College of Arts and Sciences
CONNECT. ACHIEVE. SUCCEED.

NEW FACULTY ORIENTATION
2018-2019
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>How To Use Bookmarks</td>
<td>2</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>3</td>
</tr>
<tr>
<td>Welcome Page</td>
<td>4</td>
</tr>
<tr>
<td>Teaching and Student Affairs</td>
<td>5</td>
</tr>
<tr>
<td>CAS Student Academic Services</td>
<td>6</td>
</tr>
<tr>
<td>Academic Integrity Handbook for Faculty</td>
<td>10</td>
</tr>
<tr>
<td>Institute for Teaching and Learning Excellence (ITLE)</td>
<td>57</td>
</tr>
<tr>
<td>Brochure Of Student Expectations</td>
<td>58</td>
</tr>
<tr>
<td>Appeal Of Final Grades</td>
<td>60</td>
</tr>
<tr>
<td>Academic Integrity Guidelines For Instructors</td>
<td>72</td>
</tr>
<tr>
<td>Syllabus Attachment</td>
<td>80</td>
</tr>
<tr>
<td>Sexual Harassment Brochure</td>
<td>84</td>
</tr>
<tr>
<td>Beginning Of College Student Survey Executive Summary</td>
<td>88</td>
</tr>
<tr>
<td>Research</td>
<td>90</td>
</tr>
<tr>
<td>Research Support Directory</td>
<td>91</td>
</tr>
<tr>
<td>Research Proposal Submissions</td>
<td>92</td>
</tr>
<tr>
<td>Faculty Mentoring</td>
<td>93</td>
</tr>
<tr>
<td>Policy on New Faculty Start-Up Funds</td>
<td>99</td>
</tr>
<tr>
<td>Technology And Web Services</td>
<td>100</td>
</tr>
<tr>
<td>Technical Services (CASTS)</td>
<td>101</td>
</tr>
<tr>
<td>CAS Computer Configuration Worksheet</td>
<td>103</td>
</tr>
<tr>
<td>CAS Web Services Info</td>
<td>105</td>
</tr>
<tr>
<td>Appropriate Use Policy</td>
<td>106</td>
</tr>
<tr>
<td>CAS Guidelines for Using Social Media in Class</td>
<td>115</td>
</tr>
<tr>
<td>Outreach And Communications</td>
<td>117</td>
</tr>
<tr>
<td>CAS Outreach</td>
<td>118</td>
</tr>
<tr>
<td>CAS Communications</td>
<td>119</td>
</tr>
<tr>
<td>School of Global Studies Affiliate Faculty Form</td>
<td>120</td>
</tr>
<tr>
<td>CAS Staff Directory</td>
<td>122</td>
</tr>
<tr>
<td>CAS Campus Map</td>
<td>127</td>
</tr>
</tbody>
</table>
Welcome
Welcome to the College of Arts and Sciences (CAS) at OSU! We are glad you are here. You are joining an excellent group of faculty who come from nationally recognized programs across the country and take pride in being student-centered scholar-teachers that integrate their research into teaching and service.

This packet is snapshot of resources that you will need as you begin to settle in here at OSU. Our intranet site, “CASNET” (casnet.okstate.edu) is an online repository of resources and links to important information, including an interactive PDF of this booklet.

About CAS
CAS offers a diverse range of innovative fields from art to zoology. With 24 departments representing the arts and humanities, social sciences, and sciences and mathematics, we are OSU’s largest and most diverse college. CAS is home to all of these, and also delivers the University’s undergraduate core curriculum to all bachelor's degree-seeking students.

Our tagline “CONNECT. ACHIEVE. SUCCEED.” demonstrates our commitment to recruit top talent and CONNECT with prospective and incoming students; to prepare and guide our current students to ACHIEVE both inside and outside of the classroom by offering quality instruction and an array of hands-on learning opportunities; and to provide our alumni with a solid foundation to SUCCEED in their careers and make a positive impact on our community, state, nation and world.

Our Mission
The College of Arts and Sciences at Oklahoma State University, consistent with the University’s land-grant mission, promotes distinction in teaching and student learning; fosters research, scholarship and creative activities by faculty and students; and engages the entire university community, the people of Oklahoma, the nation and the world by advancing knowledge of science and the arts in an environment that encourages innovation. In carrying out its mission, the college maintains its commitment to academic freedom, academic responsibility, and diversity of expression, experience and culture.

Vision Statement
The College of Arts and Sciences will be recognized as a center of interdisciplinary collaboration and imaginative, groundbreaking scholarship. The college will be a leading academic unit among land-grant universities by fostering engaged student learning, pursuing innovative research and translating our discoveries into accessible knowledge. Our graduates will be prepared to flourish both professionally and personally and to contribute to the well-being of an increasingly diverse, global and connected society.

Social Media
Follow us on social media: @osuartssciences and share your CAS stories using #CAScowboys!
CAS
TEACHING AND
STUDENT AFFAIRS
**Student Academic Services** is part of the Student Success Center on the second level of Life Sciences East. The director represents the dean in day-to-day matters concerning undergraduates. Major functions are:

**Academic Advising** We provide academic advising for freshmen, undeclared and non-degree-seeking students. These groups include approximately 1,200 students, or about 25 percent of CAS enrollment. When students are ready and eligible to declare a major, they are assigned to a faculty or staff advisor in the academic department. Our academic advisors also assist declared majors when departmental advisors are unavailable.

**CAS Career Services** CAS Career Services provides assistance with career exploration, resume development, mock interviews, and the individual job and internship search needs of CAS students. Career Consultants are available for classroom and student organization presentations.

**Summer Freshman Enrollment Program** The office staff conducts orientation sessions, advising, and enrollment for approximately 1,000 incoming CAS freshmen throughout the summer.

**First-Year Seminar** We coordinate the College's required freshman seminar course (A&S 1111), a one-credit, 8-week class. Student Academic Services academic advisors and volunteers from among CAS faculty, departmental advisors, and Student Affairs professional staff teach a combined total of 38 to 40 sections each fall and two sections in the spring.

**Graduation Certification** Graduation checks are initiated by the departmental advisor and reviewed by graduation certification staff. A notice of current deficiencies is mailed to the student and his/her advisor. Upon completion of requirements, degree plans are forwarded to the Registrar's Office for final certification and issuance of diplomas.

**Student Recruiting** Our office is the College's initial contact point for most prospective students. In collaboration with the Arts and Sciences Outreach unit, we coordinate College participation in the University's on-campus recruiting events, meet with prospective students who visit campus, and represent the College at off-campus programs and transfer centers.

**CAS Scholarships** Our office coordinates the college-level scholarship application and selection processes for incoming freshmen and continuing students. Students may receive scholarships from their departments as well as the college.

**Course and Degree Program Changes** Our office assists with the paperwork and approval process for changes to and creation of new courses and degree programs. This includes the annual updates to undergraduate degree and minor requirements.
Other Functions of Student Academic Services

- Reminders to faculty when final grades are due each term
- Academic appeals (violations of academic integrity or grade appeals on behalf of the Dean)
- Transfer and articulation issues (with community college advisors)
- Coordination of class schedule preparation with CAS departments
- Student petitions for late drop, excessive hours, general education substitutions, etc.
- Grade changes (on behalf of the Dean)
- Catalog revisions (CAS/A&S sections)

Student Academic Services 744-5658

Dr. Amy Martindale, Assistant Dean
Keely James, Associate Director
Shawn Rose, Senior Academic Advisor II & Assistant Director (coordinates A&S 1111)
Jerry Harvey, Academic Advisor II (advises CAS Student Council)
William Smith, Academic Advisor II (coordinates CAS scholarships)
Anthony Valentine, Senior Academic Advisor (foreign languages, philosophy & liberal studies) Courtney Webb, Academic Advisor II (advises non-degree seeking students)
Cheryl Bayhylle, Senior Administrative Support Specialist
Jeannie Brandon, Senior Administrative Support Assistant

Graduation Certification 744-5658

Sandra Mehan, Graduation Certification Specialist

Arts and Sciences Career Services 744-5658

Shawn Rose, Assistant Director
Chelsey Armstrong, Coordinator, Career Services Lawrence Ware, Coordinator, Career Services
Syllabus Attachment
Please include the Syllabus Attachment with your syllabus for each course. Updated versions for each semester may be found at http://osu.okstate.edu/acadaffr/ under Resources for Faculty & Staff.

Adding Classes
The “unrestricted” add period runs through the first day of the 2\textsuperscript{nd} week of classes. Students may drop and add on the Web during this time.

The “restricted” add period runs Tuesday through Friday of the 2\textsuperscript{nd} week of classes. Students may add during this period if (1) class enrollment is below classroom capacity and the departmentally established maximum and (2) the course instructor gives permission. A drop/add card will need to be signed by instructor and advisor, then the student must take the card to the Registrar, 322 Student Union.

Only department heads (and their designees) may change the size of a course to allow a student to enroll in a full course.

Course Drop Policy
Be careful with terminology in your syllabus. At OSU, “drop” refers to an individual course; “withdraw” means to drop out of all courses. The deadlines for dropping (12\textsuperscript{th} week) and withdrawing (14\textsuperscript{th} week) are different and can be confusing for students. There are no administrative or instructor-initiated course drops at OSU.

Key drop and withdrawal dates:
Through the first day of the 2\textsuperscript{nd} week: dropping a course results in no transcript notation, no tuition or fees charged for the course, and no action required on the part of the instructor, Students may drop online.

Tuesday of 2\textsuperscript{nd} week to end of 12\textsuperscript{th} week: dropping a course results in automatic W, which does not affect grade point average. Please have at least one major exam or major assignment graded and returned by this deadline so students can make an informed decision regarding remaining in your course.

Beginning 13\textsuperscript{th} week: Dropping a course is allowed only in exceptional circumstances. Students must complete a Retroactive Drop/Withdrawal Petition, attach documentation of an extenuating circumstance that prevented them from dropping by the deadline, and submit for review by committee. The campus-wide committee approves or denies the drop request. If approved, instructor must assign grade of W or F based on performance.

Students withdrawing from the university (i.e., dropping all classes) receive automatic W’s through week 12; then W or F as assigned for each course from week 13-16. Courses withdrawn with F show on transcript and calculate in GPAs just the same as courses completed with F.

Learning Disabilities
Direct students who identify themselves to you as having a learning disability to Student Disability Services (315 Student Union, 744-7116) if they have not already contacted that office. The staff in that office will meet with the student to review and verify documentation of a qualified disability. If accommodation is determined necessary in your course, you will receive a letter from Student Disability Services with recommendations (e.g., special testing arrangements).

Academic Alerts
Faculty can submit information about students with excessive absences or having difficulty. These alerts produce an email notification to both student and advisor, and advisors typically follow up by phone to encourage the student to take appropriate action. Advisors are encouraged to email faculty regarding their contact with the student,
Pre-finals Week (aka “dead week”) — OSU Policies and Procedures Letter 2-0210

- Classes meet as scheduled.
- No assignment, test or examination accounting for more than 5% of the course grade may be given,
- No activity or field trip may be scheduled that conflicts with another class.
- This policy excludes make-up and laboratory examinations, out-of-class assignments or projects made prior to pre-
  finals week, and independent study courses.
- Deviations require advance approval of the department head, dean and executive vice president.

Final Exams
The final exam schedule for the semester is included in the Enrollment Guide. Do not reschedule your final exam.

Final Exam Overload Policy (Academic Regulation 3.13) In the event that a student has three or more final
exams scheduled for a single day, that student is entitled to arrange with the faculty member instructing the
highest numbered course (4-digit course number) to reschedule that examination at a time of mutual
convenience during final exam week, (Common final exams are not among those to be rescheduled.) The
student should submit this request in writing two weeks prior to the beginning of final exam week. The faculty
member may request that the student provide a copy of his or her schedule to confirm the difficulty. The
faculty member has one week prior to the beginning of final exam week to arrange a mutually convenient time
for administration of the final exam, after which the student may take the request to the Office of the Provost.

Incomplete (I) Grades
The student should initiate the request,

Assignment of grade of “incomplete” requires (1) majority of work for course completed with a grade of D or
better, and (2) extenuating circumstances preventing student’s timely completion,

When the instructor specifies the conditions the student must fulfill in order to complete the course, he or she
will also specify the grade the student would receive with no further work completed, This temporary grade
(“IB,” “IC,” “ID” or “IF”) will be recorded on the online grade form and the unofficial transcript until the final
grade is assigned, Neither a grade of “IA,” nor a condition that the student must repeat the course, is permitted,

Upon completion of any or all of the remaining requirements, the end of the instructor’s specified time limit, or
the end of a one-year period from the date the incomplete grade was assigned (whichever occurs first), the
temporary grade is changed to reflect the final grade for the course, A change-of-grade form is required to
assign a final grade when coursework was completed, Otherwise, the default grade will automatically be
assigned after one year.

Grade Changes
The “Instructor Change of Grade” form is used to correct errors after submission of final grade (due to
miscalculations, etc,) or to remove an incomplete, The form may be downloaded from SharePoint (requires O-
key login) at:
http://registrar.okstate.edu/Forms, Look for GradeChangeForm

The justification line must be completed, In unusual circumstances, attach a memo to provide sufficient detail,
Justifications that refer to “extra” credit after the fact cannot be approved unless the extra credit opportunity
was available to the entire class (announced in class or noted in syllabus).

