

Temporary Faculty Handbook
Department of Child, Youth and Family Studies
Updated January 2020

GLOBAL SCOPE, LOCAL IMPACT

Mission: The Department of Child, Youth and Family Studies is committed to enhancing the well-being of children, youth, adults and families by improving the environments in which they live and learn.



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Welcome to Child, Youth and Family Studies (CYAF)

As an adjunct or temporary instructor in the Department of Child, Youth and Family Studies (CYAF), you join a faculty with a rich tradition of teaching excellence. Our faculty are passionate about teaching and care deeply about student learning and student achievement. You have been asked to teach within the Department because we believe that you will contribute to this positive learning environment.

This handbook was designed to help orient you to the Department, resources available to support your teaching and the expectation and norms for teaching in the Department.

Please carefully read this handbook and ask questions if you have them. We want you to be successful in the classroom, and we want you to find enjoyment in teaching. CYAF is a great place to teach. We have great students, faculty, and support staff and we are happy to have you be a part of us.

*Paul Springer, Ph.D.
Interim Department Chair and Professor*

Teaching Philosophy of the CYAF Department

The Department prides itself on high quality teaching. Faculty believe courses should be rigorous with up-to-date information from an informed instructor. Faculty members have high expectations of each student and plan quality instruction and active learning opportunities which will enhance student achievement. Sound educational principles should be followed. All instructors and graduate teaching assistants will be expected to abide by these expectations.

Courses should follow the course description from the University bulletin (<http://bulletin.unl.edu/undergraduate/>). A copy of the course description and sample course outlines are available for each course. Instructors are responsible for helping students reach the outcomes identified in the course description.

Courses should be research and theory based. Instructors should know and use the theories related to their content. Personal or anecdotal stories or examples can be used but must illustrate a theory or known best practice.

Letter/Contract and Employment Forms

The Department Chair will send the instructor a letter of offer and other appropriate employment forms that will serve as a contract. If a vita/resume has not already been given to the Department Chair, the instructor will provide a current one before the end of the first month of the contract.

- The instructor must sign the letter of offer indicating acceptance of the position and return it to the Office Supervisor.
- New instructors must make an appointment with Tammie Herrington at the CEHS Business Center to complete employment forms. You will need to bring your driver's license and social security card with you to the appointment.

Parking

Instructors

The Department does not pay for parking permits for employees. If you would like to obtain a parking permit, take a copy of your letter of offer to Parking Services to order a parking permit. For parking information, please visit <https://parking.unl.edu/faculty-parking-permit-purchase-guide>

Guest Speakers

From time to time instructors may invite a guest speaker to class. Departmental guest permits are issued to UNL departments for their visitor's parking needs. Please contact the department receptionist to receive a guest parking permit. The receptionist will need date(s) guest will be on campus and the license plate number. Permits are good for either Lot A or C, but not metered spots. Guests are responsible for paying meters.

These permits are not to be issued to students, staff, faculty, instructors, or vendors doing business with, working, or going to school at the University of Nebraska. The only state vehicles that do not require parking permits are University vehicles. All other state vehicles are required to have a conference permit or a pre-purchased parking permit.

Employee ID

Instructors are strongly encouraged to obtain a UNL Employee ID Card (NCard). Tammie Herrington at the CEHS Business Center will assist you in getting your UNL ID. For more information about NCard, please visit <https://ncard.unl.edu/>.

Wireless Access

If you choose to use your personal laptop or iPad on campus, you may register your wireless card at no cost. To register your wireless card go to: <https://its.unl.edu/services/wi-fi/> and enter your username and password. You will need to know your computer or iPad IP address.

Telephone

A UNL phone number will not be assigned to temporary instructors. Instructors may list the CYAF Department main phone number (402-472-2957) on the syllabus.

- Include on the syllabus a contact phone number you wish students to use.
- Phone messages from students should be returned within 24 – 48 hours.
- Support staff and the Department Chair need to know the contact phone number(s) (other than your office phone) because temporary instructors are generally less available than on-campus faculty, and sometimes are difficult to locate. Please be cognizant of our occasional need to reach an instructor quickly. Situations sometimes arise that demand a quick response.
- Personal cell or home phone numbers may be used at your discretion. We strongly encourage you to set hours students may call you.

E-mail Account

Please active your UNL email account and claim your UNL ID. You will need to do this in order to access Canvas, our Learning Management System. Follow the activation instructions in the welcome email from Tammie Herrington. Let the CYAF office staff know your email address and include it on the course syllabus.

All UNL temporary instructors are expected to have and use a UNL.edu account. Students and departmental personnel will contact the instructor using the email account listed on the course syllabus. If the instructor needs help with his/her University account, contact the Department office.

If an instructor chooses to use a personal or work email address rather than set-up an UNL email account, make sure the email is entered correctly on Canvas as students email directly from Canvas quite regularly.

E-mail from students and staff should be expected and should be returned promptly – within 24-48 hours.

Office Hours

Each instructor should be available for weekly office hours and these hours should be posted on the course syllabus and on Canvas. An hour before and after class are often convenient for both the students and the instructor. Office hours for online classes can be a specified time that the instructor will be available by phone and email.

Office Support

Proctor Exams

If a student needs to have a test proctored, please contact Lisa McConnell (lmcconnell2@unl.edu) to see if she or another staff member will be available to proctor an exam and to reserve a room for the student. The exam, directions for the student, student's name, and date/time student will take the exam need to be left with Lisa McConnell. The student's completed exam will be placed in a brown envelope. You will receive an email when the exam is available for you to pick up.

Copying

A copy machine is located in the department office for copying course related materials. If you teach a course on East Campus, you may use the copy machine in the Dean's office (105 Home Economics). The Dean's office staff will provide you with the Department's copy code.

Copy or print requests can be emailed to CYAF office staff. Please provide us with a 24-hour notice. We will email you back once your copies or prints are ready to pick up.

Equipment

Laptops and LCD projectors are available at CYAF office and the Alumni Learning Technologies Center (ALTC) located in Louise Pound Hall. Technicians are available to help you use the classroom technology. Please contact ALTC at 402-472-0096 (2-0096 if calling using a campus phone).

Rosters and Grades

Kaelie Kellner or Lisa King will be able to answer questions you have related to course rosters, grade submissions, incomplete forms, and change of grade forms. Refer to the MyRed section for more information.

