

FCHD 2000 - Careers and Life Planning in FCHD
TR / 12 noon - 1:15 pm / Family Life 206
Fall 2016

“Love what you do and do what you love.” -Ray Bradbury, American author

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Course Description

FCHD 2000 is a 3-credit course designed to help students explore career opportunities in the area of Family, Consumer, and Human Development. In addition, this course incorporates skills and practices necessary to build professional relationships to aid in career planning.

Course Objectives

The purpose of this class is to provide students with a knowledge base to increase awareness of career options in FCHD. Students will:

- 1) Identify specific careers related to Family, Consumer, and Human Development.
- 2) Learn about and how to use career information resources to increase career decision-making abilities.
- 3) Develop a network of career contacts.
- 4) Gain self-awareness of how life experience influences career choices, develop relationships with faculty and working professionals, make decisions, set goals, and develop internship and career plans.

Required Materials

Careers in Family Science (NCFR booklet)

Download a free electronic copy at:

https://www.ncfr.org/sites/default/files/downloads/news/careers_in_family_science_booklet_2014.pdf

Hard copies of the NCFR Booklet can be ordered for \$1 at:

https://my.ncfr.org/ncfrssa/ecssashop.show_product_detail?p_product_serno=241&p_mode=detail&p_cust_id=&p_session_serno=117693&p_trans_ty=&p_order_serno=&p_pro_mo_cd=&p_price_cd=

Career Planning (Chapter 2): Garman, E. T. & Forgue, R. E. (2010). *Personal Finance, 11th Ed.* Boston: Houghton Mifflin. (see “more resources” on the home page)

iClicker

Register iClickers at: iclicker.com

Additional Resources

USU Career Services: <http://www.usu.edu/career>

State of Utah: <https://www.utahfutures.org/>

<http://www.utah.gov/careers/>

Dept. of Workforce Services: <http://jobs.utah.gov>

Utah Careers for Women:

<http://jobs.utah.gov/wi/pubs/womencareers/womensguide.pdf>

LinkedIn: www.linkedin.com

10 Tips for finding your perfect job fast with LinkedIn:

<http://www.careerealism.com/linkedin-finding-perfect-job/>

About the Course Schedule

This course is divided into two sections. Section one involves personal exploration, learning about career concepts, and exploration of careers in FCHD and requires significant student attendance and participation. Section two involves applied research career plan development. Students will be involved in applied research through conducting informational interviews and developing individual internship and career plans. Below is a tentative schedule which could change as needed due to the nature of guest panel professionals, etc.

Schedule of Classes, Activities, Discussions, Assignments, Quizzes, & Exams (subject to change)

Section I - Career Concepts and Exploration

Week 1

8/30 Orientation/Pre-assessment survey
Introduction to APA

9/1 Holland Code, FOCUS 2, & O*NET
Resources for Career Planning Introduction

DISCUSSION Post Due 9/1 - Introduce yourself on Canvas (Practice Discussion & Assignment)

Week 2

9/6 FCHD as a major (Laura Holley)
Networking - Professional Associations/Conferences/Symposiums

9/8 Informational Interviewing introduction and question activity

ASSIGNMENT Due 9/8 - Holland Code Worksheet (quiz format)

Week 3

9/13 Careers in FCHD Education (Faculty panel)

Consumer Science and Family Finance

Financial counseling/planning/education, Personal Banking/literacy specialists/financing loan & mortgage officers, Community Development and Housing Programs, Federal/State/ local Consumer protection agencies

Human Development

Gerontology, Adolescence, Child Development, Early Childhood

Family Relations

Community Services, Family Life Education, State agencies

Deaf Education

9/15 Careers in **Consumer Science and Family Finance** (Professional panel)

ASSIGNMENT Due 9/15 - FOCUS 2/O*NET Assignments (2 parts)

Week 4

9/20 Careers in **Human Development** (Professional panel)

9/22 Careers in **Family Relations** (Professional panel)

ASSIGNMENT Due 9/22 - Professional Association Website Review worksheet (quiz format)

Week 5

9/27 Communication - Writing - Assignment introduction
Informational Interviewing continued (begin group sign-ups)

9/29 Decision Making - So many choices...what to choose?