If any work was completed/turned in after Friday of finals week, two grade change forms will be needed-one
changing the original grade to I/_, and a second changing the I to the new grade,

Changes in letter grades require department head and dean’s representative signatures, Removal of an
incomplete within one-year time limit requires only instructor’s signature,
# ACADEMIC INTEGRITY HANDBOOK

FOR FACULTY

AND OTHER INSTRUCTIONAL PERSONNEL

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFACE</td>
<td>IV</td>
</tr>
<tr>
<td>BRIEF ANSWERS TO FREQUENTLY ASKED QUESTIONS</td>
<td>1</td>
</tr>
<tr>
<td>ACADEMIC INTEGRITY PROCEDURES AT-A-GLANCE</td>
<td>10</td>
</tr>
<tr>
<td>PART I INTRODUCTION AND THE OSU APPROACH</td>
<td>11</td>
</tr>
<tr>
<td>1. BACKGROUND AND PURPOSES OF THE NEW ACADEMIC INTEGRITY POLICY</td>
<td>11</td>
</tr>
<tr>
<td>2. MAIN FEATURES OF THE ACADEMIC INTEGRITY POLICY AND PROCEDURES (SEE APPENDIX A)</td>
<td>11</td>
</tr>
<tr>
<td>3. MAJOR DIFFERENCES FROM PRECEDING POLICY ON ACADEMIC DISHONESTY OR MISCONDUCT</td>
<td>12</td>
</tr>
<tr>
<td>PART II STRENGTHENING ACADEMIC INTEGRITY AND PREVENTING VIOLATIONS</td>
<td>12</td>
</tr>
<tr>
<td>1. CLASS ACTIVITIES</td>
<td>12</td>
</tr>
<tr>
<td>2. NON-CLASS ACTIVITIES</td>
<td>14</td>
</tr>
<tr>
<td>PART III DETECTING AND REPORTING ACADEMIC INTEGRITY VIOLATIONS</td>
<td>14</td>
</tr>
<tr>
<td>1. DETECTING VIOLATIONS ON TESTS AND LABORATORY REPORTS</td>
<td>14</td>
</tr>
<tr>
<td>2. DETECTING VIOLATIONS ON TERM PAPERS AND PROJECTS</td>
<td>14</td>
</tr>
<tr>
<td>3. TYPES OF VIOLATIONS AND LEVELS OF SANCTIONS</td>
<td>15</td>
</tr>
<tr>
<td>4. REPORTING VIOLATIONS</td>
<td>16</td>
</tr>
<tr>
<td>PART IV ACADEMIC INTEGRITY APPEALS PROCESS AND SANCTION REDUCTION</td>
<td>17</td>
</tr>
<tr>
<td>1. THE APPEALS PROCESS</td>
<td>17</td>
</tr>
<tr>
<td>2. COMPOSITION OF ACADEMIC INTEGRITY PANELS</td>
<td>18</td>
</tr>
<tr>
<td>3. SANCTION REDUCTION THROUGH EDUCATION PROGRAM</td>
<td>18</td>
</tr>
<tr>
<td>PART V ACADEMIC INTEGRITY FOR FACULTY AND OTHER OSU RESEARCHERS</td>
<td>18</td>
</tr>
<tr>
<td>PART VI RELATED INFORMATION</td>
<td>18</td>
</tr>
<tr>
<td>1. DEFINITIONS OF COMMON ACADEMIC INTEGRITY VIOLATIONS</td>
<td>18</td>
</tr>
<tr>
<td>2. ADDITIONAL RESOURCES</td>
<td>19</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>21</td>
</tr>
<tr>
<td>A. OKLAHOMA STATE UNIVERSITY ACADEMIC INTEGRITY POLICY AND PROCEDURES</td>
<td>21</td>
</tr>
<tr>
<td>POLICY</td>
<td>21</td>
</tr>
<tr>
<td>PROCEDURES</td>
<td>22</td>
</tr>
<tr>
<td>PROCEDURES FOR APPEALS OF ALLEGED ACADEMIC INTEGRITY VIOLATIONS</td>
<td>26</td>
</tr>
<tr>
<td>COMPOSITION OF THE ACADEMIC INTEGRITY PANEL</td>
<td>27</td>
</tr>
<tr>
<td>ACADEMIC INTEGRITY GUIDELINES</td>
<td>28</td>
</tr>
<tr>
<td>PROCEDURES FOR DEGREE REVOCATION</td>
<td>29</td>
</tr>
<tr>
<td>B. ACADEMIC INTEGRITY SURVEY RESULTS</td>
<td>33</td>
</tr>
<tr>
<td>C. NOTIFYING THE STUDENT INSTRUCTIONS</td>
<td>36</td>
</tr>
<tr>
<td>D. REPORTING AND APPEAL FORMS</td>
<td>37</td>
</tr>
</tbody>
</table>
Preface

You, as a faculty member or a teaching assistant, are a front-line leader in communicating and overseeing the professionally respected standards of integrity in academic work in this educational institution. Recent examples abound concerning data-altering researchers, plagiarizing authors, cheating accountants, deceiving business persons, and misleading governmental officials, among many other categories.

Why are standards of academic integrity important? A number of negative consequences can be cited: violations may result in lowering public respect for and the value of the university’s degrees and programs, violators often gain an undeserved advantage at the expense of the honest students, and repeated violations may further corrupt the student’s approach to other areas of life such as professional practices and social relationships. In short, cheating harms the school, other students, and the cheater. At their primary basis, however, violations of academic integrity are usually violations of trust between student and teacher, student and student, and student and the larger academic community, and, at the same time, exhibit the cheater’s disrespect for these three parties. For example, a researcher who publishes well-documented findings trusts that others who use the findings will give proper credit; in evaluating a student’s work, a teacher trusts that a student is honest in indicating sources of material in a term project; and in doing similar term projects, students trust that fellow students have conscientiously abided by the same rules and requirements that they are obligated to follow. A cheater marks himself or herself as an untrustworthy member of the university and to that extent, not a person meriting the future professional or moral respect of others in the university or in the larger society.

It is obvious that the tasks of a teaching professional are not only to communicate and evaluate subject matter and techniques but also to communicate and maintain standards of appropriate professional behavior. If you do not take this important responsibility seriously, you can be sure that neither your students nor the OSU administrative staff will be likely to honor standards of academic integrity. It’s up to you! Technological developments have increased the ways people can cheat, but they have also increased the mechanisms for detecting cheating. The purpose of this booklet is to provide you with the relevant information and resources to do this important part of your job.

--Neil R. Luebke, Ph. D.
Emeritus Professor of Philosophy
BRIEF ANSWERS TO FREQUENTLY ASKED QUESTIONS

What are violations of academic integrity (AI)?

Violations include, but are not limited to, unauthorized collaboration, plagiarism, cheating on examinations, altering or destroying the work of others, fabricating information, and several other behaviors (see 1.04 and 6.01 in the policy).

What if the alleged violation is not listed in the policy?

Section 6.02 in the policy says, “Instructors may identify other behaviors that violate academic integrity.”

What is not a violation of academic integrity?

All non-academic student misconduct (e.g., inappropriate classroom behavior, theft, drunkenness, etc.) is handled through the Office of Student Conduct.

How do I deal with a violation of academic integrity?

If you have sufficient evidence that it is “more likely than not” the student committed an academic integrity violation, you should complete the following process within 5 school days of the discovery:

● organize the evidence
● contact an Academic Integrity Facilitator from the list provided at http://academicintegrity.okstate.edu/doc/facilitators.pdf
● complete the Academic Integrity Inquiry Form (A) and send or give them to the student.

After the student responds (within 5 school days following receipt of the Inquiry Form), schedule a meeting time for you, the student, and the facilitator to discuss the charge. At the end of the meeting, the three persons complete and sign the Academic Integrity Resolution Form (B or C), file the form, and send the Inquiry and Resolution forms (A & B or C) to the Office of Academic Affairs. For more complete information see Part III of the Academic Integrity Handbook “Detecting and Reporting Academic Integrity Violations” and see Appendix C “Notifying Student of Possible Academic Integrity Violation.”

How do I handle a violation of academic integrity that occurs at the end of the semester?

In the event an academic integrity incident is not resolved at the time grade reports are due to the Registrar, an ‘I’ grade should be assigned with a default grade that reflects the proposed sanction. The default grade will be “F!” or a grade calculated to reflect a “zero” or “F” for the assignment(s) or examination(s) that are under review for violating academic integrity. Students have 5 school days to appeal the violation. This 5 day appeal period will roll over into the next regular semester (fall or spring). The default grade becomes final if the student does not appeal by the 5 day deadline.

Can I email the student form A?

You may email the form to the student’s university email address.

Who is allowed to facilitate a resolution meeting?

Only someone trained in the academic integrity policies and procedures can act as an Academic Integrity Facilitator. A list of facilitators is available at: http://academicintegrity.okstate.edu/doc/facilitators.pdf.

What is the role of the Academic Integrity Facilitator?

An Academic Integrity Facilitator is an instructor, adviser or academic administrator who is trained in academic integrity policy and procedures. The role of the Academic Integrity Facilitator is to provide information about Oklahoma State University’s academic integrity policy and procedures, and serve as an impartial observer during the initial meeting between the instructor and student. The facilitator does not act as a mediator or negotiator, but aids the academic integrity process by explaining the standard of proof required for an allegation and encouraging the instructor and student to reach their own conclusion after they discuss the evidence supporting the alleged violation.
of academic integrity. The facilitator will describe the appeals process if the student and instructor disagree about the student’s responsibility for the violation or the appropriateness of the sanction and provide a copy of the appeal form.

Can a facilitator also hear a case?

No. Some facilitators are also members of the academic integrity panel. If a panel member is called as a facilitator for a resolution meeting they will not be allowed to hear the case if it is appealed and should recuse themselves if asked to serve on the panel.

Does the Academic Integrity Facilitator have to be from my department?

No. It is suggested that instructors select facilitators from a different department. Instructor may select a facilitator from the same college. The facilitator of choice must be trained by Academic Affairs about the policies and procedures. A list of facilitators is available at http://academicintegrity.okstate.edu/doc/facilitators.pdf.

What sanctions will be assigned by the instructor for alleged violations of academic integrity?

Four sanctions are recommended based on the seriousness of the violation.

1. Admonition: warning issued by the instructor and a grade reduction that does not exceed the value of the assignment in question for violations including but not limited to the following:
   - Plagiarism/copying of work done for a course, if the plagiarized/copied material is less than 10% of the assignment or deemed minor by the instructor.
   - Unauthorized collaboration on homework assignments making up less than 10% of the assignment or deemed minor by the instructor.

2. Level one sanction: award a grade of "zero" or "F" for the assignment or examination for violations including but not limited to the following:
   - Copying a few sentences of material (1-5 sentences or a minor portion) from a written or Internet source without proper citation.
   - Cheating on a quiz or minor assignment (less than 10% of the final grade).
   - Receiving unpermitted help on an assignment.
   - Working on an assignment with others when the instructor asked for individual work.
   - Using a false excuse to obtain an extension on a due date.
   - Signing an attendance roster for someone who is absent or asking someone else to sign the roster to avoid being counted absent.
   - Instructors can also assign students found responsible for level one violations an academic integrity education sanction.

3. Level two sanction: award a grade of "F!" for the course for violations including but not limited to the following:
   - Turning in a paper copied from another student.
   - Turning in a paper obtained in full or in part from a term paper "mill" or website.
   - Copying material almost word for word from a written source and turning it in as one’s own work.
   - Fabricating or falsifying a bibliography.
   - Getting questions or answers from someone who has taken an examination.
   - Obtaining an unauthorized copy of an examination in advance.
   - Using unauthorized notes during an examination.
   - Having another student take an examination.
   - Inappropriate use of technology (camera phones, text messaging, programmable calculator, etc.) during an examination.
   - Copying from another student during an examination with or without his/her knowledge.
   - Helping someone else cheat on an examination.
- Stealing an examination or problem answer from the instructor.
- Altering a grade or scoring on an examination or paper to obtain unearned credit.
- In a course requiring computer work, copying another student’s program rather than writing one’s own.
- Fabricating or falsifying laboratory or research data.
- Inappropriately sharing or using work on an online assignment or examination.
- Turning in work done by someone else.
- Submitting substantial portions of the same assignment to more than one class without permission of the instructors.

For level two sanctions the transcript will indicate that a grade of “F!” signifies that the student failed the course because of an alleged violation of academic integrity.

4. Level three sanction: recommend a transcript notation of “Administrative Withdrawal for Academic Integrity Violation” and dismissal from the graduate or professional program and dismissal from the university for the following types of violations:
   - Plagiarism or other violations of academic integrity in a thesis or dissertation proposal, qualifying examination, comprehensive examination, thesis or dissertation, report for a creative component, thesis or dissertation defense, professional education portfolio, or professional presentations or publications.
   - Fabrication or falsification of research or laboratory data used in a creative component, report, thesis or dissertation, presentation or publication.
   - Altering academic records such as transcripts, falsification of applications for admission or cheating on required prerequisite exams.

What is an Admonition?

An admonition is a warning issued by the instructor and not considered a grievance. An admonition should be used for first time minor offenses. The sanction for an admonition is a grade reduction not to exceed the value of the assignment or examination in question. A first time offense is not automatically treated as an admonition. Admonitions will be reported to the Office of Academic Affairs, but will not be recorded in the Student Conduct database or noted on a student’s transcript. An admonition will be taken into account if additional academic integrity violations are reported. An admonition can be assigned for the following violations of academic integrity:
   - Plagiarism/copying of work done for a course, if the plagiarized/copied material is less than 10% of the assignment or deemed minor by the instructor.
   - Unauthorized collaboration on homework assignments making up less than 10% of the assignment or deemed minor by the instructor.

Is an instructor allowed to assign other sanctions for violations of academic integrity?

Instructors should assign an admonition, level one, level two, or level three sanctions for alleged violations of academic integrity. Instructors should use standards consistent with the Academic Integrity Policy in their courses.

Can a student drop a course once a violation of academic integrity has been identified?

The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of “W” if the allegation is dismissed or if the student admits responsibility for a level one sanction, however, the student must drop the course by the drop deadline. A student may not drop a course in which the “F!” grade was assigned.

What is a resolution meeting?

