures, and cooperative and academic houses on University premises or living units operated by registered student organizations (RSOs).

h. "University Official," includes any person employed by the University, who performs administrative and/or professional responsibilities, including every administrative officer, dean, director, department and division head, supervisor and all faculty members.

i. "University Premises" includes all land, buildings, facilities, and other property in the possession of or owned, used, leased, or otherwise controlled by the University. University Premises also includes adjacent streets and sidewalks as defined in the “Cleary Act.” (See [http://www.law.cornell.edu/uscode/text/20/1092](http://www.law.cornell.edu/uscode/text/20/1092)).

j. “UW Regulations” refers to the governing regulations of the University as adopted by the University Board of Trustees. These regulations can be found at [http://www.uwyo.edu/generalcounsel/new-regulatory-structure/](http://www.uwyo.edu/generalcounsel/new-regulatory-structure/).

kk. "Weapon" is defined in accordance with state criminal law or UW regulation and includes any object or substance designed or used to inflict a wound or cause injury.

III. STUDENT RIGHTS AND RESPONSIBILITIES.

A. General Rights and Responsibilities. This statement is intended to set forth general principles of rights and responsibilities of the student in relation to the University and members of the University community.

All members of the University community share a responsibility to maintain a climate suitable to an ethical community of scholars and to refrain from conduct that obstructs the work of the University, interferes with the
lawful exercise of rights by other persons, endangers the safety or security of other persons or their property, prevents the proper use of the facilities of the University or impairs the environment which is essential to the operation of an institution of higher learning.

1. Students have the right to access all requirements, standards, policies, and regulations regarding the University's educational mission. This includes the right to file a complaint of discrimination under UW Regulation 1-5 which encompasses Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendment Act of 1972. Additional information, including procedures to file a complaint is available at http://www.uwyo.edu/diversity/fairness.

2. Students have a responsibility to comply with regulations and procedures pertaining to their admission and continued enrollment, including the timely payment of regularly assessed fees or other sums of money owed to the University.

3. This Code shall be published and distributed by the Admissions Office and/or the Office of the Registrar to each student at or before his/her enrollment in the University of Wyoming. When the student enrolls in the University such act or acts shall amount to a voluntary agreement by the student with the University that the student will adhere to and be bound by the rules and regulations of the University.

B. Rights and Responsibilities in the Instructional Setting.

The primary responsibility for managing the instructional environment rests with each faculty member. The student has the right to participate in relevant, civil discussions, inquiry and expression in academic endeavors. Student academic performance shall be evaluated on an academic basis.

1. Students shall be free to take reasoned exception to the data or views offered in any course of study. Students shall have protection through orderly procedures against prejudiced or capricious academic evaluation. They shall be responsible for learning the content of any course of study for which they are enrolled.

2. Students shall be provided with a statement of academic expectations/syllabus at the beginning of each course by the instructor. They are responsible for maintaining standards of academic performance established for each course in which they are enrolled. If academic expectations are not made available at the beginning of the semester, students should contact the instructor and/or the department head.

3. Students have responsibilities as well as rights in the classroom and other academic endeavors. Students have the responsibility to respect the instructor’s freedom to teach and the right of other students to learn. Students have the responsibility to maintain reasonable standards of conduct established by the instructor for each class.

4. Students who engage in acts that result in the disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Repetition of such behavior or egregious classroom offenses may result in termination of a student’s enrollment in the class.

C. Student Records.

1. Students have the right to a confidential student educational record in accordance with the Family Educational Rights and Privacy Act (FERPA). Transcripts of academic records shall contain only information about academic status and history, including notations as to any suspension or dismissal from the University.

2. Individuals applying for admission to the University and students enrolled in the University have a responsibility to provide to designated persons accurate, honest and complete information as is required for legitimate University purposes.

3. The University reserves the right to revoke an awarded degree for cause, including but not limited to fraud in receipt of the degree.

D. Terms of Enrollment.
1. By enrollment at the University, a student assumes obligations and responsibilities for performance and behavior reasonably expected by the University.

2. Termination of continued enrollment may take the form of:

a. Conduct under the Code.
   i. Judicial suspension or dismissal for violation of the Code.
   ii. Cancellation of admissions and/or registration when admission is found to have been based upon incomplete or false information provided by a student.
   iii. Temporary suspension (see Section VIII).

b. Medical. Medical suspension for mental health or physical conditions that pose a threat to the health or safety of others, or which results in disruption of normal University activities. Such determination shall be made in consultation with the Director of Student Health Services or other qualified health service provider. The decision is subject to review by the Vice President for Student Affairs upon request of the student. A required medical leave of absence will only be removed by the Dean of Students, after consultation with the Director of Student Health Services or other qualified health provider, to assure that the condition for withdrawal has been evaluated, treated, and appropriate follow up care is arranged.

c. Other.
   i. Academic suspension for failure to maintain minimum academic standards.
   ii. When proper payment of registration fees has not been made.
   iii. In exceptional circumstances cancellation of admission or registration may occur when it is determined to be in the best interest of the University and when authorized by the Vice President for Student Affairs or designee, in consultation with General Counsel. The decision is subject to review by the Vice President for Academic Affairs upon request of the student.
   iv. "Administrative Hold." Any student who fails to pay any sum of money owed to the University, fails to return or account for University property in the student's possession, or fails to complete any requirement imposed by a University official acting within the scope of his or her authority, shall be subject to having a "Hold" placed with the Registrar by the concerned University official. Until released, a student with a "Hold" shall be denied registration in the University. A "Hold" also precludes the issuance of transcripts, diplomas, institutional aid/scholarships and other University benefits.