DISCUSSION Post Due 9/29 - Careers in Family Science (NCFR booklet)

QUIZ Chapter 2 Due 9/29 - Chapter 2 of Personal Finance by Garman & Forgue

Week 6

10/4 Goal Setting/Motivation - How to do what you want (or don't want) to do

10/6 Maximizing College and Work Experience for the most success (and least consequences)

Practicum/Internship information (Grant Bartholomew)

Undergraduate Opportunities - Clubs/Research

Advanced Degree Career options

Academic Careers

Marriage and Family Therapy

Cooperative Extension

ASSIGNMENT Due 10/6 - Informational Interviewing and Networking Articles paper

Week 7

10/11 Informational Interviewing -continued-

10/13 Exam 1 - Finalize groups for Informational Interviewing Activity

Exam Due 10/13 - Exam 1

Section 2 - Personal Applications, Research, and Career Plan Development

Week 8 - 9 No Classes - Conduct Informational Interview Activity

10/25 Fall Career Fair 9:30am - 2:30pm in the TSC Ballroom (extra credit opportunity see Canvas for details)

Extra Credit ACTIVITY Due 10/27 – USU Fall Career Fair/paper

Week 10

11/1 Resume and Cover Letter Writing

11/3 Presentation Skills - What not to Wear
Sign-up for in-class presentations

ASSIGNMENT Due 11/5 - Informational Interview *Written* Report

Weeks 11-13

11/8-11/22 Class presentations: **Informational Interview and Networking Activity**
Individual Oral Reports

DISCUSSION Due 11/10 - What Not to Wear (see discussion board for details)

ASSIGNMENT Due 11/17 - Resume Rough Drafts/Peer Reviews

11/22 Presentations -continued-

11/24 No Class - Thanksgiving Break

Week 14

11/29 Presentation Follow-up

12/1 Job Interviewing Skills - So your application wasn't tossed...What now?
Negotiation Skills

ASSIGNMENT Due 12/1 - Internship and Career Plan

Week 15

12/6 Credit Implications/Job Negotiations

12/8 General review/Post-assessment survey

ASSIGNMENT Due 12/8 - Resume Final Draft

Week 16

12/15 **Final - Exam 2** Thursday, December 15 at 11:30am-1:20pm

Attendance

Much of what is learned will come from regular class attendance, in-class activities, group activities, and guest lectures/panels/student presentations. Students need to attend class; important information will be missed when absent. Assignments build upon the in-class learning. Missed class activities and participation points cannot be made up. Note: this course is also offered in an online format for students who because of work or other reasons find it difficult to regularly attend classes on the Logan campus.

Participation points/iClickers/In-class activities

Participation points will be given every day in class through in-class activities and iClicker points. These points cannot be made up. The first 100 collected participation points will count towards the final grade. Students should bring their iClicker to class with them every day. Register iClickers online at iclicker.com (for assistance, contact the HELP desk at 435-797-HELP). **Note: if a student sends their iClicker with another student to class for points, both students will receive zero iClicker points for the semester.**

Guest Speakers/Panel Discussions/Student Presentations

During this course, there will be several guest speakers/professional panels, and student presentations. Please be aware they are guests who are taking time out of their work and personal lives to share their knowledge and experience with students; they must be treated with respect:

- Be in class on time
- Listen attentively (no side conversations)
- Come prepared with questions and ready to interact
- End each guest lecture with applause
- Disrespect of any kind will not be allowed.

Class/Group Participation

Students are encouraged to use class time as a human relations laboratory. Careful listening, reflective thinking, and spontaneous responding are encouraged. In-class assignments and group activities will be part of the class format. Participation includes asking appropriate questions and sharing comments with the class.

