This document (the BSRC-DAP Student Handbook) is intended to serve as a useful and comprehensive resource for students in the BSRC-DAP. While every effort is made to ensure the information contained in this manual is both accurate and timely, the official Undergraduate Student Catalog for Boise State University contains the definitive information for students in all programs at the university. In the case where information provided in this handbook conflicts with the official catalog, the catalog will prevail. Students are encouraged to click on this link to access the University Student Handbook and become familiar with the information it contains.
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Section 1: Program Overview and Goals

The Boise State University Bachelor of Science in Respiratory Care Degree Advancement Program (BSRC-DAP) offers a relevant and challenging program that will impact graduates and the patients whom they treat. Program coursework focuses on written and oral communication, patient advocacy, ethics, quality improvement, leadership and management, teaching in health care, critically reviewing studies, advanced respiratory care modalities and topics, and an interprofessional capstone. Learning outcomes are focused on the 2018 STANDARDS FOR ACCREDITATION OF DEGREE ADVANCEMENT PROGRAMS IN RESPIRATORY CARE as approved by the Commission on Accreditation for Respiratory Care (CoARC).

The BSRC-DAP Goal is as follows: “To provide graduates of entry into respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, or advanced clinical practice both to meet their current professional goals and to prepare them for practice as advanced degree respiratory therapists.”

The Vision Statement of the BSU Department of Respiratory Care is to become the foremost destination for advanced Respiratory Care education by integrating innovative opportunities for Respiratory Care practitioners across the world. By utilizing the online experience, future leaders of the Respiratory Care profession will collaborate to identify gaps in current theory and practice and work to contribute to resolving unique issues and inequities inherent to health care access, delivery, education, and management throughout the community, region, nation, and world.

The Mission of the BSU Department of Respiratory Care is to advance the Respiratory Care profession through an integrated educational framework that supports life-long learners in the pursuit of diverse roles both within the Respiratory Care field and beyond; including advanced disease and patient management, health programming and evaluation, evidence-based research, and educational practices that are both patient and student focused.

Section 2: Program Faculty

Faculty are reflective practitioners, content experts, mentors, role models, and educators. Three full-time faculty teach in the program, mentor adjunct faculty and serve as advisors/mentors for individual students. All faculty work to, craft meaningful and measurable learning outcomes and activities, to create effective student to content, student to student, and student to instructor connections.
Full Time BSRC-DAP Faculty

T.J. Wing, EdD, RRT
Associate Professor
Program Director: BSRC-DAP
Department of Respiratory Care
ThomasWing@boisestate.edu

TJ Wing earned his Bachelor of Science in Respiratory Therapy in 2002, a Masters of Health Science with a Leadership emphasis in 2008 and a Doctorate in Educational Technology in 2018 from Boise State University. He has been teaching adult critical care and neonatal/pediatric emergency medicine in the Respiratory Care Program since 2003. TJ helped develop the BSRC DAP from the ground up, creating and delivering many of the foundational courses that are offered today. He has taught online courses since 2007 while completely dedicating his teaching workload to 100% online since 2015. TJ is passionate about online education with his dissertation focusing on formative versus summative assessment within online health care courses.

He has several publications ranging in topics from advanced mechanical ventilation to ways to effectively deliver online healthcare education. TJ has presented at the AARC International Congress, AARC Summer Forum for Educators as well as many local conferences.

Jody Lester, MA, RRT
Associate Professor
Department of Respiratory Care
JLester@boisestate.edu

Jody Lester earned her Bachelor of Science in Respiratory Therapy and a Master of Arts in Curriculum and Instruction from Boise State University. She has been teaching in respiratory care since 1983. One of her favorite quotes is “Teaching is like dropping ideas into the letterbox of the human subconscious. You know when they are posted but you never know when they will be received or in what form.” She feels fortunate to sometimes see the “letters arrive” as students come to understand a difficult concept or build on previous ones.

Her areas of interest are quality improvement in health care, evidence-based care, adult and neonatal respiratory care, the effects of tobacco on pulmonary health and tobacco cessation. An additional area of expertise is online education; she has been teaching online courses since 2000. She is an advocate for undergraduate research and enjoys involving students in projects that answer relevant clinical questions and that teach them correct research processes. She is a reviewer for the American Respiratory Care Foundation and she has presented
at the American Association for Respiratory Care (AARC) Summer Forum and
International Congress on the topics of designing online courses, engaging online and
face-to-face students, assessment of gas exchange, evaluation health care literature,
patient advocacy, and the fetal origin of adult diseases. Her research focus is mechanical
ventilation.

**Lanny Inabnit, MS, RRT, RRT-ACCS, RRT-NPS, RCP**
Clinical Assistant Professor
Department of Respiratory Care
lannyinabnit@boisestate.edu

Lanny earned his Associates of Applied Science in Respiratory Therapy Technology in
1994 from Southern Illinois University, a Bachelor of Science in Health Services
Management in 2009 from East Carolina University, and a Master of Science in
Respiratory Care Leadership in 2014 from Northeastern University. He is currently
pursuing a Ph.D. in Health Services Research from the University of North Carolina at
Charlotte.