3. Re-enrollment, diplomas, and transcripts may be denied to a student if the student has failed to fulfill all University obligations.

IV. DELEGATION OF AUTHORITY AND JURISDICTION FOR STUDENT DISCIPLINE.

A. Authority and Jurisdiction. Authority and jurisdiction for student discipline is prescribed by UW Regulation 8-30, a copy of which can be found at [http://www.wyo.edu/generalcounsel/new-regulatory-structure/students.html](http://www.wyo.edu/generalcounsel/new-regulatory-structure/students.html).

B. Director of Residence Life and Dining Services. The Dean of Students has delegated to the Executive Director of Residence Life and Dining Services the authority to develop and enforce rules and procedures to address the unique needs and management of University premises under the control of the Executive Director of Residence Life and Dining Services. Such rules and procedures shall be complementary to this Code.

V. PROHIBITED CONDUCT. The University has the right to take necessary and appropriate action to protect the safety and well-being of the University community. Any student or student organization found to have committed the following misconduct is subject to the judicial sanctions outlined herein:

A. Offenses Against the University Community.

1. Acts of dishonesty, including but not limited to furnishing false information to any University official, faculty member or office; and forgery, alteration, or misuse of any University document, record or instrument of identification. Acts of academic dishonesty, as outlined in UW Regulation 6-802, shall be adjudicated separately pursuant to the provisions of that UW Regulation.
2. Substantial disruption of or material interference in teaching, research, administration, judicial proceedings, or other University activities, including its educational or service functions on- or off-campus.

3. Disorderly conduct that disrupts the operations of the University or leading or inciting others in such activities that disrupt the operations of the University or infringe upon the rights of members or others.

4. Intentionally interfering with freedom of movement and the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions.

5. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemical/biological agents on University premises, including residential facilities and premises located on Fraternity or Sorority Row.

6. Violation of federal, state, or local law on University premises or at University functions.

7. Illegal gambling.

8. Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties.

9. Violation of University policies, rules, regulations or other guidelines of the University.

10. Conduct that has a substantial adverse impact on the University community, its members, and/or the pursuit of its objectives, regardless of where such conduct may occur.

11. Failure to immediately disclose to the Dean of Students in writing any felony charge or conviction occurring after admission to the University.

B. Offenses Against Persons.

1. Physical abuse including but not limited to assault and battery, fighting, reckless conduct, and hazing.

2. Verbal, written or graphic abuse, including but not limited to threats, intimidation, harassment, coercion or other conduct that creates a climate of fear or which is reasonably expected to cause mental or emotional distress.

3. Sexual misconduct including but not limited to sex crimes, sexual harassment, sexual assault, sexual exploitation, sexual intimidation, sexual violence, retaliation related to a report of sexual misconduct, or engaging in sexual activity or behavior prior to or without consent.

4. Stalking misconduct including but not limited to engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress.

5. Domestic violence including but not limited to abusing, threatening, causing harm or acts which unreasonably restrain any household member; placing a household member in reasonable fear of imminent harm; involuntary sexual activity by force, threat of force or duress; and/or intentionally interfering with a household member's ability to meet academic obligations.

6. Dating violence including but not limited to abusing, threatening, causing harm or acts which unreasonably restrain any dating partner; placing a dating partner in reasonable fear of imminent harm; involuntary sexual activity by force, threat of force or duress; and/or intentionally interfering with a dating partner's ability to meet academic obligations.

7. Failure to report incidents of hazing.

8. Intentionally interfering with, threatening, harassing, or retaliating against others for engaging in bystander intervention to prevent potential harm, violence, or sexual misconduct.

C. Offenses Against Property.
1. Theft of, damage to, misuse of, or unauthorized possession of property of the University, other public property, or personal property of another.

2. Unauthorized entry to or use of premises including unauthorized possession, duplication or use of access control codes, keys, and cards to any such facility or premises.

3. Making or communicating false alarms or threats, tampering with fire extinguishers, or intentional mixing of harmful or hazardous biological/chemical materials for purposes other than those under the supervision of a University faculty/staff member.

D. Offenses Involving Alcohol and Drugs.

1. Use, possession or distribution of illegal drugs or other controlled substances except as expressly permitted by law.

2. Public intoxication or the use, possession or distribution of alcoholic beverages except as expressly permitted by law and University policies, rules and regulations.

3. Unauthorized selling, directly or indirectly (such as through donations or solicitations), of alcoholic beverages, including the exchange of tickets for alcoholic beverages or any other means by which alcoholic beverages are provided for a consideration of cash or other method of exchange.

4. Unauthorized public advertisement of alcohol-related functions or parties on University premises.

5. Providing a dwelling for the use, possession, or distribution of alcoholic beverages, except as expressly permitted by law and University policies, rules, and regulations.

6. Providing a dwelling for the use, possession, or distribution of illegal drugs or other controlled substances, except as expressly permitted by law.

7. Reckless endangerment to others while impaired, including illegal driving under the influence of alcohol and/or controlled substance.

E. Abuse, Misuse or Theft of Computer Data, Equipment, Programs, Time and/or Violation of Information Technology Policies, Including but Not Limited To:

1. Unauthorized entry into a file to use, download, read, transfer or change the content, or for any other unauthorized purpose.

2. Unauthorized use of another individual’s identification and password.

3. Use of computing facilities, networks, and/or services to interfere with the work of another student, staff, faculty member or University official.

4. Use of computing facilities to cyber stalk, send obscene messages, or violate the law.

5. Use of computing facilities to interfere with normal operation of the University computing system.

6. Attempting to modify system facilities including the introduction of electronic vandalism, e.g. “viruses,” “worm,” or other destructive or disruptive programs and devices, into University computing resources, whether on its premises connected to it by network.

