

*Colorado  
School of Mines*

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*2010–2011  
Undergraduate Bulletin*

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## Location

Golden, Colorado has been the home for CSM since its inception. Located 20 minutes west of Denver, this community of 18,000 is located in the foothills of the Rockies. Skiing is an hour away to the west. Golden is a unique community that serves as home to CSM, the Coors Brewing Company, the National Renewable Energy Laboratory, a major U.S. Geological Survey facility that also contains the National Earthquake Center, and the seat of Jefferson County. Golden once served as the territorial capital of Colorado.

## Accreditation

Colorado School of Mines is accredited through the doctoral degree by the Higher Learning Commission (HLC) of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504 – telephone (312) 263-0456. The Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202-4012 – telephone (410) 347-7700, accredits undergraduate degree programs in Chemical Engineering, Engineering, Engineering Physics, Geological Engineering, Geophysical Engineering, Metallurgical and Materials Engineering, Mining Engineering and Petroleum Engineering. The American Chemical Society has approved the degree program in the Department of Chemistry and Geochemistry.

## Administration

General management of the School is vested by State statute in a Board of Trustees, consisting of seven members appointed by the governor. A non-voting student member is elected annually by the student body and a non-voting faculty member is elected to serve a two-year term by the academic faculty. Financial support comes from student tuition and fees and from the State through annual appropriations. These funds are augmented by government and privately sponsored research, private gift support from alumni, corporations, foundations and other friends.

## Academic Integrity

### *Academic Integrity*

The Colorado School of Mines affirms the principle that all individuals associated with the Mines academic community have a responsibility for establishing, maintaining and fostering an understanding and appreciation for academic integrity. In broad terms, this implies protecting the environment of mutual trust within which scholarly exchange occurs, supporting the ability of the faculty to fairly and effectively evaluate every student's academic achievements, and giving credence to the university's educational mission, its scholarly objectives and the substance of the degrees it awards. The protection of academic integrity requires there to be clear and consistent standards, as well as confrontation and sanctions when individuals violate those standards. The Colorado School of Mines desires an environment free of any and all forms of academic misconduct and expects students to act with integrity at all times.

### *Student Honor Code*

Colorado School of Mines students also feel strongly about academic integrity. The students independently wrote and approved an Honor Code promoting high academic standards and zero tolerance of academic misconduct.

**Preamble:** The students of Colorado School of Mines (Mines) have adopted the following Student Honor Code (Code) in order to establish a high standard of student behavior at Mines. The Code may only be amended through a student referendum supported by a majority vote of the Mines student body. Mines students shall be involved in the enforcement of the Code through their participation in the Student Judicial Panel.

**Code:** Mines students believe it is our responsibility to promote and maintain high ethical standards in order to ensure our safety, welfare, and enjoyment of a successful learning environment. Each of us, under this Code, shall assume responsibility for our behavior in the area of academic integrity. As a Mines student, I am expected to adhere to the highest standards of academic excellence and personal integrity regarding my schoolwork, exams, academic projects, and research endeavors. I will act honestly, responsibly, and above all, with honor and integrity in all aspects of my academic endeavors at Mines. I will not misrepresent the work of others as my own, nor will I give or receive unauthorized assistance in the performance of academic coursework. I will conduct myself in an ethical manner in my use of the library, computing center, and all other school facilities and resources. By practicing these principles, I will strive to uphold the principles of integrity and academic excellence at Mines. I will not participate in or tolerate any form of discrimination or mistreatment of another individual.

### *Policy on Violation of Student Academic Misconduct*

Academic misconduct is the intentional act of fraud, in which an individual seeks to claim credit for the work and efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. Student Academic Misconduct arises when a student violates the principle of academic integrity. Such behavior erodes mutual trust, distorts the fair evaluation of academic achievements, violates the ethical code of behavior upon which education and scholarship rest, and undermines the credibility of the university. Because of the serious institutional and individual ramifications, student misconduct arising from violations of academic integrity is not tolerated at Mines. If a student is found to have engaged in such misconduct sanctions such as change of a grade, loss of institutional privileges, or academic suspension or dismissal may be imposed. As a guide, some of the more common forms of academic misconduct are noted below. This list is not intended to be all inclusive, but rather to be illustrative of practices the Mines faculty have deemed inappropriate:

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1. *Dishonest Conduct* – general conduct unbecoming a scholar. Examples include issuing misleading statements; withholding pertinent information; not fulfilling, in a timely fashion, previously agreed to projects or activities; and verifying as true, things that are known to the student not to be true or verifiable.
  2. *Plagiarism* – presenting the work of another as one's own. This is usually accomplished through the failure to acknowledge the borrowing of ideas, data, or the words of others. Examples include submitting as one's own work the work of another student, a ghost writer, or a commercial writing service; quoting, either directly or paraphrased, a source without appropriate acknowledgment; and using figures, charts, graphs or facts without appropriate acknowledgment. Inadvertent or unintentional misuse or appropriation of another's work is nevertheless plagiarism.
  3. *Falsification/Fabrication* – inventing or altering information. Examples include inventing or manipulating data or research procedures to report, suggest, or imply that particular results were achieved from procedures when such procedures were not actually undertaken or when such results were not actually supported by the pertinent data; false citation of source materials; reporting false information about practical, laboratory, or clinical experiences; submitting false excuses for absence, tardiness, or missed deadlines; and, altering previously submitted examinations.
  4. *Tampering* – interfering with, forging, altering or attempting to alter university records, grades, assignments, or other documents without authorization. Examples include using a computer or a false-written document to change a recorded grade; altering, deleting, or manufacturing any academic record; and, gaining unauthorized access to a university record by any means.
  5. *Cheating* – using or attempting to use unauthorized materials or aid with the intent of demonstrating academic performance through fraudulent means. Examples include copying from another student's paper or receiving unauthorized assistance on a homework assignment, quiz, test or examination; using books, notes or other devices such as calculators, PDAs and cell phones, unless explicitly authorized; acquiring without authorization a copy of the examination before the scheduled examination; and copying reports, laboratory work or computer files from other students. Authorized materials are those generally regarded as being appropriate in an academic setting, unless specific exceptions have been articulated by the instructor.
  6. *Impeding* – negatively impacting the ability of other students to successfully complete course or degree requirements. Examples include removing pages from books and

removing materials that are placed on reserve in the Library for general use; failing to provide team members necessary materials or assistance; and, knowingly disseminating false information about the nature of a test or examination.

7. *Sharing Work* – giving or attempting to give unauthorized materials or aid to another student. Examples include allowing another student to copy your work; giving unauthorized assistance on a homework assignment, quiz, test or examination; providing, without authorization, copies of examinations before the scheduled examination; posting work on a website for others to see; and sharing reports, laboratory work or computer files with other students.

### ***Procedures for Addressing Academic Misconduct***

Faculty members and thesis committees have discretion to address and resolve misconduct matters in a manner that is commensurate with the infraction and consistent with the values of the Institution. This includes imposition of appropriate academic sanctions for students involved in academic misconduct. However, there needs to be a certain amount of consistency when handling such issues, so if a member of the Mines community has grounds for suspecting that a student or students have engaged in academic misconduct, they have an obligation to act on this suspicion in an appropriate fashion. The following procedure will be followed:

1. The faculty member or thesis committee informs the student(s) of the allegations and charge of academic misconduct within 10 business days. This involves both verbal and written communication to the student(s). A conversation regarding the incident should take place between the faculty member/thesis committee and student. This conversation allows faculty members to get the student's perspective prior to making an official decision. It also allows the faculty member to educate the student on inappropriate behavior.
2. A) In the case of an allegation of academic misconduct associated with regular coursework, if after talking with the student, the faculty member feels the student is responsible for academic misconduct the faculty member should:
  - ◆ Assign a grade of "F" in the course to the student(s) that committed academic misconduct. A faculty member may impose a lesser penalty if the circumstances warrant, however the typical sanction is a grade of "F".
  - ◆ Contact the Associate Dean of Students and his/her Department Head/Division Director to officially report the violation in writing within 5 business days of the charge of academic misconduct. The Associate Dean of Students will communicate the final resolution in writing to the student, the faculty member, the Office of Academic Affairs, the Office of Graduate Studies

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and the student's advisor. The Associate Dean of Students will also keep official records on all students with academic misconduct violations.