Canvas

Canvas will be the class management system used to support this course. Students will be required to submit several assignments and discussion postings, take quizzes, etc. through Canvas. Grades, announcements, class participation, groups, and presentation schedules will also be posted on Canvas as well as additional resources. There is a student tutorial and IT help available for students at: <https://online.usu.edu/>

Please ensure that your preferred email is correct on Canvas so that you receive announcements when given – particularly during the informational interviewing section of the course when we will not be meeting in the classroom.

Assignments

General assignment guidelines

- All assignments must be typed with 1" margins; double spaced; 12 point type; Times New Roman font. Include complete references in APA format where applicable. Always include the URL for web sites. **No Title page, abstract, or running heads are needed.**

- Writing should be clear, concise, and grammatically correct; content should reflect a thoughtful analysis and discussion of the concepts and materials (not simply a summary). Writing quality counts because the ability to write well is among the top skills employers are seeking.
- Reviewing general guidelines and individual guidelines for each assignment before beginning the assignment will help focus writing.
- Page length is set as specified for each assignment; if the length specified is 2 pages, then the assignment must end at least one paragraph onto page 2 and cannot extend to page 3.
- APA format: use American Psychological Association (APA) format. Check out the AFCPE journal, *Financial Counseling and Planning* (online at www.afcpe.org), as an example.
 APA format help: <http://www.apastyle.org>
 APA Style Tips: <http://www.apastyle.org/previoustips.html>
 APA electronic references: <http://www.apastyle.org/elecref.html>
 General English Help: <http://owl.english.purdue.edu/owl/resource/692/01>
- Cite sources in the body of the paper, and list references at the end. Each reference should be cited in the paper.
- Assignments are due on the date noted in the schedule.
- Late assignments will not be accepted beyond 5 days late with 20% deducted per day late.

This course will use “turnitin” for the written assignments turned in through Canvas. That means the instructors will be able to see if you have copied any part of your assignment from the internet, a previous assignment, or anyone else that has taken or is currently taking this course. In other words, do your own work.

1. Holland Code Activity Worksheet - 20 points

First complete the Holland Code Quiz at: <http://www.roguecc.edu/counseling/hollandcodes/>

Be prepared to answer the following questions:

1. List your quiz results (group, score) in order from highest to lowest and state your Holland Code(s).
2. List the top five jobs that interest you most from the jobs suggested in your Holland Quiz results.
3. How do the careers related to your Holland Code fit with you, your interests, your personality, and what you enjoy doing?

Then complete the Holland Code Activity Worksheet (unlimited time quiz format) on Canvas.

2. FOCUS 2 and O*NET - 30 points (5 points for print of screen/25 points for paper)

Note: There are two parts to this assignment.

2.1 Go to the FOCUS 2 link below, create a personal account and log in; work your way through the activities. After completing the FOCUS 2 activities under the Career Readiness and Self-Assessment headings, print screen showing your name and the completed check marks. Note: For first time users your access code is “”**aggies**”.

Submit screen shot on Canvas on or before the due date. (5 points)

<http://www01.usu.edu/career/htm/students/choosmajor/careerassess>

2.2 Under the Focus 2 heading Research Any Career-Explore the Possibilities, click compare Two Occupations Side by Side. Identify at least two occupations to research more fully.

Compare and contrast the two identified occupations. If an occupation you are interested in is not listed on FOCUS 2, choose the closest one available (or explore the O*Net, site listed below, as per occupations that match your interests). Discuss what you learned from these websites, what you discovered about the occupations you compared, what you found most valuable and why. Remember to cite the FOCUS 2 site as well as any additional resources used. (25 points)
2 pages - submit on Canvas as a doc, docx, or pdf document.

O*NET

<http://www.onetonline.org>

3. Professional Association Website Review - 20 points

Select a profession association to review (do not pick an affiliate).

Be prepared to answer the following questions:

1. The name of the Professional Association selected.
2. Website URL.
3. Purposes of the organization.
4. Are there any associated accreditations or certifications? If so, how does one become certified?
5. Do they hold an annual conference or symposium? If so, when is the next one scheduled and where?
6. List Publications/Journals (if available online, look through a few articles).
7. Write 3-4 paragraphs: What things on the website did you find most valuable; why; how will the information be useful to you as a student as well as for career information? (Do not summarize the information above.)