Canvas

<https://canvas.unl.edu/>

After the instructor's employment forms have been processed, the office staff will request the instructor be added to Canvas for the class he/she is teaching. Instructors should become familiar with Canvas and use it to support student learning. Use of Canvas is an expected part of your teaching.

- Instructors are **not** authorized to use private web sites for teaching purposes. Only Canvas, which is University sponsored, should be used by instructors.

- *Social networking sites should be used with caution.*
- Simple instructions for accessing Canvas can be found on the website listed above. Tutorials for using Canvas can be found on the Canvas web site and are user friendly. If additional instruction is needed, please contact instructional designer, Julia Remsik Larsen, jremsiklarsen2@unl.edu.
- All course handouts, information on Canvas, or other course related materials (whether the materials are placed on Canvas or given in class) should be in keeping with the high professional standards of the Department, College and University.

Canvas Tutorial

Once you log on to Canvas, click on “Help” in the lower left-hand corner. A separate window will open with various topics to help you. Canvas training information can be found at <https://its.unl.edu/services/canvas/>.

Faculty Meetings

Temporary instructors are welcome to attend department meetings which are held on the third Friday of every month. They do not have voting privileges. They are also welcome to attend other Department activities, such as graduate student brown bags and other Department, College or University events. Check with the Department Chair, if you are unsure about attending various events.

Personal Behavior

Ethical and appropriate professional behavior is expected in all interactions with students, staff, faculty, and administrators.

- Instructors should not meet with individual students privately. Please contact CYAF office if you need an office or conference room to meet with a student during normal office hours; private, individual meetings with a student off-campus are not acceptable.
- Caution should be used in meeting with groups of students for studying at off campus locations. A student may misinterpret an instructor’s friendly behavior in off campus locations, so it is wise to ask the Office Supervisor for an on-campus location for study groups.
- Social networking sites such as Facebook are common amongst students and faculty and are often used by students to communicate. Before accepting a ‘friend’ request from a student, faculty should discuss the matter with the Department Chair. This ensures that a third-party can provide an objective opinion and prevent accusations of impropriety.
- Professional behavior is expected and required at all times. Students hold faculty in high esteem and faculty behavior should meet these high expectations.

Dealing with Concerns

The Department Chair is an instructor's "point of contact" related to student concerns, whether these relate to how to handle a particular student or an incident in a class. Concerns might include: cheating or suspected cheating, plagiarism, falsification, etc. The Chair can help with these and other concerns. Do not hesitate to call the Chair at the office or home. It is better to ask and get help quickly, rather than letting a situation worsen.

Student Mental Health Concerns

The University has recently experienced some tragic instances when our students were struggling with serious emotional or mental health issues. The University is working to be proactive and identify students early who have significant mental health needs and work to promote their success. A new tool has been developed that will be an important way to get our students the help that they may need. If you see or hear about a student who is experiencing emotional or mental distress, you can share your concerns with a team of professionals dedicated to connecting them with supportive resources:

<https://www.unl.edu/huskers-care/>
or at <https://studentaffairs.unl.edu/>
under the "Get Help" drop down menu.

Reports are received by the Student Support Specialist in Student Affairs and reviewed by the University's Behavioral Intervention Team (BIT). This team includes professionals from Counseling and Psychological Services, University Police, Big Red Resilience & Well-being, Services for Students with Disabilities, University Housing, Faculty, and Academic Affairs. Once a report is received, the team review the report, then coordinate appropriate resources and, when needed, develop collaborative and purposeful interventions aimed at helping the student achieve success.

For help or more information, contact Kara Brant, Student Support Specialist, at 472-7030 or Jake Johnson, assistant vice chancellor for Student Affairs at 472-9689.

Also, please include information on your course syllabus about mental health resources on campus (see Appendix B - syllabus checklist). Here is sample language you can use:

"College can be challenging and stressful at times, and if you are feeling overwhelmed it is important to seek help in order to feel better and stay on track with your education." If you are comfortable including language in your syllabus indicating that students can reach out to you so that you can assist them in connecting with supportive resources, you can do that as well.

The following resources are available for low-cost, confidential psychological support services at UNL:

1. The Couple and Family Clinic at UNL's Family Resource Center, 35th and East Campus Loop
Website: <http://cehs.unl.edu/cfc>
Telephone: 402-472-5035
Email: thecoupleandfamilyclinic@gmail.com

2. Counseling and Psychological Services (CAPS) *services are completely covered by student fees*
University Health Center Suite 223
550 N. 19th St.
(402) 472-7450
3. Counseling and School Psychology Clinic
(402) 472-1152
49 Teachers College Hall

Sometimes students need additional support, and the Student Support Services (TRIO) office provides services for students who are who are first-generation, low-income or may have a disability, with their goal of successful completion of post-secondary education:

(402) 472-2027

Student Athletes

Student athletes are monitored by the athletic department for their academic progress. As instructor of record, you will receive an email from a contact in the Athletic Department requesting grades and progress for student-athletes in your course. Please complete the student-athlete grade report in a timely fashion.

Courses

Course Enrollment

Course enrollment is set by the Department Chair at least one year in advance when the semester course schedule is finalized. You may NOT decrease the enrollment of your class.

Course Overrides

Students desiring to get into a closed course may make a request to the Department to be placed on a waiting list. The Department Chair will make the decision about whether or not to grant an override request based on the room size, course, and the student's situation.

Guidelines for Course Preparation

1. The CYAF faculty work to maintain a coherent curriculum with specific objectives and content distributed across courses. Objectives for each course are established by the department faculty and therefore, the stated objectives on the syllabus should not be changed. You may add additional objectives based on specific content and skills you wish to accomplish during the course.
2. Courses should be research-based. The instructor should include up-to date research and theory in the content of the course. This research should be cited appropriately. Use the American Psychological Association (APA) manual. Students should begin to know the authors/researchers important in this content area.

3. Courses should provide multiple perspectives. While the faculty member is entitled to his/her perspective, alternative perspectives should be explored and valued.
4. Assignments should be rigorous. Written papers should require students to cite appropriate credible sources and develop a bibliography according to APA.
5. Students should be expected to integrate course material during in-class discussions and through papers, quizzes, tests, projects, and other assignments.
6. Students should be tested or evaluated on their knowledge of the textbook, readings, lectures, learning experiences in class, and outside assignments.
7. Assessments and course activities should be designed to help students accomplish the course objectives. The instructor should review the course objectives throughout the course to monitor student progress and design assessments that align with course objectives.
8. The syllabus should include information about ACE requirements (if applicable) and the Student Learning Outcomes that are met via the course material.

