

Undergraduate Student Handbook



UNIVERSITY OF WYOMING
Family and Consumer Sciences

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The University of Wyoming is an affirmative action/equal opportunity employer and institution and does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, veteran status, sexual orientation, and political belief in any aspect of employment or services.

WELCOME TO FAMILY AND CONSUMER SCIENCES

The University of Wyoming provides quality undergraduate and graduate education to 13,000 students from all 50 states and more than 75 countries. Established in 1886, UW is a nationally recognized research institution with accomplished faculty and world-class facilities. UW offers 190 areas of study through traditional and distance learning opportunities.

Family and Consumer Sciences is part of the College of Agriculture and Natural Resources. Our offices are located on the second floor of the Ag Building. We have an open door policy and welcome student inquiries. Our Department Head is Professor Donna M. Brown. She administers all functions and operations of the department. She can be reached at 307-766-4145 or dmbrown@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 any general questions you have. Students join our department at different stages in their academic career. 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 (formerly called the General Bulletin) at www.uwyo.edu/REGISTRAR/University_Catalog.

Our department mission is to strengthen families and communities with an emphasis on rural environments. We recognize that societies are increasingly dynamic and interdependent. Therefore, we aspire to fulfill our mission through instructional, research, and outreach/extension efforts that challenge, motivate, and inspire learners and educators to be effective personal and professional contributors within this global arena.

UW MISSION STATEMENT

(Reprinted from the University Catalog)

The University of Wyoming aspires to be one of the nation's finest public land-grant research universities, dedicated to serving as a statewide resource for accessible and affordable higher education of the highest quality, rigorous scholarship, technology transfer, economic and community development, and responsible stewardship of our cultural, historical, and natural resources. In the exercise of the mission to teach and educate students, UW seeks to provide academic and co-curricular opportunities that will:

- Expose students to the frontiers of scholarship and creative activity, and the complexities of an interdependent world;
- Ensure individual interactions among students, faculty, and staff;
- Nurture an environment that values and manifests diversity, free expression, academic freedom, personal integrity, and mutual respect; and
- Promote opportunities for personal growth, physical health, athletic competition, and leadership development for all members of the university community.

As Wyoming's only university, we are committed to outreach and service that extend our human talent and technological capacity to serve the people in our communities, our state, the nation, and the world. The primary vehicles for identifying the specific actions and resource allocations needed to accomplish this complex mission are the university's strategic plans, revised periodically.

STATEMENT ON DISCRIMINATION AND HARASSMENT

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 CLASSIFICATIONS

Freshman (FR) - Under 30 credit hours
Sophomore (SO) - 30 but less than 60
Junior (JR) - 60 but less than 90
Senior (SR) - 90 or more credit hours

STUDENT CODE OF CONDUCT

Many students are not aware of the Student Code of Conduct. 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. It is important to know and understand your rights and responsibilities as a student at the University of Wyoming. The following are three important statements from the Code:

- Students have the right to access all related requirements, standards, policies, and regulations regarding the University's educational mission and which affect students in general.
- 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.
- This Code shall be published and distributed 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.

A complete copy of the UW Student Code of Conduct can be found in Appendix A of this handbook.

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

UNDERSTANDING YOUR UNDERGRADUATE DEGREE: FREQUENTLY ASKED QUESTIONS

WHAT IS A MAJOR? An undergraduate major is 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. 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), Dietetics (requires an application), Human Development and Family Sciences, Human Nutrition and Food, or Textiles and Merchandising.

WHAT IS A MINOR? An undergraduate 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 work with you to monitor the progress toward your degree. Get to know your adviser—he/she will be your link to the campus community.

HOW DO I DECIDE WHAT COURSES TO TAKE? Each major has required courses and recommended electives. In our department each concentration has a checksheet of degree requirements. Your adviser will provide you with a checksheet 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. Each instructor has different expectations for their course(s). You should anticipate at least two hours of coursework outside the classroom for each 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.

WHAT IS A COURSE SYLLABUS? Students are provided with a course syllabus at the beginning of each course. A syllabus is a course outline and written record of the course requirements. It is essentially a contract between you and the instructor. Read it. 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 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 checksheet, printouts from WyoWeb of your degree evaluation report, course syllabi, 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 schedule, your grades, financial aid, degree requirements and a variety of other campus information on this site.

WHAT IS MY PERC AND HOW 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 will get your PERC from your adviser during Advising Week each semester after you have met to plan your schedule. Your PERC will change each semester and you will need it each time you make changes in your schedule. Keep it in a safe place.

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

WHAT IS CAPP? CAPP is an online progress-to-degree/advising support system that matches your completed and current course work (and any transferred courses from other institutions) with your specific degree requirements. You can access your CAPP report on WyoWeb by selecting Degree Evaluation from the Registration Tools portion of your Student Resources tab. Your adviser will use this degree audit during your advising/planning appointment each semester.

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WHAT IS THE UNIVERSITY CATALOG? Also known as the General Bulletin, the University Catalog is the official catalog of the university. It includes information on all undergraduate academic programs and their specific requirements. Your degree requirements are based on the catalog that is in effect the year you enter the university.

WHAT ARE LOWER DIVISION 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 requirement that must be completed before enrollment in a course or a degree program. Prerequisites for individual courses and degree programs are listed in the University Catalog. You are responsible for making yourself aware of prerequisites before enrolling.

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. All university deadlines are posted on WyoWeb and in your course schedule book. Log on frequently to stay up-to-date.

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.

UNIVERSITY, COLLEGE, AND DEPARTMENT REQUIREMENTS

ABSENCES—Authorized (excused) absences for participation in university-sponsored activities or verifiable personal hardship are issued by The Dean of Students Office. No authorized excuses are given 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 dos@uwyo.edu or call at 307-766-3296. Their web address is www.uwyo.edu/dos.

ADDING/DROPPING COURSES—It is important to plan your coursework with your adviser. You can 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 for adjustments to your schedule. Called an exception request, this petition must be approved by the instructor, your advisor, the department head, the college administration and the Registrar. Check your class schedule for deadlines. These dates are strictly enforced.

