Syllabus – Spring 2018

CATALOG DESCRIPTION
EE/EET 2240 Introduction to Electrical Circuits: 3 semester hours.
DC circuits, passive circuit elements, independent and controlled sources. Circuit laws, theorems and methods of analysis. Transients in RLC circuits. Computer-aided circuit analysis.
PREREQ: MATH 1170. F

GOALS
1. To instill a basic understanding of principles and mathematical techniques used for DC and transient analysis of linear circuits.
2. An introduction to some of the modern computer tools used for circuit analysis.

WHY STUDY ELECTRICAL CIRCUITS?
Electrical circuit analysis is a rewarding field of study, particularly because the analysis techniques historically developed and used therein can be applied to a variety of subjects in other fields. For example, in the study of heat flow a resistor is often used to represent thermal insulation. Magnetic devices, such as transformers, are analogous to electric circuits where the magnetic materials are treated as conductors of magnetic flux. The workings of your brain can be modeled as electrical circuits with capacitors and resistors. A simple circuit made up of a resistor and an inductor can be used to model a loudspeaker.

Modern technology – television, radio, cell phones, computers, automobiles, kitchen appliances, grooming aids, etc. – is fundamentally dependent on electrical circuits. And, special purpose circuits, called analog computers, can be used as a simulation tool for general problem solving. You can't get away from them!

STUDENT OUTCOMES RELATED TO THIS COURSE
a. *An ability to apply knowledge of mathematics, science and engineering.*
   Linear algebra and calculus are involved in many problems. A brief introduction to differential equation solution methods is included, and students must apply them to selected problems.
e. *An ability to identify, formulate, and solve engineering problems.*
   Students must identify and select appropriate solution techniques and then apply them to assigned problems.

PREREQUISITE SKILLS
Knowledge of basic algebra and calculus. You should be able to:

1. *Express systems of simultaneous algebraic equations in matrix form.*

   For example, the system of equations

   $$2x + 4y - 3z = 8.97$$
   $$5x - 2y + 3z = 33.03$$
   $$7x + 4y + 5z = 70.81$$

   can be expressed (in matrix form) as

$$\begin{bmatrix} 2 & 4 & -3 \\ 5 & -2 & 3 \\ 7 & 4 & 5 \end{bmatrix} \begin{bmatrix} x \\ y \\ z \end{bmatrix} = \begin{bmatrix} 8.97 \\ 33.03 \\ 70.81 \end{bmatrix}$$

Similarly, the system of equations

$$w + x = 5$$
$$y - z = 1$$
$$x - y + z = 2$$
$$2z = 0$$

can be expressed as

$$\begin{bmatrix} 1 & 1 & 0 & 0 \\ 0 & 0 & 1 & -1 \\ 0 & 1 & -1 & 1 \\ 0 & 0 & 0 & 2 \end{bmatrix} \begin{bmatrix} w \\ x \\ y \\ z \end{bmatrix} = \begin{bmatrix} 5 \\ 1 \\ 2 \\ 0 \end{bmatrix}$$

2. *Use your calculator to solve simultaneous algebraic equations.*

    For example, the first system cited above has the solution

    $$\begin{bmatrix} x \\ y \\ z \end{bmatrix} = \begin{bmatrix} 5.12 \\ 3.08 \\ 4.53 \end{bmatrix}$$

    The second has the solution

    $$\begin{bmatrix} w \\ x \\ y \\ z \end{bmatrix} = \begin{bmatrix} 2 \\ 3 \\ 1 \\ 0 \end{bmatrix}$$

3. *Use your calculator to find roots of polynomial equations.*

    For example:

    $x^2 + 3x + 2 = 0$ has roots $x_1 = -1,\ x_2 = -2$

    $x^2 + 4 = 0$ has roots $x_{1,2} = \pm j2$

    $x^2 + 4x + 13 = 0$ has roots $x_{1,2} = -2 \pm j3$

$x^3 + 11x^2 + 64x + 170 = 0$ has roots $x_1 = -5$, $x_{2,3} = -3 \pm j5$

(In electrical engineering, $\sqrt{-1}$ is represented by the letter j rather than the i used by mathematicians.)