Syllabus

Refer to Appendix B – Syllabi Checklist

Exams

Testing Center

UNL has The Digital Learning Center Exam Commons that provides web-based assessment services. Please check out the website for more information, including contact names and phone numbers <https://its.unl.edu/dlc/>.

Grading

In accordance with the Bylaws of the Board of Regents, “Students will be informed of the requirements, standards, objectives, and evaluation procedures at the beginning of each individual course.” The Academic Senate recommends that the grading policy in a course be stated in written form whenever possible and that the statement clarify any policy governing the “Pass/No Pass” (P/N) option and allowing or removing grades of “I” (Incomplete). Failure to inform students of special restrictions in these areas could be grounds for a grading appeal.

An instructor uses the grade of “I” (Incomplete) at the end of a term to designate incomplete work in a course. It should be used **only** when the student was unable to complete the requirements of the course because of illness, military service, hardship, or death in the immediate family. A grade of “I” should be given only if the student has substantially completed the major requirements of the course.

There is no standard University grading scale. Each instructor determines his/her percentage scale. The letter scale is A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F.

Finals Schedule

Records and Registration determines the schedule for Finals Week prior to the start of the semester. ***The majority of finals are not scheduled on the same day(s) or time(s) as the course regularly meets.*** Before finalizing your syllabus, refer to the semester calendar on the UNL web site to determine the date and time that the final exam is scheduled for your course. Finals will be held in the same classroom you taught in for the semester. <http://registrar.unl.edu>

ACE Courses

The UNL general education program is referred to as ACE (Achievement Centered Education). Several of the department courses (see below) meet ACE requirements for the University. ACE courses meet a specific learning outcome for students (<http://ace.unl.edu/>). The ACE designation and Specific Learning Outcome (SLO) must be listed on the syllabus. The Department is required to document that students have achieved the student learning outcome associated with the course. In order to document student learning, we need to collect examples of student work and your reflections on students' success in meeting the learning outcome. At the beginning of the semester, you will receive an email from the Department Chair or designee detailing the information that needs to be collected for the course(s) you are teaching. This information is submitted via Canvas and should be submitted when you submit final grades for the course. ***Submitting this information is considered part of the teaching of the course and therefore part of your contract.***

Course	Title	SLO#
160	Human Development and the Family	6
222	Introduction to Family Finance	6
280	Family Science	6
380	Working with Families in Communities and Schools	6
403	Student Teaching Seminar in Family & Consumer Sciences	10
410	ECEMS: Practicum III	10
460	Human Dimensions of Sustainability	8
495	Special Topics in Family and Cultural Diversity	9
497A	Student Teaching in Early Childhood	10
497D	Community Internships in Family and Consumer Sciences	10

Myred.unl.edu

MyRed is where students can access the course catalog, register for courses, update personal information, and access student billing information. MyRed is where faculty can view course rosters and submit grades. Before logging in to myred.unl.edu, temporary faculty must “claim” their username and password. ***Please “claim” your username and password within the first two***

(2) weeks of the semester, so if you encounter problems we have time to resolve the issue before grades need to be submitted in the last weeks of the semester.

How to Claim your TrueYou user name

The TrueYou identity management system provides immediate user names and passwords to new hires through a new account "claim" to <https://trueyou.nebraska.edu> . Only people who are new to UNL and who have never had a login before will need to claim their account. Please follow instructors provided by Tammie Herrington. NOTE: TrueYou access is provided in the welcome email from Tammie Herrington.

Rosters

Course Rosters

Course rosters are available on Canvas or myred.unl.edu. If you are not able to access either program, contact the Department Office to receive a current roster via e-mail

Course Correction Rosters

Correction rosters list all students who are registered for a class on the 6th day census report. You will receive an email message with instructions for completing the correction roster in MyRed.

Degree Rosters

Degree rosters come out prior to the final grade rosters and contain only names of students who are expected to graduate at the end of the semester. Degree rosters are accessed via myred.unl.edu. The grade given to a student on this roster may not necessarily be the final grade, but Registration and Records needs to know if the student will receive a grade of C or better so that the student can be cleared for graduation. You will receive an email with instructions for completing the degree roster. Please complete it by the deadline to ensure that students who will graduate are included on the graduation list.

Final Grade Rosters

Final grade rosters include all students enrolled in the course, including those who were on the degree roster. Records and Registration will e-mail all instructors with final grade instructions and deadlines. Final grades are entered electronically in the MyRed system. If an undergraduate student receives an incomplete, you must complete an incomplete form (see Incomplete Forms section below). (*See Appendix E for Electronic Degree Grade Roster Instructions*)

Forms

Incomplete Forms

If you have an undergraduate student who receives an incomplete ("I") grade, please obtain an incomplete form from the Department Office and send the completed form to Registration and Records (the address is on the form). You will specify the last date by which the coursework is to be completed, which can be no longer than two years. Information needed on the incomplete form:

- Student's name
- Student's NU ID #
- Course number, section number, credit hours

- Term
- Approximate percent of course completed
- Grade assigned on portion of work completed
- Date course is to be completed (no more than 2 years hence)
- Grade to be assigned by Records Office if grade change form is not submitted by the instructor by date identified above
- Requirements for completing the course
- Instructor's signature (Staff can sign the form for you with your permission.)

You and the student each will receive a copy of the form, and the Department Office will retain a copy of the form.

After the student has completed the coursework, contact the Department Office to complete a change of grade form (*See Change of Grade Form section*).

Change of Grade Form

A change of grade form is used to remove an incomplete, remove a no report, fix a clerical error, or change a reported grade. This form is available from the Department Office. You may contact the Department Office either by phone, e-mail, or in person to complete a change of grade form for a student.

Course Evaluations

All instructors and course sections will be evaluated each semester. This is done using the standard College Wide Course Evaluation forms.