7. Unauthorized use of computing facilities for personal profit.

8. Unauthorized copying, reproduction, or file sharing of licensed software on University computing equipment.

F. Interfering With the Judicial Process, Including But Not Limited To:

1. Failure to cooperate with the directions of a University official or hearing officer.

2. Falsification, distortion, or misrepresentation of information.

3. Knowingly initiating a judicial proceeding without cause.
4. Attempting to discourage or prevent an individual's proper participation in, or use of the judicial process.

5. Failure to comply with any sanction imposed under this Code.

VI. JUDICIAL PROCESS.

A. Filing a Complaint and Initiating Charges.

1. When informed of a potential judicial matter, the Dean of Students or designee may assist in the resolution of the matter through an administrative disposition without filing of a formal complaint or judicial charge. This is not mediation. In complaints of sexual misconduct, mediation is not appropriate and shall not be used.

2. Any member of the University community ("Complainant") may file a complaint against any student or student organization ("Respondent") suspected of violating this Code. A complaint shall be in writing and directed to the Dean of Students or a designee responsible for the administration of student discipline under this Code. Members of the campus community may refer to the Dean of Students Office web site for assistance in submitting an on-line complaint (http://uwadmnweb.uwyo.edu/DOS/).

All complaints should be reported promptly and without unreasonable delay. The Dean of Student's Office is a mandatory reporter and will advise the Office of Diversity and Employment Practices upon learning of concerns related to discrimination or sexual misconduct.

In the event the Dean of Students or designee determines a complaint is not to be processed, or any Respondent named in the complaint is not charged, proper notice will be given to the Complainant.

3. The Dean of Students or a designee may initiate a charge on his/her own accord or based on a written complaint received by a member of the University community or any guest.

4. The Respondent accused of misconduct shall receive written notice of the charges; notice of the alleged offending conduct and when it occurred; and notice of the University policies, rules, regulations and guidelines allegedly violated. University shall also provide notice of the date, time and location of the judicial hearing at least five (5) business days prior to the hearing date.

5. All Respondents will attend a judicial meeting to review the charges with the Dean of Students Office except when the Dean of Students determines that a complaint should go directly to a judicial hearing. The Respondent may be advised by legal counsel at a judicial meeting; however, legal counsel may not appear in lieu of the Respondent. In complaints of sexual misconduct, separate judicial meetings shall be conducted with the Complainant and Respondent prior to the judicial hearing.

6. Respondents who are not disputing the complaint will participate in a judicial conference with a hearing officer as set forth in VI (B) below.

7. Respondents who are disputing the charge(s) are entitled to a judicial hearing as set forth in VI (C) below.

B. Informal Process – Judicial Conference

1. Admission of responsibility. Respondents that elect a judicial conference are admitting responsibility for the alleged misconduct. The purpose of the judicial conference is to determine what sanctions are appropriate for a violation of this Code. Respondents that agree to a judicial conference waive any right to further hearings or appeals regarding the admitted misconduct.

2. Hearing officer's duties. A designated hearing officer will review the charges to determine the appropriate action or sanction.

3. Failure to appear. If a Respondent fails to appear for a judicial conference, the hearing officer may refer the Respondent for a judicial hearing and/or a disciplinary hold may be placed on the student's record. In the case of a student organization's failure to appear, cancellation of the organization's University recognition or other judicial penalties may automatically occur.

4. Appeal. A Respondent that participates in a judicial conference may appeal only the sanction(s) imposed by the hearing officer. The formal appeal shall be made in writing to the Dean of Students. The decision of the Dean of Students shall be final and there shall be no further appeal.
C. Formal Process – Judicial Hearing

1. General Procedures for Judicial Hearings

a. A judicial hearing shall occur within thirty (30) business days of the charge unless the Dean of Students determines that it is in the best interests of the University to postpone the hearing, at which point proper notice will be given to all parties.

b. Normally, judicial hearings are not open to the public. At the request of any party, and subject to the discretion of the hearing officer, the hearing may be opened to the public.

c. Admission of any person to the judicial hearing shall be at the discretion of the hearing officer. Witnesses, other than the Respondent, may be excluded from the judicial hearing during the testimony of other witnesses.

d. Parties may present information, including documents, and/or a reasonable number of relevant witnesses in support of their position.

e. Hearsay is permissible with relevancy and credibility determined by the hearing officer.

f. The Respondent may speak on his or her own behalf. Respondents who chose to remain silent shall not have their silence used against them.

g. After the judicial hearing, the hearing officer shall determine whether or not the Respondent is responsible for violating each section of the Code for which the Respondent is charged.

h. The Respondent will be informed in writing of the determination and recommendations of the hearing officer, including the process for appealing the decision, within twenty (20) business days of the close of the judicial hearing.

i. All procedural questions are subject to the final decision of the hearing officer.

j. The hearing officer may exclude any person(s) disrupting a judicial hearing or who fails to abide by the decisions of the hearing officer.

k. In judicial proceedings involving more than one Respondent, the hearing officer, at his or her discretion, may permit the hearing concerning each Respondent to be conducted separately.

l. The hearing officer will consider information that directly relates to the facts of the complaint or information regarding the appropriateness of a particular sanction.

m. The hearing officer may question all witnesses in a judicial proceeding.

n. Accommodations may be requested by students taking only on-line courses to participate in judicial proceedings via telephone or other available electronic means in the event it may be a hardship for the student to appear in person. Any such accommodation is subject to the final decision of the hearing officer. The student shall be responsible for any fees associated with such accommodations.

o. Neither advisors nor legal counselors may appear in lieu of the accused student.

p. Respondents that choose to have either an advisor or legal counsel at the hearing shall notify the hearing officer and the Dean of Students, or designee, of the name and telephone number of their advisor/counselor at least three (3) business days prior to the judicial hearing.

q. The standard of proof is "by a preponderance of the evidence," which means the evidence as a whole shows that the fact sought to be proved is more probable than not.

