1. Welcome

We’re glad you’re here! As a Great Plains IDEA student, it is your responsibility to become familiar with the information in this handbook and the applicable policies and procedures of your home institution. You are encouraged to read and retain this student handbook.

a. Student Responsibilities & Expectations
   i. Read and retain this student handbook
   ii. Learn the policies and procedures of your home institution
   iii. Follow scholarly codes of ethics in course work, research and professional activities

b. About Great Plains IDEA

The Great Plains Interactive Distance Education Alliance (IDEA) is a partnership of 20 public university members providing access to the best educational opportunities by collaboratively developing and delivering high-quality online academic programs. Great Plains IDEA is an academic alliance that offers fully-online graduate programs in high demand professional fields.

c. Terminology to Know
   i. Home Institution –the university where the student applied and was admitted. Students enroll, pay tuition and receive their degree* from the home institution. (*Degree/Certificate titles vary by institution. Consult each institution for the title as it will appear on the diploma)
   ii. Teaching Institution –the university where the faculty member teaching a course is located.
   iii. Campus Coordinator –the person available to assist students through Great Plains IDEA processes.
   iv. Academic Advisor/Major Professor –the faculty member/staff person assigned to assist the student in academic decisions (e.g. course sequence, program planning, etc.)
   v. Supervisory Committee (graduate students only) –the group of faculty designated to serve as guides in the completion of the student’s program of study and culminating experience. Students should work with their academic advisor/major professor to determine the process for creating a committee at their home institution.
   vi. Enrollment Information Exchange Date –the day when priority registration for program students ends and the day when non-program students may be moved from the wait list to class rosters as space allows.
   vii. Wait List –the process used for enrolling students into courses when a course reaches capacity before the first day of class AND after the enrollment information exchange date. The wait list is used after the enrollment information exchange date as a way to ensure students from all institutions receive an equal/first-come, first-serve chance at enrollment.

2. Student Processes and Forms

a. Student Acknowledgment Form

Students participating in Great Plains IDEA courses are required to sign a student acknowledgment form. This form allows the exchange of information between the
partnering institutions. All information is shared through a secure, web-based database. Campus Coordinators initiate the Student Acknowledgment Form process with newly admitted students. The form can also be accessed on the Great Plains IDEA website.

b. **Title IX Mandatory Training for Students**
Students are required to complete Title IX training provided by their home institution. Consult with your Campus Coordinator for instructions regarding this training.

c. **Communication**

**Contact Information**
Students must notify their home institution Campus Coordinator of any changes in contact information, including: email address, phone number(s), mailing address, etc.

**Email**
Your email address is the primary method of communication between you and your instructors and your home institution. Your home institution will provide you with an email account. **It is strongly recommended that you use your home institution email account as your link between you and your home institution.** Often other accounts hinder communication because messages may be filtered as spam. The following are common issues and suggestions related to email:

- If you change your email address make sure you update your Campus Coordinator.
- **Check your Spam and Junk Mail folder for course messages.**
- Include a subject line in all email correspondence, especially mail sent to Campus Coordinators and instructors. We receive a high volume of mail, and sometimes a lot of junk, so are likely to delete message if there is no subject, especially if we do not recognize the email address/name.
- When taking courses through this program, communication is a shared responsibility. You should plan to check email regularly for messages from your instructor(s) and home institution. We recommend a minimum of twice per week.

d. **Enrollment**
Students enroll in courses at their home institution according to the enrollment dates set at their university. Course names and numbers vary by institution. Each course has a corresponding course information sheet posted on the Great Plains IDEA website prior to enrollment for the upcoming term: Human Sciences course information sheets and AG*IDEA course information sheets. The course information sheet contains instructor contact information, textbook information and course access information. The anticipated rotation of courses is available on the website as well. Human Sciences course matrix and AG*IDEA course matrix.

**Wait List**
The Great Plains IDEA maintains a wait list to be used when a course reaches capacity prior to the enrollment deadline. If you need to be added to the wait list you should contact your Campus Coordinator.
Course Information Sheets
The Great Plains IDEA website houses course information sheets for each Great Plains IDEA class offered (excluding independent study, thesis, practicum). Course information sheets are designed to provide a quick reference for course materials and instructor information. Course information sheets are not the official syllabi for the course and are subject to change as additional course information becomes available.

e. Course Access
Students access courses through the Course Management Systems (CMS)/Learning Management System (LMS) at the teaching institution for a given course. This platform serves as the virtual classroom environment. Campus Coordinators will facilitate access to the CMS/LMS for non-home institution students. Students should expect to receive an email from the teaching institution at least five business days before the first day of class. Students who have not received course access instructions from the teaching institution five days before the first day of class should contact their home institution Campus Coordinator.

Library Access
Great Plains IDEA students will have access to the online library system of their home institution. Students may receive access to the library resources at the teaching institution if the instructor expects students to utilize such resources.

f. Drop and Refund Information
If you need to drop a course, you must notify your home institution Campus Coordinator, the teaching institution Campus Coordinator and the instructor of the course. Refunds are based on the policies of the student’s home institution.

g. Program of Study (graduate students only)
Students will file a program/plan of study according to the policies and procedures of their home institution. Academic advisors and/or Campus Coordinators can provide additional information about the requirements for the home institution. Degree and course titles vary by institution.

h. Graduation/Degree Completion
At least two semesters before your anticipated graduation you should contact your academic adviser and your Campus Coordinator. These individuals will provide institution-specific information for degree completion requirements. Institutions may require additional exams/projects in order to complete.

i. Graduate School Policies
Students are expected to adhere to the policies of the Graduate School at their home institution. It is the responsibility of the student to become familiar with these policies.

3. Grades
Students build their transcript at the home institution. Student transcripts are housed by the student’s home institution. Grades for a course are determined by the instructor of the course. The home institution will determine the translation for a course grade from a teaching institution that uses a different grading system using the Great Plains IDEA Grade Translation Matrix.

**Incomplete Grades**
An incomplete grade may be issued by the instructor of a course. If an incomplete grade is issued, the student will work with the instructor and the teaching institution Campus Coordinator to file an incomplete grade form with their home institution. The incomplete form outlines the expectations for completion of the course.

**Academic Integrity**
Everyone within the Great Plains IDEA is responsible for and affected by the cooperative commitment to academic integrity. Academic integrity is defined as doing and taking credit for one’s own work.

Instructors are expected to use reasonably practical means of preventing and detecting academic dishonesty. Students are encouraged to share the responsibility for the academic integrity of the Great Plains IDEA by reporting incidents of academic dishonesty to the graduate administrator at their home institution. Any student found responsible for having engaged in academic dishonesty shall be subject to academic penalty and/or disciplinary action. Examples of academic dishonesty include (but are not limited to) cheating, plagiarism, unauthorized possession or disposition of academic materials, falsification, and facilitation of cases of academic dishonesty.
In the case of academic misconduct, the members of the consortium agree to the following procedures.