Lanny is very active in the North Carolina Society for Respiratory Care. He serves as one
of the Delegates representing North Carolina in the AARC House of Delegates. He has
been an active AARC member since 1993. His research interests focus on COPD patients
and comorbidities and length of stay. He also is interested in diaphragm weakness in
mechanically ventilated patients.

**Adjunct DAP Faculty**

Brian Cayko, MBA, RRT
Karen Vincent, MHS, RRT
Renee Kiourkas, MS
Paul Nuccio, MS
Karston Roberts, MS, RRT-ACCS
Robbie Roberts, MBA, RRT, ASQ, CQA
Jennifer Freeman, BS, RRT, RPSGT
Owen Seatz, MEd, RRT
Section 3: Admission Requirements

To be eligible for the BSRC-DAP, a student must have one of the following:

1. ASSOCIATE OF SCIENCE DEGREE

   ● Earned an Associate of Science Degree in Respiratory Care from a regionally accredited institution
   ● 64 semester credit hours, including respiratory care courses, from a regionally accredited institution
   ● RRT credential (verified on the NBRC database)

Students who have met these requirements will be considered general education/core certified by Boise State University and will only need to complete the 30 credits (11 courses) of the program.

2. ASSOCIATE OF APPLIED SCIENCE OR ASSOCIATE OF HEALTH SCIENCE DEGREE

   ● Earned an Associate of Applied Science or Associate of Health Science Degree in Respiratory Care from a regionally accredited institution
   ● 35 semester credit hours from a regionally accredited institution
   ● RRT credential (verified on the NBRC database)

Students who have met these requirements will also need to meet Boise State general education/core requirements (referred to as University Foundation requirements) before being admitted into the program.

The final decision for acceptance rests with the Department of Respiratory Care

General Note: Other factors such as cumulative GPA, respiratory care GPA, and course selection will be considered when determining acceptance into the Degree Advancement Program.
Section 4: Student Learning Outcomes (SLOs)

Consistent with the STANDARDS FOR ACCREDITATION OF DEGREE ADVANCEMENT PROGRAMS IN RESPIRATORY CARE, the BSRC-DAP has defined 6 Student Learning Outcomes that reflect what competencies we expect a graduate of the program to achieve over their course of study. Elements of these SLOs permeate the entire program of study with concepts introduced in early courses; developed in a variety of courses in the program; and student mastery demonstrated with specific assignments late in the course of study. Each course syllabus in the program will identify those elements and assignments that relate to individual SLOs.

Student Learning Outcome 1

● **Writing in the Profession:** Students will demonstrate the ability to write effectively in the profession. Elements would include the ability to organize an argument, support the argument with high-quality relevant evidence, deliver it with good sentence structure and grammar, and cite and reference appropriately.

Student Learning Outcome 2

● **Oral Communication/Consultative Function/Knowledge:** Students will deliver a consultative presentation with recommendations that reflect the knowledge gained through courses within this program.

Student Learning Outcome 3

● **Critical Inquiry/Evidence-Based Medicine:** Students will demonstrate an ability to formulate a clinical question, search the medical literature, and assess the collected literature for quality, relevance and limitations.

Student Learning Outcome 4

● **Teamwork/Interprofessional Cooperation:** Students will demonstrate collaboration in interprofessional teams to accomplish a common goal.

Student Learning Outcome 5

● **Ethical Leadership:** Students will demonstrate effectively the ability to lead a group of professionals in an ethical manner promoting patient advocacy.

Student Learning Outcome 6

● **Teaching Patients and Healthcare Professionals:** Students will demonstrate the ability to educate patients, their families and healthcare professionals.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Student Learning Outcomes and Expectations</th>
<th>Relevant COARC Standards</th>
</tr>
</thead>
</table>
| SLO1) **Writing in the Profession** | *Students will demonstrate the ability to write effectively in the profession.* Elements would include the ability to organize an argument, support the argument with high quality relevant evidence, deliver it with good sentence structure and grammar, and cite and reference appropriately.  
**SLO1 Expectation:** It is expected that graduates of the Program will be comfortable communicating with fellow professionals in written form at the level required for publication in the major Respiratory Care journals; develop posters for sharing clinical research and quality improvement projects with fellow RT professionals at regional and national meetings; and feel comfortable orally presenting their work in a format consistent with professional conference presentations. | DA4.5, DA4.6 |
| SLO2) **Oral Communication/Consultative Function/Knowledge** | *Students will deliver a consultative presentation with recommendations that reflect the knowledge gained through courses in this program.*  
**SLO2 Expectation:** We expect graduates of our Program to develop communication skills to allow them to use the most effective communication techniques for the intended audience, including innovative formats. Graduates will also maintain a climate of mutual respect and shared values when working with individuals from other professions. Graduates should understand how to create a communication environment that respects diversity and cultural differences at all levels. | DA4.6 |
| SLO3) **Critical Inquiry/Evidence-Based Medicine:** | *Students will demonstrate an ability to formulate a clinical question, search the medical literature, and assess the collected literature for quality, relevance and limitations.*  
**SLO3 Expectation:** Graduates of the Program will be expected to understand the importance of basing clinical decision making and protocol planning on the | DA4.7 |
most recent highest-quality evidence. This will require that graduates know how to frame a clinical question; search the medical literature; assess the validity of studies based on research design and quality; understand the common statistical measures used in clinical research; and thoughtfully compose plans for care and quality improvement projects based on this evidence.