At this point in the process the student has not been found responsible for a violation of academic integrity. This meeting is an opportunity for the instructor and student to discuss the allegation and determine if a violation occurred and if so what sanction is appropriate.
Can a parent/s and/or friend/s attend the resolution meeting?

No. The resolution meeting is attended by the facilitator, instructor and student. If a student appeals he or she has the right to be accompanied to the Academic Integrity Hearing Panel meeting by one adviser of their choosing.

How does the student appeal the instructor's decision?

The student submits an appeal form and a statement to the Academic Integrity Coordinator within 5 school days after the official email notification is sent from the Academic Integrity Office. The Coordinator, who can be contacted in the Office of Academic Affairs located in 101 Whitehurst, gives the student notice of receipt of the appeal, notifies the instructor of the course, assists the student and instructor in understanding the appeals process, assembles the supporting documents, and transmits the case to the Academic Integrity Panel.

The instructor submits sufficient information to substantiate an alleged violation of academic integrity and the sanction. The instructor must return the evidence and make themselves and any graduate assistants/teaching assistants available for a hearing within 20 school days after the student returns the appeal form or the case will be dismissed.

An Academic Integrity Hearing Panel will schedule a hearing to listen to statements by the instructor, student and others; review materials submitted by the instructor and student; decide if it is “more likely than not” that the student committed the alleged violation; and determine if the sanction is appropriate for the violation. The hearing panel will make one of the following decisions:

- The student is not responsible for a violation of academic integrity. The Academic Integrity Coordinator will remove the sanction and the instructor will assign an appropriate grade.
- The student is responsible for a violation and the sanction is appropriate.
- The student is responsible for a violation but the sanction is not appropriate. The panel may increase or decrease the sanction.

After the decision the Academic Integrity Coordinator will send a hearing report to the student, instructor, student’s advisor, instructor’s department head, student’s dean and the Registrar (if necessary).

How are grades assigned when a violation of academic integrity has occurred?

If more than 5 school days remained in a semester after the resolution meeting, the grade should be assigned by the instructor with the sanction applied (including the assignment of an F! in the course). Pre-finals and finals weeks do not count as school days. If an alleged violation occurs at the end of the semester and the resolution meeting has not been held or the 5 school day appeal deadline falls in the next regular semester, then a grade of “I” should be assigned with a default grade that reflects the proposed sanction. The default grade will be “F!” or a grade calculated to reflect a “zero” or “F” for the assignment(s) or examination(s) that are under review for violating academic integrity. At the end of the appeals deadline the Academic Integrity Coordinator will send a copy of the resolution form to the Registrar so that the appropriate grade can be assigned.

What are rights of the student in the Academic Integrity appeals process?

The procedures for the Academic Integrity Panel afford the student his/her rights by providing:

- Written notification of the time and place of the hearing of the appeal. This notice will be emailed to the student’s University email address.
- A copy of the Academic Integrity Violation and Resolution forms and the instructor’s statement.
- The right to appear in person and present his/her case. Either party may elect not to appear; in this instance, the hearing shall be held in his/her absence. Failure to appear must be noted without prejudice.
- The right to meet with the hearing panel at the same time, so no further allegations can be made against the student without the student’s knowledge or against the instructor without the instructor’s knowledge.
- The right to be accompanied by one adviser (colleague or friend); however, the adviser may not address the hearing panel.
- The right to call witnesses to assist in establishing facts of the case.
- The right to ask questions.
● The right to an explanation of the reasons for any decision rendered.
● The right to be free from retaliation by the instructor.
● The assurance that all personally identifiable information about alleged violations of academic integrity will be confidential under provisions of the Family Educational Rights and Privacy Act (FERPA) and will not be disclosed except as permitted by the Act or with written permission of the student.

What are the chances of this charge being overturned?
Each appeal is heard on a case by case basis. The pertinent questions for the Academic Integrity Panel are “Did a violation of academic integrity occur?” and “Is the assigned sanction appropriate?” The instructor should present all evidence and testimony that led them to conclude a violation of academic integrity occurred. The student should present any evidence or witness statements when they turn in their appeal form. (From Fall 2012-Fall 2015, 24 of 130 appeals were overturned by the Academic Integrity Panel).

Who can help me if the student appeals the alleged violation of academic integrity?
The Academic Integrity Coordinator will assist both the student and instructor in understanding the appeals process. Both parties are encouraged to contact this person if they have any questions about going before the panel or for any policy questions.

Can the sanction be reduced by the panel?
Yes. The Panel will review the proposed sanction and may determine a lesser sanction is more appropriate. They will consider the recommended sanctions outlined in the Academic Integrity Policy.

Can the sanction be increased by the panel?
Yes. If it is discovered the student has a prior violation then the Academic Integrity Coordinator will contact the student and notify them of a hearing regarding the second violation. The Panel also has the option of increasing a sanction if they believe a greater sanction is more appropriate.

How will the instructor know that an appeal has been filed?
Within 5 school days of the official notification being sent from the Office of Academic Affairs, the student may submit an appeal form with supporting documentation. You will be notified by the Academic Integrity Coordinator via email. For more complete information see sections 3.01 - 3.12 in the policy.

Does the Academic Integrity Panel consider grade appeals?
No. While a grade change may occur as the result of an academic integrity hearing the Academic Integrity Panel deals only with violations of academic integrity. Grade appeals are handled by the Grade Appeals Board.

How does an appeal of an academic integrity violation charge differ from a grade appeal?
The situations are definitely different. The charge of an academic integrity violation is brought by an instructor against a student. In a grade appeal, which is handled by the Grade Appeals Board, the action is initiated by the student against an instructor and is filed after a course grade has been assigned. In this case, the question for the Grade Appeals Board is “Did the instructor act fairly (i.e., follow stated procedures accurately and consistently, etc.) in assigning the grade?” If the Grade Appeals Board determines that a (lower) grade was given as a penalty for suspected cheating (or some other academic integrity violation), the case will be immediately referred to the Academic Integrity process. For more information on grade appeals, see http://academicaffairs.okstate.edu/content/grade-appeals-board-policies-procedures.

Can an academic integrity violation be charged for work completed outside of a formal class?
In accordance with a policy developed by the Graduate College, a graduate or professional student may be charged with a violation of academic integrity related to work in non-class settings such as comprehensive or qualifying examinations or dissertation drafts. Alleged violations of academic integrity in these activities are handled by the Academic Integrity Panel. For appeals involving alleged violations of academic integrity by graduate students outside
of class (e.g., qualifying or comprehensive examinations, proposals, theses/dissertations), the Academic Integrity Hearing Panel will be composed of graduate students and members of the graduate faculty.

For more information, contact the Associate Dean for the Graduate College, 202 Whitehurst, 405-744-6368.

**Can a person not enrolled in the course be charged with a violation of academic integrity?**

Only in the cases outlined above. The only sanctions available in this policy are related to a grade in a class.

**What can I do to encourage academic integrity in my classes and on campus?**

This is the most important question. Faculty can lead discussions of academic integrity in classes, provide a clear explanation of permissible and impermissible academic behavior (e.g., regarding collaboration, use of Internet sources, term paper documentation, and the like), include statements about academic integrity in the course syllabus, show the academic integrity video, and reduce opportunities for cheating (e.g., adjust seating during examinations and record the examination seating arrangement, modify examinations and other projects from term to term, limit or prohibit the use of electronic devices during examinations). For more suggestions, see Part II of the Academic Integrity Handbook “Detecting and Reporting Academic Integrity Violations.”

**What is a grade of “F!”?**

A grade of “F!” (pronounced F shriek) on the student’s transcript indicates that the student received a failing grade in the course because of an alleged violation of academic integrity. The first “!” may be removed through successful completion of an academic integrity education program (see below); however, the “!” will remain on the transcript for at least one semester.

**What is the Academic Integrity Panel?**

The Academic Integrity Panel is composed of faculty, undergraduate student and graduate student representatives from each college. When a hearing panel is convened to hear an appeal, it will be composed of a student chair and at least two student members and two faculty members. The hearing panel will listen to statements by the instructor, student and others who have direct knowledge of the incident; review materials submitted by the instructor and student; decide if it is “more likely than not” that the student committed the alleged violation; and determine if the sanction is appropriate for the violation.

**What standard of proof is required for alleged violations of academic integrity?**

When an instructor confronts a student with an alleged violation of academic integrity the instructor is expected to provide sufficient information to substantiate the allegation. The information should support a determination that it is “more likely than not” that a violation of academic integrity occurred.

The standard of proof requires more than a mere assertion by an instructor that a student has been involved in an alleged violation of academic integrity. In most circumstances, information supporting the instructor’s assertion of a violation of academic integrity should be presented in the form of documents or corroborating statements from other University faculty or staff, or both.

Only in instances in which no other supporting information is available should the instructor ask other students in a class to support an allegation of a violation of academic integrity. An instructor should not report a violation of academic integrity based on an allegation by another student that is unsupported either by documents or observation of the alleged violation by a member of the University faculty or staff.

Examples of documents that have been found helpful in past cases include examinations with identical or highly similar answers, particularly when the answer on one or both examinations is incorrect, and when the instructor can demonstrate that the papers were produced by students seated in close proximity to one another during an examination; copies of a student’s written work and the original source(s) from which the work is alleged to have been taken; improper source materials such as notes taken from a student during the course of an examination for which no notes were allowed; and texts or other materials improperly in possession of a student during the examination. In these situations, the documents should be retained by the instructor. It strengthens the instructor’s
case to have another witness to the presence of improper materials during the examination, particularly if there is a dispute as to the presence of the materials.

Written statements by persons who do not attend the Academic Integrity Panel hearing normally will not be considered by the panel. In the event that a majority of the panel concludes that such written statements are necessary, the record of the case shall contain the reasons for the conclusion.

**What should an instructor do if they feel a violation has occurred but aren’t sure they have enough evidence to substantiate the “more likely than not” standard?**

When an instructor suspects that a student violated academic integrity, they are obligated to investigate the allegation and determine if there is sufficient information to substantiate the allegation. In most cases the instructor should complete form A and conduct a resolution meeting to determine if there is adequate evidence. However, it is up to the instructor to determine if the alleged violation constitutes an admonition, sanction or a “teachable moment.” A “teachable moment” can occur when the student has made an error or there is not enough evidence to substantiate the claim of a violation. It may also be defined as a misunderstanding or miscommunication occurring between the student and instructor regarding the process by which the assignment should be completed. In this case the instructor does not feel that the student is responsible of a violation. This would be an opportunity to educate the student regarding academic integrity and the danger of their actions. The assignment would be graded as an error but not processed as a violation of academic integrity.

**What happens to students who violate academic integrity a second time?**

Students who are accused of a second alleged violation of academic integrity in the same course in the same semester may have the second violation increased to an F! for the course, even if both incidents were level one violations.

Students who are accused of a second alleged violation of academic integrity resulting in a second F! will be referred to the Academic Integrity Panel. The panel will conduct a hearing and determine if the student violated academic integrity.

Students who are found responsible for multiple academic integrity violations could be suspended from the University. If a student is found responsible for a violation resulting in suspension during the spring semester (even if the violation occurred during the previous fall or winter intersession semester), the student will be suspended for the subsequent summer and fall semesters. If a student is found responsible for a violation during the fall semester (even if the violation occurred during the previous spring or summer semester), the student will be suspended the subsequent spring and summer semesters. Examples of circumstances that could result in suspension include, but are not limited to:

- Two or more level two violations.
- A level two violation followed by a level one violation
- Three or more violations (level one and/or level two)
- In rare circumstances, the Academic Integrity Panel may consider a different sanction if two violations occur at or about the same time.

**Can the student or instructor appeal the decision of the Academic Integrity Hearing Panel?**

Only the student can appeal a decision of the Academic Integrity Hearing Panel. The student may submit a written request for a decision (final) appeal before the Appeals Panel within 5 school days after the Hearing Report is sent by the Office of Academic Affairs if the academic integrity procedure was not followed. If new information becomes available after the hearing that could substantially affect the outcome, the student may submit an appeal within one year. The Chair of the Appeals Panel will determine if the final appeal will be considered.

The student will use the following procedures in filing a decision (final) appeal:

- The student obtains and completes a Decision (final) Appeal Form (F) that is available from the Office of Academic Affairs, 101 Whitehurst. The burden of proof rests upon the student to establish his/her case with a preponderance of information.
The student submits the decision appeal form to the Academic Integrity Coordinator by the date specified on the email sent to the student’s University email address. The Coordinator gives the student receipt of the appeal, notifies the instructor, assembles the supporting documents, and transmits the case to the Appeals Panel. The Academic Integrity Appeals Panel reviews written materials and determines if the academic integrity procedure was followed or if the new information warrants another hearing in front of the Academic Integrity Hearing Panel. The Academic Integrity Appeals Panel may take any of the following actions:

- The academic integrity procedure was not followed. The Academic Integrity Appeals Panel may remand the case to the Academic Integrity Hearing Panel.
- Academic integrity procedure was followed. The Academic Integrity Appeals Panel upholds the decision of the Academic Integrity Hearing Panel.
- New information does not warrant a new hearing. The Academic Integrity Appeals Panel upholds the decision of the Academic Integrity Hearing Panel.
- New information warrants another hearing in front of the Academic Integrity Hearing Panel.

The Academic Integrity Coordinator notifies the student and instructor of the Appeals Panel decision. The decision of the Academic Integrity Appeals Panel is final.

What is an approved Academic Integrity Education Program?

Students may remove the first “!” from their transcript by successfully completing an Academic Integrity Education Program. The Academic Integrity Education Program includes the Multimedia Integrity Teaching Tool (MITT) and the OSU academic integrity video program.

- The MITT is a self-paced integrity education course on a computer in 101 Whitehurst on the Stillwater campus or Enrollment Services on the OSU-Tulsa campus. The MITT program covers various topics of academic integrity via video and tests the student on each of the topics. Proficiency in each section is required to complete this course.
- The OSU academic integrity video is an overview of our university policy and procedures. The student is required to take a test on the information covered in the video.