Complete the Professional Association Website Review Worksheet (unlimited time quiz format) on Canvas.

4. Text Book Discussion and Quiz - 50 points (20 points for the discussion/30 points for the quiz)

Note: There are two parts to this assignment.

4.1 Discussion: Students should participate in this discussion post after reading through our text “Careers in Family Science” from NCFR. 10 points will be given the original post and 5 points each for two replies to other students’ posts. Our text may be small, short, and concise...but it contains excellent information.

Instructions:

1. Select one section, paragraph, or professional; that either agreed with something you already knew, added to something you already knew, taught you something new, or interested you.
2. Post a quote from the section, paragraph, or professional including an APA citation (NCFR, 2015, p. __).
3. Discuss why you selected that particular section, paragraph, or professional (write at least one paragraph. Note: a full paragraph is at least two complete sentences.)
4. Respond to two other students’ posts (write at least one full paragraph for each).

4.2 Quiz: Students should complete the Chapter 2 quiz after reading Chapter 2 of Personal Finance by Garman and Forgue (posted on Canvas under resources). This quiz can be retaken multiple times.

5. Networking and Informational Interviewing Articles Review - 25 points

Read about networking on the USU Career Services web site (and any other appropriate resources of choice):

<https://career-services.usu.edu/students/obtain-employment-internships>

and *Personal Finance* by Garman and Forgue, chapter 2 (on Canvas under Resources)

On the first page, discuss the most important points from these sources. Then describe what you have done so far to network and how you plan to implement the networking recommendations to develop a network of career contacts to assist in arranging an internship and/or seeking a professional job. Remember to cite resources and follow the General Assignment Guidelines. 2 pages - submit on Canvas as a doc, docx, or pdf document.

6. Informational Interview Written Report - 40 points

Review the suggestions for informational interviews in the USU Career Services website and the lecture PowerPoints on Conducting Informational Interviews.

The purpose of this assignment is for you to investigate many career paths. Explore beyond the career environment you already know or where you are working. You may decide that your current job is perfect for you, but check out the grass on the other side of the fence.

Conduct at least three informational interviews with professionals employed in your chosen career. Students will be broken into groups of three. Each group member should schedule an informational interview with one professional for the group to attend; all three group members must be present at all three interviews. Do not interview a relative or Family Life Center staff member. Do not interview a faculty member unless you plan to earn a Ph.D. Your choices should reflect, as closely as possible, the career you desire for yourself.

During the interview: 1) Learn about the professional's background, education, certifications, and current job responsibilities. 2) Determine the job skills necessary for success. 3) Note the name and title, and location (city) of each interviewee.

Although the workplace attire may be informal, you should dress like a business professional for the interview. For men: business suit or sport coat and slacks (minimum: button-up shirt with tie and slacks). For women: business suit or blazer and tailored skirt or pants (minimum: button-up shirt and skirt or slacks). Avoid: lacy, frilly, dressy, low neck line, floral print dresses, untucked blouses, flip-flops; keep jewelry and makeup to a minimum; avoid hair hanging across face.

Written Report on two professionals. Even though you will be interviewing three individuals, you will only need to write about two. Do not report on two professionals at the same company or in the same career. If you are absolutely positive you want to work at a bank, interview professionals with different responsibilities at more than one bank and/or credit union. Then report on two professionals from different institutions.

Because many jobs in the FCHD field are commission-based, it is important to learn whether the job is salaried or commission based (or a combination). Identify an idea of the typical compensation (including benefits such as health insurance and retirement) for *entry level* positions. Generally commission-based sales jobs provide no employee benefits. What (if any) benefits are provided? Are certifications or accreditations required? If licenses are required (for selling securities, insurance, mutual funds, etc.) how much do they cost to take the tests and who pays? Will you have to invest a substantial amount of time and money for licensing or certification?