ATTENDANCE—You are expected to attend all the 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.

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 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 and meet with the college's degree analyst in the Office of the Registrar for an official degree evaluation.

INCOMPLETE GRADES—An incomplete or X grade can be approved by the instructor when unavoidable situations occur. The X grade is temporary. Assigning a grade of X gives the student additional time to meet course requirements. You must provide a thorough explanation to support your extenuating circumstances. The coursework must be completed within the timeframe agreed upon by you and the instructor, or the X grade will revert to an F.

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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.

MANDATORY ELECTRONIC PORTFOLIO—All Family and Consumer Sciences majors are required to complete an electronic portfolio that will begin with FCSC 1010, your first core course. This course must be taken in your first year as a FCS major. The course must be passed with a grade of C or better. If you drop, withdraw or do not pass the course in a particular semester, you will be prevented from re-enrolling for one semester of the course offering. If you do not complete the course with the grade of C or better after three attempts, you will be dismissed as a Family and Consumer Sciences major. Work closely with your adviser and your FCS instructors to identify the types of course assignments and other projects to highlight in your portfolio. The e-portfolio process culminates in FCSC 4010, your senior capstone course.

MINIMUM GRADE REQUIREMENTS—The department has a minimum grade requirement of C or better in all Family and Consumer Sciences courses. Read your mid-term grade report. If you have a D or an F, contact your adviser and the instructor to discuss options.

PASS/FAIL—Some courses at the university allow the pass-fail option instead of the typical letter grade. Otherwise known as satisfactory or unsatisfactory, the grade for the course will appear as either S or U on a student's transcript. The department does not allow this option in any FCSC courses for undergraduate majors.

REPEATING A COURSE—A student is limited to a maximum of three (3) attempts in any course at the University of Wyoming. An "attempt" includes any instance in which the student either earns a grade or withdraws from the course. The three-attempt limit does not apply to courses identified in the University Catalog or Graduate Bulletin as being appropriate for students to take multiple times.

UNIVERSITY STUDIES REQUIREMENTS—The University Studies Program (USP) ensures that each student's program includes the elements essential to a lifetime of personal and professional growth: habits of mind, practices of active citizenship, and development of intellectual skills. The USP requires students to enroll in specific courses that will help the student develop skills that include the ability to express oneself in speech and writing; to locate, evaluate and effectively use information; and to examine problems from quantitative, qualitative, and scientific perspectives. The USP requirements will be approximately 36 credit hours of your overall degree program.

WITHDRAWING FROM A COURSE— After the designated drop/add deadline, students may officially withdraw from individual regular term courses until 10 class days after mid-term. This process requires written permission. Adviser and instructor approval as well as department, college and Registrar permissions must be obtained. Course withdrawal results in a grade of W on your transcript. A course withdrawal counts as an attempt at a course. (UW limits students to three attempts only for most courses. The Office of the Registrar offers online form processing on their web site (www.uwyo.edu/Registrar). Check your class schedule for deadlines.

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!

Hacker, D. (2010). *A Writer's Reference*, 6th ed. Bedford/St. Martins.

MANAGING YOUR OWN ACADEMIC SUCCESS

Academic success is your responsibility. 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 X, W, S, or U are excluded.

WHAT IS MY CUMULATIVE GRADE POINT AVERAGE? The cumulative grade point average is the average of all grades earned at UW.

WHAT IS ACADEMIC PROBATION? A student is placed on 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.

IS CONTINUING PROBATION POSSIBLE? Yes. A student continues on probationary status in subsequent semesters if they have a semester GPA of 2.0 but their cumulative GPA is still below a 2.0.

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.

CAN A STUDENT BE REINSTATED? Academic reinstatement of a student's eligibility to register for courses after being on academic suspension requires a petition that is first reviewed by the dean of the student's college. Academic reinstatement does not guarantee restoration of financial aid eligibility.

HOW CAN I REINSTATE MY FINANCIAL AID? Financial aid eligibility is a separate process from academic requirements. Restoring your financial aid eligibility requires an exception to financial aid or scholarship rules. Your questions should be addressed to the Office of Student Financial Aid located in Knight Hall.

Also see page 9 in this handbook for our section on **What To Do If You Have A Problem.**

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.

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. As you fill out the course evaluation, ask yourself the following questions so your evaluation of the course and the instructor is as objective as possible:

- How much time per week did you spend studying, reading or doing homework for this course?
- What percentage of the assigned reading did you complete?
- How much time did you study per quiz or exam?
- What grade do you expect to receive in this course?

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 adviser 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 adviser 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 advisers. It is your responsibility to inform yourself of changes in degree requirements by reviewing the University Catalog (updated annually) and your CAPP report. You may need to adjust your degree plans. By working with your adviser 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:

Alpha Zeta is a national honorary for students in the College of Agriculture who demonstrate academic excellence, character and leadership. Applications for membership are sent to eligible students.

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 (307-766-4219; unsw@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.

EMPLOYMENT OPPORTUNITIES—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.

INTERNATIONAL TRAVEL—Students are encouraged to take advantage of opportunities to participate in international travel. Department study tours are typically planned every other year. If you are interested, contact your adviser.

RESEARCH OPPORTUNITIES—Faculty who conduct research at the university are often willing to allow 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.

SCHOLARSHIPS—Family and Consumer Sciences majors are encouraged to apply for both 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.

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 Rhoda Schantz (307-766-5380 or schantz@uwyo.edu).

STUDENT RECOGNITION—Each spring semester the faculty select students for specific recognition awards. Criteria for consideration include grade point average, participation in department activities and organizations, and interaction with faculty, staff and fellow students.

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, to both external and internal audiences. 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. Ambassadors must demonstrate a commitment to furthering their knowledge of the college and university through their participation in designated activities. More information can be obtained from the Academic & Student Programs Office at 307-766-4034.



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 adviser. If he/she is not available or cannot meet with you immediately, contact the Family and Consumer Sciences Department Head. 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/math_lab_and_tutoring_services.html.