4. *Understand the mathematical processes described below.*

Given $\dfrac{dx}{dt} = -\alpha x$, then

$$\frac{dx}{dt} + \alpha x = 0$$

Multiplying through by $e^{\alpha t}$ yields $e^{\alpha t}\dfrac{dx}{dt} + \alpha e^{\alpha t}x = 0$.

But, $e^{\alpha t}\dfrac{dx}{dt} + \alpha e^{\alpha t}x \equiv \dfrac{d}{dt}\left(e^{\alpha t}x\right)$, so that

$\dfrac{d}{dt}\left(e^{\alpha t}x\right) = 0$ or $e^{\alpha t}x = C$, where C is a constant.

Multiplying through by $e^{-\alpha t}$ yields $x = Ce^{-\alpha t}$, and it is clear that $C = x(0)$. Hence,

$$x(t) = x(0)e^{-\alpha t}.$$

5. *Apply Euler's identity.*

$$e^{\pm j\theta} = \cos\theta \pm j\sin\theta$$

or, equivalently,

$$\cos\theta = \frac{e^{j\theta} + e^{-j\theta}}{2}$$

and

$$\sin\theta = \frac{e^{j\theta} - e^{-j\theta}}{j2}$$

CLASS MEETINGS
9:30AM – 10:45AM   Tuesday & Thursday

CLASSROOM
LIBR 13 (Pocatello) and CHE 208 (Idaho Falls)

COURSE ACCESSIBILITY

Idaho State University is committed to providing equal opportunity in education for all students. If you have a diagnosed disability or if you believe you have a disability (physical, learning, hearing, vision, psychiatric) that might require reasonable accommodation in this course, please contact the Disability Services Center, Rendezvous Building, Room 125 (282-3599) or on the web at http://www.isu.edu/ada4isu. It is the responsibility of students to contact instructors during the first week of each semester to discuss appropriate accommodations.

INSTRUCTOR
Dr. R. E. Stuffle, Professor, Department of Electrical Engineering.

OFFICE LOCATION
LEL Rm. 216

OFFICE HOURS
I do not schedule formal office hours, but have an open-door policy instead. When not in class or attending a meeting, I am *usually* in my office from 8:00AM to 5:00PM. This varies depending on my research and service activities. If you want to be sure to find me in my office, *please make an appointment in advance*.

TEXTBOOK
Fundamentals of Electric Circuits (5th Edition), by Charles K. Alexander and Matthew N.O. Sadiku. McGraw Hill, 2013, ISBN 978-0-07-338057-5. This text is available at the ISU Bookstore for approximately $270.

The text is primarily for reference purposes, and is not required. I will not make homework or required reading assignments from it. However, it is strongly recommended that you have a copy of *some* textbook, as it may be beneficial to have a discussion of the class material that differs a little from my lecture. I typically spend most of the class period solving example problems, while a textbook typically gives more theoretical insight. The class schedule, available separately, lists sections of this specific text roughly corresponding to each lecture.

HOW TO STUDY FOR THIS COURSE
The textbook can sometimes be difficult to understand. I recommend skimming through the reading material first, then going back and reading it again in more detail to gain a greater grasp of the content. I also recommend making a list of questions or confusing points while you read so that you'll remember to ask me to answer or explain them in class.

Many past students have found it to be very beneficial to form study groups to go over key concepts in preparation for an exam.

CLASS PARTICIPATION
You should feel free to ask questions at any time during the class period, and I encourage you to do so. If something is unclear to you, it is probably not clear to others, and one of you should make me aware of that fact. You will also be expected to voluntarily contribute to classroom discussions and respond to questions posed as part of the lecture.

ATTENDANCE

I do not normally take attendance, but you will be held responsible for all work due, and all material presented in class or assigned for out-of-class study. If you know that you will be absent ahead of time, let me know, and make arrangements to get the work done ahead of time or to have it delivered to me on time. Consult the schedule or video recording to see what is due following the class, and contact classmates to find out what went on during class. Written confirmation of serious illness, family emergencies, or other crises will be required if you miss any assignment or exam without prior notification. If you have more than a few unexcused absences, please understand that your ability to do the work required in the course will likely be impaired and grades on that work will probably be lower.

SCHEDULE

A tentative schedule is available separately.

