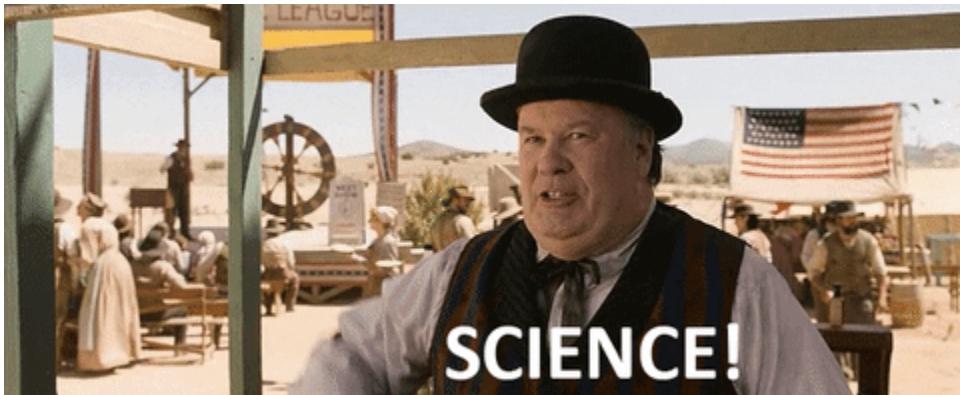


## Spring 2023 Science Career Next Steps



ZOO 5890-07 (CRN 25560)

Spring 2023 | 3 credits

Wednesdays 9:00-11:50 am | Beta House 205<sup>1,2</sup>

Open to all science grad participants, postdocs & similar-stage staff

### Instructors:

See the course website for instructor bios.

Professor B (aka Professor Bethann Garramon Merkle) | [bmerkle@uwyo.edu](mailto:bmerkle@uwyo.edu)

Tana Verzuh | [tverzuh@uwyo.edu](mailto:tverzuh@uwyo.edu)

Student coaching/support hours:

- Tuesdays, 3:00-4:00 pm; BioSci 439 or online [via zoom](#)
- by appointment -- lots of flexibility to meet with you, just send Tana an email!

**UWyo Tech Support:** [uwyo.edu/infotech/](http://uwyo.edu/infotech/)

## Welcome!

We are so glad you are here! This is a hands-on course that is designed to connect you to diverse career paths. During the semester you will explore careers paths, develop an understanding of what is needed to transition into such careers, identify resources that can help you get a job within a chosen career path, and develop action plans that will prepare you to transition into your career path of interest. Throughout the semester you will have the opportunity to interact with a number of guest speakers from a variety of different career paths or who are career development experts. You will leave the course with an up-to-date monster CV, a CV or resume tailored to a specific position in your field of interest, a cover letter, experience with interviewing and networking, an individual development plan, an awareness of the transferable skills you already have and those you will gain in graduate school, and an ability to be consciously reflective about your future career decisions.

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<sup>1</sup> [Link to accessibility information](#) for Beta House

<sup>2</sup> [Google Maps link](#) to directions to Beta House

Job markets are diverse and so are the people doing the hiring. This means that there often isn't one right answer to how to tailor a resume or answer an interview question. This can be frustrating, but that's okay. The more viewpoints you can expose yourself to, the more prepared you can be to make decisions on what works best for you. We ask that you remember that authentic learning requires that we take risks, make mistakes, and learn from our experiences. Learning also requires flexibility, repetition, and exploration on our way to mastering skills and knowledge. For this class, we will all strive to contribute to a positive and comfortable learning environment for one another. This includes respecting and actively engaging with the people, ideas, topics, and issues in our course.

We are so excited to get going on this course with you all!