The Oral Communication Lab 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 Donna Brown. 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 Associate Dean James K. Wangberg in the College of Agriculture and Natural Resources' Office of Academic and Student Programs.

ACADEMIC HONESTY

(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, practical)
- Presentations (on and off campus)
- Publications
- Independent study coursework
- Plan B papers or projects, theses, or 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 B 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 General Bulletin)

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.

FCSC COMPETENCIES

STUDENT COMPETENCE: PREPARING FOR YOUR POST-COLLEGE CAREER

The faculty of Family and Consumer Sciences have identified six core competencies that they feel are important not only to the discipline of Family and Consumer Sciences, but to all of the career options within your major. The six competencies are: Written Communication, Oral Communication, Professional Behavior, Computer and Information Literacy, Critical Thinking and Problem Solving, and Global and Multicultural Diversity. Each competency has three skill levels: Basic, Proficient and Advanced. Descriptions of the competencies and the three skill levels for each can be found on pages 12-20 of this handbook. You will use these core competencies to build your initial electronic portfolio in FCSC 1010. In FCSC 4010 you will examine samples of evidence created by other students, and evaluate them based on the skill levels within each competency. You will also solidify and expand your understanding of the competencies, going more deeply into what you were exposed to in FCSC 1010. Exercises in both courses will help you choose pieces of evidence to put into your own ePortfolio and effectively rate your own skill levels in each competency. With this knowledge, you will be able to create an ePortfolio that really shows off what you know and can do to future employers!

COMPUTER AND INFORMATION LITERACY

Definition

No matter where one finds employment, there is a good chance a computer will be a basic tool. Computer literacy does not mean that a person needs to know how to use every single piece of software encountered, but it does mean having some sort of level of comfort around computers.

With even a somewhat basic level of computer knowledge, employers view a person as trainable and adaptable in a computerized work environment. Further specialization of skills increases one's value to the employer and overall earning potential. Computers provide greater access to resources and information, as well as greater control of assets. Easier management of personal finances via on-line banking or financial management programs provides more control over earnings. Access to vast knowledge bases on virtually any topic provide unlimited opportunities for learning.

Because of the growth of computer technologies, we now live in an information society—where information is considered to be an extremely valuable commodity. More importantly, those who can skillfully make use of that information (information literacy) make the commodity even more valuable. Those who control important information, or who simply know how to access and use it, are key players in the information-based economy.



Competency Levels

Basic

An individual at the basic level is likely to be characterized by a number of the following:

- Able to do simple word processing including letters, reports, essays, and bibliographies with a minimum of errors.
- Able to save documents electronically, and can access them to make changes or corrections.
- Familiar with attachments, but has difficulty using attachments with email or for online course submissions.
- Able to send and respond to email correspondence. Has a personal email account and uses it, but not regularly.
- Able to do basic desktop publishing, using color and simple graphics to create flyers, signs or banners.
- Aware that websites should be evaluated, but not able to distinguish between relevant and non-relevant website authorship or information. Uses some non-professional sources in created documents.
- Unaware of how to locate and effectively use information.
- Unaware of legal, economic, social and ethical issues regarding information use.

Proficient

An individual at the proficient level is likely to be characterized by a number of the following:

- Able to do more complicated word processing with no errors.
- Able to use “track changes” to work on a document with a group.
- Able to use attachments well for emails and online course submissions.

Continued on page 13

- Regularly uses email for personal, course, and other professional correspondence. Demonstrates awareness of SPAM and virus protection.
- Able to use spreadsheets and database management software.
- Able to create tables and simple graphs.
- Able to create a presentation or poster using appropriate background and print color, graphics, and bullets.
- Able to use search engines effectively to find information. Aware of how to locate and effectively use information from a variety of sources.
- Able to evaluate a website using the criteria of authority, accuracy, objectivity, currency and coverage. Demonstrates use of appropriate website sources.
- Shows a working knowledge of ethics and the legal use of information. May not critically demonstrate critical implications of economic, legal and social issues related to the use of information.
- Able to create a basic webpage with working links.

Advanced

An individual at the advanced level is likely to be characterized by a number of the following:

- Able to create and use an email listserve.
- Able to save and manipulate digital photos.
- Able to critically locate, evaluate and effectively use information needed for projects.
- Able to create a website that includes sophisticated graphics, and links to websites, documents, digital photos, video clips, and other media; is easy to navigate; and presents a professional image.
- Able to use graphics programs that include data manipulation.
- Able to create professional newsletters, brochures and other published documents for use by the public.
- Able to use discipline specific software.
- Able to show understanding of the economic, legal and social issues related to the use of information; conforms to high ethical and legal standards.

CRITICAL THINKING AND PROBLEM SOLVING

Definition

Critical thinking guides one's beliefs and actions, in turn, impacting overall quality of life. Critical thinking is demonstrated in the ability to use evidence, identify arguments, analyze and evaluate points of view, draw conclusions, justify and explain assumptions and reasons, and follow where the evidence leads (Facione & Facione, 1994). Critical thinking involves interpretation, analysis, evaluation and inference supported by explanations of the evidence, concepts, methods, criteria and contextual considerations used to support conclusions (Facione, 2007).

A critical thinker is “habitually inquisitive, well-informed, trustful of reason, openminded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit” (Facione, 2007, p. 22).



Competency Levels

Basic

A basic critical thinker will exhibit some of the following at times:

- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
- Fails to identify or hastily dismisses strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Argues using fallacious or irrelevant reasons and unwarranted claims.
- Does not justify results or procedures, nor explain reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
- Exhibits close-mindedness or hostility to reason.

Continued on page 14

Proficient

A proficient critical thinker will typically demonstrate the following:

- Accurately interprets evidence, statements, graphics, questions, etc most of the time.
- Identifies some relevant arguments (reason and claims) pro and con.
- Offers analyses and evaluations of obvious alternative points of view.
- Justifies some results or procedures but doesn't fully explain reasons.
- Fair-mindedly follows where evidence and reason lead.
- Draws warranted, non-fallacious conclusions.
- May maintain or defend some views based on self-interest, personal experiences, or preconceptions.