2. Specific procedures related to proceedings involving sexual misconduct

a. All procedures outlined in section VI C of the code apply to proceedings involving sexual misconduct, except where such procedures conflict with the procedures outlined in this section.

b. The Complainant will be contacted and given the opportunity to provide a written statement, if the report to the Dean of Students did not come from the Complainant.

c. The University shall provide a prompt, fair, and impartial investigation and resolution. The investigation shall be conducted by officials who receive annual training on the issues related to sexual misconduct, domestic and dating violence, and stalking, and how to conduct an investigation and hearing process that
protects the safety of victims and promotes accountability.

d. Should the Complainant choose to participate in the conduct proceedings, the Complainant will participate in a separate preliminary meeting with the Assistant Dean for Judicial Affairs. At this meeting, the Complainant will be able to ask questions and will be provided information regarding the judicial process.

e. Both the Respondent and the Complainant will have the option to meet separately with the hearing officer prior to the hearing.

f. The hearing officer shall not allow the Respondent to review the Complainant’s statement without also allowing the Complainant to review the Respondent’s statement, if one is provided.

g. Both the Complainant and the Respondent may request to appear in person at the hearing separately from the other party, or may request to appear by video conference.

h. The Complainant is not required to be present at the hearing for the hearing to proceed.

i. Complainants have the right to participate in the judicial hearing in person or by video conference.

j. The hearing officer shall allow both the Complainant and the Respondent to present character witnesses.

k. Sexual history may not be introduced at the hearing.

l. Direct questioning and/or cross-examination by parties is not allowed. Any such questioning shall be facilitated by the hearing officer.

m. Both the Complainant and the Respondent will be notified at the same time in writing about the outcome of any complaint.

3. Dismissal: In cases that involve dismissal, the Dean of Students, or designee, shall assign a separate hearing officer. The hearing officer shall exercise control over the judicial hearing.

a. The Respondent may be represented by an advisor or legal counsel of his/her choice. The Respondent is responsible for any fees associated with his/her advisor or legal counsel.

b. The Respondent and the charging party will have an opportunity to cross-examine the other party’s witnesses.

c. The advisor or legal counsel may consult with the Respondent during the hearing, assist with preparation for the hearing, and present the case during the hearing.

4. Non-Dismissal: In cases that do not involve dismissal and the charging party is the Dean of Students, the charging party may also be the hearing officer.

a. The Respondent may be assisted by an advisor or legal counsel of his/her choice. The Respondent is responsible for any fees associated with his/her advisor or legal counsel.

b. The Respondent is responsible for presenting case information. An advisor or legal counsel may consult with the Respondent during a judicial hearing and may assist with the preparation for the hearing but shall not present the case.

c. The Respondent shall have an opportunity for cross-examination of the charging party’s witnesses by presenting questions to the charging party/hearing officer.

5. Discovery – Applicable to All Judicial Hearings.

a. Discovery shall be limited to an exchange between the parties of a list of witnesses for the hearing, a brief summary of the information each witness is expected to provide and any documents to be presented at the hearing. The hearing officer shall establish the time limits for discovery.

b. No depositions may be taken unless a witness is unavailable for testimony in person or by telephone and the hearing officer determines that a deposition is necessary.

c. Interrogatories are not permitted. No written pre-hearing motions are permitted.

d. The parties may jointly communicate with the hearing officer by telephone on any pre-hearing matters
except when the charging party and the hearing officer are the same person. The parties may then communicate directly at any time.

6. Failure to Appear – Applicable to All Judicial Hearings.
   If the Respondent fails to appear for a hearing, the hearing may proceed without the Respondent's presence and/or a disciplinary hold may be placed on the Respondent's record. In the case of a student organization's failure to appear, cancellation of the organization's University recognition or other judicial penalties may automatically occur.

D. Impact of Withdrawal During Pending Judicial Proceedings or Non-Enrollment.
   A student who has been charged with misconduct and who either withdraws or is no longer enrolled, is still subject to the judicial process for behavior that occurred while a student.

E. Record.

   1. The record of the hearing will be a written summary prepared by the hearing officer of the testimony and the evidence. The decision will refer to the evidence relied upon. An audio/video recording of the hearing is permitted. The Respondent is responsible for the arrangements and any fees associated with any recording and shall provide a copy of the recording to the Dean of Students within five business days following proceedings.

   2. In cases involving a finding of misconduct under this Code, a judicial file shall be maintained in the Dean of Students Office until the student graduates, or for a period of seven (7) years, whichever occurs later, and shall include a written summary of the hearing, testimony, the evidence upon which the decision was made, the findings of the judicial proceedings, and any sanctions imposed. Judicial records generated by University officials outside of the Dean of Students Office shall be copied and sent to the Dean of Students Office to be placed in the individual student judicial record. Such judicial records shall be the property of the University.

F. Notification of Complainant. Affected University departments, officials, and/or Complainants will be notified of the outcomes of student judicial proceedings as soon as possible, when appropriate and permitted by law.

VII. SANCTIONS.

A. The following sanctions may be imposed upon any student, group or organization found responsible for misconduct. Sanctions shall become part of the student’s official judicial record maintained by the Dean of Students Office:

   1. Written Reprimand. Written warning and reprimand to the Respondent.

   2. Conduct Probation. Written reprimand that includes probation for a designated period of time. The occurrence of any further misconduct during the stated probationary period will constitute grounds for further judicial sanctions.