Course evaluations are administered via Canvas. Instructors receive an e-mail from "Course Evaluation" approximately one month before the end of the semester. This e-mail will include a link to the instructor's course(s). Faculty will have ten days to add additional questions to the course evaluation(s). Once the online course evaluation is closed, students will be notified by "Course Evaluation" that they have three weeks to complete course evaluations via Canvas. The compiled evaluation comments and means will be distributed to instructors after final grades are submitted. Instructors need to strongly encourage students to complete the course evaluations and let them know all comments are confidential and used to improve future offerings of the course.

In addition to the standard course evaluation, instructors may add any evaluation questions tailored to the particular course. Such questions may be part of feedback solicited from students throughout the semester, or asked at the end of the semester. In any case, student responses regarding instructor/course evaluations are to have absolutely no bearing on student grades.

About three to four weeks after the semester ends, you will receive an e-mail from "Course Evaluation" with a link to the evaluation summaries. The Department Office will send you a hard copy of the same evaluation summaries with the overall course mean written at the top. A copy of the course evaluation will be placed in your personnel file.

Textbooks

Textbooks are ordered by the full-time faculty member who teaches the course; however, temporary instructors who teach the course on a regular basis may select the textbooks to be used. Instructors will be provided a desk copy for their use, and it should be returned to the Department office when the class is completed.

Copyright and Fair use

Courses are often enriched by supplemental materials that may include a chapter from a book, a journal article, a video, or other published works. Instructors must abide by U.S. Copyright law. Refer to the UNL Library overview of Copyright and Fair use below. You can place items on reserve (hard copy or digital) for your courses (see below).

<https://libraries.unl.edu/copyright-fair-use>

U.S. Government publications are usually in the public domain and may be photocopied without permission. However, these materials may contain copyrighted material from other sources. Any original material which does not contain copyrighted material from another source may be photocopied and used in course packets. If an instructor's own material is copyrighted and she/he does not own the copyright, it is necessary for the instructor to obtain permission from the publisher.

Reserve Readings

<http://libraries.unl.edu/reserve>

Prior to the beginning of each semester, the library staff members who organize the reserve collections send out letters to faculty indicating the deadline for submission of the reserve list. If a reserve list for a course is submitted by the Tuesday before the beginning of the fall or spring semesters, and each summer term, then the items on the form will be available the first day of classes. If they are not, the lists will be processed in the order in which they are received. Lists accompanied by the items requested will be given preference.

The UNL Libraries comply with the copyright laws and fair use guidelines. We expect faculty members who place items on reserve have made appropriate arrangements in this regard.

If you have questions about the following policies, contact the circulation desk at Love Library, 402-472-9568, email ask-a-question@unl.edu, or the staff person at the branch library you plan to use for this service.

Electronic Reserves

<http://libraries.unl.edu/reserve>

The UNL Libraries have added an electronic component to their traditional Reserve system. This "electronic reserve" system allows faculty and teaching assistants to mount non-copyrighted materials such as class syllabi, quizzes, notes, etc. on the IRIS automated system. If you are interested in placing class materials in the electronic reserve system, go to

<http://libraries.unl.edu/reserve>.

Academic Honesty

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University supports a Student Code of Conduct which addresses the issue of academic dishonesty. The Student Code of Conduct can be found on Student Affairs website at <http://stuafs.unl.edu/ja/code/three.shtml>. *If you have any concerns about the academic honesty of students in your course contact the Department Chair immediately.*

The Child, Youth & Family Studies Academic Integrity document should be posted on your Canvas site and referenced in your syllabus. <https://cehs.unl.edu/cyaf/cyaf-academic-integrity-statement/>

In cases where an instructor finds that a student has committed any act of academic dishonesty, the instructor may in the exercise of his/her professional judgment impose an academic sanction as severe as giving the student a failing grade in the course. Before imposing an academic sanction, the instructor shall first attempt to discuss the matter with the student. If deemed necessary by either the instructor or the student, the matter may be brought to the attention of the student's major advisor, the instructor's department chairperson or head, or the dean of the college in which the student is enrolled. **When an academic sanction is imposed which causes a student to receive a lowered course grade, the instructor shall make a report in writing of the facts of the case and the academic sanction imposed against the student to the instructor's department chairperson or head and to the Judicial Officer. The student shall be provided with a copy of this report.** Further, the instructor may recommend the institution of disciplinary proceedings against the student for violation of this Code, if the instructor in the exercise of his/her professional judgment believes such action is warranted.

Any questions regarding the procedures for handling incidents of academic dishonesty may be directed to the Assistant Vice Chancellor for Student Conduct, 33 Administration Building, 472-2021, who is primarily responsible for administering the Student Code of Conduct.

In addition to currently established procedures, the Academic Senate has passed a resolution which would, in proven cases of academic dishonesty, prevent a student from dropping the course during the first eight weeks of the semester. If the student has already dropped the course, the instructor would have the right to add the name of the student back to the Final Grade Roster and give the student the appropriate grade.

Services for Students with Disabilities

UNL Services for Students with Disabilities (SSD) provides special assistance to students with disabilities through individualized help and counseling. Adjusting to college life and its academic demands is a new experience. SSD is committed to providing students with disabilities with the support that will enable them to confront challenges and reach their academic goals.

Information and faculty resources can be found at <http://www.unl.edu/ssd/resource/faculty.shtml>.

Mentoring of Temporary Instructors

This Handbook was developed for Temporary Instructors because they offer important assistance to the Department, but they often are unacquainted with University, College, and Department procedures. The following information outlines the process and procedures the Department will use to orient, assist and supervise temporary faculty.

Orienting, Assisting, and Supervising Temporary Faculty

1. The Office Supervisor will explain office procedures related to staff support, office space and equipment, and supplies for teaching.
2. The Department Chair will assign a faculty member who has taught the course to serve as a mentor for the temporary instructor. The faculty member will work with the assigned faculty member to insure the new instructor:
 - is given the previous course syllabi and sample texts.
 - can identify the major theories, research and concepts to be covered in the class.
 - discusses the instructor handbook and answers any questions.
3. Department Chair or designee will visit the instructor's classroom or review materials for online courses at least once to evaluate his/her teaching during the first two semesters the instructor is employed. After the first two semesters, the Department Chair or designee may visit the instructor's classroom at the Chair's discretion or the instructor's request.

The Office Supervisor will contact the instructor about a time when the Department Chair can observe your classroom. This allows the Department Chair an opportunity to see content the students are being taught and to meet the students.

The Department Chair reviews all student evaluations each semester and may schedule a meeting to discuss a course evaluation with the instructor.