INTERNET USAGE

You will be expected to have access to the internet and an active ISU email address, and to check it at least daily, since I may occasionally send you a message regarding assignment updates, additions and/or changes. If you do not own a computer, there are internet-connected computers accessible to you in several computer labs across campus.

EMAIL POLICY

Our official mode of communication outside the classroom is email. All communication between student and instructor and between student and student should be respectful and professional. Your ISU email address is the only official student email used at ISU. Class rosters list your ISU email addresses rather than external email addresses, and all official class communications will be sent only to your ISU email address. You are responsible for checking your ISU email account regularly.

COMMUNICATION PROTOCOLS

If you send me an email message, please use your ISU student email account to do so; then I can be reasonably sure that the message is authentic. Please use a subject line as follows: "**EE2240**: **Your Last Name, Your First Name**". Since I receive well over 200 email messages every day, I do not read all of them. If your subject line complies with the suggested format, I will recognize your message as one I probably should not ignore.

Please use standard English; this is not a Twitter account. Do not use shorthand notation or acronyms (such as "U", "TTYL", "LOL", or "IMHO"), as they are unprofessional and ambiguous for those unfamiliar with them. Furthermore, smiley faces should only be used sparingly.

CONTACT INFORMATION

My ISU email address is stufeuge@isu.edu. I check my email once or twice most evenings. If you send me a message before 9:00PM on a weekday, I will almost always answer it prior to retiring that evening. Weekends and holidays are more of a hit-or-miss situation, although I do occasionally check for messages even then.

WEB RESOURCES

All homework assignments will be made through the class web site at **http://www.stuffle.net**. In addition, copies of all handout materials, links to recorded lectures, and solutions to current homework and exam problems, will be posted there from time to time. Practice problems are available here, as are sample exams from previous class offerings.

THIS IS NOT AN ONLINE COURSE

Although I post virtually everything associated with this class on my website, this is not an online course, and should not be treated as such. Past experience indicates that most students are not able to manage this course without meeting face-to-face to learn. The online learning approach requires self-discipline, and lots of planning and self-pacing in order to be successful. Since we will be covering a considerable amount of material in these 15 weeks, I strongly recommend treating this course like the regular lecture course it is, and keeping up with lectures and assignments. Please do not be tempted to skip the lectures and expect to catch up easily by watching the videos; it just typically doesn't happen.

HOMEWORK

Homework will determine a significant portion of your grade in this class. Late assignments will *not* be accepted, and no make-up assignments will be given. If you know you're going to be absent or out of town, submit the assignment ahead of time. If you turn it in early, you won't be penalized; if you turn it in late, it won't count.

It is expected that you will use standard **8½"×11"** paper (*not* **8"×10"**), and *not* paper that has been torn out of a spiral-bound notebook or used for something else previously. Please write on only one side of the paper. Your solutions must be submitted in order, and must be neatly formatted, clear and easy to follow. Those which are more than ½ page in length should begin on a new sheet of paper.

Late homework submissions	Will not be accepted
Solutions written on paper that is not 8½"×11"	Will not be graded
Solutions written on paper torn out of a spiral-bound notebook	Will not be graded
Solutions written on the back side of scrap paper	Will not be graded
Answer sheets not stapled in ascending order	5 point deduction
Details not shown – only final answers submitted	5 point deduction

Working together on homework assignments is permitted, and encouraged, as long as the solutions you submit are individually-prepared and do not appear to be virtual "carbon-copies" of others' work (regardless of who the original author is). Always check your work! Correct answers are important, and *arithmetic errors are unacceptable* at this level.

Although it is nearly impossible to be consistent from assignment to assignment, the homework grader will attempt to grade uniformly throughout each assignment. Note that homework scores are not negotiable. Solutions that were not clear at the time of grading will not be re-graded after further explanation. If your friend received a higher grade for what you think is essentially the same work, we will lower his/her grade to match yours if both of you insist. Otherwise, grades will not be changed after the fact.

Note that homework scores are based on a 10-point maximum *per problem*, regardless of how many problems are on the individual assignment or how difficult the individual problems are.

EXAMS

There will be two 75-Minute Exams in addition to the Final Exam. All exams will be formally administered in the rooms indicated on the schedule. Accommodations will be made if advance notice is given, but no make-up exams will be available after the fact; if you miss one, your score will be recorded as a *zero* for that exam. Missing an exam will seriously jeopardize your grade.