1. Teaching faculty members have the authority to determine academic assessment of the work where there has been academic misconduct within their classes and other instructional contexts. The academic assessment will be based on the academic standards stated in the course syllabus, catalogues, handbooks and other materials notifying students of academic requirements. The procedure for appeal of the academic assessment in the course shall follow the policies and procedures of the teaching institution.
2. The instructor is responsible for notifying the program administrator (chair, head, director) at the teaching institution of the misconduct and course sanction. The program administrator is responsible for notifying the dean for graduate or undergraduate studies or other appropriate administrator at the teaching institution who will in turn notify his/her counterpart at the student’s home institution.

**Grade Appeals**
Grade appeals for all courses will be handled by the teaching institution. Students will not have access to the grade appeal process at their home institution unless it is also the teaching institution for the relevant course.

**Complaint and Grievance Processes**
The Great Plains IDEA community is committed to resolving student concerns in a timely and effective manner. It is hoped that differences can be resolved through an informal communication process that promotes open expression in a climate of courtesy, sensitivity and mutual respect. If a resolution is not reached, formal grievance processes are available at all participating institutions.

*Informal Complaint Process:* When a student is concerned about the actions of an instructor in a course or other faculty decisions regarding the student’s program, the first step toward resolution is communication directly with the instructor/faculty member as soon as possible. It is expected that the instructor/faculty member will respond promptly. If the concern is not resolved, the student should contact the department chair at their home institution.

*Formal Grievance Process:* A grievance means a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision that the student claims is unjust or is in violation of his or her rights. Grievances under this procedure include disputes over grades, course requirements, graduation or degree program requirements, and thesis and dissertation committee and/or advisor decisions.

When a student wishes to file a formal grievance, the following process will be in effect:

1. **Grievances regarding grade appeals, course requirements or other action of an instructor of a course:**

   Students will file the grievance and follow all procedures at the teaching institution. The teaching institution will inform the Great Plains IDEA representative at the student’s home institution that a grievance has been initiated. A formal grievance should be filed in a timely manner, or a student may relinquish the right to pursue the grievance. Time limits for filing a grievance may vary by institution. If filing a faculty or course requirement grievance, the student may contact the Campus Coordinator at the teaching institution for assistance in locating policies and contact information at that institution.

2. **Grievances regarding graduation, program requirements, thesis/dissertation committee and advisor decisions:**

   Disputes involving graduation or degree program requirements, thesis and dissertation committee and/or advisor decisions will follow the procedures of the home institution. It is the student’s responsibility to become familiar with all home institution policies and procedures governing the degree program. Campus Coordinators at each institution are able to assist students in locating the campus grievance policy, and finding contact information for the appropriate parties.

4. **Cost and Student Financial Assistance**
   **The Common Price**

   Great Plains IDEA courses are offered at a Common Price per credit hour. The Common Price is reviewed and established annually by the Great Plains IDEA Financial Officers team and approved by the Cabinet. The Common Price may be adjusted on an annual basis. The Common Price may be higher or lower than regular tuition at the home institution. The Common Price
includes all fees, distance delivery costs, and other such “add-ons” common for distance education. No additional fees shall be charged by any participating institution. Textbooks and other material and administrative costs (such as late enrollment fees) are allowed.

If there is an onsite component of a course, e.g. field experience and/or laboratory experience, included in the curriculum, any additional fees and travel-associated expenses incurred in attending the required onsite experience will be the full responsibility of the student and must be fully disclosed to the student prior to their course selection and enrollment.

Student Financial Assistance
Students may be eligible for financial assistance through their home institution. Consult your home institution’s Office of Financial Assistance for details about how to apply. Campus Coordinators can provide contact information if needed.

5. Disability Support Services
Disability support services play an important role in the success of students with disabilities. However, the traditional service model does not fit the needs of a distance education student taking courses at multiple schools at the same time. The offices at participating institutions need to work together in order to serve students in this new educational paradigm.

Obtaining disability accommodation and services is a student driven process. This is also a confidential process. Campus Coordinators do not need to be informed of a disability or the need for services unless you, the student, chooses to share that information. Since the goal of Great Plains IDEA is to have one point of entry and ease of student access, to be eligible for accommodations in a course, students must request those accommodations by registering with their home institution disability support services office. Requests for accommodations must be completed for each course and repeated each semester.

Students sign a release of information when registering with the disability office. If the student takes a course at another institution, the student’s home disability office sends the release form with an accommodation letter to the teaching institution’s disability office. The letter gives basic information about the disability. Should more information be needed, such as actual documentation, the home institution can forward appropriate documents to the teaching institution. The teaching institution disability office provides the accommodation according to its processes and procedures which may be different than those of the home institution.

Faculty may NOT independently provide accommodations. And because students request accommodations each semester (for the classes they choose), it is possible that the same student may have an accommodation one semester, but not the next. Faculty are encouraged to work with their institution’s disability support office for more information or assistance.

Students can obtain information about disability support services in many locations. The Great Plains IDEA website has contact information for each member institution’s disability support services office. Each course information sheet includes contact information also. Students may choose to request contact information from Campus Coordinators as well.
Students should remain in contact with their home institution’s Disability Support Services office throughout the program.

6. **Student Surveys**
   Great Plains IDEA is committed to continual program improvement. In order to gain a better understanding of the views and experiences of students and to provide feedback to program faculty students will receive the following surveys from the Lead Institution:
   - New Student Survey
   - Course withdrawal survey (only for students withdrawing from a course)
   - Program Completion Survey
   All surveys have been reviewed and approved by the Kansas State University Institutional Review Board (IRB). Surveys are voluntary and responses are anonymous. Survey data are aggregated, analyzed and reports are provided to the Great Plains IDEA Cabinet, Boards of Directors and program faculty.
STUDENT ACKNOWLEDGMENT FORM
GREAT PLAINS INTERACTIVE DISTANCE EDUCATION ALLIANCE (GREAT PLAINS IDEA)

The Great Plains Interactive Distance Education Alliance (Great Plains IDEA) sponsors multi-institution, online degree and certificate programs (gpidea.org). Students are provided with high quality instruction by faculty from multiple Great Plains IDEA partner universities. After admission to the partner institution of their choice, students enroll in courses sponsored by Great Plains IDEA directly through their home institution. Credits earned are counted at the home institution as regular, not transfer, credits.