Both parts must be completed and passed in order for the “!” to be removed from the student’s transcript after one semester.

A subcommittee of the Academic Integrity Panel will review and approve applications for Academic Integrity Education Programs for students who are not able to complete the two part program.

How will the Office of Academic Affairs handle allegations of violations of academic integrity that are received through EthicsPoint?

The Associate Vice President for Undergraduate Education will receive reports of alleged violations of academic integrity from EthicsPoint, a confidential reporting service that has a contract with OSU. These reports will be immediately forwarded to the instructor of record for the class. The instructor will determine if it is appropriate to conduct an investigation of the allegation.

Are instructors obligated to report all alleged violations of academic integrity to the Academic Integrity Panel?

When an instructor suspects that a student violated academic integrity, they are obligated to investigate the allegation and determine if there is sufficient information to substantiate the allegation. The information should support a determination that it is “more likely than not” that a violation of academic integrity occurred.

If sufficient information exists, the instructor should meet with the student and Academic Integrity Facilitator to discuss the case. If the instructor believes that the student violated academic integrity he or she is expected to report the incident to the Office of Academic Affairs. These reports will identify students who repeatedly violate academic integrity. Unreported violations will not be considered when hearing an appeal.
Each classroom environment is unique regarding the level of instruction regarding academic integrity and the expectations of how assignments should be completed. Therefore it is up to the instructor to determine if the alleged violation constitutes a sanction or a “teachable moment.” A “teachable moment” can occur when the student has made an error but there is not enough evidence to substantiate the claim of a violation. It may also be defined as a misunderstanding or miscommunication occurring between the student and instructor regarding the process by which the assignment should be completed. In this case the instructor does not feel that the student is responsible for a violation. This would be an opportunity to educate the student regarding academic integrity and the danger of their actions. The assignment would be graded as an error but not processed as a violation of academic integrity.

If an alleged violation of academic integrity is discovered after a student graduates, can the degree be revoked?

Yes. Serious violations of Academic Integrity (such as significant plagiarism in a proposal, qualifying examination, comprehensive exam, or thesis or dissertation; or fabrication or falsification of research data) may result in degree revocation. See section 7 (7.01 to 7.18) for procedures regarding degree revocation.

Does the Academic Integrity Policy and Procedures apply to the Center for Health Sciences, OSU-Okmulgee, or OSU-Oklahoma City?

No. The Academic Integrity Policy and Procedures applies to students and instructors of OSU-Stillwater, OSU-Tulsa and Center for Veterinary Health Sciences courses.

ACADEMIC INTEGRITY PROCEDURES AT-A-GLANCE

Procedures for First Violation

Instructor discovers alleged violation of academic integrity
Instructor selects a list of possible Academic Integrity Facilitators
Instructor contacts the student to schedule a meeting
Instructor compiles all supporting information
Instructor & student meet with AI Facilitator
Instructor determines sanctions for first violation
F on test/assignment
F in class
Report to Office of Academic Affairs
Graduate Student Suspension
Student complete AI education to remove the first “I”

Procedures for Second/Third Violation

Automatically given to the AI Panel for review
Sanctions for second violation
Sanctions for third violation
AIP may increase sanction for second violation to F in course or assign a second zero/F on the assignment
AIP suspends student for ≥ 1 fall/spring & summer
Student appeals (see Appeals process)
Issue resolved, violation is noted
Student can apply for readmission through Academic Affairs after suspension term ends

Procedures for Appeal

Student files appeal within 5 school days
Academic Integrity Hearing
Final (decision) appeal may be filed by student
AI Appeals Panel Review
Appeal resolved
Sustains AI hearing panel decision
Appeal is returned to AI hearing panel for final review
PART I. INTRODUCTION AND THE OSU APPROACH

1. Background and Purposes of the New Academic Integrity Policy

*Background.* Efforts to develop the new OSU Academic Integrity Policy began in the Fall Semester of 2003 when the Academic Standards and Policies Committee of Faculty Council, under the leadership of Dr. Andrea Arquitt, attempted to deal with the numerous criticisms of OSU’s then current policy on academic dishonesty. After reviewing the policies of the other Big 12 institutions, the Committee learned of the activities of the Center for Academic Integrity. Provost Marlene Strathe immediately supported OSU membership in the Center and, during the Spring Semester 2004, assembled a Committee on Academic Integrity that included both student and faculty representation from every college on the Stillwater campus. The Committee decided to use the Center’s email survey on academic integrity on the OSU campus. The results are available in Appendix B. Following the survey, the Committee divided itself into two subcommittees: (1) Policy and Procedures and (2) Education. In addition, the Director of the Center was invited to campus, gave presentations, and met with Committee members. Representatives of the OSU Committee (faculty, staff, and students) have attended national meetings organized by the Center for Academic Integrity. The Office of Associate Vice President for Undergraduate Education served as the administrative center for work on the Academic Integrity Policy, with Dr. Gail Gates taking the lead in organizing the work of the Committee and numerous subcommittees. The policy and related procedures that have derived from these faculty-administration-student cooperative activities have been officially approved by the respective groups and are officially in effect at the beginning of the Fall 2006 semester.

*Purposes.* The previous academic dishonesty policy was criticized, among other factors, for being unnecessarily adversarial, requiring too many bureaucratic steps, likely to lead to a lengthy appeals procedure, providing little practical guidance on penalties (sanctions), being more penalty-oriented than education-oriented, and requiring proof of a student’s intent—clearly difficult to establish—for serious violations. Understanding the needs to protect student rights and privacy and for a reasonably well-documented records regarding alleged violations, the Academic Integrity Committee has designed a policy that not only responds to the criticisms above but also lays a positive groundwork for an improved academic climate at OSU. In particular, the new policy aims:

- To provide an easier and more efficient mechanism for instructors to report and to deal with cases of plagiarism and other violations of academic integrity
- To render the procedures more educational and less adversarial
- To promote an earlier resolution of academic integrity problems
- To provide a means for recording a serious violation of academic integrity on a student’s transcript
- To provide a more consistent application of sanctions for academic integrity violations
- To separate the processes concerned with violations of academic integrity from the processes concerned with grade appeals
- To involve students more directly in maintaining standards and dealing with violators of academic integrity
- To move the campus culture toward greater support for the values of academic integrity, both in the classroom and in the world generally

2. Main Features of the Academic Integrity Policy and Procedures (See Appendix A)

- The Policy provides a simple statement regarding commitment to academic integrity that instructors are urged to use in classes, on examinations, and in other appropriate situations. The statement reads “I will respect Oklahoma State University’s commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.”
- The Policy provides a straightforward listing of academic integrity expectations for students, instructors, and members of Academic Integrity Panels.
- The Policy lists, and classifies by appropriate sanction, the most common violations of academic integrity.
- The Policy and Procedures provide a grade of “F!” (pronounced F shriek) for more serious or repeated violations of academic integrity, but also provides an educational mechanism for a student, in some cases, to remove the “!” from the transcript record. F! on a transcript indicates that the student has failed the course because of a violation of academic integrity.
The Procedures provide for a simple but official first step by an instructor who has evidence of a student academic integrity violation. This first step involves the use of an independent third party, a trained Academic Integrity Facilitator. It is hoped that the Policy will promote an early resolution of an alleged academic integrity violation and thus avoid an appeal. Simple reporting forms are also provided. Record-keeping is important for identification of second violators.

If there is instructor-student disagreement about the charge of an academic integrity violation or about the sanction, and the student elects to appeal either matter, or if there is a second violation by the student, the Procedures specify a follow-up process.

Personnel for Academic Integrity Panels are drawn from a trained pool of at least 24 faculty and up to 49 students from every college on campus.

An Academic Integrity Hearing Panel, which handles initial disagreements between student and instructor, is composed of one student chair and at least two additional students, and two faculty members. If a case involves an alleged non-class academic integrity violation by a graduate student (e.g., qualifying examination or thesis), all persons on the Academic Integrity Hearing Panel will be either graduate students or members of the graduate faculty.

An Academic Integrity Appeals Panel is composed of the student chair, one additional student, and one faculty member. The Appeals Panel hears appeals of decisions by the Academic Integrity Hearing Panel based on procedural errors or new information.

3. Major Differences from Preceding Policy on Academic Dishonesty or Misconduct

The preceding policy (Allegations of Academic Dishonesty or Misconduct) made a distinction between “dishonesty” and “misconduct” by which the former involved a deliberate intent by the student to obtain undeserved academic credit by fraudulent means. As intent was difficult to prove, allegations were frequently downgraded to misconduct. The Academic Integrity Policy does not require proof of intent but rather focuses on objective facts regarding an act.

The standard of evidence under the preceding policy was “clear and convincing.” The Academic Integrity Policy requires a “more likely than not” standard. The preceding policy did not encourage the early (pre-appeal) resolution of an allegation and required a good deal of paperwork if any disciplinary action was taken. The Academic Integrity Policy encourages early resolution by requiring minimal paperwork and the use of an Academic Integrity Facilitator.

The preceding policy used only standard grades, suspension, or expulsion as sanctions. The Academic Integrity Policy introduces the “F!” course grade and permits the student to remove the “!” through an educational program.

The preceding policy did not make stronger sanction provisions for repeat violators. The Academic Integrity Policy does. Stronger sanctions are also recommended for students in graduate or professional programs.

Under the preceding policy, the same group—the Academic Appeals Board—ruled on both grade appeals and on dishonest/misconduct appeals. The Academic Integrity Policy separates academic integrity appeals from grade appeals, with different groups reviewing the two types of cases.

PART II. STRENGTHENING ACADEMIC INTEGRITY AND PREVENTING VIOLATIONS

1. Class Activities

Distribute a written course syllabus that includes information related to academic integrity such as the Academic Integrity Commitment Statement, a basic description of plagiarism, clear instructions about permitted and prohibited use of devices (calculators, cell phones, etc.) during tests, comments on permissible collaboration on projects and laboratory reports, and clarification of impermissible assistance given another student. Regard OSU’s Academic Integrity Policy as a “default” position.

Use class time to discuss the topics above and any other relevant matters. Encourage students to ask questions to avoid misunderstandings later. DO NOT assume students, especially international students, understand the nature of and reasons against plagiarism, fabricated or altered data, faulty documentation, and unauthorized collaboration. An understanding of these matters should be seen as a basic part of a student’s education. In pre-professional courses, special efforts should be made to relate integrity to the student’s future career.
● Also use class time to discuss possible sanctions for academic integrity violations and the meaning of the F! grade. Make sure the students understand that the F! grade is a transcript grade.

● Encourage students to assist in preventing cheating in your classes. Invite and welcome suggestions for improving the level of academic integrity. Provide a copy on examinations—to be undersigned by the student—of the Academic Integrity Commitment Statement.

● In appropriate cases, set up an authorized way for students to access sample examinations or project materials, such as a file on closed reserve in the Library. Set a good personal example of academic integrity in your own work.

● Use measures to discourage cheating before it happens in examinations or projects. Here are some suggested measures:

  **Examinations.**
  ● Have two or three versions (or formats) of an examination, possibly mixing up or modifying similar items on the examination.
  ● Slightly vary the order of questions or make slight changes in a few key variables.
  ● Number tests to make sure no “spare” copies leave the room.
  ● Have students deposit books, backpacks, cell phones, coats, and other non-necessary items at the front of the room, to be claimed at the conclusion of the examination.
  ● In large classes, check photo IDs.
  ● Re-arrange student seating during the examination (if possible, with seats between them), keeping a record of the examination seating arrangement.
  ● Use some essay questions (that are difficult to copy).
  ● If the students answer questions on separate sheets (or booklet), make sure the examination is turned in with the answer sheets.
  ● Either provide answer sheets, blank answer paper, or have students exchange blue books before the examination starts.
  ● Have the students write in ink rather than pencil as this makes post-test “tampering” with the answer more difficult.
  ● Insist that all calculation work be shown on the examination paper and that no “scratch” paper be removed from the test room.
  ● Proctor examinations, using an additional proctor or proctors if necessary.
  ● If you suspect (but cannot prove) a student of cheating on an examination, seat the student so as to make copying from another person virtually impossible (such as in the front right corner seat with an empty seat to the left).
  ● Separate students whom you know often work together and probably collaborate in preparing for examinations.
  ● When possible, pick up completed examinations from students while they are still seated rather than have examinations “lost” during a general rush to the front of the room at the end of the testing period.
  ● If you have assistance in grading, have the same grader evaluate all answers to the same question. Carefully monitor items in the student’s possession during the examination and any student comings or goings from the room during the examination.
  ● When grading the examination, be alert to the possibility that the student may alter answers after receiving back the examination and then come to you requesting a re-grading. You can deter this behavior by marking a score (using a different color pen) over the answer and noting blank spaces following an answer (draw a vertical line through such blank spaces).

  **Papers & Projects.**
  ● Vary term paper or research project topics or parameters from term to term.
  ● If possible, assign term papers or projects in stages (i.e., outline, first draft), schedule a brief interim report, and/or have a brief oral review with the student after the term paper or research project has been submitted.
  ● Have the student, during the class period, write a brief “progress report” on the term paper or project. Keep these reports to compare with the final product.
  ● If possible, obtain a relevant Internet-source paper or discussion and examine it during class. Among other benefits, this indicates to students that you know that Internet sources exist!
  ● Give an assignment to critique Websites on a particular topic.
● Use a service such as turnitin.com to check on possible plagiarism (contact OSU’s Institute for Teaching and Learning Excellence at itle.okstate.edu to set up a turnitin account); however, typing a suspect sentence or clause into a search engine such as Google may prove to have as much investigative pay-off.

● If you have grading assistance, have the same grader evaluate all the papers that are written on the same topic or closely related topics.