   3. Loss of Privileges or Services. Denial of specified privileges or services, loss of organizational recognition, or suspension of group privileges for a designated period of time.

   4. Restitution and/or Community Service. Compensation for loss, damage or injury and/or appropriate service to the University or Laramie community.

   5. Parental Notification. Parental notification when the student’s behavior demonstrates a risk of harm to self or others, a pattern of repeat offenses (despite prior interventions), or any violation of law involving a controlled substance.

   6. Educational and Discretionary Sanctions. Educational assignments or other related discretionary assignments as appropriate to the violation.

   7. Restriction/Suspension/Dismissal from Residence Hall(s) and other UW Facilities.
a. **Restriction:** Elimination of the privilege to visit a particular residence hall or facility. University police are notified when this sanction is implemented and violators may be subject to arrest when violating this sanction.

b. **Suspension:** Separation from the residence hall or facility for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

c. **Dismissal:** Permanent separation from the residence halls or facility.

8. **Loss of Funding.** Revocation of the student’s University funded financial assistance or an organization’s University funding.

9. **University Suspension.** Separation from the University for a definite period of time, after which the Respondent is eligible to return. An administrative hold may be placed on the Respondent's record and conditions for readmission may be specified. Administrative holds may be released by the Dean of Students once stated re-enrollment requirements are met. A suspension for misconduct may be imposed by the Dean of Students.

10. **Dismissal.** Permanent separation from the University. Dismissal shall be effected by the Dean of Students with the prior written approval of the Vice President for Student Affairs.

11. **Transcript Notation Permitted.** Notation of judicial suspension and/or judicial dismissal from the University on the Respondent's academic transcript. At the discretion of the hearing officer and/or the appeals officer, the notation may include the reason for the suspension/dismissal.

12. **Termination of Course Enrollment.** Removal from registration in a particular class or classes, with no rights to credit for work completed.

B. More than one of the sanctions listed above may be imposed for any single violation.

C. The University is not responsible for any financial loss incurred by the Respondent through any sanction.

**VIII. TEMPORARY SUSPENSION.**

A. The Dean of Students or a designee may impose a temporary suspension. A temporary suspension is separate and distinct from the judicial process and may be imposed only:

1. To ensure the safety and well-being of members of the University community or preservation of University property; or

2. If the student poses a threat of disruption of, or interference with, the normal operations of the University.

B. During the temporary suspension, students shall be denied access to University premises and all other University activities or privileges for which the student might otherwise be eligible.

C. A temporary suspension shall become effective immediately upon the written order of the Dean of Students and shall last no more than forty-five (45) business days unless renewed by the Dean of Students. No more than one extension shall be permitted without the filing of judicial charges.

D. The student may submit a written appeal of the temporary suspension to the Vice President for Student Affairs within five (5) business days from the receipt of the suspension.

**IX. APPEALS.**

A. When the Respondent is found responsible for a violation and the sanction is less than suspension, the Respondent may submit an appeal to the Dean of Students. When the sanction is suspension, the Respondent may submit an appeal to the Vice President for Student Affairs. When the sanction is dismissal, the Respondent may submit an appeal to the Vice President for Academic Affairs. In all cases, the decision of the designated appeals officer shall be final.
B. In hearings involving charges of sexual misconduct, both the Complainant and the Respondent may submit an appeal.

C. Appeals shall be made in writing and must be submitted to the designated appeals officer within five (5) business days from the receipt of the hearing officer's written decision. If mailed, the appeal should include a return receipt. The written appeal shall include the action being appealed and the justification for the appeal.

D. The designated appeals officer shall consider the appeal and any record in the case. The Respondent shall be informed in writing of the final outcome of the appeal within thirty (30) business days of its submission.

The designated appeals officer may uphold the decision, reverse the decision or provide an alternate sanction. Except in appeals by the Complainant in charges of sexual misconduct, the appeal officer may not impose sanctions more severe than those imposed in initial proceedings.

In appeals of charges of sexual misconduct, both the Complainant and the Respondent will be notified in writing about the outcome of any appeal.

E. Sanctions resulting from a formal judicial hearing shall not begin until either the time for appeal has expired without an appeal, or until the appeal has been concluded. The designated appeals officer may also impose temporary sanctions during the appeal process to ensure the safety and wellbeing of members of the University community or preservation of University property.

X. TREPASS.

When an individual's actions are deemed to be harmful and/or disruptive to the university and/or its individual members, contrary to the University's policies, rules or regulations, or where the individual's actions are contrary to law, and individual may be legally barred from University owned or controlled properties. A trespass is separate and distinct from the judicial process outlined above. For more information on the University's Trespass policy see http://www.uwyo.edu/generalcounsel/files/docs/pd-2-2014-1.pdf.
APPENDIX C: UW REGULATION 6-802 ACADEMIC DISHONESTY
UW REGULATION 6-802
Procedures and Authorized University Actions
in Cases of Student Academic Dishonesty

1. PURPOSE

To establish the policies and procedures for actions in situations of student academic dishonesty.

2. GENERAL INFORMATION

All members of the University community are responsible for upholding the values of academic integrity. The faculty considers academic integrity a matter of common concern, not merely a private issue between instructor and student. Honesty in all academic endeavors is a component of academic integrity that is vital to the educational functions of the University. Whatever form academic dishonesty may take, the faculty considers it as establishing a student’s failure to demonstrate the acquisition of knowledge and the failure to apply it to an academic endeavor. It is a student’s responsibility to learn the standards of conduct for the performance of academic endeavors; it is an instructor or faculty member’s responsibility to make reasonable effort to make known the standards of conduct for the performance of academic endeavors. Through an atmosphere of mutual respect we enhance the value of education and maintain high standards of academic excellence. Failure on the part of the student to observe and maintain standards of academic honesty, as hereafter defined or made known by an instructor responsible for a course or other academic endeavor, requires corrective action as hereafter authorized.