Advanced

An advanced critical thinker will typically demonstrate the following:

- Accurately interprets evidence, statements, graphics, questions, etc. essentially all of the time.
- Identifies the salient arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Draws warranted, judicious, non-fallacious conclusions.
- Justifies key results and procedures, explains assumptions and reasons.
- Fair-mindedly follows where evidence and reasons lead.

Reference: Modified from ©1994, Peter A. Facione, Noreen C. Facione, and The California Academic Press.

GLOBAL AND MULTICULTURAL DIVERSITY

Definition

The goal of any academic institution is to train professionals for the workplace, as well as to create good citizens, not only for this state or country but for the world. This cannot be fully accomplished without addressing issues of cultural and global diversity in classes and giving students the opportunity to empathize with and fully appreciate differences in background and belief. This is not to say that a student must embrace those differing beliefs, but rather, develop an awareness that one's background and lifetime experiences naturally introduce biases into the interpretation of situations and events.



How can individuals objectively assess their own attitudes about diversity without seeing through the hazy glass of their own cultural assumptions and heritage? Furthermore, there is the different task of understanding and assessing cultural vs. global diversity. A student might have a genuine sensitivity to the diverse beliefs and values of others in her community or nation, without the slightest appreciation of the global economy and interdependence that exists in the world today. Alternately, how does a student who fully understands the workings of the global marketplace and political operations of nations assess himself when he refuses to consider that the international student down the street has a right to engage a different set of values in his approach to everyday life?

In addressing the measurement of this competency, we are dealing with the core values and essence of who people are and their own collective lifetime experiences. It is difficult enough to design or complete assignments or experiences that give students the opportunity to view the world through a different set of spectacles, let alone motivating them to truly empathize with another's viewpoint altogether, and then on top of that have the objectivity to assess their competency level.

With that said, and with the understanding that this is probably the most difficult competency to assess, here are some possible ideas that might work to help students categorize their global diversity skills. These "categories" are adapted from the book, *Multicultural Education: Issues and Perspectives*, 4th ed., by James A. Banks and Cherry A. McGee Banks. Again, these categories are just tools to help define the levels, and are not meant to be a comprehensive picture of one's cultural or global diversity skills.

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Competency Levels

Basic

Students at this level demonstrate factual awareness of issues related to global awareness and multicultural diversity. Students at many various levels might be part of this group. They might range from exhibiting ethnocentrism about the superiority of the “American way”, “the cowboy way”, “the Wyoming way”, etc., to having a minimal awareness of other countries/beliefs/customs/ with no real understanding of or interest in what makes people diverse. They might be aware of the reasons for diversity but still pigeonhole other’s experiences in light of their own standards. At this stage, a student might also not recognize cultural diversity within one’s own race or the importance of global interdependence.

An individual at the basic level is likely to produce:

- Simple reports, papers and/or projects on other countries/cultures that do not synthesize understanding of underlying issues that dictate behavior or belief.
- Assignments that give a brief overview of another culture without an attempt at greater understanding at the core issues and values seen within that culture.

Proficient

Students at this level demonstrate awareness and acceptance of issues related to global awareness and multicultural diversity. At this level, the student has some understanding and knowledge of other perspectives beyond geography or demographics, but still has not progressed to a stage of true sensitivity or empathy. Awareness of other cultural values is still at a somewhat surface level in which one respects differences while knowing that their personal view is not right for everyone, but hasn’t developed the empathy to genuinely see a viewpoint from another’s cultural or even gender based perspective. At this stage the student might also recognize and accept the great level of diversity within the American society and its “melting pot” heritage, or the importance of the global economy and America’s place in using resources in the global marketplace.

An individual at the proficient level is likely to:

- Produce papers/projects that demonstrate an understanding of the societal norms that create different values/beliefs in families from other countries or regions.
- Have acquaintance/friendship with international students or those from other cultural backgrounds.
- Study or speak a foreign language.
- Produce projects that demonstrate an understanding of the politics and pressures that drive a global economy.
- Demonstrate awareness that our consumer choices have global implications.
- Attend cultural events, foreign films, etc.
- Follow a story/event from another country over a significant period of time.

Advanced

Students at this level demonstrate adaptation and integration of thought regarding global awareness and multicultural diversity. A student at this level has developed active listening and/or critical thinking skills that allow him/her to genuinely empathize with the plight of someone who is culturally different. There is a change in perspective that allows one to be genuinely sensitive or to have a true understanding of each side of a global event or situation. It does not necessarily mean that a person embraces those values to change his or her core beliefs, but it does mean that a deeper, empathetic understanding has developed. In many instances, a student might be motivated to act on behalf of that person, group, country, etc. to be an impetus for change. At the most minimum level, there is at least a change in perspective brought about by critical thought or a new life experience.

An individual at the advanced level is likely to exhibit the following:

- Willing to play an activist role.
- Write papers or complete projects that synthesize different viewpoints.
- Travel or study abroad.
- Willing to participate in volunteer/humanitarian activities.

ORAL COMMUNICATION

Definition

Oral communication encompasses all the abilities necessary for effective expression and sharing of information, ideas and feelings in oral format including all verbal and nonverbal symbols. Oral communication involves informing, persuading, creating understanding and building consensus. Examples of oral communication include group and individual presentation, project defenses, small group discussions, role plays, debates, client/patient counseling and interviews.

Competence is a combination of several interacting dimensions. All assessments of oral communication should include an assessment of knowledge (understanding communication process, comprehension of the elements, rules, and dynamics of a communication event, awareness of what is appropriate in a communication situation), an assessment of skills (the possession of a repertoire of skills and the actual performance of skills), and an evaluation of the individual's attitude toward communication (e.g., value placed on oral communication, apprehension, reticence, willingness to communicate, readiness to communicate). Information retrieved from the website of the National Communication Association on 11/23/07: <http://www.natcom.org/Instruction/assessment/Assessment/CriteriaAssessment.htm>.