● Collect papers or projects during class, with personal and recorded submission by the student, to make it impossible for the student to claim that the paper was submitted (to a mailbox) but subsequently stolen or lost before the instructor could record submission.

2. Non-class Activities

● Be willing to serve on Academic Integrity Panels and as an Academic Integrity Facilitator.

● For faculty in professional programs, make sure that the pre-professional students know their profession’s code of professional behavior. Whenever provisions of the code apply to the educational situation, insist that your students and fellow faculty members follow them.

● Be willing to help your college with special activities to educate incoming students, transfer students, international students, and new graduate assistants about academic integrity and the OSU Academic Integrity Policy.

● Promote the values of academic integrity in your personal conversations with faculty, graduate teaching assistants, and students

● In your own professional work, be true to the values of academic integrity and comply with the provisions of OSU’s Scientific Misconduct Policy.

PART III. DETECTING AND REPORTING ACADEMIC INTEGRITY VIOLATIONS

1. Detecting Violations on Tests and Laboratory Reports

● If you think you witness copying on a test, be sure to make a note of the seating arrangement so that you can compare answers after the completion of the test. If another proctor is available, ask that person to observe also. Be sure to allow the student to finish the test, for you might be mistakenly acting against an innocent person and unfairly interfering with the student’s opportunity to do well on the examination.

● Identical answers to essay or short essay questions and a string of identical answers to multiple-choice or single-term questions (especially if identical mistakes are made) are also indicators of probable cheating. However, you should be careful not to jump to conclusions. The students may have prepared for the examination together, producing the similar wording and mistakes. Such pre-examination close collaboration is especially common among Asian students. You may wish to photocopy suspect examinations before handing them back in order to retain possible evidence for future use.

● If you think an examination or report was completed by another person (possibly even a “ringer”), compare handwriting with other examples for the student (or get an example for this purpose). Obvious differences in handwriting may be valuable evidence for a violation. This is another reason to have at least short, handwritten, one to two paragraph essay answers on a test or report, perhaps adding, in class, a handwritten final paragraph to a laboratory report.

● Survey your students to find out whether, in their judgment, cheating occurs during your class; if so, what type; and what might be done about it. Do not ask them for names of possible cheating classmates but indicate that if any student wanted to talk with you privately about the topic, you would keep all communications strictly confidential.

2. Detecting Violations on Term Papers and Projects

● Plagiarism-related violations are often easier to establish on term papers, where verbatim or near-verbatim passages, lifted without citation, can be identified. There are a number of preliminary indicators of plagiarism: (a) The writing style or vocabulary level changes markedly in passages of the paper, (b) information is presented for which the student would likely have had an outside source but none is listed, (c) conclusions or opinions are presented that seem to be based on premises not included in the paper, exceed the student’s usual level of ability or are somewhat remote from the focus of the paper. Typing a suspect sentence or clause into Google or some other search engine such HotBot may turn up surprising results. Identical passages in two or more papers, especially if
not quoted or appropriately cited, should raise a warning flag and spur further investigation. You are advised not to submit a complete paper to an advertised “free” detection Website (submitting at most a couple of paragraphs) as the site might channel the paper for sale on another site.

• For other or related suggestions, see "Additional Resources,“ Part IV. 2.

3. Types of Violations and Levels of Sanctions

The Academic Integrity Policy lists four recommended levels of sanctions, based on the seriousness of the violation, with examples for each level. Instructors should use standards consistent with the Academic Integrity Policy in their courses.

**Admonition.** A warning issued by the instructor for the following – and similar – types of violations. An admonition is designed for first time minor violations of academic integrity. An admonition is kept on file in the Office of Academic Affairs and will be taken into consideration if additional violations occur.

- Plagiarism,copying of work done for a course, if the plagiarized/copied material makes up less than 10% of the assignment, or deemed a minor violation by the instructor.
- Unauthorized collaboration on homework assignments making up less than 10% of the assignment, or deemed a minor violation by the instructor.

**Level One Sanction.** Award a grade of zero or “F” for the assignment or test for the following - and similar - types of violations. Level one violations are recorded in the Student Conduct database and become part of the student’s educational record.

- Copying or paraphrasing a few sentences of material (1-5 sentences or a minor portion) from a written or Internet source without a proper citation.
- Cheating on a quiz or minor assignment. Minor is defined as 10% or less of the total points for the course.
- Receiving unauthorized help on an assignment.
- Working on an assignment with others when the instructor asked for individual work. Turning in work that is identical or very similar to others’ work. Excessively relying upon and using the ideas and work of others in a group effort.
- Using a false excuse to obtain an extension on a due date.
- Signing an attendance roster for someone who is absent or asking someone else to sign the roster to avoid being counted absent.
- Failing to observe the rules governing the conduct of examinations (for example, continuing to work on an examination after time is called at the end of an examination).

**Level Two Sanction.** Award a grade of “F!” for the course for the following - and similar - types of violations. The transcript grade of “F!” signifies that the student failed the course because of a violation of academic integrity. Students may remove the first “!” (though not the “F”) from their transcripts by completing an academic integrity educational program. See “Sanction Reduction” in Part IV. Level two violations are also recorded in the Student Conduct database and become part of the student’s educational record.

- Turning in a paper copied from another student.
- Turning in a paper obtained in full or in part from a term paper “mill” or website.
- Copying material almost word for word from a written source and turning it is as one’s own work.
- Fabricating or falsifying a bibliography.
- Getting questions or answers from someone who has taken an examination.
- Obtaining an unauthorized copy of an examination in advance.
- Using unauthorized notes during an examination.
- Having another student take an examination in one’s place.
- Inappropriate use of technology (camera phone, text messaging, programmable calculator, etc.) during an examination.
- Copying from another student during an examination with or without the student’s knowledge.
- Helping someone else cheat on an examination.
● Stealing an examination or problem answer from the instructor. (Note: Theft may also violate the Student Code of Conduct. An instructor should report any such violation to the Student Conduct Office.)

● Having unauthorized access to solutions and/or instructors or solutions manual for a course.

● Altering a grade, scoring, or answer on an examination or paper to obtain unearned credit.

● In a course requiring computer work, copying another student’s program rather than writing one’s own.

● Fabricating or falsifying laboratory or research data.

● Inappropriately sharing or using work on an online assignment or examination.

● Turning in work done by someone else.

● Submitting substantial portions of the same assignment to more than one class without permission of the instructors.

● Altering course withdrawal slips and similar academic documents. This includes forging an instructor or advisor signature.

**Level Three Sanction (graduate or professional work only).** Recommend a permanent transcript notation of “Administrative Withdrawal for Academic Integrity Violation” and dismissal from the graduate or professional education program and dismissal from the university for the following types of violations:

● Plagiarism or other violations of academic integrity in a thesis or dissertation proposal, qualifying examination, comprehensive examination, thesis or dissertation, report for a creative component, thesis or dissertation defense, professional education portfolio, professional presentation, or publication.

● Fabrication or falsification of research or laboratory data used in a creative component, report, thesis or dissertation, presentation or publication.

● Altering academic records such as transcripts, falsification or applications for admission or cheating on required prerequisite exams.

**4. Reporting Violations**

If you have detected a possible academic integrity violation with the probability that the student is “more likely than not” responsible for the infraction, you should take the following steps within 5 school days. A school day is defined as a regular class day during the fall or spring semester (if the student is enrolled in a class during summer school or intersession, a school day includes regular class days during the term). Remember that you do not have to prove intent; you need only a “50%+ probable” case that the student actually did the alleged action, whether or not the student knew the action was a violation or sought to obtain a competitive advantage by means of the action. The student’s “ignorance” is no excuse. Obviously, you strengthen your case if you have, during a class meeting, explicitly discussed academic integrity to make sure that student “ignorance” has been addressed.

1. Complete the Academic Integrity Inquiry Form (see copy in Appendix D).

2. Contact an Academic Integrity Facilitator, who will be in attendance at your meeting with the student. A list of trained facilitators is available at https://academicintegrity.okstate.edu.

3. Give or send the Academic Integrity Inquiry Form to the student.

4. Keep copies of the form for your file and for the Facilitator. A copy of the form will also be forwarded to the Office of Academic Affairs, 101 Whitehurst, after the Resolution meeting if the student is found responsible for the academic integrity violation.

   Note: Once you have identified an alleged violation, the student may not drop the course while the case is pending. If the student succeeds in dropping the course, the Registrar will re-enroll the student. In the event an incident is not resolved at the time grade reports are due to the Registrar (e.g., an alleged violation is discovered during the final examination period), an incomplete grade should be assigned until the allegation is resolved.

5. The student should contact you, within 5 school days of receiving notification, to schedule a meeting with you and the Academic Integrity Facilitator. If, after a reasonable time (noted on the Inquiry Form), the student has not contacted you, you should contact the Academic Integrity Facilitator for a two-person meeting to review the case. If, as a result of the meeting, you conclude that no academic integrity violation has occurred, no further
action is necessary and the forms you completed earlier should be shredded. If there is a different conclusion, proceed to the next step.

(6) At the conclusion of the meeting between you, the student, and the Academic Integrity Facilitator, all three parties should complete and sign the Academic Integrity Resolution Form (see Appendix C), retain copies of the Form, and send it, with a copy of the Academic Integrity Inquiry Form, to the Office for Academic Affairs, 101 Whitehurst. If the student chooses not to attend the meeting, you and the Facilitator should complete the Resolution Form, retain copies, and send copies of the Form to the student and to the Office of Academic Affairs, attaching a copy of the Academic Integrity Inquiry Form.

(7) Unless the charge and/or the sanction are overturned on appeal, you should apply your specified sanction in calculating or assigning the student’s grade in the course. By the Academic Integrity Policy, the sanction becomes final if the student does not complete an appeal form, with supporting documentation, within 5 school days of official notification being sent from the Office of Academic Affairs. If the notification or meeting takes place so late in the semester that the alleged academic integrity violation is not resolved before grade reports are due in the Registrar’s Office, a grade of “I” should be assigned temporarily and removed as soon as resolution takes place.

PART IV. ACADEMIC INTEGRITY APPEALS PROCESS AND SANCTION REDUCTION

1. The Appeals Process

There are two possible stages of an appeal of an alleged academic integrity violation: (1) an appeal by the charged student to an Academic Integrity Hearing Panel, and (2) a subsequent appeal of the Hearing Panel’s decision, either on procedural grounds or on the grounds of significant new information, by the charged student, to an Academic Integrity Appeals Panel. The Academic Integrity Appeals Panel either supports the decision of the Hearing Panel or returns the case to an Academic Integrity Hearing Panel for review. If the decisions of the Hearing Panel and the Appeals Panel are in agreement, the decision of the Appeals Panel is final. No further appeal to the OSU Administration is authorized.

The Academic Integrity Hearing Panel. If the student decides to appeal your decision, the student must do so within 5 school days from the date in which official notification was sent by the Office of Academic Affairs, filing an appeal form with the Academic Integrity Coordinator. The student must also provide documentation substantiating the grounds for appeal. The Academic Integrity Coordinator will notify you of the appeal and will assist both you and the student in the appeals process. The Academic Integrity Coordinator will assemble the relevant documents (including the forms you originally forwarded and any other supporting material you submit), and will transmit the case to an Academic Integrity Hearing Panel.

The Hearing Panel will, depending on the nature of the appeal, determine whether the student has committed an academic integrity violation and/or whether the sanction assigned is appropriate. The Panel will determine one of the following:

- The student is not responsible for an academic integrity violation. The Academic Integrity Coordinator will remove the sanction and the instructor will assign an appropriate course grade. The Panel or the instructor may permit the student to drop the course with a grade of “W.” However, the student must meet the deadline to drop the course or withdraw from the university.
- The student is responsible for an academic integrity violation but the sanction is not appropriate. The Panel may increase or decrease the sanction.
- The student is responsible for an academic integrity violation and the sanction is appropriate. The Panel or the instructor may permit the student to drop the course with a grade of “W” if the student admits responsibility for a violation meriting a level one sanction. However, the student must meet the deadline to drop the course or withdraw from the university. A student may not drop a course in which the “FI” grade was appropriately assigned.

The Academic Integrity Coordinator will communicate the Panel’s decision, by email, to the student, the instructor, the instructor’s department head, the student’s advisor, the student’s dean, and the Registrar (if applicable).

The Academic Integrity Appeals Panel. The student may file, within 5 school days of the Academic Integrity Hearing Report being sent by email from the Office of Academic Affairs, a written request for a decision (final)
appeal before the Academic Integrity Appeals Panel on the grounds that academic integrity procedures were not properly followed (see Form F in Appendix D). If new information becomes available that might substantially affect the outcome of the case, an appeal may be filed by the student within one year. The Academic Integrity Appeals Panel either upholds the decision of the Hearing Panel or remands the case back to the Panel for a new hearing. The decision of the Academic Integrity Appeals Panel is final.

2. Composition of Academic Integrity Panels
The Academic Integrity Panel is composed of at least three faculty representatives (at least one of whom must be a member of the Graduate Faculty) from each OSU college and up to seven student representatives (five undergraduate, one master’s level, one doctoral level). Each student representative must have completed at least one semester at OSU and be in good academic standing. Members of the Academic Integrity Panel complete special training and subsequently serve on Academic Integrity Hearing Panels and/or on Academic Integrity Appeals Panels.

   Academic Integrity Hearing Panels. Each Academic Integrity Hearing Panel is composed of a student chair and at least two additional students and two faculty. For appeals involving alleged violations of academic integrity by graduate or professional students outside of class (e.g., comprehensive or qualifying examinations, thesis/dissertation proposal or defense) the Academic Integrity Hearing Panel will be composed of graduate students and members of the graduate faculty.

   Academic Integrity Appeals Panel. An Academic Integrity Appeals Panel, which rules on questions of possible procedural errors or on relevance of new information, is composed of one student chair, one student member, and one faculty member. The panel members are selected at random from among the Academic Integrity Panel members not involved with the case.