Crime Prevention and Safety

University of Nebraska Police Services Department, the Division of Student Affairs, students, faculty members, staff members, and visitors are all responsible for helping to insure that members of the campus community and their possessions are protected as much as possible.

Review information in the following link to explore UNL policies on:

- Crime Prevention and Safety (<https://police.unl.edu/campus-policies-personal-safety>)
- Drug Free Campus Policy (<http://police.unl.edu/policies/drug-free-campus-policy>)
- Lost and Found (<http://police.unl.edu/policies/lost-and-found>)
- Shooting and Bomb Policy (<http://emergency.unl.edu>)
- Tornado Warning Policy (<http://police.unl.edu/policies/tornado-warning-policy>)
- Trespass Policy (<http://police.unl.edu/policies/trespass-policy>)
- Weapons Policy (<https://police.unl.edu/weapons-policy>)

UNL Alert

<http://emergency.unl.edu/unlalert/>

UNL Alert sends emergency messages to devices and addresses you designate: text messages, cell phones, landline phones, and e-mail addresses. To sign up for UNL Alert go to the address listed above.

Appendix A – CYAF Personnel

CYAF personnel you may need to contact:

Name	Role	Department Address	Phone Number	E-mail address
CYAF Department		205 Louise Pound Hall	402-472-2957	cyaf@unl.edu
Dr. Paul Springer	Interim Dept Chair	205 Louise Pound Hall	402-472-1656	pspringer3@unl.edu
Catia Guerrero	Office Supervisor	205 Louise Pound Hall	402-472-9343	catia@unl.edu
Kaelie Kellner	Office Associate	205 Louise Pound Hall	402-472-8209	Kkelner2@unl.edu
Lisa King	Staff Assistant	205 Louise Pound Hall	402-472-7787	lking2@unl.edu
Lisa McConnell	Office Assistant	205 Louise Pound Hall	402-472-2957	lmccconnell2@unl.edu
Tammie Harrington	Payroll Accounting & Personnel Action Forms	231B Louise Pound Hall	402-472-2390	therrington1@unl.edu

CYAF faculty you may need to contact:

Name	Area of Expertise	Department Address	Phone Number	E-mail address
Dr. Kelley Buchheister	Early Childhood Education	253 Louise Pound Hall	402-472-7386	kbuchheister2@unl.edu
Dr. Evan Choi	Extension Specialist in Children and Poverty	231L Louise Pound Hall	402-472-5445	jchoi@unl.edu
Dr. Rochelle Dalla	Family Science	251 Louise Pound Hall	402-472-6546	rdalla1@unl.edu
Dr. Maria (Cherry) de Guzman	Adolescence	265 Louise Pound Hall	402-472-9154	mguzman2@unl.edu
Dr. Dipti Dev	Child Health Behaviors	255 Louise Pound Hall	402-472-7295	ddev2@unl.edu
Dr. Carrie Hanson-Bradley	Professor of Practice	249 Louise Pound Hall	402-472-4905	chanson-bradley@unl.edu
Dr. Holly Hatton-Bowers	Early Childhood Extension Specialist	231T Louise Pound Hall	402-472-6578	hattonb@unl.edu
Dr. Cody Hollist	Family Science; Marriage and Family Therapy	243 Louise Pound Hall	402-472-8105	chollist2@unl.edu
Dr. Soo-Young Hong	Child Development; Early Childhood Education	241 Louise Pound Hall	402-472-3877	shong5@unl.edu

Name	Area of Expertise	Department Address	Phone Number	E-mail address
Dr. Chris Kiewra		231J Louise Pound Hall	402-472-6140	ckiewra2@unl.edu
Dr. Patty Kuo		265 Louise Pound Hall	402-472-9369	Pkuo2@unl.edu
Ms. Sheree Moser	Family and Consumer Sciences Education	231P Louise Pound Hall	402-472-7996	smoser2@unl.edu
Dr. Amy Napoli	Early Childhood Extension Specialist	231K Louise Pound Hall	402-472-	amynapoli@unl.edu
Vanessa Neuhaus	Coordinator of the Family Resource Center	Family Resource Center	402-472-9464	vneuhaus2@unl.edu
Dr. Gilbert Parra	Marriage and Family Therapy	257 Louise Pound Hall	402-472-0572	gparra2@unl.edu
Dr. Helen Raikes	Child Development; Early Childhood Education	247 Louise Pound Hall	402-472-9147	hraikes2@unl.edu
Dr. Rachel Schachter	Coaching	261 Louise Pound Hall	402-472-7682	rschachter2@unl.edu
Dr. Julie Tippens	Immigration and Migration	239 Louise Pound Hall	402-472-6560	jtippens@unl.edu
Dr. Natalie Williams	Early Childhood Education	231M.1 Louise Pound Hall	402-472-7704	Nwilliams17@unl.edu
Dr. Yan (Ruth) Xia	Family Science	237 Louise Pound Hall	402-472-6552	rxia2@unl.edu

Appendix B – Syllabi Checklist

The following checklist indicates the components agreed upon by the Department or included in the guidelines of the College, University, or Board of Regents. Those with an asterisk are required by the Department or Board of Regents.

If you have questions/concerns about the syllabi checklist, please see the Department Chair. Each semester an electronic version of the syllabus should be given to the Office Supervisor for the Department file.

- _____ Instructor Name*
 - _____ Office Location(s)*
 - _____ Office Hours*
 - _____ E-mail Address*
 - _____ Phone Number*
 - _____ Teaching Assistant (if applicable)*
 - _____ Course Title* (The official title as indicated in the College bulletin)
 - _____ Semester/Year*
 - _____ Course Description or Overview* (This is the official description as indicated in the College bulletin.)
 - _____ Prerequisites*
 - _____ Rationale Statement*
 - _____ Relationship/Contribution of this course to the option/program*
 - _____ Student or Learner Outcomes/Objectives* (can show the tie to accreditation or overall learner outcomes for the program)
 - _____ ACE Student Learning Outcome if applicable*
 - _____ Required Text/Readings*
 - _____ Teaching/Learning Methods*
 - _____ Description of Proposed Projects/Assignments
- Projects, papers, and speeches scheduled for completion during the last week (15th week) of classes must have been assigned in writing by the end of the 8th week and must be completed no later than Wednesday of the 15th week.