Oral communication is considered to be a core aspect of employability.

Competency Levels

Basic

Organizes Messages

- Inconsistently organizes ideas in a logical way given the purpose and context of the communication.
- Inconsistently uses effective verbal skills including clear enunciation and accurate pronunciation.
- Inconsistently uses nonverbal skills such as eye contact, gestures/mannerisms, facial expressions, and dress.
- Inconsistently explains ideas in a variety of oral communication interactions.

Composes and Delivers Messages

- Inconsistently composes oral messages appropriate to the intended audience.
- Inconsistently delivers oral messages appropriate to the intended audience.

Acknowledges Opinions and Differences

- Inconsistently acknowledges diverse opinions in communication interactions.
- Inconsistently acknowledges cultural differences in communication interactions.
- Inconsistently acknowledges individual differences in communication interactions.

Paraphrases Information and Opposing Points

- Inconsistently paraphrases information in conversation.
- Inconsistently paraphrases opposing points of view in conversation.

Demonstrates Understanding and Use of Listening Behaviors

- Inconsistently demonstrates understanding of listening behaviors in oral communication situations.
- Inconsistently uses attentive and effective listening behaviors in oral communication situations.
- Inconsistently uses respectful listening behaviors in oral communication situations.

Phrases Questions to Obtain Information

- Inconsistently phrases questions in order to obtain information in a variety of interactions.

Uses Communication Skills

- Inconsistently uses communication skills to manage conflict.
- Inconsistently uses sound argumentation and other communication skills to appropriately persuade.
- Inconsistently uses communication skills to facilitate rationally- and ethically-based consensus.



Continued on page 17

Proficient

Organizes Messages

- Usually organizes ideas in a logical way given the purpose and context of the communication.
- Usually uses effective verbal skills including clear enunciation and accurate pronunciation.
- Usually uses nonverbal skills such as eye contact, gestures/mannerisms, facial expressions, and dress.
- Usually explains ideas in a variety of oral communication interactions.

Composes and Delivers Messages

- Usually composes oral messages appropriate to the intended audience.
- Usually delivers oral messages appropriate to the intended audience.

Acknowledges Opinions and Differences

- Usually acknowledges diverse opinions in communication interactions.
- Usually acknowledges cultural differences in communication interactions.
- Usually acknowledges individual differences in communication interactions.

Paraphrases Information and Opposing Points

- Usually paraphrases information in conversation.
- Usually paraphrases opposing points of view in conversation.

Demonstrates Understanding and Use of Listening Behaviors

- Usually demonstrates understanding of listening behaviors in oral communication situations.
- Usually uses attentive and effective listening behaviors in oral communication situations.
- Usually uses respectful listening behaviors in oral communication situations.

Phrases Questions to Obtain Information

- Usually phrases questions in order to obtain information in a variety of interactions.

Uses Communication Skills

- Usually uses communication skills to manage conflict.
- Usually uses sound argumentation and other communication skills to appropriately persuade.
- Usually uses communication skills to facilitate rationally- and ethically-based consensus.

Advanced

Organizes Message

- Consistently organizes ideas in a logical way given the purpose and context of the communication.
- Consistently uses effective verbal skills including clear enunciation and accurate pronunciation.
- Consistently uses nonverbal skills such as eye contact, gestures/mannerisms, facial expressions, and dress.
- Consistently explains ideas in a variety of oral communication interactions.

Composes and Delivers Messages

- Consistently composes oral messages appropriate to the intended audience.
- Consistently delivers oral messages appropriate to the intended audience.

Acknowledges Opinions and Differences

- Consistently acknowledges diverse opinions in communication interactions.
- Consistently acknowledges cultural differences in communication interactions.
- Consistently acknowledges individual differences in communication interactions.

Paraphrases Information and Opposing Points

- Consistently paraphrases information in conversation.
- Consistently paraphrases opposing points of view in conversation.

Demonstrates Understanding and Use of Listening Behaviors

- Consistently demonstrates understanding of listening behaviors in oral communication situations.
- Consistently uses attentive and effective listening behaviors in oral communication situations.
- Consistently uses respectful listening behaviors in oral communication situations.

Phrases Questions to Obtain Information

- Consistently phrases questions in order to obtain information in a variety of interactions.

Uses Communication Skills

- Consistently uses communication skills to manage conflict.
- Consistently uses sound argumentation and other communication skills to appropriately persuade.
- Consistently uses communication skills to facilitate rationally- and ethically-based consensus.

Adapted from Sinclair Community College. Retrieved on 11/23/07 from <http://www.sinclair.edu/about/assessment/pub/OralCom.doc>

PROFESSIONAL BEHAVIOR

Definition

Professionalism involves attaining high standards of behavior and appropriate attitudes, not only requiring a mastery of a large body of knowledge and acquired experiences, but a lifelong commitment to learning and achievement. Additionally, professional behavior can be demonstrated by following a code of ethics or standards of good practice when serving the needs of clients, as well as being accountable for choices made and subsequent consequences. Respect for peers and faculty or supervisors in a professional setting, including the classroom, is expected from a professional.

Reference: Sproles, E.K. & Sproles G.B. (1992). Professional development in home economics (page 17), 2nd ed. New York: Macmillan Publishing Co.



Competency Levels

Basic

An individual at the basic level is likely to be characterized by a number of the following behaviors:

- Completes some tasks/responsibilities as assigned; consistently asks for assistance or accommodations.
- Completes some projects by assigned deadlines.
- Unable to prioritize workload appropriately; spends too much time on low priority tasks and not enough time on more important and critical tasks; leaves assignments until due date to attempt to complete; may not do homework.
- Consistently arrives at scheduled responsibilities late.
- Informal or no salutations are used when communicating with professors or supervisors in professional settings (ie. beginning an email with the salutation of 'hey', or no greeting at all).
- Participates in self-assessment of learning needs.
- Participates in professional activities only as assigned; joins student organizations but is an inactive member.
- Inconsistently assumes responsibility for own learning.
- Does not recognize personal strengths and weaknesses.
- Fails to consider relevant ethical issues.