Another factor to consider is whether the job requires an 8 a.m. to 5 p.m. time commitment or evening and weekend hours to meet with clients or teach workshops and whether hours are flexible or fixed. What do the professionals like best and least about their jobs?

If you need more information after the interview is over, you can call back or e-mail with follow-up questions.

Consider how well does the jobs suit your career goals and what you learned about yourself? Begin with an introduction, and conclude with a summary that ties together what you learned from the interviews and how you feel about pursuing a similar career.

ALWAYS refer to professionals by their title (Ms., Mr., Dr.), not their first name.

3 pages - submit on Canvas as a doc, docx, or pdf document.

7. Informational Interview Oral Report - 25 points

Each student will have 3-4 minutes to report on one of their informational interviews. This is an individual presentation. Do not try to report everything you learned. Focus on the information that was most important and that will be of most interest to peers. Prepare a professional looking contact information overhead for your professional including their name, professional designation(s), organization they work for, and email address and/or phone number (with their permission). Dress as you would for a job interview.

For presentation helps see: <https://rgs.usu.edu/studentresearch/htm/skills-and-resources/great-examples/great-presentations>

For additional assignment details, see the "Presentation" PowerPoint posted on Canvas.

8. Resume - 30 points

Note: there are three parts to this assignment.

8.1. Using information from class lecture PowerPoints, the Resume Evaluation form (posted on Canvas), USU Career Services website and booklet (posted on Canvas), the NCFR text, and Chapter 2 from the Personal Finance text, develop a one page resume and submit for peer review on Canvas.

Resumes should be accurate and visually appealing. Be sure to include your expected graduation date; spell out names of organizations like AFCPE or NCFR; identify computer programs you use proficiently besides Word. The FCHD on- and off-campus practicums and internships should be strong selling points so include them. Although most students will not have completed their practicums yet, list them and the semesters they are scheduled. Take note if you have little or no volunteer or leadership experience and consider ways to increase your experience.

Note: you will submit your rough draft twice for peer review.

8.2 Complete two peer reviews on Canvas.

8.3 Revise your rough draft Resume as per the peer reviews and submit Final Resume on Canvas on or before the due date.

Additional resources:

USU Career Services: <https://career-services.usu.edu/students/resumes-cover-letters>

Make sure your resume is in HD article:

<http://www.cnn.com/2009/LIVING/worklife/08/12/cb.high.definition.resume/index.html>

9. Internship and Career Plan -50 points

This is the **capstone** assignment for this class. That means students are expected to **integrate** information learned throughout the semester from **guest speakers, required materials, additional resources, E-reserves, student oral reports, etc.**

Format: 3 Pages – submitted through Canvas; 12 pt. Times New Roman font; 1 Inch margins; double-spaced. As you will be citing some of the various sources used over the

semester in the course, your paper must contain an APA-formatted references section and APA-formatted in-text citations.

Before beginning to write, stop and think about what your main criteria for a career will be? In answering this question, consider the following parameters:

- Type of career
- Work schedule – i.e. a fixed, regular 8-5 M-F, or flexible schedule
- Fixed salary and benefits vs. pure commission and no benefits
- Being a supervisor or being supervised
- Working for an established employer or being self-employed
- Sales vs. education or counseling
- Emotional toll/Stress level

(Note that many of these options are presented on a continuum and are not an either/or proposition. You may wish to begin at one and end up at another.)

Now with the answers to those questions in mind, and **building on what you have learned during this semester**, identify a career that you are considering, research your chosen career, and write a 3 page paper in which you outline a career plan.

This paper should contain the following sections in the order listed here:

Introduction –

Begin with a simple paragraph introducing the main points of the paper.