3. SCIENTIFIC OR RESEARCH MISCONDUCT

Allegations of student academic misconduct involving federal grants and scientific misconduct or research misconduct shall be referred to the Vice President for Research and Economic Development to be handled pursuant to the University of Wyoming policy for responding to allegations of scientific or research misconduct. Further action under this UW Regulation is dependent on the outcome of that process. Sanctions under this UW Regulation may be imposed when an allegation of scientific misconduct has been substantiated. Only the sanction is appealable under this UW Regulation. A student may not appeal the finding of scientific misconduct. If no scientific misconduct has been substantiated, but issues of academic dishonesty remain, this UW Regulation may be utilized.

4. DEFINITIONS

A. ACADEMIC DISHONESTY. An action attempted or performed that misrepresents one’s involvement in an academic endeavor in any way, or
assists another student in misrepresenting his or her involvement in an academic endeavor. Examples of academic dishonesty include, but are not limited to:

i. Plagiarism: presenting the work (i.e., ideas, data, creations) of another, wholly or in part, as one’s own work without customary and proper acknowledgement of sources and extent of use, unless authorized by the instructor.

ii. Cheating: using information, study aids, notes, materials, devices, or collaboration not explicitly approved by the instructor. For example: doing a class assignment for someone else or allowing someone to copy one’s assignment; copying from, or assisting, another student during an examination; or stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.

iii. Fraud: altering or inventing data, research, or citations for an academic endeavor; fabricating, forging or otherwise misrepresenting to an instructor or an institution one’s past or current academic or professional activities; impersonating someone or allowing oneself to be impersonated for an examination or other academic endeavor; using a ghost writer, commercial or otherwise, for any type of assignment.

iv. Violation of Standards: violations against ethical and professional standards required by individual University programs, academic courses, and clinical programs that may result in qualification for entry into a profession that maintains standards of conduct.

v. Multiple Submissions: submitting, wholly or in part, the same academic endeavor to earn credit in two or more courses without explicit approval by all concerned instructors.

vi. Interference or Obstruction: interfering with academic efforts of other students to gain unfair advantage for personal academic advancement. Interference may include but is not limited to, sabotage, harassment, tampering, bribery, or intimidation of another student.

vii. Complicity: assisting another person in any act of academic dishonesty as defined above.

B. ACADEMIC ENDEAVOR. Any student activity undertaken to earn University credit or meet some other University program requirement. Examples of academic endeavors include, but are not limited to:
i. Course assignments (written and/or oral, projects, research, exhibitions of work)
ii. Exams (written and/or oral, quizzes)
iii. Clinical assignments (internships, rotations, practical)
iv. Presentations (on and off campus)
v. Publications
vi. Independent study coursework
vii. Plan B papers or projects, theses, dissertations
viii. Student media associated with academic credit

C. APPEAL. A written request by a student for review of the findings by the hearing officer.

D. CHARGE OF ACADEMIC DISHONESTY. Action taken when an instructor has reasonable grounds to believe that a student has committed any act pursuant to 4.A.

E. COLLEGE OR INTERDISCIPLINARY PROGRAM. The college or interdisciplinary program awarding credit or benefit for the academic endeavor.

F. FINDING OF ACADEMIC DISHONESTY. A written description of the specific acts and evidence of academic dishonesty, along with supporting materials and any sanction imposed by the appropriate hearing or appeals body.

G. HEARING. A hearing is at a minimum an administrative review by the Dean of College or designee, or Administrator of an Interdisciplinary Program of a charge of academic dishonesty and a written response from the student. Nothing in this definition shall preclude individual colleges or the graduate school from establishing additional procedures related to academic dishonesty. If additional procedures are in place, they shall be utilized in place of the minimum hearing.

   i. College Hearing: Established by the individual college
   ii. Interdisciplinary Program Hearing: Established by the program director

H. INSTRUCTOR. The instructor is the person responsible for the evaluation of the academic endeavor. Examples include but are not limited to: professors, academic professionals, externship or clinical supervisors, graduate assistants or course directors.

I. NOTIFICATION. Notification shall be in writing and is satisfied when delivered to the student in person with signed acknowledgment by the student
or by certified United States mail to the student’s local address on file with the University. If no local address is on file, notification will be sent to the student’s permanent address.

J. OFFENSE. An offense occurs when a student, in consultation with the instructor and Department Head, submits a written admission of academic dishonesty and/or the student is found to have committed academic dishonesty pursuant to 5.D.

K. SANCTIONS. Any authorized actions outlined in Section 6, or combinations thereof, imposed as a consequence of a determination under UW Regulation 6-802 that academic dishonesty has occurred.

L. CENTRAL REPOSITORY. Maintenance of disciplinary records will be in the Central Repository. Disciplinary records will be maintained in the Office of the Dean of Students for seven years and then destroyed unless the Dean of Students determines there is good reason to retain the records beyond that date. Access is limited to the Dean of Students and the academic deans and/or designees and any other employees of the University who have a need to know as determined by the Vice President of Academic Affairs.

5. ADMINISTRATIVE PROCEDURES

A. SUSPICION OF ACADEMIC DISHONESTY: Whenever an instructor has reason to suspect that an act of academic dishonesty has been committed in a course, clinical or academic program for which s/he is responsible for supervision or assignment of an academic evaluation, the instructor shall investigate the matter and discuss the matter with the student and, at the instructor’s discretion, come to one of the following resolutions:

i. If in the judgment of the instructor, the charge of academic dishonesty is not justified and/or there is insufficient evidence of academic dishonesty, then no further action is warranted.

ii. If, in the judgment of the instructor, sufficient evidence of academic dishonesty exists, then the instructor pursues the charge of academic dishonesty.