*~Tana, Professor B, and Dr. Bernard*

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## Contents

*Click on entries in this Table of Contents to jump to that section of the doc.*

<b>Inclusive Learning Community</b>	<b>3</b>
Intellectual Risk-Taking & Safe Learning Environment	4
Indigenous Land Acknowledgement	4
Duty to Report	4
<b>Course overview</b>	<b>4</b>
Course format	5
Course website	5
Course objectives	6
Time commitment and course credit value	6
<b>Assumptions</b>	<b>6</b>
<b>Guiding principles</b>	<b>7</b>
<b>Weekly course schedule</b>	<b>8</b>
Grading	8
Participation	8
Participation rubric	8
<b>Attendance guidelines</b>	<b>9</b>
<b>Required materials</b>	<b>9</b>
You!	9
Course Texts	10
Course websites	10
Note-taking/drafting	10
Technology	10
<b>Coursework</b>	<b>10</b>
File naming format matters.	10
Importance of revision	10
In-class work builds on assignments.	11
Deadlines	11
<b>Major assignments</b>	<b>11</b>
Pre/Post Reflection & Self-Assessment (10%)	11
Participation (20%)	12
Work-Life Harmony (30%)	12
Career Prep (40%)	12

<b>Academic integrity</b>	<b>12</b>
<b>Support</b>	<b>13</b>
Disability support statement	13
Instructor support for you	13
Email + staying in touch	13
Campus resources	14
<b>COVID-related UW policies</b>	<b>14</b>

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## Inclusive Learning Community

To support your efforts, this course, including affiliated online spaces, supports an inclusive environment that respects the dignity of every person regardless of faith, heritage, sexual orientation or other expression of human identity and difference. In this learning community, we will welcome discourse and intellectual critique but reject harassment in all its forms. The instructors have the right to dismiss you from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs. If you have questions about how this works, how to contribute as a student to this approach to a learning community, etc., do feel free to reach out to us. We are happy to share resources, etc. We will also work together on the first day of class to establish shared expectations for how we support each other and learn together.

Furthermore, the University of Wyoming's policy on classroom diversity is: "The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning."

## Intellectual Risk-Taking & Safe Learning Environment

Authentic learning requires that we take risks, make mistakes, and learn from our experiences. Learning also requires flexibility, repetition, and exploration on our way to mastering skills and knowledge. In this class, we will all strive to contribute to a positive, productive, and safe learning environment for one another. This includes respecting and actively engaging with the people, ideas, topics, and issues in our course. See Inclusive Learning Community statement (above) for details.

## Indigenous Land Acknowledgement

The University of Wyoming sits on land in the traditional territory of the Arapaho, Cheyenne & Lakota cultures. These are lands impacted by the still-disputed Cession 426 and the 1851 and 1861 Treaties of Fort Laramie. More recently, the Eastern Shoshone were also relocated to this region. I acknowledge my presence here as a descendent of Dutch settlers and associated colonial practices. Where possible, I work to counteract ongoing colonialism, in part through working to learn how to be a respectful guest in this place. In particular, acknowledging the traditional cultures of this place is not enough on its own. Indeed, "Moving beyond territorial acknowledgments means asking hard questions about what

needs to be done once we're 'aware of Indigenous presence'" (Vowel 2016). We may sometimes find ourselves uncomfortable, but we can still work toward concrete change. See this link for information about the importance of land and territory acknowledgements: (<https://native-land.ca/territory-acknowledgement/>) and this link for more on why acknowledgements are only a start (<https://apihtawikosan.com/2016/09/beyond-territorial-acknowledgments/>).

## Duty to Report

UW instructors are committed to supporting students and upholding the University's non-discrimination policy. Under Title Nine, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, you are encouraged to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report information you share about the incident to the university's Title IX Coordinator (you may choose whether you or anyone involved is identified by name). If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may find info about UW policy and resources at [www.uwyo.edu/reportit](http://www.uwyo.edu/reportit). You do not have to go through the experience alone. Assistance and resources are available, and you are not required to make a formal complaint or participate in an investigation to access them.

To the best of our abilities and what is allowed by UW policy, we will work to connect you to appropriate resources for Title Nine or other discrimination you may experience.

## Course overview

**Nature of the course:** This hands-on course is designed to connect graduate participants and postdoctoral fellows to diverse career paths. Participants explore careers paths, develop an understanding of what is needed to transition into such careers, identify resources that can aid in obtaining a job within a chosen career path, and develop action plans that will prepare them to transition into a career path of interest. Participants have the opportunity to interact with a number of guest speakers from a variety of different career paths or who are career development experts. Participants will complete the course with up-to-date CVs, resumes tailored to at least two distinct types of jobs, cover letters, experience with interviewing and networking, an individual development plan, an awareness of the transferable skills they gain in graduate school, and an ability to be consciously reflective about their future career decisions.