Student Information Exchange. To register a student in a class, the home university enters student information into a secure Great Plains IDEA database. The information includes the student’s home institution, student identification number, name, address, phone number, e-mail address, date of birth, gender, ethnicity, citizenship, military status, academic history and Great Plains IDEA academic records. Teaching institutions access this information for course enrollment and grade reporting. A limited number of member university employees are granted access to the database on a need-to-know basis. Great Plains IDEA does not share student information with outside parties.

Common Price. Great Plains IDEA courses are offered at a Common Price per credit hour. The Great Plains IDEA Financial Officers Functional Team reviews the Common Price annually and makes a recommendation to the Great Plains IDEA Cabinet for approval. The Common Price includes regular tuition and any course, program, facilities or student services fees as well as distance delivery costs. This does not include additional administrative fees incurred by the student, for example, application fees, late enrollment or late payment fees. The Common Price may be higher or lower than regular tuition at the home institution.

Degree Titles. The degree or certificate title printed on the diploma and/or the transcript is determined by each institution and may be different than the Great Plains IDEA title for the academic program. Students should consult their home institution for the title as it will appear on the diploma or certificate.

Grade Appeals. Grade appeals for all courses will be handled by the teaching institution. Students will not have access to the grade appeal process at their home institution unless it is also the teaching institution for the relevant course.

Academic Integrity. Academic dishonesty undermines the educational experience offered through Great Plains IDEA, lowers morale by engendering a skeptical attitude about the quality of education and negatively affects the relationship between students and Instructors. Students are expected to understand and abide by the academic integrity policy found in the Great Plains IDEA policy and procedure manual. Teaching faculty members have the prerogative for determining the penalty for academic misconduct in their classes. The procedure for determining the penalty and the process of appeal for the academic penalty will follow the policies and procedures of the teaching institution. The student’s home institution may administer remedial action and institutional sanctions using its policies and procedures. Appeal of these additional sanctions will be adjudicated at the home institution.

- I understand ____________________________ (home university name) will disclose my personal information in the manner outlined above and hereby consent to said release/use of education records under the Family Education Rights and Privacy Act (FERPA).
- I understand the purpose of sharing student-specific information among my home and teaching universities.
- I understand the Common Price may be higher or lower than the standard tuition at my home institution.
- I agree to substitute the grade appeal process at the teaching institution for my home institution’s process.
- I have read and understand the academic integrity policy of Great Plains IDEA and I agree to abide by this policy.

(Electronic Signature) ____________________________ (Date mo/dd/yy) ________________

(Print Last Name) ____________________________ (Print MI) ____________________________ (Print First Name)

Revised 11-15-2005; Approved Great Plains IDEA Graduate Dean, 02-23-06; Approved Great Plains IDEA Board of Directors 03-02-06; Revised 10-14-11, 3-22-2013.
Masters in Family and Consumer Sciences Education

Addendum to Great Plains IDEA Student Handbook

Revised 2015 DRAFT
Welcome
You have been admitted to a unique online program which will give you the opportunity to obtain your master’s degree in family and consumer sciences education from a distance while working with college faculty from a variety of universities and students from a variety of backgrounds. We are committed to working with you and helping you develop your plans to reach your goals throughout the program. This program is offered and administered by a group of universities and therefore has some unique procedures that will be addressed in the following information. We hope that this handbook will assist you in completing your program by providing a guide for your enrollment and program progress.

Purpose of this Manual
The purpose of this manual is to supplement the Great Plains IDEA Student Handbook. The goal is to help you efficiently and effectively succeed in your master’s program. It is in your best interest to carefully read the entire manual and refer back to it frequently as you proceed throughout the program. Manual updates will be posted on the GP IDEA website. Please talk your advisor about any unclear points. This manual does not displace or in any way void the graduate school bulletin at your home institution. Additionally, while this document is updated periodically, it may be superseded by the Great Plains IDEA faculty decisions or changes in university policy. We would appreciate receiving your input and suggestions for future editions of this manual.

Program Descriptions
Courses are offered on a regular basis, with the participating institutions sharing the teaching responsibilities for each course.

**Option A: Master's degree in FCS Education for those seeking initial teacher certification**
Option A is a 38- to 41-credit-hour program of study for students with a bachelor's degree in a FCS Education content specialization or a related area who seek initial teacher certification or licensure in FCS Education. This includes 2 credit hours of practicum and 6-9 credit hours of student teaching (depending on certification requirements). Standards for teacher certification vary by state. Students are responsible for identifying and meeting requirements in the state where they want to be certified. This may include additional coursework, tests, or other requirements.

**Option B: Master's degree in FCS Education for certified FCS teachers and professionals**
Option B is a 36-credit-hour program of study for professionals in FCS Education including certified teachers who seek professional development and career advancement. This program provides continuing education to maintain and sustain high quality FCS programs in middle and secondary school and other settings.
About the Great Plains IDEA
The Great Plains Interactive Distance Education Alliance (IDEA) is a partnership of 20 public university members providing access to the best educational opportunities by collaboratively developing and delivering high-quality online academic programs. Great Plains IDEA is an academic alliance that offers fully-online graduate programs in high demand professional fields. See http://www.gpidea.org for currently participating institutions.

Five Great Plains IDEA institutions or affiliates are currently participating in the graduate programs in Family and Consumer Sciences Education. Additional institutions may join the group as it continues. The current institutions are:

- Central Washington University
- North Dakota State University
- South Dakota State University
- Texas Tech University
- University of Nebraska-Lincoln

Glossary of Terms
In addition to the terms identified in the Great Plains IDEA Student Handbook, the following terms are important to the Family and Consumer Sciences Education majors.

**Course Platform** – The delivery system used for access to a course, for example, Blackboard, Web CT, etc.

**White list or Safe Sender List** – A list that identifies addresses from which you DO want to receive mail (participating universities, your instructors, Great Plains IDEA Coordinators).

**Certification Officer** – A professional who (1) insures a teacher certification program complies with the state department of education’s rules and regulations for teacher certification, and (2) verifies candidates have met the state requirements to be recommended for state certification.

Graduate Student Responsibilities and Expectations
Graduate school differs from your undergraduate experience. You will need to take on more responsibility and initiative than you did as an undergraduate student in order to successfully complete your program. Time management and motivation are essential to your success in classes and other program requirements.

You will need to:

- Become familiar with the information in the Great Plains IDEA Student handbook and this addendum and with the applicable rules, regulations and procedures they contain.
- Learn and adhere to the academic rules, procedures, and policies of your home institution.
• Ensure that you have adequate technical skills, adequate computer hardware, and high speed internet access.
• Check and adhere to deadlines of your home institution.
• Meet the requirements for degree completion in a timely manner.
• Follow scholarly guidelines for maintaining academic integrity.
• Exhibit the highest standards of professionalism in teaching, research and scholarship.