3. Sanction Reduction through Education Program
A student who has received a grade of ‘F!’ as a sanction for an academic integrity violation, may remove the first “!” (not the “F” grade) by satisfactory completion of an Academic Integrity Education Program. The “F!” will appear on the student’s transcript for a minimum of one semester. The Academic Integrity Education Program (a self-paced instructional program) is specially designed to inform the student about the basis, nature, and consequences of academic integrity violations. If the student receives a second “F!,” the second “!” cannot be removed and will be a permanent mark on the student’s transcript. The reason for the sanction reduction is to make a provision to correct a possible educational deficiency in the student’s background.

PART V. ACADEMIC INTEGRITY FOR FACULTY AND OTHER OSU RESEARCHERS
OSU Policy and Procedures Letter 4-0125 “Complaints of Scientific Misconduct” was adopted November 2002. The Policy describes a procedure for handling allegations of “fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest differences in interpretations or judgments of data.” Any complaints or allegations are transmitted to the Vice President for Research and Technology Transfer, who, if further review seems warranted, appoints a three-person committee of senior faculty to conduct an Initial Inquiry. The procedures and reporting requirements of the Initial Inquiry are set forth in the Policy. The Initial Inquiry does not determine whether scientific misconduct has occurred but rather lays out the facts and evidence pertaining to the question and makes a recommendation as to whether a formal investigation should be undertaken. The Investigation Committee, whose procedures and reporting requirements are also detailed in the Policy, makes a recommendation to the Vice President for Research. The Vice President for Research, who, after consulting others in the University, is required to make the final decision in the case, may impose sanctions on the person (if found responsible for scientific misconduct), impose sanctions against those making allegations (if the allegations are baseless and were not made in good faith), or actively seek to restore the reputation of the person charged (if there are no findings of scientific misconduct).

PART VI. RELATED INFORMATION
1. Definitions of Common Academic Integrity Violations
The following definitions are intended as a guide. Instructors may identify and describe other behaviors that violate academic integrity.
• **Unauthorized Collaboration.** Subject to procedures permitted by the instructor, completing an assignment or examination with other students, turning in work that is identical or very similar to others’ work, or receiving help on assignments without permission of the instructor. This may also include excessively relying upon and borrowing the ideas and work of others in a group effort.

• **Plagiarism.** Presenting the written, published, or creative work of another as one’s own work. Whenever a student uses wording, arguments, data, design, etc. belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicit by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased material. The following are examples of plagiarism: copying another student’s assignment, computer program, or examination with or without permission from the author; copying another student’s computer program and changing only minor items such as variable names or labels; copying or paraphrasing material from an Internet or written source without proper citation; verbatim copying without using quotation marks, even if the source is cited; expressing in the student’s own words someone else’s ideas without giving proper credit.

• **Multiple Submissions.** Submitting substantial portions of the same academic work for credit to more than one class (or to the same class if the student repeats a course) without permission of the instructors.

• **Cheating on Tests and Examinations.** Gathering unauthorized information from others before or during an examination, using notes or other unapproved aids during an examination, failing to observe the rules governing the conduct of examinations (e.g., continuing to work on an examination after time is called), or having another student take an examination for the student.

• **Unauthorized Advance Access to Examinations.** Obtaining an advance copy of an examination without the instructor’s permission or getting questions and answers from someone who took the examination earlier.

• **Fabricating Information.** Making up references for a bibliography, falsifying laboratory or research data (e.g., tampering with experimental data to obtain a “desired” result or creating results for experiments that were never done), or using a false excuse for an absence or extension on a due date.

• **Fraudulently Altering Academic Records.** Altering graded papers, computer materials or records, course withdrawal slips, or academic documents. This includes forging an instructor or adviser signature and altering a transcript.

• **Helping Another Person Cheat.** Providing information about an examination to another student (e.g., sending an electronic message with answers during an examination), giving unauthorized help on assignments, or failing to prevent misuse of work by others (e.g., allowing another student to copy an examination or computer program). A student must take reasonable care that examination answers are not seen by others or that term papers or projects are not plagiarized or otherwise misused by others. This category also includes taking an examination on behalf of another student.

2. **Additional Resources**

Books and monographs available in the OSU Library.


Web-based sources

OSU’s Academic Integrity video is a thirteen minute video that explains the expectations OSU has of its students, what violates academic integrity, the resolution meeting and tips on going through the academic integrity process. Links to the video are available on the academic integrity website, the syllabus attachment, and Desire2Learn. (The suggested handout with the video is the “Top Ten Ways to Promote Academic Integrity” found on the academic integrity website at http://academicintegrity.okstate.edu/doc/stuproai.pdf.)

The OSU Library provides a webpage with links to several dozen sites dealing with definition, examples, prevention, and detection of plagiarism. http://www.library.okstate.edu/access/ils/plagiarism.htm

The Center for Academic Integrity: www.academicintegrity.org

OSU’s Institute for Teaching and Learning Excellence (ITLE) provides free access to turnitin.com plagiarism detection software.

Appendices

A. Oklahoma State University Academic Integrity Policy and Procedures

ACADEMIC INTEGRITY

POLICY

1.01 An institution’s reputation and intellectual freedom depend on its uncompromising commitment to the ideal of academic integrity. OSU is committed to instilling and upholding integrity as a core value. This policy embodies OSU’s dedication to maintaining an honest academic environment and ensures fair resolution of alleged violations of academic integrity.

1.02 The following statement summarizes OSU’s Commitment to Academic Integrity:
I will respect OSU’s commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.

1.03 All members of the OSU community are entrusted with academic integrity, which encompasses the fundamental values of honesty, trust, respect, fairness, and responsibility. Therefore, students, instructors and members of the Academic Integrity Panel are expected to demonstrate academic integrity through the following actions.

A. Students are expected to:
1. Understand and uphold the academic integrity guidelines established by the University and the instructor.
2. Present their own work for evaluation by their instructors.
3. Cite appropriately the words and ideas of others.
4. Protect their work from misuse.
5. Accept responsibility for their own actions.
6. Treat instructors and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed.
7. Trust instructors and members of the Academic Integrity Panel to enforce the academic integrity policy and procedures.

B. Instructors are expected to:
1. Understand and uphold this academic integrity policy and procedures. Standards set by instructors in their classes should be consistent with the guidelines provided within this policy.
2. Discuss and communicate information about academic integrity to students.
3. Reduce opportunities for dishonesty through vigilant exam security and proctoring, and give clear instructions for homework and projects.
4. Evaluate students fairly and consistently and award credit based on professionally judged academic performance established by the instructor.
5. Trust students to follow the academic integrity policy until the instructor has sufficient information to substantiate a violation, then confront students with information about the alleged violation, follow the procedures, and report violations.
6. Evaluate fairly the information that may indicate a student has violated academic integrity.
7. Assure that teaching assistants or adjunct instructors who work under their direction understand and uphold academic integrity policy and procedures.
8. Treat students and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed.
9. Trust members of the Academic Integrity Panel to enforce the academic integrity policy and procedures when violations are appealed.

C. Members of the Academic Integrity Panel are expected to:
1. Accept responsibility for upholding the academic integrity policy and procedures for the University.
2. Uphold instructors' standards for academic integrity that were clearly communicated to students, consistently enforced, and compatible with the University academic integrity policy, procedure, and guidelines.
3. Evaluate information that may indicate a student has violated academic integrity.
4. Treat students and instructors with respect when violations of academic integrity are examined or appealed.
5. Participate in appropriate training.

Academic Integrity Facilitators are instructors, advisors, or academic administrators who are trained in academic integrity policy and procedures.

1.04 Behaviors that violate the fundamental values of academic integrity may include but are not limited to:
   A. Unauthorized collaboration
   B. Plagiarism
   C. Multiple submissions
   D. Cheating on examinations (including prerequisite examinations)
   E. Fabricating information
   F. Helping another person cheat
   G. Unauthorized advance access to examinations
   H. Altering or destroying the work of others
   I. Altering academic records

These behaviors may subject the student to disciplinary action including receiving a failing grade on assignment, examination or course, receiving a notation of a violation of academic integrity on the transcript, or suspension from the University. Serious violations discovered after a student graduates may lead to revocation of a degree. These behaviors are described in detail in the Academic Integrity Guidelines.

PROCEDURES

2.01 The instructor (e.g., instructor of record, teaching assistant, member of a graduate student committee, professional education program, or veterinary house officer) discovers sufficient information to substantiate an alleged violation of academic integrity. The information should support a determination that it is “more likely than not” that a violation of academic integrity occurred.

2.02 Within five school days of discovering an alleged violation, but no more than 30 calendar days after the submission due date, the instructor prepares an Academic Integrity Inquiry Form (including a list of possible Academic Integrity Facilitators) and gives or emails the form to the student’s University email address. A school day is defined as a regular class day during the fall or spring semester (if the student is enrolled in a class during summer school or intersession, a school day includes regular class days during the same summer or intersession term).

Once an instructor has identified an alleged violation of academic integrity, the student may not drop the course. Students who drop the course will be re-enrolled by the Registrar.

Note: In the event an incident is not resolved at the time grade reports are due to the Registrar (e.g., an alleged violation is discovered during the final examination period), an incomplete grade will be assigned until the allegation is resolved.

2.03 The student contacts the instructor within five school days of receiving Form A to schedule a resolution meeting. Pre-finals and finals weeks do not count as school days for this purpose, though if all parties agree, a resolution meeting may be held during these weeks.
2.04 The instructor recommends an academic sanction for alleged violations of academic integrity. For undergraduate, graduate and professional students, the instructor should recommend the appropriate sanction of an admonition or level of either one, two, or three for alleged violations of academic integrity. The following maximum sanctions are:

A. **Admonition**—essentially a warning by the instructor of record of a course, and not considered a grievance. The sanction for an admonition will be a grade reduction that does not exceed the value of the assignment in question. An admonition may be assessed for violations including but not limited to the following:
   1. Plagiarism/copying of work done for a course, if the plagiarized/copied material makes up less than 10% of the assignment, or deemed a minor violation by the instructor of record (first offense only).
   2. Unauthorized collaboration on homework assignments making up less than 10% of the assignment, or deemed a minor violation by the instructor of record (first offense only).

A first offense is not automatically treated as an admonition. If an admonition is assessed, the warning and sanction will be reported to the Academic Integrity Office. Ordinarily, an admonition may only be assessed once and adjudication of additional academic integrity violations will take into account the admonition. The resolution of additional academic integrity violations may be adversely impacted by the earlier assessment of an admonition.

B. **Level one sanction**—a grade of "zero" or "F" for the assignment or examination for violations including but not limited to the following:
   1. Copying or paraphrasing a few sentences of material (1-5 sentences or a minor portion) from a written or Internet source without proper citation.
   2. Cheating on a quiz or minor assignment. Minor is defined as 10% or less of the total points for the course.
   3. Receiving unauthorized help on an assignment.
   4. Working on an assignment with others when the instructor asked for individual work. Turning in work that is identical or very similar to others' work. Excessively relying upon and using the ideas and work of others in a group effort.
   5. Using a false excuse to obtain an extension on a due date.
   6. Signing an attendance roster for someone who is absent or asking someone else to sign the roster to avoid being counted absent.
   7. Failing to observe the rules governing the conduct of examinations (for example, continuing to work on an examination after time is called at the end of an examination).

In addition to assigning a Level One sanction, an instructor can assign the academic integrity education program to a student. After the sanction becomes final, a registration hold will be placed on the student's account. Sanctions become final if the student does not appeal within five school days of receiving official notification from the Academic Integrity Coordinator or an Academic Integrity Panel Hearing. The registration hold will be removed once the student successfully completes the academic integrity education program. The student shall contact the Office of Academic Affairs to schedule a time to complete the academic integrity education program.

C. **Level two sanction**—a grade of "F!" for the course. An F! is a grade signifying the student failed the course because of an academic integrity violation. Level two violations include but are not limited to the following:
   1. Turning in a paper copied from another student.
   2. Turning in a paper obtained in full or in part from a term paper "mill" or website.
   3. Copying material almost word for word from a written source and turning it in as one's own work.
   4. Fabricating or falsifying a bibliography.
   5. Getting questions or answers from someone who has taken an examination.
   6. Obtaining an unauthorized copy of an examination in advance.
7. Using unauthorized notes during an examination.
8. Having another student take an examination.
9. Inappropriate use of technology (camera phones, text messaging, programmable calculator, etc.) during an examination.
10. Copying from another student during an examination with or without his/her knowledge.
11. Helping someone else cheat on an examination.
12. Stealing an examination or problem answer from the instructor.
13. Having unauthorized access to solutions and/or instructors or solutions manual for a course.
14. Altering a grade or scoring on an examination or paper to obtain unearned credit.
15. In a course requiring computer work, copying another student’s program rather than writing one’s own.
16. Fabricating or falsifying laboratory or research data.
17. Inappropriately sharing or using work on an online assignment or examination.
18. Turning in work done by someone else.
19. Submitting substantial portions of the same assignment to more than one class without permission of the instructors.
20. Altering course withdrawal slips and similar academic documents. This includes forging an instructor or adviser signature.

D. Level three sanction—recommend a transcript notation of “Administrative Withdrawal for Academic Integrity Violation”; and dismissal from the graduate or professional program and dismissal from the University. This transcript notation is permanent and is intended to be used primarily for violations that are not related to a specific course. Level three violations include but are not limited to the following:
1. Plagiarism or other violations of academic integrity in a thesis or dissertation proposal, qualifying examination, comprehensive examination, thesis or dissertation, report or creative component, thesis or dissertation defense, or professional education portfolio, professional presentations, or publications.
2. Fabrication or falsification of research or laboratory data used in a creative component, report, thesis or dissertation, presentation, or publication.
3. Altering academic records such as transcripts, falsification of applications for admission or cheating on required prerequisite exams.