Do not expect the exam problems to be problems you have seen before. The purpose of an exam is to determine whether you can personally apply the concepts involved, not to ask you to "regurgitate" the solutions to problems encountered earlier in the class.

GRADED PAPERS

In Pocatello – Graded exams and other materials in this course will be returned in class. If you miss the class when your paper is returned, you can come to my office and pick it up. I will not make a second attempt to return it in the classroom.

In Idaho Falls – You must submit, and pick up, papers at the Academic Programs Support Office (APSO).

GRADING POLICY

Course grades will be determined as follows:

There will be 50 homework problems assigned. Each will be graded on a 10-point basis, regardless of the level of difficulty or amount of effort involved. Thus, there will be a total of 500 points possible for homework problems.

Each of the two 75-Minute Exams will consist of four problems involving concepts that have been introduced earlier in classroom discussion and/or homework assignments. Each exam problem will be graded on a 25-point basis – again, regardless of the level of difficulty or amount of effort involved. Thus, there will be a total of 100 points possible for each of the two 75-Minute Exams.

The Final Exam will be comprehensive. It will consist of six problems – each involving, as on the 75-Minute Exams, concepts that have been introduced earlier in classroom discussion and/or homework assignments. Each problem will be graded on a 25-point basis, yielding a total of 150 points possible.

Homework will be weighted as 20% of your grade, the two 75-Minute Exams together will each be 20%, and the Final Exam will constitute the remaining 40%. Specifically, your GRAND AVERAGE (*GA*) will be determined by evaluating

$$GA = \left(\frac{HPT}{500}\right)(20\%) + \left(\frac{E_1 PT}{100}\right)(20\%) + \left(\frac{E_2 PT}{100}\right)(20\%) + \left(\frac{E_F PT}{150}\right)(40\%)$$

Where *HPT* is your Homework Point Total, E_1PT is your Exam #1 Point Total, E_2PT is your Exam #2 Point Total, and E_FPT is your Final Exam Point Total.

Letter grades will be determined according to the following scale:

$$100.0\% \geq GA > 92.5\% : \qquad A$$
$$92.5\% \geq GA > 90.0\% : \qquad A\text{-}$$
$$90.0\% \geq GA > 87.5\% : \qquad B\text{+}$$
$$87.5\% \geq GA > 82.5\% : \qquad B$$
$$82.5\% \geq GA > 80.0\% : \qquad B\text{-}$$
$$80.0\% \geq GA > 77.5\% : \qquad C\text{+}$$
$$77.5\% \geq GA > 72.5\% : \qquad C$$
$$72.5\% \geq GA > 70.0\% : \qquad C\text{-}$$
$$70.0\% \geq GA > 67.5\% : \qquad D\text{+}$$
$$67.5\% \geq GA > 62.5\% : \qquad D$$
$$62.5\% \geq GA > 60.0\% : \qquad D\text{-}$$
$$60.0\% \geq GA > 00.0\% : \qquad F$$

This is an absolute scale. There will be ***no curve***, and ***no extra credit***.

*Note that failure to do the homework means your maximum possible GA for the class is 80%. This would result, **at best**, in a C+ for the overall class grade. There will be no way to remedy this situation after the fact.*

As an example, consider the following class record for a fictitious student named Shirley I. Didit:

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Didit, Shirley I.                               GRAND AVERAGE = 74.25 % C
Homework Problem                                          TOTAL = 343.00
    01: 10.0        02:   5.0        03: 10.0        04: 10.0        05:  9.0
    06: 10.0        07:   5.0        08:  7.0        09:  9.0        10: 10.0
    11:  4.0        12: 10.0        13:  5.0        14:NONE          15:NONE
    16: 10.0        17:NONE         18:  9.0        19:  6.0        20: 10.0
    21: 10.0        22:  8.0        23:  8.0        24: 10.0        25: 10.0
    26:  7.0        27:  6.0        28:  5.0        29: 10.0        30:  6.0
    31:NONE         32:  4.0        33: 10.0        34:  7.0        35: 10.0
    36: 10.0        37:  4.0        38:  3.0        39:  5.0        40: 10.0
    41: 10.0        42:  6.0        43:  5.0        44:  3.0        45:  7.0
    46:  8.0        47:  5.0        48:  6.0        49:  4.0        50:  7.0
Exam #1 Problem                                           TOTAL = 75.00
   1.1:   24    1.2:   21    1.3:   20    1.4:   10
Exam #2 Problem                                           TOTAL = 77.00
   2.1:   17    2.2:   20    2.3:   15    2.4:   25
Final Exam Problem                                        TOTAL = 113.00
    01:  20    02:  25    03:  20    04:  21    05:  22    06:   5
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Shirley's GRAND AVERAGE is