_____ Technology/Material/Equipment requirements (e.g., E-mail account, calculator, access to Canvas, video or digital camera)

_____ Evaluation Criteria*

_____ Grading Policy/Scale*

- _____ Students should be able to determine their standing in the course throughout the semester. This section should identify what activities will be graded, the potential points that can be earned for each activity, and the number of points or percentage points for the final letter grade.
- _____ If grades are adjusted, describe how the adjustment of grades is determined and administered.
- _____ Indicate if there is an opportunity for extra credit. If so, it must be provided to all students not just those who are failing the course.

_____ Specific grading requirement – Does the student have to earn a specific grade or better in order to have the class count toward graduation?

_____ Grade Review – Statement indicating opportunities for students to discuss grades/evaluations. For example: Office hours can be utilized to discuss and clarify concerns regarding grades or evaluations.

_____ Exam Scheduling Policy*

According to Academic Senate policy: “Final examinations are to be given ONLY during the regularly scheduled time as published in the Official Schedule of Classes or at another time DURING FINALS WEEK mutually agreeable to all concerned.” The only examinations that may be given during the last week (15th week) of classes are: laboratory practical examinations, make-up or repeat examinations, and self-paced examinations. (See rules regarding anonymous method for obtaining agreement.)

If the instructor is replacing the final exam with a project, paper, or speech, the due date for the assignment can be anytime during the 15th week or during finals week, **providing** the assignment has been given by the 8th week. Students should also be given a policy for what happens if a student can’t take an exam at the scheduled time.

_____ Class Attendance Policy – If class attendance is monitored, describe how this will be accomplished and any consequences related to class attendance.

_____ Grade of “I” – If more rigorous standards regarding completion of course work to remove an “I” than the student handbook, this should be stated in the syllabus.

_____ Pass/No Pass Policy – Can the class be taken P/N? What grade is required to earn a P?

_____ Course Outline*

- _____ Sequence of course lectures/laboratory topics
- _____ Schedule of reading assignments
- _____ Proposed project due dates
- _____ Proposed examination dates

Statement of Academic Integrity*

<https://studentconduct.unl.edu/academic-integrity>

<http://stuafs.unl.edu/ja/code/three.shtml>

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University supports a Student Code of Conduct which addresses the issue of academic dishonesty.

Diversity Statement*

In CEHS we are guided by a principle of respect for diverse people, ideas, voices, and perspectives. We are also committed to leading courses and experiences that create positive impacts on the lives of individuals, families, schools, and communities. These values and our commitment to professional development compel us to examine social themes of relevance and import including (but not limited to) politics, nationality, religion, abilities, age, race, ethnicity, class, culture, gender identity, sexual identity, and morality.

To meet this goal, in this course we will create space where we engage with one another about difficult issues with honesty and respect. We have all had different experiences with power, privilege, and opportunity and you are encouraged to express your own cultures, identities, and values here – this creates a rich opportunity to learn. At the same time, however, you need to understand that your views may be challenged. We have the right to disagree with each other, but when we challenge each other's viewpoints we will be civil, respectful, and do so without attacking individuals in the class because everyone has a right to be heard. Because we are also committed to presenting new knowledge and to using quality sources to provide the most valid and current information, our discussions will also require thoughtful use of evidence to support the views that we present. Additional guidelines are available at <http://stuafs.unl.edu/dine-dialogue-and-pass-it>

If you feel that you need to discuss questions or concerns about this course or issues related to the content of this course and class discussions, you are encouraged to first speak with your instructor. If that fails to resolve your concerns, you may also arrange to speak with the department chair. Support for your concerns about your rights and the policies of the university is also available at the Office of Student Assistance (106 Canfield Administration Building, 402-472-0423).

CEHS is also committed to treating members of religious groups equitably and to supporting students in meeting their religious and spiritual obligations. Please speak with your instructor in advance of absences to request accommodations. Students may also request excused absences for serious family medical issues (you may be required to provide proof of the medical issue).

Course Accommodations*

Students with disabilities are encouraged to contact me (the instructor or teaching assistant) for a confidential discussion of their individual needs for academic accommodation as determined by Services for Students with Disabilities (SSD). This includes students with mental health disabilities like depression and anxiety. We assure students reasonable accommodation under the Americans with Disabilities Act. The University of Nebraska-Lincoln will provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

Student Supports*

College can be challenging and stressful at times, and if you are feeling overwhelmed it is important to seek help in order to feel better and stay on track with your education. The following resources are available on campus to support your mental health and well-being:

University Health Center Counseling and Psychological Services. Call (402) 472-7450 to schedule an appointment or for 24-hour crisis support.

The University Health Center offers a variety of support groups and workshops:
<https://health.unl.edu/support-groups-therapy-groups-workshops>

Couple and Family Clinic at UNL's Family Resource Center, 35th and East Campus Loop
Offers affordable, confidential counseling for individuals, couples, and families:
402.472.5035

Website: <http://cehs.unl.edu/cfc>
Email: thecoupleandfamilyclinic@gmail.com

The University of Nebraska-Lincoln Counseling and School Psychology Clinic:
402.472.1152 Offers affordable, confidential counseling for students and community members.

University of Nebraska-Lincoln Psychological Consultation Center (PCC): 402.472.2351
Offers affordable, confidential counseling for students and community members.

Statement indicating cell phones must be turned off.

Additional Suggestions for consideration (if applicable to the course) – not required

Academic Freedom (example of wording)

Over the course of this semester we will address a variety of controversial topics, including matters of race, gender, culture, religion, morality, sexuality, and violence. I will provide you with a variety of perspectives on each topic covered in this class. You have a right to believe whatever you believe about such matters and are encouraged to express your views on all matters relevant to the course, even if others in the class may be offended or upset by those views. You also have a right to express your disagreement

with whatever views I or others in the class express. Finally, you have the right to decide whether or not to modify your views. Your grade in the class will be based on your understanding and reasoning of the theory and concepts in the course, not on your opinion, or the opinion of others.

Copies of Work

It is recommended that students make a copy of any submitted assignments they turn into the instructor as a record and a back-up of their work.

ACE and Student Work

Samples of student work will be collected to assess student learning in the course and program. The purpose of this assessment is to help faculty improve student learning opportunities, not to evaluate individual student work. Any students in ACE courses who are not willing to participate in this process should notify their instructor.