| SLO4) Teamwork/ InterProfessional Cooperation | Students will demonstrate collaboration in interprofessional teams to accomplish a common goal.  
SLO4 Expectation: We expect graduates to communicate with patients, families, community partners and other health professionals in a manner that supports a team approach to the maintenance of health and the treatment of disease. | DA4.6 |
|---|---|---|
| SLO5) Ethical Leadership | Students will demonstrate effectively the ability to lead a group of professionals in an ethical manner promoting patient advocacy.  
SLO5 Expectation: The graduate will demonstrate a high level of responsibility, ethical practice, sensitivity to diversity, and adherence to legal and regulatory requirements. Graduates understand how to make contributions to their professional communities and how to effect beneficial changes in institutional policy, professional organizations and government. | DA4.5, DA4.8 |
| SLO6) Teaching Patients and Healthcare Professionals | Students will demonstrate the ability to educate patients, their families and healthcare professionals.  
SLO6 Expectation: Graduates demonstrate an analytic approach to clinical situations and must have sufficient understanding of established and evolving biomedical and clinical sciences to effectively apply this knowledge to patient care in their area of practice. Graduates must demonstrate interpersonal and communication skills that result in effective interaction with others (e.g., patients, patients’ families, and the public). Graduates must understand the importance of promoting compassionate, ethical, and professional relationships with patients and their | DA4.4, DA4.6 |
families. Graduates must understand the effects of health literacy and the diversity of patient education on both patient health and the treatment of disease.
## Section 5: Course Number and Titles & Course Descriptions

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>RESPCARE 355 PROFESSIONAL COMMUNICATION IN HEALTH CARE</td>
<td>3</td>
</tr>
<tr>
<td>RESPCARE 440 SENIOR THEORY: ADVANCED CONCEPTS</td>
<td>3</td>
</tr>
<tr>
<td>RESPCARE 441 TEACHING TECHNIQUES FOR HEALTH CARE PROFESSIONALS</td>
<td>3</td>
</tr>
<tr>
<td>RESPCARE 444 LEADERSHIP AND MANAGEMENT FOR HEALTH CARE PROFESSIONALS</td>
<td>3</td>
</tr>
<tr>
<td>RESPCARE 445 PATIENT ADVOCACY AND ETHICAL CONSIDERATIONS</td>
<td>3</td>
</tr>
<tr>
<td>RESPCARE 498 SENIOR SEMINAR</td>
<td>2</td>
</tr>
<tr>
<td>HLTHST 432 OR RESPCARE 432 CRITICAL REVIEW OF HEALTH CARE RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>HLTHST 400 INTERPROFESSIONAL CAPSTONE</td>
<td>1</td>
</tr>
<tr>
<td><strong>ELECTIVE COURSES (CHOOSE 3 OF THE FOLLOWING 4 COURSES)</strong></td>
<td></td>
</tr>
<tr>
<td>RESPCARE 431 QUALITY IMPROVEMENT IN HEALTH CARE</td>
<td>3</td>
</tr>
<tr>
<td>RESPCARE 442 SLEEP MEDICINE</td>
<td>3</td>
</tr>
<tr>
<td>RESPCARE 443 CURRENT TOPICS IN RESPIRATORY DISEASE</td>
<td>3</td>
</tr>
<tr>
<td>RESPCARE 446 INTRODUCTION TO DISEASE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
Course Descriptions:

1. **HLTHST 400 INTERPROFESSIONAL CAPSTONE (1-0-1)(F,S,SU).** Students, working in interdisciplinary teams, engage in problem solving and communication activities that address current health related issues, Limited to COHS majors. (Pass/Fail.). PREREQ: RESPCARE 355.

2. **RESPCARE 355 PROFESSIONAL COMMUNICATIONS IN HEALTH CARE (3-0-3)(F,S,SU)(FC).** Focus on professional written and oral communication as practiced within the scope of respiratory care. Develop audience specific written documents, including writing that is appropriate for a professional journal or conference and prepare, deliver and evaluate oral presentations. PREREQ: ENGL 102, upper-division standing in Respiratory Care.