Career Details –

This is a bulleted section; include the following information:

1. Educational/ licensing requirements.
2. Career outlook both in and out of the state of UT.
3. Salary levels both in and out of the state of UT.
4. Work schedule.
5. Emotional commitment/ stress level

Application –

Write a paragraph or two where you plug yourself into the career and explain how your skills and experience fit the position. Identify your employment aptitudes and priorities and discuss how your career choice fits you. How does it fit your personality; your likes; your dislikes; your strengths; your skills? **Emphasize both positives and negatives.**

Career Plan –

The next step in pursuing your selected career is developing a career plan. For this section of the paper, you will prepare a **detailed** explanation of the steps you will need to take, starting this semester, in order to achieve your career goals. Be thorough in your plan. You should draw information from prior assignments and class discussions. Discuss everything from your course selections for future semesters to what you will do to secure an internship that will lead to your chosen career. Do you plan to join a professional association; which one? Do you plan to join a student organization or service club; which one? Are you currently working while attending school? Does your work experience support your career goal or do you plan to change jobs? If you are not planning a career immediately after graduation, discuss what you will need to do to freshen up your skills and make yourself more attractive to employers when it comes time to enter the workforce in the future.

Conclusion-

End with a short paragraph summarizing the most important points of the paper.

References-

Your paper should include an APA-formatted reference section with citations for any quotes or information that came from other sources.

Use the resources of USU Career Services and the internet to identify the career outlook and expected compensation levels for both Utah and the U.S.

Suggested resources (in addition to other class resources):

US Dept. of Labor Occupational Information network: <http://online.onetcenter.org>

Occupational Outlook Handbook www.bls.gov/oco

Occupational Outlook Quarterly www.bls.gov/opub/ooq/ooqhome.htm

U.S. Bureau of Labor Statistics (Wages, earnings, and benefits; occupations): <http://www.bls.gov>

Salary survey & cost of living data: <http://www.salaryexpert.com>

JobWeb.com—Career development and job-search advice for new college graduates.

<http://www.jobweb.com>

Employment projections for Utah-- a resource for your career plan if you plan to stay in Utah.

<http://www.jobs.utah.gov>

Utah job search web site: <http://statejobspostings.utah.gov>

3 pages - submit on Canvas as a doc, docx, or pdf document.

Exams/Chapter 2 Quiz

There will be two exams each worth 35 points (T/F, multiple choice, short answer) and one Quiz on the text NCFR Careers in Family science worth 30 points (this is the only quiz that can be retaken).

Total Points – 485

Introduction/practice assignment, discussion, & exam	10 points
Assignments	240 points
Discussions/participation points	135 points
Exams/Quiz	100 points

Grading Scale

A > 94%	C+ > 77%
A- > 90%	C > 74%
B+ > 87%	C- > 70%
B > 84%	D > 60%
B->80%	F < 59%

Policies to take note of:

Communications via Email

Email is an official form of communication at USU, and will occasionally be used by the instructor. Any necessary email communication will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address.

To make sure that the university is using the email account you prefer, do the following:

At the USU website, click on the link “My USU” at the top right of the page.

Under “Access” click on the link “Login to Access (Banner)”

Log in using your A number and password

Click on “Personal Information”

Click on “Update E-mail addresses”

Follow the short instructions to update your preferred email address.

It is your responsibility to check your preferred email account regularly.

Plagiarism Check

This course will use the plagiarism checking software *Turnitin* for the written assignments. By using this software, instructors will be able to identify any written work that has been copied (or closely copied) from the internet or anyone else's paper (including those who have previously taken or are currently taking the course. If a student is caught plagiarizing, that student may fail the course and/or have additional action taken based on University policy. In other words, DO YOUR OWN WORK!

Revised 8/16

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

[The Honor Pledge](#): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:

- Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
- Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
- Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
- Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
- Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
- Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn

- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/>

Disability related resources for current students:

- [DRC Student Handbook](#)
- [Deaf and Hard of Hearing Student Handbook](#)
- [Disability Related Scholarships](#)
- [Campus Resources](#)
- [Documentation Guidelines](#)
- [Online Resources for Students with Disabilities](#)

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/>, 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/>, 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, <mailto:access@usu.edu>; TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/>, 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/>, 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/>, (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University:
<http://www.usu.edu/student-services/student-code/>

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.