B. ESTABLISHING AN ACADEMIC CHARGE: Pursuant to the charge of academic dishonesty the instructor shall consult with the Department Head and with the concurrence of the Department Head shall prepare a charge of academic dishonesty and recommended sanction for submission to the Dean of College or designee.

C. INITIAL PROCESS: Upon receipt of the charge of academic dishonesty and recommended sanction, the Dean of College or designee shall:
i. Check the Central Repository to determine if the charge is the student’s first or second or subsequent offense.

ii. Notify student in writing with a brief summary of the charge of academic dishonesty and recommended sanction and provide the student with a copy of UW Regulation 6-802.

a. First Offense: If the Dean of College determines that the charge of academic dishonesty is the student’s first offense, the Dean of College or designee shall notify the student of the charge of academic dishonesty and recommended sanction.

   (A) The student may, within five (5) calendar days of notification, request a meeting with the instructor and/or Dean of College or designee to discuss the charge of academic dishonesty and recommended sanctions. At this meeting, the student may:
   
   1. Accept the charge of academic dishonesty and recommended sanctions approved by the dean or designee as filed. The student will do this by signing a waiver recognizing his/her behavior as academic misconduct and waiving his/her right to a hearing, which is then forwarded to the Central Repository by the Dean of College or designee.
   
   2. Disagree with the charge of academic dishonesty and recommended sanction and submit a request for a college hearing to the Dean of College or designee within fifteen (15) calendar days.

   (B) If the student does not request a meeting as described in part (A), the Dean shall implement the procedures necessary for a hearing as described in section D below.

b. Second and subsequent charges: If the Dean of College determines that the present charge of academic dishonesty is preceded by a finding of academic dishonesty from a previous incident, then the Dean of College or designee shall notify the student of the charge of academic dishonesty and of the mandatory sanctions associated with a second finding.

   (A) The student may request a meeting with the instructor and Dean of College or designee to discuss the charge of academic dishonesty and recommended sanctions within
five calendar days of notification. At this meeting, the student may:

1. Accept the charge of academic dishonesty, mandatory sanction and additional recommended sanction approved by the dean or designee. The student will do this by signing a waiver recognizing his/her behavior as academic misconduct and waiving his/her right to a hearing, which is then forwarded to the Central Repository by the Department Head or designee.

2. Disagree with the charge of academic dishonesty and recommended sanction, and submit a request for a college hearing to the Dean of College or designee within fifteen (15) calendar days.

(B) If the student does not request a meeting as described in part (A), the Dean shall implement the procedures necessary for a hearing as described in section D below.

D. HEARING: In cases where a hearing is required or requested by the student, the Dean of College will designate an impartial hearing officer, who will hold a hearing to determine whether academic dishonesty has occurred. The student shall be notified in writing of the following:

i. A description of the specific acts of alleged academic dishonesty, the date and place of occurrence, and the names of witnesses;

ii. The recommended sanction;

iii. The time, date, and location of the hearing; and

iv. The identity of the designated hearing officer.

PREHEARING PROCEDURES: The Wyoming Rules of Administrative Procedure shall not apply to this proceeding and discovery shall be limited to the following:

i. Prior to the hearing the parties will exchange a list of witnesses for the hearing, a brief summary of the information each witness is expected to provide, and any documents to be presented at the hearing.

ii. Witnesses shall testify in person or by telephone at the hearing, however, if a witness is unavailable for testimony, the hearing officer may authorize taking testimony in advance.
iii. The parties may jointly communicate with the hearing officer by telephone on any prehearing matters.

iv. The student may petition the hearing officer to excuse him/herself by presenting evidence of bias. The hearing officer shall decide whether to excuse him/herself. In that case, the dean will choose another hearing officer.

v. If the student would like to be accompanied at the hearing by a mentor, advisor, counselor, or attorney at law of his/her choice, s/he must notify the hearing officer at least twenty-four (24) hours prior to the hearing. The role of the mentor, counselor, advisor, or attorney at law shall only be to consult with the student, not to represent the student.

THE HEARING:

i. The hearing shall be open to the student, a mentor, advisor, counselor, or attorney at law and the instructor who made the charge. The hearing may also be open to others at the discretion of the hearing officer.

ii. The instructor or department designee shall put forth the evidence supporting the charge of academic dishonesty. The student and instructor/departmental designee may ask questions of any witness. The student may present any relevant information in opposition to the charge of academic dishonesty.

iii. The standard of proof shall be “substantial evidence” which is such evidence that a reasonable mind might accept as adequate to support a conclusion.

iv. One of the following findings shall result from the decision from the Hearing:

   a. Finding of no academic dishonesty and dismissal of the charge.

   b. Finding of academic dishonesty and concurrence with the recommended sanction.

   c. Finding of academic dishonesty and modification of the recommended sanction.

v. The hearing will result in a report being prepared, by the hearing officer, which includes a summary of the evidence presented.
against and for the student, the findings made, and any recommended sanctions from the hearing officer and instructor.