Instructors have asked about policy regarding who is allowed in classrooms, and what discretion instructors have to not allow potential visitors to attend their classes. The university's Trespass Policy (Regents' Policy 6.4.7) states:

"The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property, and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521."

The instructor and the students registered for the course are authorized to be in the classroom during the scheduled class period. Instructors have the discretion to allow visitors; this is done often for prospective students, for example. Instructors also have the discretion to inform potential visitors of the policy and ask them to leave the classroom.

Appendix C – APA Writing Format

(Information adapted from <http://owl.english.purdue.edu/owl/resource/560/01>)
Retrieved July 2011.

We strongly encourage temporary faculty to become familiar with the OWL website.

Students in Child, Youth and Family Studies are expected to write papers using the APA (American Psychological Association) format. APA is not only a way to cite resources but is also a writing format. Encourage students to utilize the Writing Assistance Center (472-8803 – Andrews Hall 129).

General APA Guidelines:

1. Typed, double spaced
2. 1” margins

Title Page:

Includes a running head for publication, title, and byline and affiliation

Learning to Format 1

Running head: LEARNING TO FORMAT

Learning to Format Papers
in APA Style
Jodi Wagner
Purdue University

Page numbers and running head:

Include a 1- 2 word version of the title in the upper right hand corner of each page, enter five spaces, then the page number.

Abstract:

If required by instructor, write a 75 – 100 word overview of essay, including main idea and major points, and possibly the implications of the research. The abstract follows the title page and is on its own page. The word abstract is centered at the top of the page followed by the paragraph.

Headings:

Not necessary, but can be helpful. For undergraduate papers, only one level of heading is necessary. Major headings are centered. Capitalize every word in the heading except articles, short prepositions, and coordinating conjunctions.

References:

References will be listed on its own page following the last page of text. Center the word references one inch from the top of the page. Double space. Alphabetize the references by author's last name. If the work has no author or editor, alphabetize by the first letter of the title (excluding A, An, or The).

In – Text Citations: APA Basics:

APA style requires authors to use the past tense or present past tense when using signal phrases to describe earlier research.

Follow the author-date method of in-text citation:

Author's last name and source's publication year should appear in the text, E.g., (Jones, 1998), and the complete reference should appear in the reference list at the end of the paper.

Reference List: Basic Rules:

- Author's are listed with last name first and are inverted. Give the last name and initials for all authors of a particular work.
- Alphabetize by the last name of the first author of each work.
- If more than one article by the same author, listed in order of publication year, starting with the earliest.
- When referring to any work that is NOT a journal (book, article, Web page) capitalize only the first letter of the first word of a title and subtitle, the first word after a colon or a dash in the title, and proper nouns.
- Capitalize all major words in journal titles
- Italicize titles of longer works such as books and journals
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

For additional information regarding APA format and specific reference guidelines check out <http://owl.english.purdue.edu/owl/resource/560/01>

Reference Examples:

Book:

Beck, C. A. J., & Sales, B. D. (2001). *Family mediation: Facts, myths, and future prospects*. Washington, DC: American Psychological Association.

Journal article, one author:

Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin*, 126, 910-924.

Journal article, multiple authors:

Saywitz, K. J., Mannarino, A. P., Berliner, L., & Cohen, J. A. (2000). Treatment for sexually abused children and adolescents. *American Psychologist*, 55, 1040-1049.

Chapter in edited book:

Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H.L. Roediger III & F. I. M. Craik (Eds), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

Newspaper article:

Brown, L. S. (1993, Spring). Antidomination training as a central component of diversity in clinical psychology education. *The Clinical Psychologist*, 46, 83-87.

Magazine:

Kandel, E. R., & Squire, L. R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science*, 290, 1113-1120.

Website:

Author, A. A., & Author, B. B. (Date of publication). *Title of document*. Retrieved month date, year, from <http://Web address>.

Please ask students to pay close attention to when words are capitalized and when punctuation is needed in their citation.

Appendix D Academic Honesty Policy

University of Nebraska-Lincoln Department of Child, Youth & Family Studies *Academic Integrity Statement*

The University of Nebraska-Lincoln Department of Child, Youth & Family Studies expects all students enrolled in CYAF courses to adhere to the University of Nebraska-Lincoln *Student Code of Conduct*. The *Student Code of Conduct* is available in the online version of the UNL Undergraduate Studies Bulletin and in the online version of the UNL Graduate Studies Bulletin. Free individual copies are available through the Office of Student Judicial Affairs. Information about the *Student Code of Conduct* is also available on the University of Nebraska website under Administrative Units—Student Affairs—Student Judicial Affairs (<http://stuafs.unl.edu/ja/code/>).

The Department of Child, Youth & Family Studies adheres to high standards for academic honor and integrity. Department students, instructors, and staff will neither engage in nor tolerate academic dishonesty. The following document outlines the position of the department regarding Academic Integrity and Academic Dishonesty and complements the University policies outlined in the *Student Code of Conduct*.

Academic Integrity: Definition

You are acting with academic integrity to the extent that you do your academic work honestly and ethically, and in particular:

- take full credit for your own work, and give full credit to others who have helped you, or whose work you have incorporated into your own.
- represent your own work honestly and accurately.
- cooperate with other students on academic exercises only where specifically authorized.
- properly report information regarding academic dishonesty.

Academic Dishonesty: Definition

You are guilty of academic dishonesty if you engage in any of the behaviors identified in the *Student Code of Conduct* section 4.2. According to the *Student Code of Conduct*, academic dishonesty includes but is not limited to cheating, fabrication or falsification, plagiarism, abuse of academic materials, complicity in academic dishonesty, falsifying grade reports, misrepresentation to avoid academic work, or failure to meet other prescribed standards of conduct for academic honesty in a particular course. Further explanation of each area of academic dishonesty is available in the UNL *Student Code of Conduct*.

Academic Dishonesty in Child, Youth & Family Studies

All Child, Youth & Family Studies students, instructors, and staff share in upholding high standards for academic honor and integrity. Consistent with this responsibility, all Child, Youth & Family Studies students, instructors, and staff are expected to report any and all information regarding academic dishonesty to the Child, Youth & Family Studies Department Chair. The Department Chair will take appropriate action.