3. **RESPCARE 431 QUALITY IMPROVEMENT IN HEALTH CARE (3-0-3)(F,S,SU).** Introduction and evaluation of current approaches to assessing risk and improving health care quality through the practice of continuous quality improvement. Focuses on conceptual understanding and experiential learning. PREREQ: RESPCARE 223.

4. **HLTHST 432 OR RESPCARE 432 CRITICAL REVIEW OF HEALTH CARE RESEARCH (3-0-3)(F,S,SU).** Locating, selecting and critically reviewing medical and lay literature relevant to the practice of health care. Constructing and researching clinical questions. Skills for keeping abreast of new medical information, deciding which of this information is valid and applicable to patient care, and using this information to improve patient care. PREREQ: HLTH 210, RESPCARE 223 OR PERM/INST.

5. **RESPCARE 440 SENIOR THEORY: ADVANCED CONCEPTS (3-0-3)(F,S,SU).** Techniques and methods used to analyze and evaluate the health status of critically ill patients with emphasis on the respiratory and cardiovascular systems. PREREQ: PERM/INST.

6. **RESPCARE 441 TEACHING TECHNIQUES FOR HEALTH CARE PROFESSIONALS (3-0-3)(F,S,SU).** An interactive, online course designed to provide health care professionals with the skills needed to provide effective peer and client education. PREREQ: Department approval or PERM/INST.

7. **RESPCARE 442 SLEEP MEDICINE (3-0-3)(F,S,SU).** Overview of sleep medicine, anatomy and physiology of sleep and breathing. Introduction to sleep disorders and polysomnography including monitoring techniques and instrumentation. PREREQ: Department approval or PERM/INST.

8. **RESPCARE 443 CURRENT TOPICS IN RESPIRATORY DISEASE (3-0-3)(F,S,SU).** Discussion of current issues related to respiratory disease, including pathophysiology, management and outcomes. PREREQ: Department approval or PERM/INST.
9. **RESPCARE 444 LEADERSHIP AND MANAGEMENT FOR HEALTH CARE PROFESSIONALS (3-0-3)(F,S,SU)** Extensive examination of current practices/trends of techniques used in the leadership of the health care environment. Emphasis will be placed upon specific skill sets used by the managers of today’s workforce. PREREQ: Department approval or PERM/INST.

10. **RESPCARE 445 PATIENT ADVOCACY AND ETHICAL CONSIDERATIONS (3-0-3)(F,S,SU)** An advanced exploration of the responsibilities required of health care practitioners. Designed to help students develop a clearer understanding of patient's rights and in turn become advocates for those rights. PREREQ: Department approval or PERM/INST.

11. **RESPCARE 446 INTRODUCTION TO DISEASE MANAGEMENT (3-0-3)(F,S,SU)** An Introduction to the purpose and application of disease management in patients with chronic illness. Emphasis will be on management of individuals with COPD, sleep disordered breathing, asthma and congestive heart failure. Discharge planning, patient education, disease management strategies and methods to reduce hospital readmissions will be discussed.

12. **RESPCARE 498 SENIOR SEMINAR (2-0-2)(F,S,SU)** Online discussions of topics related to respiratory care. PREREQ: Department approval or PERM/INST.

**Section 6: Student Tasks and Resources**

- Complete the online orientation. Because Boise State strongly supports student success, new and transfer students are required to complete an orientation session. Please use the password from your advising review to complete and submit the orientation.
- Check out the Help Menu on your myboisestate student center. The documents located there provide helpful information.
- Change your major on your myboisestate student center. Students must change their major to Respiratory Care BS before they may register in respiratory care courses.
- Find your enrollment appointment on your myboisestate student center.
- Familiarize yourself with Blackboard (Student Help), the web-based course-management system used to provide course materials, discussion boards, virtual chat, online quizzes and more.
- Review your academic advisement report, which is accessible on your myboisestate student center.
- Bookmark the academic calendar. It is important to be aware of University deadlines for registration, drop/add and the last date to withdraw from classes.
● Need help with your BroncoMail or forgotten your password?
● Review the technology requirements.
● Instructors will contact you via BroncoMail on or before the first day of class.
● Enjoy your classes!

Section 7: Registering for Courses
● Our classes are presented in a seven-week format. Upon successful completion of the first course, students may take up to two courses per seven-week session.

● Students must complete RESPCARE 355 Professional Communication in Health Care as their first course in the program.

● Permission numbers are required for registration in all program classes.

● Permission numbers are course and section specific and can only be used once.

● Please contact the program Advising Coordinator, Coleen Dudley (cdudley@boisestate.edu) for permission numbers.

● Be aware of registration deadlines.

● Consult your myboisestate student center for your enrollment appointment. It will be listed under Enrollment Dates.