$$GA = \left(\frac{343}{500}\right)(20\%) + \left(\frac{75}{100}\right)(20\%) + \left(\frac{77}{100}\right)(20\%) + \left(\frac{113}{150}\right)(40\%) = 74.25\%, \text{ and her overall}$$

grade for the course is a C.

TECHNOLOGY AND SOFTWARE REQUIREMENTS

You will be expected to have access to a computer and PSpice software for some of the assignments in this course. I strongly recommend that you install PSpice on your own personal computer if possible.

Links for downloading a demo version of PSpice and a number of similar software products are provided under "**Software > Simulation**" on the class web site. *Note that this software is available **only** for the Microsoft Windows operating system.* The demo version of PSpice is capable of analyzing any of the problems we will consider in this class.

COMPUTER SIMULATION EXPECTATIONS

What's expected when you turn in a software simulation solution to a problem? In each case, you should submit the following:
1. A copy of the problem statement, just as you would with any assignment.
2. A copy of the circuit schematic diagram, with **all** node and component labels shown.
3. A printout of the output file and, if needed, any plots created to meet the problem requirement(s) and/or answer the question(s) posed therein.
4. Answer(s) should be highlighted in some manner so I, or the grader, can tell that **you** know where they are. Don't expect us to search out the answer; tell us **where** it is and **what** it is.

DISRUPTIVE CLASSROOM BEHAVIOR

Recent research on the issues of classroom incivility suggests that there are six categories of obstreperous student behavior: "disengaged, disinterested, disrespectful, disruptive, defiant, and disturbed" (AAHE Bulletin, April 2001, p.3). Each presents its own set of dilemmas, "but all affect the total classroom experience for the instructor and other students." Disengaged and disinterested students can easily distract other students in the classroom, while disrespectful students may engage in conversations with each other and directly impact the ability of other students to clearly hear the instructor. Disruptive students tend to interrupt the flow of what is occurring in the classroom. Defiant students may resist classroom procedures and refuse to follow directions. Disturbed students may cause others in the classroom to feel anxiety or fear. Disruptive behavior includes stalking, intimidation, harassment, or badgering the course instructor, sleeping in class, entering class late or departing early, talking in class without being called upon, talking in class while others are talking, dominating class discussion, exhibiting physical displays of anger, threatening or verbally abusing the instructor or other students, or having personal hygiene problems that impact class members around you.

In other words:
1. You should be in your seat and ready to begin class on time.
2. Questions and comments must be relevant to the topic at hand.
3. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing.
4. Packing up your belongings prior to the end of class is disruptive to others around you and to the instructor.

Common courtesy during class is obviously expected. If you are (for example) talking out loud while I am trying to conduct a class, I will not be able to hear myself think. Rather, I will be hearing *you* talk. That is disruptive for me, and it makes my job harder. I want to change the behavior of people who make my job harder, so I reserve the right to impose a seating chart on the class, or on a subset of the class, in order to promote common courtesy.

ETHICS AND ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Homework assignments and

exams are designed to have educational value, and the process of preparing for and completing them helps to improve your skills and knowledge. Dishonest acts such as cheating, forgery, plagiarism and collusion are serious offenses that are inconsistent with this intent and will significantly diminish the educational value of those experiences.

Cheating is the attempted or unauthorized use of materials, information, notes, study aids, technology or communication devices during an academic exercise.

Forgery is the process of making, adapting, or imitating objects, statistics, or documents with the *intent* to deceive.

Plagiarism is the act of presenting another person's ideas, research or writing as your own. Even students who don't intend to plagiarize, but do so by mistake, can suffer undesirable consequences from their unintended action. It is not the *intent*, but only the *fact*, of plagiarism that will be taken into account.

Collusion is an agreement between two or more parties to deceive, mislead, or defraud others to attain an objective or gain an unfair advantage.