Family and Consumer Sciences Master’s Degree Course Requirements:
To qualify for the master’s degree, students must complete the course work and meet the master’s degree requirements of their home institution. The degree requirements for each of the options are listed below.

Option A: Master's degree in FCS Education for those seeking initial teacher certification
The Option A master’s degree in Family and Consumer Sciences Education is a 38-41-credit hour post-baccalaureate program of study. It is intended for those who are seeking to become licensed in teaching Family and Consumer Sciences. The program consists of the following:

• Ten 3-credit on-line courses
• Two Practica of 1 credit each (2 credits total) which can be completed near the student’s location
• A student teaching experience with variable credit (6-9 credits) depending on certification requirements (can be completed near the student’s location)

The titles of the required courses and number of credits are listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education in a Pluralistic Society</td>
<td>3</td>
</tr>
<tr>
<td>Exceptional Learners in the Secondary School Classroom</td>
<td>3</td>
</tr>
<tr>
<td>FCS Methods I (taken concurrently with a practicum)</td>
<td>3</td>
</tr>
<tr>
<td>FCS Methods II (taken concurrently with a practicum)</td>
<td>3</td>
</tr>
<tr>
<td>History and Philosophy of FCS &amp; Career &amp; Tech Ed</td>
<td>3</td>
</tr>
<tr>
<td>Occupational Programs in FCS</td>
<td>3</td>
</tr>
<tr>
<td>Practicum (two for 1 credit each)</td>
<td>2</td>
</tr>
<tr>
<td>Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Reading in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>Research in FCS</td>
<td>3</td>
</tr>
<tr>
<td>Teaching FCS with Technology</td>
<td>3</td>
</tr>
<tr>
<td>Student Teaching (10 weeks minimum)</td>
<td>6-9</td>
</tr>
</tbody>
</table>

**In addition, subject matter courses may be needed to meet licensure requirements**

Total 38-41

Teacher Certification and Licensure. Teachers must be certified within the state they wish to teach. Each state has different requirements. This program will provide the pedagogy portion needed for teacher certification. Students will need to seek subject matter courses offered through distance technology or take courses from institutions within their area to meet certification requirements. Prior to admission to a program, students must develop a plan to
obtain teacher certification in their state. After completing the degree, it is the students’ responsibility to complete the required application process in their state for certification or licensure.

**Option B: Master's degree in FCS Education for certified FCS teachers and professionals**
The Option B master’s degree in Family and Consumer Sciences Education is a 36-credit hour post-baccalaureate program of study. It is intended for those already licensed in teaching Family and Consumer Sciences or those who are seeking professional development and career advancement in FCS professions such as Extension. The program consists of the following:

**Required Core Courses (24 credits)**
- Curriculum Development (3 credits)
- Evaluation and Assessment in FCS Education Programs (3 credits)
- History & Philosophy of FCS Ed. and Career and Technical Ed. (3 credits)
- Occupational Programs in FCS (3 credits)
- Reading in the Content Area (3 credits)
- Research Experience in FCS (3 credits)
- FCCLA (3 credits)
- Teaching FCS with Technology (3 credits)

**Supervision and Administration—choose 1 course (3 credits)**
- Administration of FCS Education Programs (3 credits)
- Techniques of Supervision (3 credits)

**Approved FCS Content or Education Electives – (9 credits)**
- Education in a Pluralistic Society: Foundations and Issues (3 credits)
- Exceptional Learners in the Secondary School Classroom (3 credits)
- Psychology of Adolescence (3 credits)

**Application and Admission**
Your first step is to determine which institution to choose as your home institution, and then apply to that institution. In terms of curriculum and fees, it does not matter which institution you choose. The fees per credit hour for this program are the same for all institutions, and courses are the same as well.

We would advise you to contact the Campus Coordinator and/or a program faculty member at the institution(s) you are considering. These people can give you a good idea of what will be involved in pursing your degree. This is especially important if you plan to seek teacher certification, as you will want to make sure you will be able to be licensed in your preferred state. Information on admission and faculty can be found at: [http://www.hsidea.org/programs/fcsed/](http://www.hsidea.org/programs/fcsed/)

You can typically find a link for the application on the institution’s graduate school web page. You may need official transcripts from the colleges you have previously attended as well as
letters of recommendation. You most likely will need to have a minimum GPA from your undergraduate work to be fully admitted, and you may need to take a test.

**You’ve Been Admitted!**
Congratulations!! There are several things you can do to start to prepare for your first courses.

*Communicate with your Advisor.* Soon after you have been admitted, you will be assigned an advisor. Communication with your advisor is essential to your success in the program. Please contact your advisor as soon as possible to set up a program of study. In general, we recommend entering the program gradually to ensure that you are not taking on too much at once. The courses in our program are rigorous and online learning can be time-consuming, so if you are working and have family obligations, you need to make sure you have enough time to complete the coursework and take care of yourself and your other responsibilities.

My home institution: __________________________

My advisor’s name: __________________________

My advisor’s email: __________________________

My advisor’s phone number: _____________________

*If you change your name at any time during the program, please make sure your advisor and Campus Coordinator know. You may need to change your email address and login information at one or more institutions.*

*Find and File your Student Identification Number.* Student numbers will be sent to each student by their home institution at the time the student is accepted into the FCS Education program. As students enroll in courses with the other teaching institutions, they will be given student numbers for that institution. At some teaching institutions your student ID will remain the same for the duration of the program and at others those numbers will change periodically.

It is important to keep track of the institution specific user ID’s, student numbers and passwords at each of the participating institutions since you may use them again each time a course is taught at a particular institution. Students are advised to keep this information in a secure, permanent place for easy reference throughout the program. You may wish to use the following chart.

<table>
<thead>
<tr>
<th>Institution</th>
<th>User ID/ User Name</th>
<th>Student ID Number</th>
<th>Password</th>
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<tbody>
<tr>
<td>CWU</td>
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<tr>
<td>NDSU</td>
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<td>SDSU</td>
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<td>UNL</td>
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</tbody>
</table>
Activate your Student Email. Your email address for your home institution will be sent to you when you are accepted into the program. Your email address is the primary method of communication between you and your instructors and your home institution. Your home institution will provide you with an email account. It is strongly recommended that you use your home institution email account as your link between you and your home institution. Often other accounts hinder communication because messages may be filtered as spam. The following are common issues and suggestions related to email:

- If you change your name or email address make sure you update your Campus Coordinator.

- **Check your Spam and Junk Mail folder for course messages.**

- Include a subject line in all email correspondence, especially mail sent to Campus Coordinators and instructors. We receive a high volume of mail, and sometimes a lot of junk, so are likely to delete message if there is no subject, especially if we do not recognize the email address/name.