Proficient

An individual at the proficient level is likely to be characterized by a number of the following behaviors:

- Completes most tasks/responsibilities as assigned; occasionally requests assistance or accommodations.
- Usually plans ahead to allow adequate time to complete assigned tasks/responsibilities.
- Usually prioritizes workload focusing on most important and critical tasks first.
- Arrives for scheduled responsibilities on time.
- Salutations in communications are somewhat respectful in professional settings when addressing professors or supervisors.
- Participates in self-assessment of learning needs.
- Participates in professional development activities; joins student organizations, regularly attends meetings and participates in activities.
- Usually assumes responsibility for own learning (usually does reading before attends class, sometimes refers to course syllabi).
- Usually acknowledges personal strengths and weaknesses.
- Ethical issues considered but not necessarily acted on.

Advanced

An individual at the advanced level is likely to be characterized by a number of the following behaviors:

- Values and takes advantage of additional learning opportunities.
- Completes all tasks/responsibilities at acceptable or advanced level without assistance or accommodations.
- Plans ahead to allow adequate time to complete assigned tasks and responsibilities.
- Prioritizes workload focusing on most important and critical tasks first.
- Arrives for scheduled responsibilities early and has done relevant preparation.
- Initiates own self-assessment of learning needs.
- Respectful salutations are used when communicating with professors or supervisors in professional settings.
- Participates in professional development activities; assumes an active role in student organizations.
- Assumes responsibility for own learning and professional growth.
- Consistently acknowledges personal strengths and weaknesses.
- Considers relevant ethical issues and acts appropriately.

WRITTEN COMMUNICATION

Definition

All university graduates should be able to produce written documents that are organized, coherent, technically free of grammatical and spelling errors, varied in sentence structure and vocabulary, and with appropriate citations and use of sources. It is highly desirable for graduates to be able to write for different audiences, from expressive writing to technical writing, using a range of sophistication in language.

MANDATORY WRITING REFERENCE

The department requires all majors to purchase a specific writing reference (Hacker, D. (2010). *A Writer's Reference*, 6th edition, Bedford/St. Martins) when they enroll in FCSC 1010. This manual will be used for written assignments throughout your entire college learning experience in Family and Consumer Sciences. Buy it; keep it; use it.



Competency Levels

Basic

An individual at the basic level is likely to be characterized by a number of the following behaviors:

- Errors in spelling, grammar and syntax that affect reading.
- Inadequate sources (lack a variety of sources, sources aren't current, or not research based).
- Organization and flow can be identified but needs improvement.
- Writing style and content not appropriate for intended audience.
- Superficial use of vocabulary; limited variety in sentence structure.
- Minimal depth or development of ideas; inappropriate treatment for the topic/genre.
- Incorrect citation of material (possibly plagiarizing).

Proficient

An individual at the proficient level is likely to be characterized by a number of the following behaviors:

- Minimal errors in spelling, grammar and syntax.
- Most sources are appropriate.
- Information presented in a meaningful way (i.e. ideas presented thoughtfully; logically organized).
- Writing is mostly relevant to audience.
- Adequate variety of sentence structure and vocabulary.
- Sufficient depth for adequate treatment of topic/genre.
- Minimal citation errors.

Advanced

An individual at the advanced level is likely to be characterized by a number of the following behaviors:

- No errors in spelling, grammar and syntax.
- Arguments and ideas are well supported by the use of appropriate sources.
- Show ability to move from general to specific (i.e. start with a broad thesis, break it down into the component elements and provide specific details and examples for each point).
- Appropriately written for the audience and topic/genre.
- Sophisticated use of vocabulary and sentence structure.
- Depth of arguments and analysis that demonstrates superior understanding of topic concepts.
- No citation errors and citations match targeted outlet.

FACULTY DIRECTORY

FACULTY DIRECTORY



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APPENDIX A

STUDENT CODE OF CONDUCT

2011–2012 STUDENT CODE OF CONDUCT

ESTABLISHED THROUGH
UW REGULATION 8-30

INTRODUCTION: Welcome to the University of Wyoming community of students, faculty and staff. The University has provided a special relationship between 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.

2011–2012 UNIVERSITY OF WYOMING STUDENT CODE OF CONDUCT

- I. The 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

- I. **PURPOSE.** The Student Code of Conduct 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 Students Office.

II. **DEFINITIONS.** For purposes of the Student Code of Conduct:

- a. **"Academic Dishonesty,"** is defined in UW Regulation 6-802.
- b. **"Advisor"** is a parent, friend, attorney or other individual who the student chooses to have present during the hearing.
- c. **"Any,"** is used in the permissive sense.
- 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. **"Disciplinary Hold,"** is initiated by the Dean of Students, by the 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.
- g. **"Dwelling,"** is any residence, apartment, house, or other facility owned, rented, leased, or occupied by any student or student organization.
- h. **"Judicial proceeding(s),"** means a disciplinary letter, conference, or hearing.
- i. **"Faculty member,"** means any individual hired by the University to conduct instructional and/or classroom activities.
- j. **"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.
- k. **"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.
- l. **"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.
- m. **"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.
- n. **"Organization,"** means any number of persons who have received University status as a recognized student organization (RSO).
- o. **"Policy,"** is defined as the written regulations of the University as found in, but not limited to, Presidential Directives, University Regulations, *Student Code of Conduct*, Residence Life and Dining Services Handbook, Student Athlete Daily Handbook, University Class Schedule and University Catalog.
- p. **"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.
- q. **"Shall,"** is used in the imperative sense.
- r. **"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.
- s. **"University, or UW,"** refers to the University of Wyoming.
- t. **"University activity,"** refers to any activity on or off University premises that is directly initiated or supervised by the University.
- u. **"University living units,"** means all residence halls, apartments, structures, and cooperative and academic houses on University premises or living units operated by RSO's.
- v. **"University Official,"** includes any person employed by the University, who performs administrative or professional responsibilities, including every administrative officer, dean, director, department and division head, supervisor and all faculty members.
- w. **"University Premises,"** includes all land, buildings, facilities, and other property in the possession of or owned, used, leased, or otherwise controlled by the University (including adjacent streets and sidewalks) as defined by the "Campus Security Act."
- x. **"UW Regulations,"** refers to the general code of ethics, rules, regulations and processes that govern how members of the University community interact with one another.
UW Regulations are enforced through the authority of the President and Board of Trustees.
- y. **"Weapon,"** is defined in accordance with state criminal law 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. Recognizing that freedom of individuals is never absolute but is subject to reasonable restrictions, 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 maintenance of that kind of an environment which is essential to the operation of an institution of higher learning.