Academic dishonesty in the Department of Child, Youth & Families Studies may take many different shapes. The following list provides examples of academic strategies engaged by students and indicates which are considered academic dishonesty and which are not.

While we cannot give a complete list of examples, the activity listed below :

<u>IS NOT</u> academic dishonesty	<u>IS</u> academic dishonesty
<p>You appropriately engage with other students, in the discussion of course concepts, class notes, handouts and text materials in preparation for an examination; you appropriately engage with other students in general discussion about the nature of an assignments, the requirements for an assignment, or general strategies for completing an assignment</p>	<p>You collaborate with other persons on the specific tasks required to complete an assignment or examination without explicit permission from the instructor</p>
	<p>You knowingly permit another person to turn in your work as his or her own work</p>
	<p>You copy material from the work of another student</p>
<p>You have permission to collaborate with other students on a project, and you list all collaborators</p>	<p>You have explicit permission to collaborate on an assignment but not all members of the team contribute and you put the names of the non-contributing members on the assignment anyway</p>
<p>You use only authorized resources during an open-book or closed-book examination and you rely only on yourself and your authorized resources in the completion of an examination</p>	<p>You steal or obtain examinations or answer keys from the instructors' files or computer directories</p>
	<p>You use unauthorized materials during an open-book or closed-book examination, or communicate during an examination in an unauthorized way with another person</p>
<p>You produce original work that appropriately cites references in material and appropriately credits the ideas of others</p>	<p>You deliberately transform borrowed sections of work in order to disguise its origin</p>
	<p>You turn in the work of any other person(s) (e.g., former students, friends, textbook authors, journal articles, people on the Internet, etc.) and represent it as your own work</p>
<p>You receive appropriate advice from instructors, teaching assistants, or staff members involved in the course</p>	<p>You forge signatures of practicum or internship site supervisors</p>

You address the same topic in two different classes that draws on the same sources of information but you prepare original work for each class/instructor	You turn in the same assignment to different instructors without permission
You confidentially bring academically dishonest activities to the attention of the course instructor	You do not report information regarding academic dishonesty to the course instructor
<i>The above list of example activities IS NOT intended to be exhaustive.</i>	

Reporting Academic Dishonesty: What do you do if you are aware of academic dishonesty?

Students who are aware of academic dishonesty in a CYAF course must report all relevant information to the course instructor or, if the course instructor is not available, to the CYAF Department Chairperson. Either the instructor, the CYAF Department Chairperson, or an assigned committee will investigate and consider all related matters to determine whether or not academic dishonesty has been committed and determine appropriate sanctions.

Academic Dishonesty Sanctions: What sanctions are applied if you are believed to have been engaged in academic dishonesty?

In accordance with *Section 4.2 of the Student Code of Conduct*, in cases where an instructor finds that a student has committed any act of academic dishonesty, the instructor may, in the exercise of his or her professional judgment, impose an academic sanction as severe as giving the student a failing grade in the course. Before imposing an academic sanction, the instructor will first attempt to discuss the matter with the student. If deemed necessary by either the instructor or the student, the matter may be brought to the attention of the student’s major adviser, the CYAF Department Chairperson, or the Dean of the college in which the student is enrolled. When an academic sanction is imposed which causes a student to receive a lowered course grade, the instructor is required to submit a written report of the facts of the case and the academic sanction imposed against the student to the CYAF Department Chairperson and to the Judicial Officer. The student will be provided with a copy of this report. If the instructor, in the exercise of his or her professional judgment, believes such action is warranted, he or she may recommend disciplinary proceedings against the student be instituted for violation of the *Student Code of Conduct*. In addition to academic sanctions, one or more of the following disciplinary sanctions may be imposed: warning, restitutions, probation, behavioral requirement, suspension, or expulsion, as outlined in *Section 5 of the Student Code of Conduct*.

Academic Dishonesty Appeals: What do you do if you believe you have been wrongfully accused of academic dishonesty or you believe you have been too harshly punished for academic dishonesty?

Students who believe they are not guilty of academic dishonesty or believe that the academic sanction imposed by the course instructor is too severe, may appeal to the Chairperson of the Department of Child, Youth & Family Studies. The Chairperson may turn the matter over to an appropriate committee (e.g., the Undergraduate Advising Committee, the Graduate Committee, or an ad hoc Committee). The committee will meet with the student and the instructor, review the evidence, and make a recommendation to the instructor regarding the incident. The instructor will review the recommendation and may or may not amend the original decision. If the student is not satisfied with the outcome of the appeal within the department, she or he is free to appeal at the university level as permitted in section 4.2.c and d of the *Student Code of Conduct*.

Academic Integrity: Why should you act with academic integrity?

- *Pride in yourself:* You should be able to look at yourself in the mirror and see an honest, ethical person looking back.
- *Pride in your work:* You should be able to tell yourself that you completed your work using the your own knowledge and skills, without deceiving your colleagues, your instructors, or yourself.
- *Pride in your profession:* You should make yourself ready to move on to subsequent courses, graduation, or employment fully prepared. If you have “cheated” in your work, taking credit for others’ efforts, you have cheated yourself. The main reason you are in a university Child, Youth & Family Studies program is to learn to be a professional in this field, and if you cheat, you have not demonstrated that you have learned what you were supposed to learn.

Academic Integrity: Why should you care if others act with academic integrity?

- *The value of your degree is reduced:* If you graduate from a program with a reputation for tolerating unethical or dishonest behavior, what will employers or graduate schools think of you? They will have no way to know that you were one of the honest ones.
- *The integrity of the profession is questioned:* Nearly all Child, Youth & Family Studies graduates will influence the well-being of the families and children they encounter professionally. Graduates who received their degree on the strength of others’ work, not their own, may well be incompetent and dangerous in the workplace. For example:
 - Would you leave your young child in the care of an Early Childhood Educator that you knew had engaged in dishonest academic practices?
 - Would you trust the ethics of a Marriage and Family Therapist who had engaged in dishonest academic practices to confidentially handle your family’s challenges?

How do you find the Student Code of Conduct online?

This document includes the web address for the University of Nebraska-Lincoln Student Code of Conduct (<http://stuaafs.unl.edu/ja/code/>). Should this address fail to link to the site, you should be able to find the Student Code of Conduct on the Student Judicial Affairs website. From the University of Nebraska homepage, select the Administrative Units drop down menu, select Student Affairs, then select Student Judicial Affairs.