E. Notification of Findings: The Dean of College will notify the student and the instructor of the findings from the hearing.

   i. If the charge was not upheld by the hearing, the Dean of College or designee will dismiss the charge of academic dishonesty and shall have the record expunged and notify the student in writing.

   ii. If the finding was upheld, the student has thirty (30) calendar days from the date of the notification to file an appeal pursuant to Section F. below.

   a. If the student does not file an appeal, the Dean of College or designee shall forward the report, findings and recommended sanctions to the Provost and Vice President for Academic Affairs and to the Dean of Students. The student may submit to the Provost and Vice President for Academic Affairs a request, with rationale, for sanctions different from those recommended by the hearing officer. If the appeal for a different sanction is based on a finding of scientific misconduct, the appeal shall be to a Vice President, designated by the President, other than the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs shall decide upon sanctions no harsher than those recommended by the hearing officer. Sanctions involving suspension or dismissal must be justified by a written rationale, based on specific findings of the hearing, the nature of the offense, and the student’s record, and are subject to approval of or modification by the President of the University.

   b. If the student files an appeal (Section F.), the Dean of College or designee shall forward the report of all proceedings to the provost and Vice President for Academic Affairs.

   c. If the instructor has opted for the sanction of the assignment of “F” or “U” grade for the course, an “I” grade will be submitted until the completion of the appeals process, when the Provost Vice President for Academic Affairs shall either exercise the sanction of “F” or “U” or remove the “I” grade as per the report from the final appeal.

      (A) If the alleged act of academic dishonesty occurs during finals week or within a time frame in which the opportunity for a fair hearing would be difficult, the instructor may submit a grade of “I” until the appeals process can be effectuated.
(B) If a student charged with academic dishonesty withdraws from the course in question, and the charge is eventually upheld, the “W” grade reverts to the grade of “F.”

F. APPEAL: An appeal of the final decision of the college can be lodged to the Provost Vice President for Academic Affairs or designee or hearing panel.¹ This shall be a written appeal, filed, within thirty (30) calendar days after the college decision is rendered, that sets forth facts substantiating the claim. A copy shall be provided by the student to the original hearing officer. The original hearing officer shall have fifteen (15) days to provide a written response including a copy to the student. At the discretion of the Provost and Vice President for Academic Affairs or designee or hearing panel, they may seek written or oral presentation for clarification of the record from both parties.

i. An appeal of the finding of academic dishonesty can be lodged solely upon the following grounds:

   a. The student was not given written notice of a hearing or an opportunity for a hearing.

   b. The report of the college level hearing fails to describe any act of the student’s which could be construed as academic dishonesty.

   c. The findings from the hearing were not supported by substantial evidence, were the result of prejudice toward the student, capricious evaluation, or capricious treatment, and such allegations must include specific examples of the capricious actions or substantive factual errors.

ii. If the Provost and Vice President for Academic Affairs or designee or hearing panel hearing the final appeal upholds the finding of academic dishonesty or determines that it does not have the jurisdiction to hear the appeal, the Provost and Vice President for Academic Affairs or designee or hearing panel will dismiss the appeal, and have the finding filed with the Dean of Students in the Central Repository.

   a. Whenever the Dean of College ascertains from the Central Repository that a student has committed academic dishonesty for a second time, s/he will promptly notify the Provost and Vice President for Academic Affairs who shall cause the suspension of the student from the University for a period of one (1) calendar year. This action is subject to the approval of or modification by the President of the University.

¹ Provost and Vice President for Academic Affairs may designate one or more faculty members to conduct appeals for academic dishonesty matters.
If the Dean of College ascertains that the student has not committed academic dishonesty for a second time, the student may submit to the Provost and Vice President for Academic Affairs a request, with rationale, for sanctions different from those recommended by the hearing officer. The Provost and Vice President for Academic Affairs shall decide upon sanctions no harsher than those recommended by the hearing officer. Sanctions involving suspension or dismissal must be justified by a written rationale, based on specific findings of the hearing, the nature of the offense, and the student’s record, and are subject to approval of or modification by the President of the University.

iii. If the Provost and Vice President for Academic Affairs or designee or hearing panel reverses the finding of academic dishonesty, the Vice President for Academic Affairs or designee or hearing panel will dismiss the finding of academic dishonesty and expunge the record.

G. CENTRAL REPOSITORY: Any final sanction in decisions of academic dishonesty must be sent to the Central Repository held in the office of the Dean of Students.

6. AUTHORIZED SANCTIONS

A. Any of the following sanctions or combination thereof may be imposed for a first offense. The severity of the offense and other relevant circumstances should be considered.

   i. Extra or alternative work.

   ii. Grade reduction of the academic endeavor.

   iii. A failing grade for the academic endeavor.

   iv. No credit for the academic endeavor.

   v. Grade reduction for the course.

   vi. A failing grade for the course.

   vii. Suspension of the benefit of the program, clinical, or academic endeavor.

   viii. Termination from the program.

   ix. Suspension from University.
x. Dismissal from University.

B. Mandatory Sanction for Second Offense: Whenever the Dean of College or
designee ascertains from the Central Repository that a student has committed
academic dishonesty for a second time, s/he will promptly notify the Provost
and Vice President for Academic Affairs. The Provost and Vice President
shall direct who shall cause the suspension of the student from the University
for a period of one calendar year. This action is subject to the approval of or
modification by the President of the University.

C. The foregoing actions shall not preclude the administrative consequences
which may result in the loss of benefits from such programs, scholarships and
other opportunities afforded students.

7. INDIVIDUAL COLLEGE REGULATIONS

Regulations of individual colleges may establish additional standards identifying
academic dishonesty, as well as other standards for student conduct deemed
appropriate for students whose degree program will result in qualification for
entry into a profession which maintains standards of conduct. Any such
regulations which incorporate academic dishonesty must provide, as a minimum,
the sanctions described in Section 6 (Authorized Actions), and must otherwise
afford notice and a fair hearing. Such regulations shall become effective upon
approval as a University regulation.

Source:
University Regulation 802; adopted 10/17/08 Board of Trustees meeting
Revisions adopted 11/18/10 Board of Trustees meeting
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