- When taking courses through this program, communication is a shared responsibility. You should plan to check email regularly for messages from your instructor(s) and home institution. We recommend a **minimum** of twice per week.

- **Official Communication Tool.** It is the responsibility of each student to establish and regularly check their individual university e-mail account(s) at least twice per week. All program and course announcements are **only** issued on these accounts.

- **Managing your Email Accounts.** Each teaching institution has its own e-mail system. In order to access your classes you must set up your e-mail access with the teaching institution. The teaching institutions **only** send e-mail messages using their standard university e-mail systems. If you use AOL, Hotmail or other vendors, you may have your university e-mail forwarded to those vendors, but some of the teaching universities may **not** send e-mail to non-university accounts. If a student elects to forward their campus e-mails rather than checking web mail and changes e-mail addresses while participating in this program, it is essential to update the forwarding information for all e-mail accounts or they will miss important communications from their campus coordinator, advisor and program faculty. Students are advised to keep this information in a secure, permanent place for easy reference throughout the program. You may wish to use the following chart.
• **Appropriate Use of Email.** Use of electronic mail and network connections at the participating institutions is a privilege and not a right. It is the student’s responsibility to follow computer and network use policies of any of the participating institutions. Examples of unacceptable e-mail account usage includes sending advertising, junk mail, chain letters, mass mailings, and harassing or intimidating messages.

• **Assuring that you Receive Emails.** Students should also check their spam or junk mail folders and white list any e-mail address going into these folders from participating universities (campus coordinators, program faculty, etc.) To help assure receiving messages from these groups place these addresses in your e-mail address book and in your white list or safe sender list.

• **E-Mail Etiquette.** It is expected that all messages to other students, faculty and campus coordinators will be sent with a relevant subject line as many programs automatically send messages with no subject line to a spam folder. Students are encouraged to learn about other guidelines for e-mail and discussion board etiquette and to follow these as they participate in their classes.

**Prepare your Technology.** Technology access and use is obviously crucial to any online course or program.

• **Recommended Technology.** You will need to have high speed internet and an updated web browser for your courses. You will also need email access.

• **Virus Software is Essential.** Students are expected to utilize and regularly update anti-virus software on their computers. Some institutions use virus detection software to scan e-mail entering and leaving the system. However, delivery systems used in the Great Plains IDEA Family and Consumer Sciences Education Program (e.g., Angel, Blackboard, K-State On-line, Web CT) may not have anti-virus software built into these systems. **Therefore, it is the student’s responsibility to scan all materials to be submitted for course work.** Because of the nature of the program and the extent to which materials are shared between and among students and institutions, students are strongly advised to acquire and install anti-virus software on each of their computers and to keep their anti-virus definition files up-to-date.
Investigate Financial Aid/Scholarships. Students may be eligible for financial assistance through their home institution. Consult your home institution’s Office of Financial Assistance for details about how to apply. Campus Coordinators can provide contact information if needed. Also, check with your home institution for information on scholarships.

Registering for Classes
Students enroll in courses at their home institution according to the enrollment dates set at their university. Course names and numbers vary by institution. Each course has a corresponding course information sheet posted on the Great Plains IDEA website prior to enrollment for the upcoming term: Human Sciences course information sheets. The course information sheet contains instructor contact information, textbook information and course access information. The anticipated rotation of courses is available on the website as well.

http://www.hsidea.org/programs/course-matrix/?program=fcsed

Taking a Class
E-Mail Set-up and Access. When you enroll in class you will be given instructions on how to set up your e-mail. In most cases, you will need your student number/ID to establish your e-mail account. At some teaching institutions your student ID and e-mail address and password will remain the same for the duration of the program and at others those numbers will change periodically. At some institutions the e-mail ID remains the same but the password changes.

Purchasing Textbooks. Program faculty will provide the campus coordinator with a list of textbooks to be used in their course at least two weeks prior to the start of the class. Prior to the beginning of each semester, the campus coordinator will provide a course information sheet to students for the course(s) in which they are enrolled. The course information sheet will indicate the required text or materials for the course. If the materials/text is available at the teaching institution, information for ordering will be given. Some students choose to purchase texts from other vendors (Amazon, Barnes and Noble, etc), however, students are expected to be attentive to the edition of the textbook being used when ordering from other sources.

Course Delivery System. Students access courses through the Course Management Systems (CMS)/Learning Management System (LMS) at the teaching institution for a given course. This platform serves as the virtual classroom environment. Campus Coordinators will facilitate access to the CMS/LMS for non-home institution students. Students should expect to receive an email from the teaching institution at least five business days before the first day of class. Students who have not received course access instructions from the teaching institution five days before the first day of class should contact their home institution Campus Coordinator.

Each institution uses a specific Learning Management System (LMS) to deliver course content. Even if two different institutions use the same LMS, the LMS may look different at each institution. You will have a different User ID and Password for each institution. It is good to keep this information, as well as your Student ID, email and password information, in a secure, permanent place. If you change your name, you may need to change your LMS information as well. Again, you may use the chart below if you like.
<table>
<thead>
<tr>
<th>Institution</th>
<th>LMS</th>
<th>Link to LMS</th>
<th>User ID</th>
<th>Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWU</td>
<td>Canvas</td>
<td><a href="https://idp.cwu.edu/idp/Authn/UserPassword">https://idp.cwu.edu/idp/Authn/UserPassword</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NDSU</td>
<td>Blackboard</td>
<td><a href="https://bb.ndsu.nodak.edu/">https://bb.ndsu.nodak.edu/</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDSU</td>
<td>D2L</td>
<td><a href="https://d2l.sdbor.edu/">https://d2l.sdbor.edu/</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TTU</td>
<td>Blackboard</td>
<td><a href="http://www.depts.ttu.edu/lms/">http://www.depts.ttu.edu/lms/</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNL</td>
<td>Blackboard</td>
<td><a href="https://my.unl.edu/webapps/portal/frameset.jsp">https://my.unl.edu/webapps/portal/frameset.jsp</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tuition Billing.** Tuition billing and payment are done by the student’s home institution. Some institutions mail bills to the students and others place tuition bills/receipts online at a designated location.

**Dropping a Course.** A Great Plains IDEA student requesting to drop a course must follow the student’s home institution’s policies and procedures. If you need to drop a course, you must notify your home institution Campus Coordinator, the teaching institution Campus Coordinator and the instructor of the course. Refunds are based on the policies of the student’s home institution.

**Leave of Absence.** If you find you are unable to take any courses during a semester, please check with your advisor to make sure any necessary forms have been filed to eliminate the possibility of a penalty being imposed for not having continuous enrollment.