This course is motivated by on-going work in Zoo/Phys and across campus to provide career-focused mentoring for participants which accounts for careers beyond academia. Course goals align closely with participant calls for support in the ZP climate survey, and many of the priorities of the INBRE program which is providing major funding support to run this course.

## Course format

The course includes a single 3-hour seminar section which will be facilitated like a workshop/studio (active, hands-on work and discussion). Students will engage with guest speakers, instructors, and each other during this time. We will strive to allow students time in class to work on assignments. This not only allows students to engage with their peers, but also ask questions of the instructors and guest speakers (if present). This will also help students to balance the course workload outside of course meeting times.

## Course website

- Announcements are the only group communication method used to provide updates and the like. Please check your settings in WyoCourses to be sure you are receiving notifications of announcements from our course. See this WyoCourses help guide on managing your notifications:  
<https://community.canvaslms.com/docs/DOC-26683-42121235713>.
- Email correspondence for individual matters is welcomed and encouraged. While you are welcome to use the inbox/messaging function within WyoCourses to contact and correspond with us, WyoCourses notifications about the inbox do not reach us in real time. Thus, email is preferred. The online course shell is organized into the following sections: Announcements, Modules, Assignments, Grades, Resources, Syllabus, and Classroom Climate & Conduct.. All content needed for coursework, including assignments, discussions, etc., will be provided within the relevant, weekly module. All assignments should be submitted to their relevant assignment pages.

## Course objectives

Students in this course will work through a wrap-around program that will start with articulating life goals and how a career in science fits into those goals. Students will then identify career options in the sciences, develop skills in personal/professional decision making, identifying and leveraging transferrable skills, and time management. Students will hear from professionals from diverse career backgrounds in class and will conduct their own informational interviews. Next, students will create job market materials such as a 'monster CV', cover letters, letters of recommendation, and other materials such as diversity statements and teaching philosophies. We will discuss how to market yourself and writing an effective short biography. We, along with professionals, will discuss how to negotiate salary and how evaluate the whole package of a job offer (not just the salary!). Finally, students will get to practice interviewing with professionals and will come full-circle to evaluate and revise their life values statement created at the beginning of the course.

By the end of the course, we hope that you will achieve or make substantive progress toward these career-ready goals:

- Understand career options and be able to evaluate those options in regard to your life goals.
- Develop an awareness of your skillsets and transferrable skills as a scientist so that you can successfully navigate future job and extra-curricular career opportunities in your field.
- Know how to build a tailored application packet.

## Time commitment and course credit value

The University of Wyoming projects that students should anticipate three hours of work outside class for each credit hour of the course, each week.

At a minimum, you might estimate to invest ~3 hours per week in the course, outside of our weekly class session. Some weeks, you might need more, others less. This will depend on your time management, your investment in the work you do for the class, and the nature of that week's assignments. If the course is taking you substantially more than that each week, please contact your instructor to discuss.

Over the course of the semester, you will develop materials to help you move forward in your career, whether it be more grad school, a postdoc position, or a job. You should expect to invest significant time in preparing these materials. There will be time to work on your materials in class. However, depending on your goals (e.g., whether you are currently applying to positions), you should plan to work on materials outside of class, as well.

## Assumptions

We have an extraordinary opportunity here in this class – this is a low-stakes environment where risks and experiments are encouraged, especially compared to applying for career opportunities outside of this class. And, we are effectively our own focus group, available to provide generous, productive feedback on the materials we test-drive together.

However, we understand that this course is not the only thing you have going on - you are an adult with myriad responsibilities and choices to make. As a result:

- **We assume** you are taking this course because **you would like to leave here with the knowledge of how to effectively apply for positions and be successful in those endeavors.**
- **We assume that in such endeavors you will want to (1) be aware of effective strategies** for communicating your skillsets and **(2) feel confident** in where to find resources and best practices beyond this course.
- **Therefore, we assume that you expect me to:**
  - **Engage you actively in the process of learning** which enhances your skills and confidence as an effective communicator.
  - **Challenge you to keep your communications efforts focused on what your stakeholders/target audience needs and values** (rather than the ready default of telling them what you want them to know or care about).
  - **Provide you with a range of examples and mechanisms** by which you can explore and practice effective communication through this course.
  - **Be actively interested in your intellectual growth**, both personal and professional, and provide guidance for how to connect that to coursework.
  - **Facilitate an experience that encourages you to see learning and coursework as an opportunity to develop and reflect on transferable skills** that are relevant, even necessary, beyond the classroom and the university.
- **We also assume that you are owning your own learning in this course**, by engaging in the course. This means that you own your own decisions about how fully you engage in the course.
- **Above all, we assume that you enter the course (including discussions and interactions with classmates, guest speakers, and instructors) with a generosity of**

**spirit.** Therefore, we both invite and expect us all to adhere to group expectations which we will define in class on day 1 and which will be considered an addendum to this syllabus.

## Guiding principles

We want you to succeed at learning in this course, and this course is designed to help you succeed. This course may not be easy, but there won't be tricks or gotchas. In this course, it should always be clear what you need to do to learn or perform to the level you choose. (And if something's not clear, please reach out for clarification!)

The following principles guide this course:

- Learning isn't a spectator sport. Learning is applying your combined knowledge and lived experiences to build, solve, and grow.
- Learning and fitness are similar. The trainer can't build muscles for you.
- Learning is messy. Students and teachers can take on messy, challenging learning together.
- Learning is about what you can do. Students can and will be encouraged to change, grow, and develop from their existing foundation of knowledge and lived experiences.

## Weekly course schedule

- See course schedule on the course website, [here](#).
- Registrar's Office official calendar: [uwy.edu/acadaffairs/calendar/index.html](http://uwy.edu/acadaffairs/calendar/index.html)
- Assignments are posted in WyoCourses.
- Due dates are usually 8:00 pm with grace period until 9:00 am the following day. Occasionally, assignments will be due at other times, such as Wednesdays, before class. A select few assignments merely must be completed by the time you come to class that week. These are clearly indicated.

## Grading

**Grade scale.** This is a graded course with grading on a linear scale: A:  $\geq 90\%$  B: 80-89.9% C: 70-79.9% D: 60-69.9% F: < 60%. For details, see the syllabus section on major assignments.

## Participation

Your participation in class exercises and discussion is critical to the quality of your experience in the course and the success of your fellow students. Make every effort to attend and actively participate in each class meeting. Every week in class, and when you participate in office hours and co-working sessions, you will be responsible for engaging in discussion as an informed, thoughtful, and respectful classmate. Participation expectations for this course are discussed in further detail below.

**Key components of course participation include** course assignments and in-class participation. These include active participation in discussions and activities in-class, per the rubric and guidelines below.

## Participation rubric

Assignments - in-class and out-of-class assignments and activities

element	exceeds (A)	satisfactory (B)	needs work (C)	unsatisfactory (D/F)
<b>frequency</b>	actively balances self and peers' participation	actively participates at appropriate times	sometimes participates, sometimes disengaged	seldom participates; generally not engaged
<b>impact on class</b>	expands conversation in novel, mutually productive ways	frequently helps advance conversation	sometimes advances conversation	does not advance or actively harmful to conversation
<b>listening</b>	holds space so peers are fully included, heard, and engaged	actively and respectfully listens to peers and instructor; does not interrupt	sometimes displays lack of interest or interrupts	projects lack of interest or disrespect for others
<b>preparation</b>	engages beyond what is assigned	fully prepared	sometimes unprepared or superficial prep	little evidence of thought about assigned material
<b>quality</b>	brings in new, relevant material and/or invests in self & peer growth	relevant; reflects understanding of assigned texts & peers' remarks	sometimes irrelevant or betrays lack of prep or lack of attention to peers' remarks	little understanding of, or engagement with, the assignment or peers' remarks

## Attendance guidelines

**Attendance & assignment submissions are up to you.** You are free to choose not to attend a class meeting if your circumstances warrant. You are responsible for classes you miss, and you should contact your peers for notes, updates, materials, etc. If you are not in class, you will, of course, not be assessed for participation that day. The same policy applies for completing assignments. Nuances of this policy are detailed below.