At the undergraduate level, suspension from the University may be recommended for cheating on required prerequisite exams or altering academic records.

The academic integrity violation, such as receipt of a failing grade, may result in additional consequences, including program or aid ineligibility, program dismissal, visa status issues, etc.

2.05 The student, instructor, and Academic Integrity Facilitator meet to discuss the alleged violation and sign the Academic Integrity Resolution Form. The following actions may result from this meeting:
A. The instructor and student agree that no violation of academic integrity occurred. No further action is needed.
B. The student admits responsibility for a violation and accepts the instructor’s recommended sanction. A copy of the signed form is given to the student, the instructor retains a copy, and copies are sent to the instructor’s department head and the Office of Academic Affairs.
C. The student admits responsibility but does not agree with the sanction. The instructor recommends a sanction and the case is referred to the Academic Integrity Panel. To initiate an appeal the student must submit documentation to the panel within five school days after receiving official notification from the Academic Integrity Coordinator (see procedures for appeal).
D. The student denies responsibility for the alleged violation and does not agree with the sanction. The instructor recommends a sanction and the case is referred to the Academic Integrity Panel. To
initiate an appeal the student must submit documentation to the Panel within five school days after completion of the Academic Integrity Resolution Form (see procedures for appeal).

E. The student fails to appear for the resolution meeting. The instructor and facilitator discuss the alleged violation, the instructor recommends a sanction, and they sign the Academic Integrity Resolution Form. A copy of the form is emailed to the student’s University email address, the instructor retains a copy, and a copy is sent to Office of Academic Affairs.

The assigned sanction becomes final if the student does not submit documentation to the Academic Integrity Coordinator by the five school-day deadline.

In any case where it is determined that an academic integrity violation has occurred, the student’s advisor will be notified by the Office of Academic Affairs.

2.06 The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of “W” if the allegation is dismissed or if the student admits responsibility for a level one sanction, however, the student must meet the deadline to drop the course or withdraw from the University. A student may not drop a course in which the “F!” grade was assigned.

2.07 Certain violations (e.g., theft of an examination) may also violate the Student Code of Conduct. Instructors should contact the Student Conduct Office to report such violations.

2.08 Students may remove the first “!” from their transcript by completing an academic integrity education program. The “!” will remain on the transcript for a minimum of one semester.

2.09 Students who are accused of a second alleged violation of academic integrity in the same course in the same semester may have the second violation increased to an F! for the course, even if both incidents were Level One violations. Students who are accused of a second alleged violation of academic integrity resulting in a second F! will be referred to the Academic Integrity Panel.

2.10 Undergraduate students who are found responsible for multiple academic integrity violations could be suspended from the University. If a student is found responsible for a violation resulting in suspension during the spring semester (even if the violation occurred during the previous fall or winter intercession semester), they will be suspended for the subsequent summer and fall semesters. If a student is found responsible for a violation during the fall semester (even if the violation occurred during the previous spring or summer semester), they will be suspended the subsequent spring and summer semesters. Examples of circumstances that could result in suspension include, but are not limited to:

A. Two or more level two violations.
B. A level two violation followed by a level one violation.
C. Three or more violations (level one and/or level two).
D. In rare circumstances, the Academic Integrity Panel may consider a different sanction if two violations occur at or about the same time.

2.11 If clear and convincing evidence of a serious violation of academic integrity is discovered (including but not limited to the violations listed under level three sanctions in 2.05.c.) after a student graduates, revocation of the degree may be recommended by following the Degree Revocation Procedures.

2.12 Academic integrity violations and student conduct violations are entered into the University’s student conduct database and become a part of the student’s educational records. Employers, licensing boards, graduate, professional schools, state and federal agencies, and others may request a copy of these educational records. With the student’s consent, OSU will release student education records, which are available at the time of the request.
No record of admonitions will be noted on the student’s transcript. Admonitions are reported to the Academic Integrity Office and will be taken into account if other academic integrity violations are reported. No record of Level One violations will be noted on the student’s academic transcript, but will appear in the student’s educational record. Level Two violations will result in an F! on the transcript. Students may remove the first “!” from their transcript (see section 2.08) but the violation will remain a part of their educational record.

PROCEDURES FOR APPEALS OF ALLEGED ACADEMIC INTEGRITY VIOLATIONS

3.01 If the student appeals the alleged violation of academic integrity the student and instructor will meet with the Academic Integrity Panel.

3.02 The student will use the following procedures to file an appeal:
   A. The student obtains and completes an appeal form that is available online or from the Office of Academic Affairs. The student should submit documentation to support his or her appeal.
   B. The student submits the appeal form to the Academic Integrity Coordinator within five school days after the official email is sent from the Academic Integrity office to the student’s University email address. For alleged violations which occur at the end of the semester, the five day appeal period will roll over into the next regular (fall or spring) semester. The Coordinator, who can be contacted in the Office of Academic Affairs, gives the student notice of receipt of the appeal, notifies the instructor of the course, assists the instructor and student in understanding the appeals process, assembles the supporting documents, and transmits the case to the Academic Integrity Panel.

3.03 The instructor submits the necessary forms, sufficient information to substantiate the alleged violation of academic integrity, and the recommended sanction. The instructor must return the evidence and make themselves and any graduate assistants/teaching assistants available for a hearing within 20 school days after the student returns the appeal form or the case will be dismissed.

3.04 The student and instructor have the right to appear in a hearing before an Academic Integrity Hearing Panel. (Refer to the Academic Integrity Guidelines for a complete list of the rights in the Academic Integrity procedures.)

3.05 The Academic Integrity Panel determines if A) the student committed an act that violates academic integrity and B) the sanction is appropriate. The Panel will make one of the following decisions:
   A. The student is found not responsible for a violation of academic integrity. The Academic Integrity Coordinator shall remove the sanction and the instructor shall assign an appropriate grade. The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of “W.”
   B. The student is found responsible for a violation and the sanction is appropriate. The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of “W” if the student admits responsibility for a level one sanction. A student may not drop a course in which the “F!” grade was assigned.
   C. The student is found responsible for a violation but the sanction is not appropriate. The panel may uphold, increase, or decrease the sanction.

3.06 If the student is found responsible for a violation of academic integrity, the Academic Integrity Panel may also assign an academic integrity education sanction which requires the student to complete the academic integrity education program. A registration hold will be placed on the student’s account within five school days of the Academic Integrity Hearing Panel if the student does not appeal. The registration hold will be removed once the student successfully completes the academic integrity education program. The student shall contact the Office of Academic Affairs to schedule a time to complete the academic integrity education program.

3.07 After each decision, Academic Integrity Coordinator sends a Hearing Report to the student, instructor, advisor, instructor’s department, student’s dean and the Registrar (if needed).
3.08 The student may submit a written request for a final appeal before the Appeals Panel. The student must submit an appeal within five school days after the Hearing Report if academic integrity procedures were not followed. If new information becomes available after the hearing that could substantially affect the outcome, the student may submit an appeal within one year. The Appeals Panel will determine if the final appeal will be considered.

3.09 The student will use the following procedures in filing a final appeal:
   A. The student obtains and completes a final appeal form that is available online or from the Office of Academic Affairs. The burden of proof rests upon the student to establish his/her case with a preponderance of information.
   B. The appellant submits the final appeal form to the Academic Integrity Coordinator by the date specified on the email sent to the student's University email address. The Coordinator, who can be contacted in the Office of Academic Affairs, gives the appellant notice of receipt of the appeal, notifies the instructor, assembles the supporting documents, and transmits the case to the Appeals Panel.

3.10 The Appeals Panel reviews written materials and determines if the academic integrity procedure was followed or if the new information warrants another hearing in front of the Academic Integrity Panel. The Appeals Panel may take any of the following actions:
   A. The academic integrity procedure was not followed. The Appeals Panel may remand the case to the Academic Integrity Panel.
   B. Academic integrity procedure was followed. The Appeals Panel upholds the decision of the Academic Integrity Panel.
   C. New information does not warrant a new hearing. The Appeals Panel upholds the decision of the Academic Integrity Panel.
   D. New information warrants another hearing in front of the Academic Integrity Panel.

3.11 The Academic Integrity Coordinator notifies the student and the instructor of the Appeals Panel decision.

3.12 The decision of the Appeals Panel is final except when revocation of a degree is recommended by the Academic Integrity Panel. Revocation of a degree requires approval of the Provost, OSU-Stillwater President, A&M Board of Regents, and Oklahoma State Regents for Higher Education.

COMPOSITION OF THE ACADEMIC INTEGRITY PANEL

4.01 Each college will have at least three faculty representatives (at least one should be a full member of the graduate faculty) and up to seven student representatives (5 undergraduate and 2 masters, doctoral, or professional students) on the Academic Integrity Panel. For each college, faculty representatives will be appointed by Faculty Council or by Graduate Council. The college will nominate student representatives; these nominations will be approved by the Student Government Association for undergraduate students and the Graduate and Professional Student Government Association for graduate students. Each student representative should complete at least one semester at OSU in good academic standing before serving on the Panel.

4.02 All members of the Panel must complete training on academic integrity.

4.03 When a Hearing Panel is convened to hear an appeal, it will be composed of at least five members: a student chair, at least two student members and at least two faculty members. The chair will always be a student who has experience on the Academic Integrity Panel.

4.04 For appeals involving alleged violations of academic integrity by graduate students outside of class (e.g., comprehensive or qualifying examination, proposal, theses/dissertation defense), graduate students and graduate faculty will serve on the Academic Integrity Hearing Panel.
COMPOSITION OF THE ACADEMIC INTEGRITY APPEALS PANEL

5.01 For final appeals involving violations of academic integrity, three members of the Academic Integrity Panel who were not involved in the case will be selected to serve on the Appeals Panel. The Panel will be composed of one student chair, one student member and one faculty member.

ACADEMIC INTEGRITY GUIDELINES

6.01 Oklahoma State University’s Academic Integrity policy identifies some behaviors that violate the fundamental values of academic integrity. These behaviors are described below:

A. Unauthorized Collaboration: Completing an assignment or examination with other students, turning in work that is identical or very similar to others’ work, or receiving help on assignments without permission of the instructor. This may also include excessively relying upon and borrowing the ideas and work of others in a group effort.

B. Plagiarism: Presenting the written, published or creative work of another as the student’s own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. The following are examples of plagiarism:
   1. Copying another student’s assignment, computer program or examination with or without permission from the author.
   2. Copying another student’s computer program and changing only minor items such as logic, variable names, or labels.
   3. Copying or paraphrasing material from an Internet or written source without proper citation.
   4. Copying words and then changing them a little, even if the student gives the source.
   5. Verbatim copying without using quotation marks, even if the source is cited.
   6. Expressing in the student’s own words someone else’s ideas without giving proper credit.

C. Multiple Submissions: Submitting substantial portions of the same academic work for credit to more than one class (or to the same class if the student repeats a course) without permission of the instructors.

D. Cheating on Examinations: Gathering unauthorized information before or during an examination from others, using notes or other unapproved aids during an examination, failing to observe the rules governing the conduct of examinations (for example, continuing to work on an examination after time is called at the end of an examination), or having another student take an examination for the student.

E. Fabricating Information: Making up references for a bibliography, falsifying laboratory or research data (for example, tampering with experimental data to obtain “desired” results or creating results for experiments that were not done), or using a false excuse for an absence or an extension on a due date.

F. Helping Another Person Cheat: Providing information about an examination to another student (for example, sending an electronic message with answers during an examination), giving unauthorized help on assignments, or failing to prevent misuse of work by others (for example, allowing another student to copy an examination, assignment, or computer program). A student must take reasonable care that examination answers are not seen by others or that term papers or projects are not plagiarized or otherwise misused by others. This category also includes taking an examination on behalf of another student.

G. Unauthorized Advance Access to Examinations: Obtaining an advance copy of an examination without the instructor’s permission or getting questions and answers from someone who took the examination earlier.

H. Altering or Destroying the Work of Others: Changing or damaging computer files, papers or other academic products that belong to others.
I. Altering Academic Records: Altering graded papers, computer materials/records, course withdrawal slips, or academic documents. This includes forging an instructor or advisor signature and altering transcripts.

6.02 Instructors may identify other behaviors that violate academic integrity.

6.03 Students have the following rights during the Academic Integrity hearing:

A. Written notification of the time and place of the appeal hearing. This notice will be sent to the student’s University email address.
B. A copy of the Academic Integrity Violation and Resolution forms.
C. The right to appear in person and present his/her case. Either party may elect not to appear; in this instance, the hearing shall be held in his/her absence. Failure to appear must be noted without prejudice.
D. The right to meet with the hearing panel at the same time, so no further allegations can be made against the student without the student’s knowledge or against the instructor without the instructor’s knowledge.
E. The right to be accompanied by one person (colleague or friend); however, this person may not address the hearing panel.
F. The right to call witnesses to assist in establishing facts of the case.
G. The right to ask questions.
H. The right to an explanation of the reasons for any decision rendered.
I. The right to be free from retaliation by the instructor.
J. The assurance that all personally identifiable information about alleged violations of academic integrity will be confidential under provisions of the Family Educational Rights and Privacy Act (FERPA) and will not be disclosed except as permitted by FERPA or with written permission of the student.

6.04 The Academic Integrity Panel determines if A) the student committed an act that violates academic integrity and B) the sanction is appropriate. The following guidelines have been developed for the Panel to use when examining an alleged academic integrity violation:

A. The Panel will review the course syllabus statements about academic integrity.
B. The Panel will determine if the instructor clearly communicated the parameters of the assignment to the students.
C. If more than one student was involved in the alleged violation, the Panel will consider if the students were sanctioned fairly or if one student was singled out for arbitrary or discriminatory treatment.
D. If the student has more than one alleged violation, the Panel will consider when the violations occurred.
E. The Panel will not consider issues related to the quality of instruction or the academic soundness of the instructor’s teaching methods.