● The permission number will allow you to enroll in the class until it reaches its established cap. If the class has reached its cap, the permission number will allow you to get onto the wait list for the class.

● If you are on the waitlist, you will not be enrolled in the class unless someone who is enrolled drops the class.

COURSE AVAILABILITY
There is a high demand for classes, so please plan to register in a timely manner as close to your enrollment appointment as possible.

Section 8: Applying for Graduation
● Students should apply for graduation in the semester prior to the one in which they plan to graduate. There is a $20 fee for the application to graduate that must be paid within 48 hours of submitting the application.
The graduation evaluators of the Registrar’s Office will review your student record and will notify you via BroncoMail of their eligibility to graduate.

Faculty advisors will submit any necessary academic adjustment forms.

Boise State University holds commencement ceremonies in spring (May) and winter (December). Each commencement has a live Webcast.

Summer graduates are invited to participate in the Winter Commencement Ceremony.

If you plan to participate in the commencement ceremony, please notify the program Advising Coordinator Coleen Dudley (cdudley@boisestate.edu).

Section 9: Financial Aid

APPLY FOR FEDERAL AID

Everything begins with the FAFSA — that’s the Free Application for Federal Student Aid. You will get used to talking about the FAFSA, because you file one for every academic year. With one application, you’re applying for several different types of federal aid.

Applying Online at FAFSA.gov

The online FAFSA application takes less than an hour if you have all your documents. The FAFSA is necessary to be considered for grants, loans, work-study, and some need-based scholarships.

Submit the 2018-2019 FAFSA if you plan to attend fall 2018, spring 2019, summer 2019. You’ll use your 2016 tax information to answer the income questions. We highly recommend using the IRS Data Retrieval Tool to import your tax information directly into the FAFSA.

- Apply at FAFSA.gov
- Tips for submitting your FAFSA
- FAFSA FAQ’s and contact information for assistance

Filling Out FAFSA

- Request a Federal Student Aid ID (FSA ID) for yourself and at least one parent if you are a dependent student.
- Complete the FAFSA as early as October 1.
- Use IRS Data Retrieval Tool (DRT) to import your tax data directly to FAFSA.
● Submit the FAFSA by the February 15 priority date. Submissions after this date are still considered for loans and grants only.

● [Access your Student Aid Report](#) (SAR) to view notifications regarding your aid eligibility.

● The Boise State school code is 001616.

**Set up an FSA ID**

An FSA ID is needed to submit your FAFSA, access federal websites and sign your loan promissory note. It also serves as your legal signature and is tied to your Social Security number. If you’re a dependent student, at least one parent needs an FSA ID in order to sign the FAFSA and apply for a parent PLUS loan. You’ll only create your FSA ID once, but will use it often as a student.

- How to create an FSA ID [video](#)
- [FSA ID frequently asked questions](#)

**SCHOLARSHIPS**

Incoming and current students interested in scholarships at Boise State should complete the checklists found below. Notification of awards will begin in mid-March. Please refer to our Idaho Resident and Nonresident Scholarship pages for information on our automatic scholarships. At this time, there are very limited Boise State University scholarships for online students.

**NEW and TRANSFER STUDENT CHECKLIST**

- Complete the [Admissions process](#). For nonresident students, all materials must be received in Admissions by December 15th. For Idaho students, all materials must be received in Admissions by February 15th.

- Complete the [FAFSA (Free Application for Federal Student Aid)](#) by February 15th to be considered for need-based aid and scholarships.

- Complete the [Boise State Scholarship Application](#) (deadlines vary)

- Apply for [Department/College scholarships](#)

- Review our automatic scholarship award offers for our [Idaho Residents](#) and [Nonresidents](#)

- Apply for the [State of Idaho scholarships](#) if you are an Idaho resident.
• Review the Idaho Early Graduation Scholarship for Idaho residents.
• Visit the Honors College for more scholarship and fellowship opportunities.
• Apply for the Alumni Legacy Scholarships
• Graduate students- apply for Graduate Assistantships
• Graduate students- apply for Graduate Fellowships
• Apply for Private Scholarships
• Apply for Boise State Foundation Scholarships by March 15th.

CURRENT BOISE STATE STUDENT CHECKLIST

• Complete the FAFSA (Free Application for Federal Student Aid) by February 15th to be considered for need-based aid and scholarships.
• Complete the Boise State Scholarship Application (deadlines vary)
• Apply for Department/College scholarships
• Apply for the State of Idaho scholarships if you are an Idaho resident
• Idaho Early Graduation Scholarship for Idaho residents
• Visit the Honors College for more scholarship and fellowship opportunities
• Apply for the Alumni Legacy Stipend Scholarships
• Graduate students- apply for Graduate Assistantships
• Graduate students- apply for Graduate Fellowships
• Apply for Private Scholarships
• Apply for Boise State Foundation
• You can also visit http://financialaid.boisestate.edu
DEFINITIONS OF ACADEMIC DISHONESTY

Academic Misconduct is behavior and/or action by a student that has the effect of interfering with the education, pursuit of knowledge, or fair evaluation of a student’s performance or work. As a result, Academic Misconduct is prohibited at Boise State University. Academic Misconduct can be intentional or unintentional and includes but is not limited to cheating, plagiarism, fabrication or falsification of information, inappropriate or unauthorized collaboration, and research misconduct. Students who engage or attempt to engage in any of the below identified behaviors and/or actions may be found in violation of the Student Code of Conduct.