1. Students have the right to access all related requirements, standards, policies, and regulations regarding the University's educational mission and which affect students in general.
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 shall be 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 in an instructional setting 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 the individual or other persons, 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 interests of the University when authorized by the Vice President for Student Affairs or designee.
- 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, such a "Hold" shall serve to deny registration in the University and preclude 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.

B. Director of Residence Life and Dining Services. The Dean of Students delegates 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*. The Executive Director of Residence Life and Dining Services, or designee, will provide to the Dean of Students, prior to each academic year, a copy of these complementary rules and procedures with the changes noted.

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 pursuant to the provisions of that UW Regulation.
2. Disruption or obstruction of teaching, research, administration, judicial proceedings, other University activities, including its educational or service functions on- or off-campus, or other authorized activities on University premises.
3. Disorderly conduct that disrupts the operations of the University; 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.
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 and/or failure to identify oneself to these persons when requested to do so.
9. Violation of University policies, rules, regulations or other guidelines of the University which students are expected to follow.
10. Actions which have an adverse impact on the University community, its members, and/or the pursuit of its objectives, regardless of where such conduct may occur.

B. Offenses Against Persons.

1. Physical abuse including assault and battery, fighting, reckless conduct, and hazing. 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 owned or controlled 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.
2. Verbal, written or graphic abuse, including 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 harassment as defined in UW Regulation 1-5, sexual violence, sexual assault, or stalking.
4. Discrimination and Sexual Harassment shall be processed in accordance with UW Regulation 1-5.
5. Failure to report incidents of hazing.

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, the intentional mixture 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 on University premises is prohibited. This restriction shall include 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.

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 contents, or for any other purpose.
2. Unauthorized use of another individual's identification and password.
3. Use of computing facilities, networks, and 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 or abusive 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, those on its premises, or those connected to it by network.
7. Use of computing facilities for personal profit, other than authorized University business.
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 harassment or sexual violence, mediation is not appropriate.
2. Any member of the University community may file a complaint against any student or student organization 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 the student discipline under this *Code*. Members of the campus community may refer to the Dean of Students Office web site for assistance submitting an on-line complaint (<http://uwadmnweb.uwyo.edu/DOS/>).

All complaints should be reported promptly and without unreasonable delay. Complaints for discrimination, sexual harassment, or sexual violence should be reported under UW Regulation 1-5.

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 student or student organization 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 students or student organizations will attend a judicial meeting to review the charges with the Dean of Students Office except when the Dean of Students determines that a student or student organization should go directly to a judicial hearing. In complaints of sexual harassment and sexual violence, separate judicial meetings shall be conducted with both the alleged perpetrator and the complainant prior to the judicial hearing.
6. Students or student organizations accused of misconduct who are not disputing the complaint will participate in a

judicial conference with a hearing officer as set forth in VI (B) below.

7. Students or student organizations accused of misconduct 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.** Students or student organizations that elect a judicial conference admit responsibility for misconduct. The purpose of the judicial conference is to determine what sanctions are appropriate for a violation of this *Code*. Students or student organizations that agree to a judicial conference waive any further 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 student or student organization accused of misconduct fails to appear for a judicial conference, the hearing officer may refer the student or student organization 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 group's University recognition or other judicial penalties may automatically occur.
4. **Appeal.** A student or student organization 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. Such disposition shall be final and there shall be no subsequent proceedings.

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 or the student or student organization to postpone the hearing, at which point notice will be given to both the student or student organization and the charging party.
- b. Appropriate accommodations will be made for students who have documented disabilities through the University Disability Support Services Office.
- c. Normally, judicial hearings are not open to the public. At the request of the student or student organization accused of misconduct, and subject to the discretion of the hearing officer, the hearing may be opened to the public.
- d. Admission of any person to the judicial hearing shall be at the discretion of the hearing officer. Witnesses, other than the student or student organization accused of misconduct, may be excluded from the judicial hearing during the testimony of other witnesses.
- e. In hearings involving charges of sexual harassment or sexual violence, the hearing officer shall allow both the alleged perpetrator and the complainant to present character witnesses.
- f. Parties may present information, including documents, and/or a reasonable number of relevant witnesses in support of their position.
- g. Hearsay is permissible with relevancy and credibility determined by the hearing officer.
- h. The student or student organization accused of misconduct may speak on his or her own behalf; however students who chose to remain silent shall not have their silence used to their detriment.
- i. After the judicial hearing, the hearing officer shall determine whether or not the student or student organization is responsible for violating each section of the *Code* for which the student or organization is charged.
- j. The student or student organization accused of misconduct will be informed in writing of the determination and recommendations of the hearing officer and the appellate process within twenty (20) business days of the close of the judicial hearing.
- k. In hearings involving charges of sexual harassment or sexual violence, both the alleged perpetrator and the complainant will be notified in writing about the outcome of any complaint.
- j. All procedural questions are subject to the final decision of the hearing officer.
- k. The hearing officer may exclude any person(s) disrupting a judicial hearing or who fails to abide by the decisions of the hearing officer.

- l. In judicial proceedings involving more than one accused student, the hearing officer, at his or her discretion, may permit the hearing concerning each student to be conducted separately.
- m. The hearing officer will consider information that directly relates to the facts of the complaint or information regarding the appropriateness of a particular sanction.
- n. The hearing officer may question all witnesses in a judicial proceeding.
- o. 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.
- p. Neither advisors nor legal counselors may appear in lieu of the accused student. Advisors or legal counselors for students permitted to participate in proceedings via telephone or electronic means shall also provide any advice and counsel to the student via the same means during judicial proceedings.
- q. Accused students or student organizations 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.
- r. The standard of proof shall be "by a preponderance of the evidence" which shall mean the evidence as a whole shows that the fact sought to be proved is more probable than not.