Prescribed disciplinary action for misconduct associated with regular coursework:

- 1st Offense: - A grade of "F" in the course
- 2nd Offense: - A grade of "F" in the course  
- One-year academic suspension  
- Permanent notation of Academic Misconduct on the student's transcript

B) In the case of an allegation of academic misconduct associated with activities not a part of regular coursework (e.g., an allegation of cheating on a comprehensive examination), if after talking with the student, faculty member(s) feel the student is responsible for misconduct the faculty should:

- ◆ Assign an outcome to the activity that constitutes failure. If appropriate, the student's advisor may also assign a grade of "PRU" for research credits in which the student is enrolled. Regular institutional procedures resulting from either of these outcomes are then followed. Faculty members may impose a lesser penalty if the circumstances warrant, however, the typical sanction is failure.
- ◆ Contact the Associate Dean of Students, Graduate Dean and the student's Department Head/Division Director to officially report the violation in writing within 5 business days of the charge of misconduct. The Associate Dean of Students will communicate the final resolution in writing to the student, the faculty member, the Office of Graduate Studies and the student's advisor. The Associate Dean of Students will also keep official records on all students with academic misconduct violations.

C) In the case of an allegation of academic misconduct associated with research activities, investigation and resolution of the misconduct is governed by the Institution's Research Integrity Policy. The Research Integrity Policy is available as section 10.11 of the Faculty Handbook. If, after talking with the student, the faculty member feels the student is responsible for misconduct of this type, the faculty member should proceed as indicted in the Research Integrity Policy. If appropriate, the student's advisor may also assign a grade of "PRU" for research credits in which the student is enrolled. Regular institutional procedures resulting from this grade assignment are then followed.

Students who suspect other students of academic misconduct should report the matter to the appropriate faculty member, the appropriate Department Head/Division/Program Director, the Dean of Undergraduate Studies, the Dean of

Graduate Studies or the Associate Dean of Students. The information is then provided to the faculty member concerned.

### *Appeal Process for Student Academic Misconduct*

Students charged with academic misconduct must be afforded a fair opportunity for an appeal. For those alleged to have engaged in research misconduct, the appeal procedure is defined in the Faculty Handbook section 10.11. For all other charges of academic misconduct, upon notification of a finding of academic misconduct and the associated penalties, the student may appeal the decision of the faculty member for one of the following grounds for appeal only:

- ◆ The student believes his/her due process rights were violated as the student was not allowed to present relevant information.
- ◆ The student can provide evidence that academic misconduct did not occur and the faculty member abused his/her authority and/or made an arbitrary decision without fully considering the information presented.
- ◆ There is new information to consider that, if true, would be sufficient to alter the faculty member's decision. Such information must not have been known by the student appealing at the time of the original meeting with the faculty member.

To appeal the decision, the student must submit a written request in the form of a letter to the Vice President for Student Life. The letter of appeal should provide a thorough explanation of the following:

1. Under what grounds (see list above) is the appeal being requested?
2. How does the appeal request fit the selected grounds for appeal?
3. What specific aspect of the decision is being appealed?

The letter of appeal must be received by the Vice President for Student Life within 7 business days of the date of the written notice of a violation from the Associate Dean of Students. Once an appeal request is received, the Vice President for Student Life will forward it on to one of the Appeal Review Administrators. The Appeal Review Administrator will review the written request to determine if the acceptable grounds for an appeal are met and if the appeal is timely filed. After review of the request, the Appeal Review Administrator will take one of the following actions:

- a. Deny the appeal. If the appeal is denied, the decision is final and considered binding upon all involved, from which no additional appeals are permitted.
- b. Proceed with the appeal by notifying the student and submitting all the details and the evidence to the Student Appeals Committee for resolution.

If the appeal request is granted, the Student Appeals Committee will review the case within 15 days. Please see the Student Handbook for more information on the Student Ap-

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peals Committee. The Student Appeals Committee may do any or all of the following during the review: interview with the faculty member; interview with the student(s); interview any appropriate witnesses; and/or review the student file including any homework, tests, quizzes or other assignments that were involved in the alleged misconduct. At the conclusion of the review, the Student Appeals Committee will make one of the following decisions:

- a. Reverse the decision of the faculty member and withdraw the charge from the student's record.
- b. Affirm the decision of the faculty member and uphold the sanction(s).
- c. Forward the case to the Office of Academic Affairs for further consideration: the Student Appeals Committee believes that additional considerations should be made which could include increasing or decreasing the sanctions imposed or addressing additional issues that arose through the appeal process. Recommendations for appropriate sanctions should be made by the Student Appeals Committee to the Office of Academic Affairs. The additional consideration will be conducted by the Dean of Undergraduate Studies or Dean of Graduate Studies, depending on the academic standing of the student requesting the appeal. The Office of Academic Affairs staff member will make a final decision that will be communicated to the student within 10 business days.

The decision issued by the Student Appeals Committee or the Office of Academic Affairs (in matters that are forwarded for further consideration) is final and shall be considered binding upon all involved, from which no additional appeals are permitted.