1. **Cheating.** Cheating involves the unauthorized possession, use, or attempt to possess or use information, materials, notes, study aids, or other devices in any academic exercise (including but not limited to an assignment or examination), or any unauthorized communication with another person during such an academic exercise, that would result in an unfair advantage over fellow students.

2. **Plagiarism.** Plagiarism is the unacknowledged use or incorporation, without specific or proper acknowledgment or citation, of ideas, data, or language of another person’s work in, or as the basis for, one’s own work that is offered for academic consideration, credit, or public presentation or as part of an application for admission to the University or a University Program. Lack of knowledge of proper citation is not a valid excuse for plagiarism. It is the responsibility of the student writing the material to know the proper methods for appropriate citation and/or to seek guidance/help when attempting to learn the proper methods for citation or use another’s work so that proper attribution is given to the other person. Plagiarism can be committed in any type of academic exercise by representing as one’s own, without proper attribution, another individual’s words, phrases, ideas, sequence of ideas, information or any other mode, or content of expression.

3. **Unauthorized Collaboration.** Students should complete all academic coursework and assignments on their own, unless otherwise instructed or granted permission by the Faculty member. Working with others on an assignment unless it has been explicitly permitted by the Faculty member is not allowed. Unauthorized collaboration can also include working too closely with others on assignments that the Faculty member has given explicit permission to collaborate on when the collaboration violates the expectations set by the Faculty member.
4. **Fabrication or Falsification.** Fabrication or falsification includes but is not limited to reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

5. **Research Misconduct.** Research misconduct includes, but is not limited to, sabotage of another’s experiment, research and/or fabrication, falsification or misrepresentation of research and/or data, plagiarism in proposing, performing, or reviewing research, or in reporting research results. Any violation by a student of University Policy #5060 Misconduct in Research is a violation of the Student Code of Conduct.

Additionally, Faculty are encouraged to take into consideration whether it is believed the student engaged in *academic negligence* or a more intentional act of *academic dishonesty* (but not both). Academic negligence includes, but is not limited to, the act of a student who, through ignorance, carelessness, or mistaken academic work, engages in behavior that, upon initial review, appears to be a deliberate act of Academic Misconduct but ultimately is found not to be intentional in the act. Academic Dishonesty includes, but is not limited to, determining a student intentionally acted in a way to gain an unfair advantage over other students. It is the role of the Faculty to determine the severity of the behavior and determine the appropriate sanction. The University considers both academic negligence and academic dishonesty to be acts of Academic Misconduct and both are therefore violations of the Student Code of Conduct.

Excerpted from Section 8 of the Boise State Policy 2020 *The Student Code of Conduct*, where longer lists of examples that constitute cheating and plagiarism can be found.

**RESPONDING TO AN ALLEGATION OF ACADEMIC MISCONDUCT**

If a faculty member has questions regarding the integrity of your assignment, the Student Code of Conduct, Boise State policy 2020, indicates that the faculty member should let you know of his or her concerns and provide you with the opportunity to respond. The opportunity to share your perspective can be via phone, email, or in-person. If you chose not to engage in such a discussion a decision will be made without your input. While the decision is yours, the Office of the Dean of Students encourages you to participate.

There are a few reasons such an allegation could arise including:
• There was not an act of misconduct and an explanation is needed to verify this.

• Some part of the assignment was misunderstood or the policy has been inadvertently violated. Note that knowledge of the policy is each individual’s responsibility and lack of knowledge does not remove the possibility of a “responsible” finding.

• A decision was made to violate the policy; often extenuating circumstances are involved.
Before responding to your faculty member, carefully and honestly consider your decisions. Review the definition of academic misconduct and the procedures from Section 7 of the Student Code of Conduct. Do your actions fit into any of the above scenarios?

- If your actions do not violate the code, intentionally or unintentionally, be prepared to provide a detailed explanation of the steps you have taken to complete the assignment.

- If your choices have violated the code, intentionally or unintentionally, a positive step forward is to accept responsibility for the choices you have made by being transparent about your actions.

Continue attending class and completing assignments during this process until the matter is completely resolved, including the appeal process if there is one.

It is likely that the conversation will begin with the faculty member asking you to explain how you completed the assignment. Whether you know that you violated the code, intentionally or unintentionally, or you believe that you acted with academic integrity, respectful and honest dialogue will facilitate the most productive conversation.