**Academic Performance and Standards**
Students are expected to maintain a minimum grade point average in their program. Only grades of A, B, C, or S are acceptable for graduate credit. Some programs do not accept grades below a certain level. Students should identify the regulations regarding grades in their home institution. Students are expected to meet the standards for performance at their institution, e.g., incomplete grades, time to complete the degree, yearly reviews, and other standards.

**Academic Writing in the Digital Age.** Your online classes will include a variety of digital communication methods. Although you may have communicated digitally in the past, it is important to remember that, when taking a course, you need to be communicating in a professional manner. Here is one resource that may help: http://owl.excelsior.edu/posts/view/265

**Academic Integrity Policy.** Everyone within the Great Plains IDEA is responsible for and affected by the cooperative commitment to academic integrity. Academic integrity is defined as doing and taking credit for one’s own work. The complete Academic Integrity Statement can be found in the Appendix to this document.

Instructors are expected to use reasonably practical means of preventing and detecting academic dishonesty. Students are encouraged to share the responsibility for the academic integrity of the Great Plains IDEA by reporting incidents of academic dishonesty to the graduate administrator at their home institution. Any student found responsible for having engaged in academic dishonesty
shall be subject to academic penalty and/or disciplinary action. Examples of academic dishonesty include (but are not limited to) cheating, plagiarism, unauthorized possession or disposition of academic materials, falsification, and facilitation of cases of academic dishonesty.
In the case of academic misconduct, the members of the consortium agree to the following procedures.

1. Teaching faculty members have the authority to determine academic assessment of the work where there has been academic misconduct within their classes and other instructional contexts. The academic assessment will be based on the academic standards stated in the course syllabus, catalogues, handbooks and other materials notifying students of academic requirements. The procedure for appeal of the academic assessment in the course shall follow the policies and procedures of the teaching institution.

2. The instructor is responsible for notifying the program administrator (chair, head, director) at the teaching institution of the misconduct and course sanction. The program administrator is responsible for notifying the dean for graduate or undergraduate studies or other appropriate administrator at the teaching institution who will in turn notify his/her counterpart at the student’s home institution.

**Grade Appeals.** Grade appeals for all courses will be handled by the teaching institution. Students will not have access to the grade appeal process at their home institution unless it is also the teaching institution for the relevant course.

**Graduation/Degree Completion**
At least two semesters before your anticipated graduation you should contact your academic adviser and your Campus Coordinator. These individuals will provide institution-specific information for degree completion requirements. Institutions may require additional exams/projects in order to complete.

Students are more than welcome to participate in commencement! It may be a great opportunity to see your university and your advisor! Please check with your home institution for forms and deadlines relating to this.

**Resources**
If students have questions/concerns, they can contact individuals at their home institution as follows.

**Library Access.** Great Plains IDEA students will have access to the online library system of their home institution. Students may receive access to the library resources at the teaching institution if the instructor expects students to utilize such resources.

**Disability Support Services.** Disability support services play an important role in the success of students with disabilities. However, the traditional service model does not fit the needs of a distance education student taking courses at multiple schools at the same time. The offices at
participating institutions need to work together in order to serve students in this new educational paradigm.

Obtaining disability accommodation and services is a student driven process. This is also a confidential process. Campus Coordinators do not need to be informed of a disability or the need for services unless you, the student, chooses to share that information. Since the goal of Great Plains IDEA is to have one point of entry and ease of student access, to be eligible for accommodations in a course, students must request those accommodations by registering with their home institution disability support services office. **Requests for accommodations must be completed for each course and repeated each semester.**

Students sign a release of information when registering with the disability office. If the student takes a course at another institution, the student’s home disability office sends the release form with an accommodation letter to the teaching institution’s disability office. The letter gives basic information about the disability. Should more information be needed, such as actual documentation, the home institution can forward appropriate documents to the teaching institution. The teaching institution disability office provides the accommodation according to its processes and procedures which may be different than those of the home institution.

Faculty may NOT independently provide accommodations. And because students request accommodations each semester (for the classes they choose), it is possible that the same student may have an accommodation one semester, but not the next. Faculty are encouraged to work with their institution’s disability support office for more information or assistance.

Students can obtain information about disability support services in many locations. The Great Plains IDEA website has contact information for each member institution’s disability support services office. Each course information sheet includes contact information also. Students may choose to request contact information from Campus Coordinators as well.

**Students should remain in contact with their home institution’s Disability Support Services office throughout the program.**

**People you Will Find Helpful.**

Family and Consumer Sciences Education Faculty Coordinators (Institutional Representative). Each participating institution has one faculty member designated as the coordinator of the program for that institution. The Faculty Coordinator helps students with initial admission and enrollment questions or refers the student to the appropriate Program Faculty member or Campus Coordinator.

Program Faculty Members. A list of Program Faculty Members can be found at: [http://www.hsidea.org/programs/fcsed/](http://www.hsidea.org/programs/fcsed/). These faculty:

- Teach the courses in the program at each institution
- Answer questions related to the courses he/she teaches
- Refer the student to appropriate sources for help.
Faculty Advisors. A faculty advisor will be assigned when a student is admitted to the program. The advisor can assist with course planning, course substitutions, internships and other needs/concerns that arise during the course of the program. The advisor should help students keep up-to-date with program and university policies, procedures and requirements.

Campus Coordinators. The Great Plains IDEA Campus Coordinator is the “go to” person for questions about the program. The Great Plains IDEA Campus Coordinators are listed at: http://www.hsidea.org/programs/fcsed/. The Campus Coordinator may help the student in the following ways:

• Answer questions or refer student to appropriate individuals
• Clarify graduate policies and forms when needed, i.e., Certification Plan, Program of Study, Student Acknowledgment Form, intake, midterm, exit surveys, and faculty evaluations.
• Inform students about time to register
• Refer students to the websites and facilitate referrals for technical assistance. Answer basic technical questions.

Specific Institution Offices. Each institution has specific offices that might be helpful for a variety of questions. The phone and e-mail addresses are found on the website of each institution.

Registrar and/or Extended Education Office. For questions about tuition or registration, the Campus Coordinator may be able to help or direct you to the Registrar’s Office or the Extended Education Office.

Information Technology Help Desk. For technical questions about email or course platform issues, check your institution’s technology help desk. Keeping a master list of e-mail addresses and passwords used at each institution is useful. This will come in handy when you have a problem.

Financial Aid Office. If you want to seek financial aid, inquire in the financial aid office of your home institution.