Students who attempt to obtain unearned academic credentials that are not reflective of their own skills, abilities and knowledge can undermine the value of the ISU degrees earned by their more honest peers. ISU takes such offenses very seriously, and expects that all work you submit will be a result of your own original and independent efforts.

You are expected to be familiar with the University's Policy on Academic Integrity and Dishonesty (http://www.isu.edu/policy/4000/AA-Academic-Integ-Dishonesty-4000-7-27-15.pdf) What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you.

In summary, students are expected to accumulate academic credit by actually *learning* course content. Your instructors are interested in your intellectual achievements, and that means they try to measure what you can do *on your own*. Clearly, what you can do is a function of what you have learned. So, the general rule is that students should not do things that cause them to take credit for the work of others, which would show only what the *others* have learned. Nor should they do things that let others take credit for *their* work. Accumulating academic credit by any other means is a denial of the nature and intent of higher education.

Practices that are acceptable include:
- Getting procedural advice from consultants in the Content Area Tutoring Center.
- Discussing ideas about assignments with fellow students.
- Showing a classmate how to do a *similar* problem, or receiving help in this way.
- Getting help from your instructor.
- Modeling your solution directly after examples given to you by the instructor, or that are in course materials.
- Doing all of your work by yourself.

Practices that are not acceptable include, but are not limited to:

- Copying from another student during an examination or allowing another to copy from you.
- Unauthorized collaboration on a take-home assignment or exam.
- Using unauthorized notes or other resources during a closed-book exam.
- Using unauthorized electronic devices (e.g., cell phones) during an examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam or homework paper and returning it for more credit.
- Asking, or expecting, your instructor to change your grade "because you knew what you were doing, but didn't show it on the exam."
- Asking your instructor to bend or break rules for you in a manner not applied to everyone else in the class.
- Copying (by whatever means) another student's homework or duplicating another student's problem solving steps. This means it is not acceptable to do an assignment by having another student dictate the assignment's solution steps to you, or to let another student do things for you.
- Failure to acknowledge collaborators on homework and laboratory assignments.
- Submitting another student's work, in whole or in part, as your own on an assignment or examination.
- Copying (electronically or by hand) someone else's computer file, modifying it, and handing it in as your own work.
- Having someone load his/her assignment into the computer, then modifying it and handing it in as your own work.
- Allowing another person to copy all or part of your work, to hand in as their own. Thus, you should not provide a paper or electronic copy of your work to a classmate to use as a "reference" in doing their work. And you should not post your work on a website or an electronic bulletin board, or similar medium, for reference by others.

Penalties for such offenses on an examination, quiz, homework assignment, or other required submission can include such things as a failing grade for that assignment *or the course*, suspension or expulsion from the university, and/or a notation on your official transcript indicating academic dishonesty, and will be reported as required by university policy, as summarized here:

Academic Dishonesty Checklist for Faculty and Students

1. Instructor suspects academic dishonesty and gathers evidence to determine if further action is necessary.
2. Instructor discusses evidence with department chair or dean.
3. Following that conversation, the instructor may decide to proceed to file allegations of academic dishonesty.
4. If Instructor decides to proceed, s/he shall inform the student verbally and in writing (email is okay) of the evidence (with copies); asks the student to meet with her/him within a designated time period (five business days is recommended); invites the student to bring a written response and call any witnesses on their behalf. [Note: This is commonly referred to as a "hearing." The Policy assumes that some written notice of the hearing, sufficient for the student to prepare a response, will be given to the student before the hearing so the student can respond and notify and schedule witnesses to attend. Holding a meeting after class, confronting the student with the allegations and determining guilt on the spot or based on the evidence collected without benefit of the student's oral and written response does not constitute a fair hearing.] The instructor may still proceed with the "hearing" or meeting even if the student does not attend; draw conclusions and make a decision based on the evidence available.
5. Instructor then meets with the student, discusses the evidence s/he has gathered as well as the accused student's evidence and written response and listens to witnesses, if any. Instructor concludes the meeting and deliberates privately.
6. Instructor determines responsibility and what penalties, if any, to impose. If the instructor decides on a penalty of a written warning or a demand that work be resubmitted, no further action is taken other than to notify the student.
7. Any penalties shall be in proportion to the severity of the offense. Penalties range from warning; resubmission of work; grade reduction; failing; and failing with notation.
8. If Instructor decides to impose grade reduction, failing, or failing with notation, s/he prepares a written incident report. The report includes the student's name, date of the incident, a description of the incident and the available evidence, and the instructor's decision regarding sanctions. The report states the specific sanctions to be imposed immediately. The instructor keeps a copy of the report and sends it to the student; chairperson of the instructor's department; the dean; the Registrar's Office and the Vice President for Student Affairs Office. The instructor also informs the student of the procedures for appeal. [Generally, the procedures for appeal are spelled out as well as referenced, e.g., "You may appeal this decision to the dean of the college in which this course was offered. This is the final level of appeal for this penalty. (See Section IX. Student Conduct; A. Academic Dishonesty at www.isu.edu/policy/fs-handbook/part6/6_9a.html).
9. If the accused student decides to appeal, the student sends a written request for an appeal to the dean who schedules a formal appeals hearing to discuss the allegations and the sanctions. The dean chairs the appeals hearing and keeps a written record of it. The appeals hearing includes the instructor, the accused student, the chairperson of the department in which the student is a major, and the dean of the college in which the student is a major.