2. Suspension/Dismissal: In cases that involve suspension, or dismissal, the Dean of Students, or designee, shall assign a separate charging party and a separate hearing officer. The hearing officer shall exercise control over the judicial hearing.

- a. The student, student organization and the charging party may be represented by legal counsel.
- b. The student or student organization and the charging party will have an opportunity to cross-examine the other party's witnesses.
- c. A legal counselor or advisor may consult with the student or student organization during the hearing, assist with preparation for the hearing, and may also present the case during the hearing.
- d. In hearings involving charges of sexual harassment or sexual violence, parties and their legal counselors or advisors are not allowed to directly question or cross-examine each other during the hearing. Any such questioning shall be facilitated by the hearing officer.

3. Non-Suspension/Non-Dismissal: In cases that do not involve suspension, or dismissal, the charging party and the hearing officer may be the same party.

- a. At a hearing before the hearing officer, a student or student organization accused of misconduct may be assisted by one advisor of their choice unless the Dean of Students agrees to additional advisors. The student or student organization shall be responsible for any fees associated with their advisor. The charging party, hearing office, and Dean of Students may be assisted by legal counsel.
- b. The accused student or student organization is responsible for presenting case information. An advisor may consult with the student or student organization during a judicial hearing and may assist with the preparation for the hearing but shall not present the case.
- c. The student or student organization will have an opportunity for cross-examination of the charging party's witnesses by presenting questions to the charging party/hearing officer.
- d. In hearings involving charges of sexual harassment or sexual violence, parties are not allowed to directly question or cross-examine each other during the hearing. Any such questioning shall be facilitated by the hearing officer.

4. 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. In hearings involving charges of sexual harassment or sexual violence, the hearing officer shall not allow the alleged perpetrator to review the complainant's statement without also allowing the complainant to review the alleged perpetrator's statement, if one is provided.

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

5. Failure to Appear – Applicable to All Judicial Hearings.

If a student or student organization accused of misconduct fails to appear for a hearing, the hearing may proceed without the student's or student organization's presence and/or a disciplinary hold may be placed on the student's record. In the case of an organization's failure to appear, cancellation of the group's University recognition or other judicial penalties may automatically occur.

6. Appeals – Applicable to All Judicial Hearings.

Appeals shall be pursuant to Section IX of this *Code*.

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.

The record of the hearing will be a written summary of the testimony and the evidence prepared by the hearing officer. The decision will refer to the evidence relied upon. No audio recording or court reporter transcription shall be permitted.

In cases involving a finding of student or student organization 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 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 or Victim. Affected University departments, officials, and/or victims 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:

- 1. Written Reprimand.** A notice of warning in writing to the student or student organization that has been found responsible for violating expected standards of conduct.
- 2. Conduct Probation.** A 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 Community Service.** Compensation for loss, damage or injury may take the form of appropriate service to the University or Laramie community and/or monetary material replacement.
- 5. Parental Notification.** The University has implemented a policy of written parental notification as a means of intervening in student alcohol or substance abuse problems 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. The responsibility for implementation of this policy lies with the Dean of Students, or his/her designee. Such notifications will become part of the student's official judicial record maintained in the Dean of Students Office.

6. Educational and Discretionary Sanctions. Educational assignments or other related discretionary assignments as

appropriate to the violation.

7. Restriction/Trespass/Suspension/Dismissal from Residence Hall(s) and other UW Facilities.

- a. Restriction/Trespass:** 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 ignoring this sanction.
- b. Suspension:** Separation of the student 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 of the student from the residence halls or facility.
- d. Consultation:** The Executive Director of Residence Life and Dining Services, or designee, should be consulted prior to the imposition of restriction, suspension, or dismissal from facilities under the Executive Director's control.

8. Loss of Funding. A student's University funded financial assistance and an organization's University funding may be revoked.

9. University Suspension. Separation of the student from the University for a definite period of time, after which the student is eligible to return. An administrative hold may be placed on the student'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. Dismissal (a permanent separation of the student from the University) for misconduct shall be effected by order of the Vice President for Academic Affairs with the prior approval of the President of the University. Before recommending the dismissal of a student for such reasons, the student shall be advised of the proposed action.

11. Transcript Notation and Change of Grades Permitted. Notations of judicial suspension and/or judicial dismissal from the University may be placed on a student's academic transcript.

12. Termination of Course Enrollment. The student may be removed from registration in a particular class or classes, with no rights to credit for work completed. The University is not responsible for any financial loss incurred by the student through this sanction.

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

VIII. TEMPORARY SUSPENSION.

A. The Dean of Students or a designee may impose a temporary suspension. A temporary suspension may be imposed only:

- 1. To ensure the safety and well-being of members of the University community or preservation of University property;
- 2. To ensure physical or emotional safety and well-being of the student;
- 3. 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 be 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.

IX. APPEALS.

A. Where a student or organization is found responsible for a violation and the sanction is less than suspension or dismissal, the appeal shall be to the Vice President for Student Affairs. When the sanction is suspension or dismissal, the appeal shall be to a Vice President designated by the President of the University. In all cases, the decision of the designated appeals officer shall be final.

B. In hearings involving charges of sexual harassment or sexual violence, either or both the alleged perpetrator and the complainant may submit an appeal.

- C.** Appeals shall be made in writing and must be presented 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 student or student organization shall be informed in writing of the final outcome of the appeal within forty-five (45) business days of its being presented.

The designated appeals officer may uphold the decision, reverse the decision or provide an alternate sanction.

In appeals of charges of sexual harassment or sexual violence, both the alleged perpetrator and the complainant 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 well being of members of the University community or preservation of University property.

APPENDIX B

UNIVERSITY 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