**We understand that life happens, and we are happy to be flexible in consideration of that.** However, regular failure to complete assignments (informal or formal) and/or low investment/participation in class will be considered when assigning final grades. If low attendance becomes a persistent issue, a more restrictive policy may be put in place for the entire course.

**To get the most out of class,** and to be a valuable addition to your classmates' experiences, please arrive in class having engaged with any material assigned. Much of your in-class work will depend upon work you do outside of class. Thus, please come to class with completed assignments, readings, drafts, etc., available for your reference.

## Required materials

## You!

Every class day, you will be responsible for engaging in class discussion as an informed, thoughtful, and respectful classmate. To get the most out of class, and to be a valuable addition to your classmates' experiences, please:

1. Come to class every week, and
2. Arrive in class having engaged with the material assigned.
3. Most importantly, strive to bring your enthusiasm, curiosity, and good will to class every day. But we get it – life happens. We'll work together to mitigate. See the participation section of the syllabus for a complete attendance policy.

## Course Texts

All course texts will be provided via WyoCourses. On occasion, we may also discuss popular texts, as well as multimedia materials (videos, podcasts, etc.).

## Course websites

- WyoCourses (<https://uwyo.instructure.com/courses/575461>): We will use WyoCourses to post announcements, assignments, resources, readings, and other course materials. To that end, be sure to check all your settings within WyoCourses, and adjust them to ensure you receive updates (via announcements, assignment postings, etc.) from within the course system. After the first week of classes, all announcements and assignments will be distributed via WyoCourses, not via emails.

## Note-taking/drafting

Some research suggests that writing notes on paper helps you learn and study better. But if you have a need or preference to use a digital device, that's fine. Out of respect for everyone's privacy, audio or video recording in class is prohibited unless prior authorization is granted. Students whose excessive in-class use of electronic devices distracts themselves, other students, or the instructor will receive lower participation grades, may be requested to leave the classroom, etc., as the situation warrants.

## Technology

You will need consistent access to a working computer for this course. Contact your instructor well in advance if you need to troubleshoot this. You will submit digital versions of your work for assignments.

## Coursework

### File naming format matters.

It might seem pedantic but naming files so that you and the instructors can recognize them later will help streamline our interactions over your work. Specific, consistent file naming is useful for your own organization/data management and tracking your own growth over time. Similarly, knowing who submitted and for what assignment helps us keep our focus on providing feedback and resources.

Submit files to WyoCourses as .doc, .docx, or .PDF files using the following naming style:  
YYYYMMDD\_FirstLast\_Assignment\_1.



Date Submitted      Your name      Identify assignment      #s if submission has 2+ parts

## Importance of revision

Coursework will often build upon previous work, so that you can create robust, polished final projects and prepare for presentations. Because thinking and communicating go hand-in-hand, and because revision is an essential aspect of the composition process, most assignments will involve a combination of drafts, peer reviews, and instructor feedback.

Demonstrated engagement in the composition and revision process will be a key component of how your work is graded.

## In-class work builds on assignments.

In-class work will depend upon the work you do outside of class. With this in mind, please come to class with assigned work completed. We will use your work every day for full-class workshops, small-group discussions, peer review, and individual revision. Always bring a current draft of your work-in-progress to class in a format you will be able to share with a partner or in a small group. For example, have a file you can share or a link to a Google Doc or the like.

## Deadlines

Deadlines will never be on weekends. All assignments are due at 8:00 pm, with a grace period until 9:00 am the following morning. This time/date provides time to review your submission before our next class. It also respects that you have other things to do with your time in the evenings. You do not need to contact the instructors if you are submitting during the grace period. Occasionally, assignments will be due at other times, such as before class. A select few assignments merely must be completed by the time you come to class that week. These deadlines will be clearly indicated in the course shell.

You are expected to turn in drafts of assignments on the dates they are due. If you anticipate being absent, please plan ahead to turn in assignments, etc. We reserve the right to lower your course grade for poor attendance or routinely late work. Failure to submit assignments on time can result in: (1) limited or no feedback, and (2) a reduction in your grade on that assignment and/or in your final course grade. In extreme circumstances, failure to turn in assignments and/or participate in class can result in failure of the course. If you anticipate needing a deadline extension, please make such arrangements at least one week prior to the due date or as soon as possible once you are aware of extenuating circumstances.