At the end of the conversation the faculty member may let you know his or her decision regarding the allegation or s/he may notify you via email after taking time to consider the information you have shared. If you have been found “responsible,” the notification will also include the outcome or “sanction” the faculty member has assigned. Faculty members may assign sanctions ranging from a warning to failure in the course. The Office of the Dean of Students may also assign an educational outcome.

If you feel that the process or outcome has met one of the three criteria for appeal and you wish to do so, you have 10 days from the date of the notification to file. You can find the appeal form here. You may also contact The Office of the Dean of Students and make an appointment to discuss the allegation, process, or outcome.

**HOW TO COLLABORATE SUCCESSFULLY**

At Boise State each instructor determines the parameters of acceptable collaboration for each course and each assignment. This means that there may be different expectations from different faculty members as well as for different assignments within the same course. If you plan to work with other students, peers, or tutors it is vital that you are clear about how you can do so while maintaining academic integrity as defined in the Student Code of Conduct.
Below you will find a few examples of collaboration that range from permitted to prohibited.* You will likely encounter a myriad of ways to collaborate during your time at Boise State. When you are not confident that an interaction is permitted, always ask your instructor prior to working with others.

There are some types of collaboration that are almost always permitted.

- Assistance from a tutor or another student on concepts or problems similar to those found in your homework.
- Studying with a partner or in a group when you do not have the exam or quiz questions.

There are other types of collaboration that are sometimes permitted or are permissible within certain boundaries.

- Having someone else read your paper and provide feedback. You may be assigned to do this within your course or you might choose to visit the writing center or have another student or friend read your paper. This can be very helpful, just be sure that no one else writes your paper for you. Be clear about what kind of feedback is acceptable according to your instructor. Can you receive assistance with grammar? Identifying evidence? Reorganizing the structure of the paper?
- Working together on homework. Some faculty permit or even encourage group work. Be sure to follow the directions regarding whether you can turn in the same assignment or if you can only work together up to a certain point before finding the solution.
- Working in a group on a final project or exam when explicitly told to do so.

Finally there are types of collaboration that are never permitted.
● Using an assignment written by anyone other than yourself, including someone completing the assignment for you, a friend’s from a previous semester, or purchasing one from the internet. In addition websites like chegg or course hero, when providing unauthorized assistance, are also not permissible.

● Sending or receiving information regarding any quiz, test, or assignment verbally, through photos, or previous semesters’ assignments.

● Stepping outside of the boundaries defined by your instructor for any assignment even if it differs from instructions on previous assignments.

*Modified from Brown University and Stanford University Computer Science syllabus statements.

Section 11: Academic Affairs-Students

The following policies are part of the Boise State University Policy Manual and should be referred to by students in the BSRC-DAP program.

Boise State University Policy #3000: Academic Probation and Dismissal

Boise State University Policy #3010: Student Class Schedule Changes

Boise State University Policy #3110: Student Complete Withdrawal From The University

Boise State University Policy #3130: Grade Appeal

Boise State University Policy #3140: Academic Grievance

Boise State University Policy #3150: Tuition and Student Fees

Boise State University Policy #3170: Limit On The Number Of Withdrawals

Boise State University Policy #3180: Changes In Final Grades

Boise State University Policy #3200: Registration Holds
Section 12: Student Resources

Boise State University and the BSRC DAP welcome students with disabilities. Students with disabilities needing accommodations to fully participate in the BSRC-DAP Program should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC’s website at https://eac.boisestate.edu/new-eac-students/.

Program Resource Site:

Program level resources are located in a program resource site for student reference throughout the program and includes information and resources that apply across courses:

- A term-specific book list for students to get early access to texts for upcoming courses. This list will be as inclusive and up-to-date as possible. Always check the Boise State Bookstore to double check book requirements
- APA/citation guidelines and requirements
- Accessing library professionals and guides/resources to help locate, analyze, evaluate, synthesize, and ethically use a variety of information resources
- Accessing training and information for using electronic databases, interlibrary loans, government archives, news services, and other sources.
- Providing students ways to interact with other students in an online community outside the courses.
- Accessing technical assistance and technical support staff
- Contacting support personnel to address student questions, problems, bug reporting, and complaints.
- Accessing required course materials prior to course enrollment
- Engaging students with program and institution to minimize isolation and alienation
- Guidance/tutorials for using technologies in course delivery