If the formal appeals hearing results in the student <u>being exonerated</u> of all charges of academic dishonesty, the dean of the college in which the course was offered shall prepare a letter or memo stating that the student was exonerated and requests that all records of the alleged allegations be destroyed, other than the dean's own record of the hearing, which the dean retains for their files. This notice is sent to the accused student, the chair of the department in which the instructor holds an appointment, the chair of the department in which the accused student is a major, the dean of the college in which the accused student is a major and the Registrar's Office.

If the accused student is <u>not exonerated</u> of all charges, the dean of the college in which the course was offered shall send copies of the decision to all the persons noted previously. There is no further appeal.

If the instructor's previous penalty is reduced or rescinded as a result of the appeals hearing, the dean of the college in which the course was offered shall direct the Registrar (if appropriate) to make any changes in the accused student's grade.

10. If the instructor believes that a sanction or penalty of suspension or expulsion is appropriate for the infraction, the instructor may recommend either sanction in writing to the Academic Dishonesty Board. Such recommendations are usually based on "an extreme" incident of academic dishonesty or multiple incidents. The request should include the reasons for recommending suspension or expulsion and may include supporting documents.

11. The Academic Dishonesty Board is composed of six voting members: a faculty member chosen from a pool selected by Faculty senate who serves as chair and who selects the other two faculty members from the Faculty Senate pool; the ASISU Vice President, who serves as vice chair and selects the other two students chosen from a pool selected by the ASISU Senate; and one non-voting member from Student Affairs. Faculty from the college in which the course the accused student is enrolled and alleged to have committed academic dishonesty may not serve.

12. The chair schedules the hearing with sufficient time for the accused student to review all the materials held in the Office of the Vice President for Student Affairs. The accused student may be accompanied by one support person from the ISU community. All board members must be present at the hearing but the instructor and student do not have to attend. However, the hearing will still commence in the absence of the student.

13. After the formal hearing, the Board will vote on whether to suspend or expel the student. A majority of votes are needed for such actions to occur. The length of suspension is determined by majority vote. The Board Chair will send a written record of the Board's decision to the Vice President for Student Affairs, who will be responsible for relaying the decision to the student, the Registrar, and the Provost and Vice President for Academic Affairs. The Board's decision will be implemented by the Provost and Vice President for Academic Affairs. If the Board chooses suspension, the Office of the Registrar shall permanently record, "Suspension for Academic Dishonesty" or if the Board chooses expulsion, the student's permanent transcript will show "Expulsion for Academic Dishonesty." There is no appeal of the Board's decision.

WE CARE

The ISU Counseling and Testing Service offers a variety of weekly group sessions to meet the various needs of the diverse student body we serve. You are encouraged to take advantage of these services, as they are a powerful way to bring about meaningful change and overcome challenges of an interpersonal, emotional, or personal nature. To schedule an appointment with a counselor, please call (208) 282-2130.

RELIGIOUS OBSERVANCES

Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day associated with their religious faith. We can usually accommodate such schedule conflicts if we are informed of them in advance, and not after the fact.