## Major assignments

Your work will be assessed through these major assignment areas:

- Pre/post course reflections (10%)
- Participation (20%)
- Work-life harmony (30%)
- Career prep (40%)

There are no exams and no final in this course.

[Click here](#) to jump back to the Table of Contents.

Failure to complete components marked with an asterisk (\*), below, will result in failure of the course.

## **Pre/Post Reflection & Self-Assessment (10%)**

The two components of this reflection are a valuable way for you to reflect on your own behaviors, attitudes, and motivations about your future and careers in the sciences. We are offering this as a pilot course and therefore want to understand what students learn from this course and how to improve future offerings. We ask you to complete the assessment at the beginning and end of the course. This assessment provides an opportunity for you to reflect on your current skills and knowledge about the job application process, interests, life goals, and what you hope to build on in this class and beyond. When paired with your post-course assessment, it also provides us with important information about the impacts of this class and how we can make it better.

## **Participation (20%)**

Readings & in-class discussions (and related activities) make up the bulk of your participation points. Participation is discussed in detail above, in the participation section of the syllabus. See the Characteristics of ABCD Writing handout for details on how to self-assess your own written work in this course. Rubrics and detailed assignment prompts will be provided throughout the course as well.

Additionally, there will be one semester-long reading assignment of your choice. We will provide a list of books to choose from, and students will pick one book to read in its entirety over the course of the semester. Students will write a short (3 paragraph) reflection on the book. Detailed expectations will be provided when this assignment is posted.

## **Work-Life Harmony (30%)**

- Life-values statement
- \*Goals reflections
- Time tracking
- Happiness/life satisfaction reflection
- Professional networks reflection

## **Career Prep (40%)**

- Identify currently listed positions (2-3) you would be interested in applying for. You can conduct your own search or use sites we recommend in class. For each position, identify the skillset and experience required.
- \*Conduct, analyze, and report on an informational interview.
- Create a website and/or write a professional biography.
- \*Create a "monster CV." We will discuss the differences between resumes and CVs and when to use which one. The assignment will be to first create what we refer to as a "monster" CV. This comprehensive document lays out all your prior experience that can then be tailored to specific positions with minimal work. Next, you will select one of the positions you identified in week 2 and tailor your monster document to it, creating a \*targeted CV or resume, whichever is relevant to the position.
- \*Draft a cover letter for the position you identified in week 2.

- \*Pick one document from a list of supplementary application materials and write a draft for the same position as the prior two assignments (CV/resume and cover letter).
- Negotiations reflection

## **Academic integrity**

Participating regularly in discussions and staying up to date on coursework is an important aspect of academic integrity. In addition, you must also follow UW's Academic Honesty Code (UW Regulation 2-114; [bit.ly/uwyoreg-2-114](http://bit.ly/uwyoreg-2-114)), which prohibits acts of plagiarism. For the purposes of this course, plagiarism is presenting the writing, images, or other intellectual property of others as one's own without appropriate permission, attribution and/or citation. Just as you cite written sources, you are expected to attribute images with the same diligence. If you have questions about how to credit and/or cite sources and images in your work, please do not hesitate to seek my assistance.

Note: Academic dishonesty means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing – and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, images, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically. Just as you cite written sources, you are expected to attribute images with the same diligence.

If you have questions about how to credit and/or cite sources and images in your work, please do not hesitate to seek our assistance.

## **Support**

### **Disability support statement**

If you have a physical, learning, sensory or psychological disability and require accommodations, please let us know as soon as possible. You will need to register with, and provide documentation of your disability to, University Disability Support Services (UDSS) in SEO, room 330, Knight Hall.

### **Instructor support for you**

University of Wyoming data indicates students who seek additional support for their coursework tend to do better.

We will be actively engaged in your work throughout the course, in class and in response to assignments. We will meet throughout the semester during one-on-one meetings dedicated to discussing your work as you progress through the course. We are also available for additional meetings during office hours or by appointment. We will provide regular feedback on your work, and will bring in resources, suggest additional readings, etc., as we think you may find them useful.