Services Available when On-Campus

<table>
<thead>
<tr>
<th>Service</th>
<th>Description and Contact Information</th>
</tr>
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<tbody>
<tr>
<td>Campus Recreation</td>
<td>Enriches the university community by providing diverse recreational and leadership opportunities that foster personal growth and lifelong healthy habits For more information visit the Boise State Rec Center website.</td>
</tr>
<tr>
<td>Children’s Center</td>
<td>The University Children’s Center provides care for children eight weeks—five years of age. Operating hours are 7:00 A.M.—5:30 P.M., five days a week during fall and spring semesters.</td>
</tr>
<tr>
<td><strong>Educational Access Center</strong></td>
<td>Coordinates academic and housing accommodations for students who have self-identified as having a disability. For further information, visit the <a href="#">EAC’s website</a> or call (208) 426-1583.</td>
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<tr>
<td><strong>Gender Equality Center</strong></td>
<td>Empowers students to achieve their academic goals by providing educational outreach, support services and a safe place. Promoting active citizenship by focusing primarily on gender-related issues, the staff encourages dialogue about the social construction of gender and how gender intersects with race, ethnicity, class, sex, sexual orientation, ability, age and nationality. The center houses two lounges, one that is reservable for students and a LGBTQIA lounge with net stations as well as a lactation room for nursing moms. For further details, visit the <a href="#">Gender Equity Center website</a> or call (208) 426-4259.</td>
</tr>
<tr>
<td><strong>Health Services</strong></td>
<td>Provides the Boise State community with comprehensive health care that focuses on an integrated delivery model. Combining the highly skilled and licensed staff of the Medical, Counseling and Wellness departments enables students to retain, enhance, promote, and improve upon their physical, mental, and spiritual health. For additional information, visit the <a href="#">Health Services website</a>.</td>
</tr>
<tr>
<td><strong>International Student Services (ISS)</strong></td>
<td>Provides comprehensive support services to international students as they integrate into the larger campus community. For more information, please visit the <a href="#">International Student and Scholar Services website</a> or call (208) 426-3652.</td>
</tr>
<tr>
<td><strong>University Testing Services</strong></td>
<td>The university provides a variety of testing services to Boise State students and the community. For location, testing hours, and appointments, call (208) 426-2762 or go to the <a href="#">Advising and Academic Support Center website</a>.</td>
</tr>
<tr>
<td><strong>Writing Center</strong></td>
<td>Supports student learning with one-on-one consultations on any writing project at any stage of the writing process. For further information, visit the <a href="#">Boise State Writing Center website</a>.</td>
</tr>
</tbody>
</table>

**Computer Services** Several computer labs are available for use by students on campus. Contact the Boise State University Data Center for lab locations and hours.

**Job Placement** The Career Planning and Placement office provides graduating students with information on job-hunting techniques and employment opportunities. There, students can find listings of job openings and schedules of on-campus interviews by employers. Students can establish a placement file that can be proved to potential employers or graduate schools.
Section 13: Faculty and Student Expectations

Please review each course syllabus for specific course details regarding instructor communication, preferences, as well as specific course guidelines and expectations. Below are general expectations for both faculty and staff.

Communication Expectations:

● Students are encouraged to regularly communicate with the program coordinator and advisors/student success coaches.

● Generally, course instructors will send a welcome email at least a week prior to the start of a course to let you know what to expect and to outline any specific requirements ahead of the course start date.

● Faculty will inform students of general course information or alterations by using the ‘Announcements’ function in Blackboard. Although these announcements are usually emailed as well as posted, check into the course site frequently to ensure you do not miss updated information.

● Work with your faculty to engage in effective and constructive feedback. Ensure you are looking at feedback by checking assignment rubrics or in the comments sections of Blackboard. If you have a question about feedback, ask!

● Generally, faculty will work to respond to student emails within 24 hours except on weekends and holidays. If this timeline is altered, the faculty will let students know via an announcement.

● Typically, students can expect grading turnaround time within a week, unless students are notified otherwise (i.e. major project).

● In accordance with the code of conduct, both students and faculty are to model professionalism, respectful discourse, academic integrity, and netiquette, etc. Please ensure all communication is respectful and professional.

● University policy #2280 establishes email as one of the official modes of communication. Instructors and students are responsible for receiving and reading all communication delivered to their University email addresses. Please double check faculty and/or staff email addresses (e.g. neither faculty nor staff will have a u.boisesate.edu address). If you receive an error message when attempting to communicate, this is often the issue.
General Student Expectations

- Login and participate in the course AT LEAST 4 out of 7 days each week.
- Adhere to etiquette and professional standards when communicating with faculty and other students online in order to ensure proper and courteous interactions and effective problem-solving when conflict arises.
- Be cognizant of potential gender, cultural, and professional differences in verbal communications and interactions online.
- Manage time and learning in order to fully participate in online activities and discussions and to post assignment promptly when due.
- Plan to devote an appropriate number of hours each week for completing class activities. Approximate time spent on activities will vary depending on reading and/or comfort level with using technology as well as individual time management; so please, plan ahead.
- Assume responsibility for learning.
- Participate in a vibrant online learning community - peer-to-peer as well as faculty to student.
- Respond to course correspondence within 24 hours except on weekends and holidays.
- Consult with their academic advisor about the time commitment for courses in this program.