Grievances. Grievances involving grades must following the “Grade Appeals Process listed previously. For other grievances:

• The student must attempt to resolve any grievance first with the faculty member, supervisory committee, or administrator involved.
• If the grievance cannot be resolved between those parties, a formal grievance should then be filed in a timely manner, or a student may relinquish the right to pursue the grievance. Time limits for filing a grievance may vary by institution.
• Disputes involving a faculty member or course requirements will be handled following the procedures at the teaching institution of the faculty member.
• If filing a faculty or course requirement grievance, the student should contact the campus coordinator at the teaching institution for assistance in locating policies and contact information at that teaching institution. Teaching institution campus coordinator contact information can be obtained from the home institution campus coordinator or on the Great Plains IDEA website.
• The teaching institution will contact the Great Plains IDEA representative at the student’s home institution to indicate a formal grievance has been initiated.
Frequently Asked Questions

How does an inter-institutional program work?
Students select a ‘home’ institution. The student must apply and be accepted by the home institution in order to be admitted to the program. They will enroll in all courses through that university, though the course may be taught at a participating university. Students log into the course at the ‘teaching’ institution. At the end of the semester, grades are reported on the transcript at the ‘home’ institution. There is no need to request a transcript from the teaching institution.

Who do I contact for information at each of the universities?
Each university has a Great Plains IDEA campus coordinator who coordinates the admission and enrollment process, and student services on their campus. See the Great Plains IDEA web site for each institution involved and the contact persons for the program(s) offered by that institution. (http://www.hsidea.org/programs/fcsed/). Each institution will have one or more advisors who will also have information about the program. Some institutions have websites specifically for advising containing information about the program. Information can also be found on the departmental website.

What is the fee per credit hour for this program? Are there other fees?
There is a common fee for all institutions, which is posted on the Great Plains IDEA website (http://www.gpidea.org/students/). You will need to purchase your own text books. Check with your home institution for any other possible fees.

Is financial aid available?
It depends. In most cases, students must be enrolled in at least 4 credits to be eligible for a partial scholarship, although some institutions are piloting projects aimed at providing financial aid for distance education students. Graduate assistantships are usually awarded to on-campus students, because such assistantships require involvement in teaching on-campus classes or assisting a professor with on-campus research. Please visit with a financial aid advisor at your home institution to check on any financial opportunities your university might offer.

What if I decide to drop a course after I start the program?
You can always drop courses, as long as the dates coincide with your university’s schedule for drop dates. However, dropping a course does not ensure tuition reimbursement. You need to check the tuition adjustment schedule at your home institution. There may also be a penalty if you drop to zero credits.

Can I take courses without formally applying to the program?
This is a university policy, so you will need to check with the graduate college at your home institution. At most institutions, you can take up to 9 credits as a non-degree seeking student and then formally apply. If you want to test out the program before you apply, this is a good option for you.

What if a family emergency arises, and I need to take a few weeks off, but I don’t want to drop the course?
Contact your professor immediately to let them know you will be absent from class, and work with him/her to find a way to make up the work. Professors understand that family issues come up, and they are more than willing to work with you to make the course a success.

**Will I have to physically come to campus from time to time?**
No. That is the beauty of this program—you can do it all on-line in a remote location, which works well for working adults who have family and community obligations.

**Will I be able to get to know my instructors? Other students?**
Yes. There will be lots of online asynchronous class chats and discussion so that you can get to know your instructors and the other students. In some courses you may have the opportunity for synchronous interaction as well.

**Will more universities participate in this degree program later on?**
It’s entirely possible that other universities will participate later on, but we have no official word on that now.

**I have a lot of family and cultural obligations. Will this be a problem as I move through the program?**
It should not be, as all of the work you will do is on-line and asynchronous. As long as you turn assignments in on time, you should have no problems.

**If I’m taking courses from all different university instructors, how will my transcript look?**
All of the courses are inter-institutional, meaning that every course has a number at every university. Your courses will all be listed with numbers from your home institution on your transcript, even though you will take several from other university faculty members.

**Do the faculty members at the participating universities know each other well?**
Yes. They are on curriculum teams with one another and meet regularly.

**Can courses taken at another university be transferred for use in this on-line program?**
Each institution will have procedures which govern the transferability of courses taken for graduate credit from another program or university. Grades of “B” or better must be achieved by the student in the courses considered for transfer.

**Who do I talk to about teacher certification?**
You will need to talk to the board of education in the state where you would like to become certified. There may be tests or additional coursework you need to take. Also, talk to your advisor to come up with a plan about how any extra requirements can be met.

**What additional courses would I need to become certified to teach FCS?**
Depending on your previous degree and your state requirements, you probably will need to take some additional subject area courses. Some examples may be nutrition, family finance, or child development. Talk with your board of education in the state where you would like to become certified to find out what subject area courses are required. Then talk with your advisor to make a plan for taking these courses.

**What is the employment outlook for FCS teachers?**
Excellent! Right now it is estimated that there are approximately 10 job openings for each job candidate. Fifty percent of states report a shortage of highly qualified FCS secondary teachers to be a concern.

**Can I access all modules for a course at once?**
It will depend on the course. In many courses, materials are made available on a weekly basis. This helps increase student interaction in discussion boards and other collaborative assignments as everyone is moving at the same pace. Some larger assignments may be available to work on throughout the semester. And some courses may post all materials at once, but request that you focus on certain modules each week.

**Is this program accredited?**
All institutions providing coursework for this program are accredited. Your degree does not come from the Great Plains Interactive Distance Education Alliance, but instead comes from your home institution, which is an accredited institution.
Family and Consumer Sciences Graduate Course Descriptions
(course numbers and exact names may vary by institution)

Administration of FCS Education Programs (OPTION B ONLY)
Administration of family and consumer sciences programs. Emphasis on educational leadership and related issues in a variety of educational settings. (3 credits)

Advanced Curriculum Development (OPTION B ONLY)
Development of family and consumer sciences programs for secondary schools, colleges, universities, and extension programs. Focus on theories of curriculum and recent trends affecting family and consumer sciences programs. (3 credits)

Education in a Pluralistic Society: Foundations and Issues
Educational practices and policies for people from historically oppressed groups in the US. Foundations of multicultural education. Discussion of contemporary educational issues within the context of multicultural and cultural diversity. Critique of curricular materials and resources promoting a multicultural perspective. (3 credits)

Exceptional Learners in the Secondary School Classroom
Legal and ethical requirements for educating exceptional learners; identification, referral, and placement procedures; development and use of the Individual Education Program; strategies for teaching and evaluating; managing the academic and social behaviors of a range of exceptional and other at-risk learners in the secondary school. (3 credits)

Evaluation and Assessment in FCS Education Programs (OPTION B ONLY)
Procedures for appraisal of individual growth and achievement in all subject areas in family and consumer sciences. Development of evaluative instruments for cognitive, affective, and psychomotor learning and interpretation of data in the evaluation of various types of family and consumer sciences programs. (3 credits)