In short, your instructors are resources. To provide a bit of context for the kinds of support we can provide you, we have posted bios on the course website. You can find them in the resource announcement on the course shell. Feel free to engage with us further if you'd like to hear more about our career backgrounds, etc. For example, Professor B's is widely varied and mostly outside academia.

## Email + staying in touch

We are delighted to help if you're having any difficulty within or beyond the course, so please don't hesitate to schedule a meeting if you have questions, concerns, or difficulties with the class or beyond. We do not respond to emails on the weekends. However, we check email at least once per day, M-F (~9-4 pm) unless circumstances prevent doing so. Still, there are times when it may take a day or more to reply to your messages, so plan accordingly. Please check your email daily so you can stay current on any course updates (which will be distributed through the course announcements function).

## Campus resources

**Ask for help when you need it.**

**You may think it's a sign of weakness to ask for help, but UW graduation and student success data show that students who seek help get better grades, graduate at higher rates, and are generally getting more from their time in college.**

There are LOTS of valuable student resources on campus, ranging from coaching on writing and presentations to mental health support and more.

See the Resources tab on the course site for a list, see highlights below, and/or reach out to your instructors for support.

We have many, many free resources for you at UW:

- tutoring (<https://www.uwyo.edu/step/>) and study group apps
- IT support (<http://www.uwyo.edu/infotech/>)
- the Writing Center (<http://www.uwyo.edu/writing-center/>)
- supplemental instruction (<http://www.uwyo.edu/learn/>)
- peer mentors and Cowboy Coaches (<http://www.uwyo.edu/student-success/cowboy-coaches/index.html>)
- Student Success and Graduation Hub (<http://www.uwyo.edu/student-success/index.html>).

For additional assistance for this course or other courses, please contact the instructors for available resources. Several great resources are available here (<http://www.uwyo.edu/learn/>) and here (<https://www.uwyo.edu/dos/student-resources/>).

## COVID-related UW policies

1. COVID-19 Requirements: As a matter of public health and safety due to the COVID-19 pandemic, all members of the University of Wyoming community must follow university, state, and federal requirements. Please check the UW COVID-19 website for University policies, guidelines, and resources.

2. COVID-19 Vaccination and Boosters: UW continues to strongly recommend COVID-19 vaccination and boosters, which have been proven to be highly effective and safe -- and effective in preventing severe illness and hospitalization, even with Omicron and its highly transmissible subvariants. UW's only vaccination requirement -- in accordance with a federal rule -- is for employees of health care units, with religious and medical exemptions available.
3. Facial Coverings: As has been the case since Feb. 21, 2022 masks are not required in UW facilities, except health care settings. Individuals are provided the opportunity to assess their health and wear a mask if deemed appropriate.
4. Preventive Guidelines. The University encourages all students, faculty, and staff to abide by the preventive guidelines which keep our community healthy, including:
  - Not coming to campus if you are sick.
  - Minimizing contact with shared surfaces.
  - Washing your hands often with soap and water for at least 20 seconds. If soap and water are not available, use hand sanitizer.
  - Avoiding touching your eyes, nose, and mouth with unwashed hands.
  - Covering coughs and sneezes with a tissue or use the inside of their elbow
5. Classroom Behavior: Everyone in this class is responsible for maintaining an appropriate learning environment regardless of the mode of instructional delivery. As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies. *Instructor note: These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct pro.*
6. Online Absences: An official student absence for the online version of this course is when a student meets the following criteria:
  - The student does not engage with the week's course material and/or does not turn in the week's assignment on time.
  - The student or a dedicated representative of the student fails to communicate the reason for not engaging with the course material and/or not turning in the week's assignment on time within the week of the absence.
  - The dedicated student representative is the person tasked by the student for reaching out on their behalf when they are not able - e.g., parents, other family member, significant other, etc. A faculty member can receive information from the student's dedicated representative but would need a FERPA release in place to discuss anything further. The Dean of Students will assist in these situations.
7. Disclaimer: The University of Wyoming COVID Policy, including this Student Attendance Policy, is informed by health and safety recommendations from the CDC and the Wyoming Department of Health. The COVID Policy may be modified based on the evolving environment and virus transmission. Please refer to this document regularly. You can find the UW COVID Policy and other information at:  
<http://www.uwyo.edu/alerts/campus-return/index.html>.