FCCLA
Introduction to FCCLA student organization and its programs. Designed for new advisers and college students enrolled in FCS teacher preparation programs. Topics include history and philosophy of FCCLA, chapter affiliation and governance, educational and service related projects, integrating FCCLA activities with the FCS curriculum, and publicizing and promoting FCCLA. (3 credits)

FCS Methods I (OPTION A ONLY)
The analysis and development of curriculum and methods of teaching FCS in the context of the National Standards for FCS Students, the National Standards for Teachers of FCS and the standards for the state in which the candidate will teach. This course will include learners and the learning environment; program leadership; beginning instructional strategies; FCCLA; curriculum development; integration of technology in the FCS classroom; and assessment. (3 credits)
**FCS Methods II (OPTION A ONLY)**
This course will address the application of theories of learning and human development in selecting teaching strategies and instructional resources for FCS. This course will include long range planning, classroom management, laboratory management, assessment and program evaluation, marketing/public relations, FCCLA, and models of teaching. (3 credits)

**History and Philosophy of FCS & Career & Tech Ed**
History, mission, philosophy, and development of Family and Consumer Sciences (FCS) and career and technical education. Societal context for families and communities. Impact of selected legislation on family and consumer sciences programs. (3 credits)

**Occupational Programs in FCS**
Planning and implementing occupational FCS programs in career and technical education. Focus on cooperative education, career pathways and work-based education. (3 credits)

**Practicum (OPTION A ONLY)**
Development and implementation of teaching plans in supervised school grades 7-12. Observation of the effectiveness of classroom management practices. (two from 1-3 credits each)

**Psychology of Adolescence**
Mental, social and emotional development of boys and girls during the adolescent period. (3 credits)

**Reading in the Content Area**
Reading and writing to learn in content area disciplines intended for secondary students, grades 8-12. (3 credits)

**Research Experience in Family and Consumer Sciences**
Participation in a course or ongoing research project in Family and Consumer Sciences Education (1 – 3 credits)

**Research Methods in Family and Consumer Sciences Education**
Methods of research in family and consumer sciences; applications in educational settings. (3 credits)

**Student Teaching in FCS (10 weeks minimum) (OPTION A ONLY)**
Actual experience in the teaching of Family and Consumer Sciences. [Ten weeks minimum] weeks of supervised student teaching experience. One middle level and one high school experience required. (6 – 9 credits)

**Teaching FCS with Technology**
The course involves the integration of technology in the family and consumer sciences classroom focused on the National Education Technology Standards (NETS). (3 credits)
Techniques of Supervision in FCS Education (OPTION B ONLY)

This course will cover the philosophy, responsibilities, and techniques of supervision in family and consumer sciences and other learning environments. The course is designed for masters and doctoral level students. (3 credits)
Degree Titles by University

Central Washington University—
Master of Science in Family and Consumer Sciences Education

North Dakota State University
Master of Education in FCS Education with an option in FCS teacher licensure.

South Dakota State University
Master of Science in Human Sciences with a Specialization in Family and Consumer Sciences Education

Texas Tech University
Master of Science in Family and Consumer Sciences Education

University of Nebraska-Lincoln
Master of Science in Child, Youth and Family Studies with a Specialization in Family and Consumer Sciences Education
ACADEMIC INTEGRITY STATEMENT FOR
GREAT PLAINS INTERACTIVE DISTANCE EDUCATION ALLIANCE (GREAT PLAINS IDEA)
(Modified with Permission: General Catalog 2001-2, Colorado State University, pp.33-34)

The foundation of higher education is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic dishonesty. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the Great Plains IDEA are responsible for and affected by the cooperative commitment to academic integrity.

Academic dishonesty (see examples below) undermines the educational experience offered through the Great Plains IDEA, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and instructors.

Instructors are expected to use reasonably practical means of preventing and detecting academic dishonesty. Any student found responsible for having engaged in academic dishonesty will be subject to academic penalty and/or disciplinary action.

Students are encouraged to share the responsibility for the academic integrity of the Great Plains IDEA by reporting incidents of academic dishonesty. Examples of academic dishonesty include (but are not limited to):

1. **Cheating**
   Providing or receiving unauthorized assistance on any form of academic work. Examples include copying the work of another student; taking an exam or completing homework for another student; possessing unauthorized answer codes; and falsifying exams or other graded activities.

2. **Plagiarism**
   Plagiarism includes the copying of language, structure, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgment. Examples include a submission of purchased research papers as one’s own work; paraphrasing and/or quoting material without properly documenting the source.

3. **Unauthorized Possession or Disposition of Academic Materials**
   Unauthorized possession or disposition of academic materials includes the unauthorized selling or purchasing of examinations or other academic work; stealing another student’s work; unauthorized entry to or use of material in a computer file; theft or mutilation of library materials; and using information from or possessing exams that an instructor did not authorize for release to students.

4. **Falsification**
   Falsification encompasses any untruth, either verbal or written, in one’s academic work. Examples include receiving unauthorized assistance on an exam, inaccurate reflection of an individuals participation in a group activity, or lying to avoid taking an exam or turning in other academic work.

5. **Facilitation of Cases of Academic Dishonesty**
   Facilitation of any act of academic dishonesty including cheating, plagiarism, and/or falsification of documents also constitutes violation of the Great Plains IDEA’s academic integrity. Examples include knowingly discussing Great Plains IDEA Policy & Procedure Manual Appendix E.13 Page 2 of 2
specifics of the content of a test or examination you have taken with another student who has not yet taken that test or examination or facilitating, by sharing one’s own work, a student’s efforts to cheat on an exam or other academic work.

If an instructor has evidence that a student has engaged in an act of academic dishonesty, the instructor will notify the student of the concern. The student will be given the opportunity to give his/her position on the matter. If the student admits to engaging in academic dishonesty or if the instructor judges that the preponderance of evidence supports the allegation of academic dishonesty, the instructor may then assign an academic penalty consistent with their institutional policy. Examples of academic penalties include receiving a reduced grade for the work, a failing grade in the course, or other lesser penalty as the instructor deems appropriate. If, after making reasonable efforts, the instructor is unable to contact the student or collect relevant evidence before final course grades are assigned, he/she shall assign an interim grade of incomplete and notify the student of the reason such grade was given.

If the student disputes the allegation of academic dishonesty he/she should inform the instructor of their intent to appeal. The appeal is made through the Great Plains IDEA university representative at the student’s home institution, using instructional policies and procedures at that institution.

The Great Plains IDEA university representative at the student’s home institution shall be responsible for facilitating communication between the student and the instructor and guiding the appeal process with due diligence.