PROCEDURES FOR DEGREE REVOCATION

7.01 Allegations of serious violations of academic integrity directed at graduates of Oklahoma State University should be made directly to the Dean of the Graduate College (for graduate students) or the Associate Vice President for Undergraduate Education (for undergraduate students), hereafter referred to as the Investigating Official.

7.02 The Investigating Official will review the allegations and make a preliminary determination regarding whether the allegation provides sufficient reason to warrant the formation of a Review Committee. He or she will consult with the Office of Legal Counsel to the Board of Regents prior to making a preliminary determination regarding the allegation.
7.03 The Review Committee will be composed of one Academic Integrity Facilitator, one faculty member appointed by the Investigating Official, and one faculty member appointed by the Dean of the graduate's academic college. Persons appointed to the Review Committee may not have a conflict of interest with the graduate, the person making the allegation, or any other person involved in the case.

7.04 The purpose of the Review Committee is to determine whether clear and convincing evidence of a serious violation of academic integrity supports a recommendation of revocation of the graduate's degree.

7.05 The Investigating Official, as soon as reasonably practicable, will notify the graduate in writing of the pending allegation against him or her, the possibility of revocation of his or her degree, the placement of a transcript hold, and the formation of a Review Committee to conduct an initial inquiry into the allegation. The written notice must include:

A. The alleged violation of academic integrity committed by the graduate.
B. The information supporting the allegation.
C. The course grades that may be changed to "F!".
D. The identities of the Review Committee members.
E. The procedure to be followed by the Review Committee.
F. The opportunity for appeal.

7.06 The graduate will respond to the allegations and submit factual reasons for any objections to the composition of the Review Committee within 20 school days of receipt of the written notice. The graduate may request replacement of up to one member of the Review Committee for cause.

7.07 After the 20 school day period, the Review Committee will schedule a meeting with the graduate to discuss the alleged violation. Refer to the Academic Integrity Guidelines (6.03) for a complete list of the rights in the Academic Integrity procedures. The graduate may have legal counsel, at his or her own expense, present for advisory purposes only. Legal counsel may not question Committee members, make statements, or answer questions for persons called to appear before the Review Committee. The following actions may result from the meeting:

A. The Review Committee and graduate agree that the alleged serious violation of academic integrity is not supported by clear and convincing evidence. No further action is needed and the graduate is held harmless against further allegations warranting degree revocation;
B. The graduate admits responsibility for a serious violation and accepts the Review Committee's recommendation of degree revocation;
C. The Review Committee recommends degree revocation. The graduate admits responsibility for the alleged violation but does not agree with the sanction. The case is referred to the Academic Integrity Panel;
D. The Review Committee recommends degree revocation but the graduate denies responsibility for the alleged violation and does not agree with the sanction. The case is referred to the Academic Integrity Panel;
E. The graduate fails to appear for the meeting with the Review Committee. If the Review Committee recommends degree revocation the case is referred to the Academic Integrity Panel.

The Review Committee will provide a written report of their findings to the graduate, the Academic Integrity Panel, and the Investigating Official. If degree revocation is recommended, the Review Committee will submit sufficient information to substantiate clear and convincing evidence of a serious violation of academic integrity and the recommended sanction of degree revocation.

7.08 If degree revocation is recommended the graduate will participate in a hearing with the Academic Integrity Panel unless he or she admits responsibility for a serious violation and accepts the Review Committee's recommendation. Refer to the Academic Integrity Guidelines (6.03) for a complete list of the rights in the Academic Integrity procedures. The graduate may have legal counsel, at his or her own expense, present for advisory purposes only. Legal counsel may not question Panel members, make statements, or answer questions for persons called to appear before the Academic Integrity Hearing Panel. The graduate will use the following procedures in filing an appeal:
A. The graduate obtains and completes an appeal form that is available online or from the Office of Academic Affairs. The graduate should submit documentation to support his or her appeal.

B. The graduate submits the appeal form to the Academic Integrity Coordinator within 20 school days after the graduate receives the written report from the Review Committee. The Coordinator, who can be contacted in the Office of Academic Affairs, will assign a consulting member of the Academic Integrity Panel to assist the graduate in understanding the appeals process, assemble the supporting documents, and present the case to the Academic Integrity Panel.

7.09 The Investigating Official will act as the proponent in presenting the alleged violation to the Academic Integrity Hearing Panel.

7.10 If the graduate does not respond within 20 school days or fails to appear for the hearing, the consulting member of the Academic Integrity Panel will act as respondent on behalf of the graduate before the Hearing Panel.

7.11 After the hearing, the Academic Integrity Hearing Panel will determine A) if the graduate committed an act that was a serious violation of academic integrity and B) if degree revocation is an appropriate sanction. The Panel will make one of the following decisions:

A. The graduate is found not responsible for a serious violation of academic integrity;

B. The graduate is found responsible for a serious violation and the sanction is appropriate. The Hearing Panel will recommend degree revocation to the Provost;

C. The graduate is found responsible for a serious violation but recommends a lesser sanction.

The Academic Integrity Coordinator will provide a written report of the Hearing Panel’s findings to the graduate, Provost, and Investigating Official.

7.12 If the Hearing Panel recommends degree revocation the graduate will have 20 school days after receipt of the report of the Hearing Panel to submit a written request for a decision appeal before the Appeals Panel. The graduate will use the following procedures to file a decision appeal:

A. The graduate obtains and completes a decision appeal form that is available online or from the Office of Academic Affairs. The burden of proof rests upon the graduate to establish his/her case with clear and convincing evidence;

B. The appellant submits the final appeal form to the Academic Integrity Coordinator by the date specified on the report from the Chair of the Academic Integrity Hearing Panel. The Coordinator, who can be contacted in the Office of Academic Affairs gives the graduate notice of receipt of the appeal, notifies the Investigating Official, assembles the supporting documents, and transmits the case to the Appeals Panel.

7.13 The Appeals Panel reviews written materials and determines if the academic integrity procedure was followed or if additional information provided by the graduate warrants another hearing in front of the Academic Integrity Panel. The Appeals Panel may take any of the following actions:

A. The academic integrity procedure was not followed. The Appeals Panel may remand the case to the Academic Integrity Panel or recommend against degree revocation;

B. The academic integrity procedure was followed. The Appeals Panel upholds the decision of the Academic Integrity Panel and recommends degree revocation;

C. Additional information provided by the graduate does not warrant a new hearing. The Appeals Panel upholds the decision of the Academic Integrity Panel and recommends degree revocation;

D. New information warrants another hearing in front of the Academic Integrity Panel.

The Chair of the Appeals Panel will provide a written report of the Panel’s findings to the graduate, Provost and Investigating Official.
7.14 The Provost will review the written statements of the graduate and recommendations of the Review Committee, Academic Integrity Hearing Panel, and Appeals Panel. If the Provost supports the recommendation for degree revocation, he or she will submit a letter to the President with a copy to the graduate. If the Provost does not support the recommendation for degree revocation, the graduate will be notified in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.15 The President will review the written statements of the graduate and recommendations of the Provost, Review Committee, Academic Integrity Hearing Panel, and Appeals Panel. If the President supports the recommendation for degree revocation, he or she will submit a letter to the OSU/A&M Board of Regents with a copy to the graduate. If the President does not support the recommendation for degree revocation, he or she will notify the graduate in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.16 The OSU/A&M Board of Regents will review the recommendation of the President. If the OSU/A&M Board of Regents supports the recommendation for degree revocation, the President will submit a letter to the Oklahoma State Regents for Higher Education (OSRHE) with a copy to the graduate. If the OSU/A&M Board of Regents does not support the recommendation for degree revocation, the President will notify the graduate in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.17 OSRHE will review the recommendation of the President and the OSU/A&M Board of Regents. The Chancellor will notify the President of the OSRHE decision. The President will provide a copy of the OSRHE decision to the graduate in writing. If the OSRHE does not support the recommendation for degree revocation, the President will notify the graduate in writing and the case will be considered closed with the graduate held harmless against further allegations warranting degree revocation.

7.18 If the degree revocation is approved by OSRHE, the Registrar will remove the degree designation from the transcript, assign F grades for applicable courses, and send copies of the revised transcript to all individuals who have previously received official copies of the transcript. The Registrar will request that the graduate return the diploma. In cases of serious violations involving theses or dissertations, the Graduate Dean will remove the thesis or dissertation from the library and electronic copies will be recalled.

Approved by: E- Team, March 2015

Revisions Approved by:
Faculty Council, March 8, 2016
Instruction Council, March 24, 2016
Council of Deans, April 14, 2016
Executive Team, May 24, 2016
Appendix

B. Academic Integrity Survey Results

The Center for Academic Integrity sponsored a survey that assessed Oklahoma State University students’, teaching assistants’ (TAs) and faculty members’ perceptions of the academic environment, the extent of academic misconduct, and attitudes related to academic integrity. The survey was administered by Dr. Don McCabe at Rutgers University.

All students, faculty and TAs were invited by email to participate in the web-based survey during the spring semester 2004 and 1,864 students, 161 teaching assistants, and 420 faculty responded to the survey. Response rates were about 8% for students, 22% for teaching assistants and 43% for faculty. This summary presents responses from faculty and teaching assistants.

Academic Environment at OSU

Most faculty reported discussing plagiarism in the syllabus (60%) and at the start of the semester (58%), proper attribution of written (59%) and internet (57%) sources for individual assignments, and group work/collaboration (50%).

Faculty were more likely than TAs to report that if they thought a student cheated, they would fail the student on the assignment (63% faculty, 38% TAs) or report the student to administrators (45% faculty, 25% TAs).

Specific Behaviors

Most faculty (67%), half of students (52%) and 31% of TAs had seen a student cheat during an examination. Most faculty and TAs had observed students copying a few sentences of material from written and internet sources, working on an assignment with others when they asked for individual work, and copying another student’s computer program (figure 1).

Figure 1. Proportion of TAs and faculty who reported observing the behavior in their classes at least once.
Students were less likely to consider specific behaviors to be moderate or serious cheating than faculty or TAs (figure 2), however, most faculty, TAs and students agreed that the following behaviors were moderate or serious cheating:

- Turning in work done by someone else.
- Copying material almost word for word from a written source and turning it in as your own work.
- Using unpermitted crib notes during a test.
- Turning in a paper copied from another student.
- Copying from another student during a test with his or her knowledge.
- Helping someone else cheat on a test.
- Turning in a paper obtained in large part from a term paper “mill” or website.
- Inappropriately using technology during test/exam.
- Copying from another student during a test or exam without his or her knowing it.
- In a course requiring computer work, copying a friend's program rather than doing your own.

Figure 2. Proportion of faculty, students, and teaching assistants (TAs) who considered the behavior to be moderate or serious cheating.
Most faculty and TAs employed the following strategies to reduce cheating:
- closely monitor students taking examinations
- discuss their views on the importance of honesty and academic integrity with students
- provide information on their syllabus about cheating/plagiarism

Other strategies used by some faculty and TAs are listed in figure 3.

![Figure 3. Strategies some faculty and TAs use to reduce cheating in their courses.](image)

Additional information on academic integrity is available at the Center for Academic Integrity’s website (www.academicintegrity.org).

For information about this survey or to request a copy of the summary of national data, contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627.
Appendix

C. Notifying the Student Instructions

Procedure: Notifying Student of Possible Academic Integrity Violation
Purpose: To communicate possible academic integrity policy violation to student
Timeframe: Within five (5) class days of discovery of the incident
Supplies/Equipment: Inquiry Form (Form A); Facilitator List; evidence to substantiate alleged violation of academic integrity; course syllabus

Notifying Student of Possible Academic Integrity Violation Flowchart

Possible violation of academic integrity in student work detected

Complete grading or reviewing the assignment/examination

If instructor perceives a violation of academic integrity, contact an Academic Integrity Facilitator, and arrange a meeting between instructor, facilitator, and student

NOTE: A list of trained facilitators may be found at http://academicintegrity.okstate.edu/doc/facilitators.pdf.
Facilitator must be trained, but does not have to be member of instructor’s department

Complete Academic Integrity Inquiry Form (Form A), available at:
http://academicintegrity.okstate.edu/aiforms.htm?option=com_content&task=view&id=55&Itemid=64
- Describe behavior that is viewed as a violation. Brief descriptions can be found in the Academic Integrity policy 2-0822; 1.04.
- If none of the descriptions of behavior listed in the policy fit the situation, then record “other”, and describe the alleged behavior in your own words.
- Put name(s) of the facilitator(s) who can meet with you and the student on the form.

Give Inquiry Form (Form A) to student
- If the student does not regularly attend class, you may email the form to the student’s university email address.
- The instructor and student may briefly discuss the situation prior to the resolution meeting with the facilitator, but the discussion should not become confrontational in any way, and an official resolution cannot occur without a facilitator present.

Schedule a Resolution Meeting with the facilitator, student and instructor
(The time and place of the resolution meeting is at the discretion of the instructor and facilitator.)
Appendix

D. Reporting and Appeal Forms

Academic Integrity Inquiry Form

(Given to student before Resolution Hearing)

Below is a report indicating a possible violation of Oklahoma State University’s Academic Integrity Policy. It is very important that you contact me no later than ______________________ (time, day, date). My contact information is listed below.

One of the following people will attend the meeting as an Academic Integrity Facilitator to assist in the fair facilitation of the process:

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

Be aware that if you fail to schedule a meeting by the date noted or choose not to attend your scheduled appointment, a decision will be made in your absence based upon the information available as to whether or not a violation of Academic Integrity has taken place. For complex situations or situations involving multiple students the instructor may postpone any decision about the alleged violation until all facts have been gathered. You may not drop this course. If you drop the course, you will be re-enrolled by the Registrar.

Student’s Name ______________________  Student ID #: ______________________

Course Title ______________________  Prefix & Number ______________________

Instructor’s Name ______________________  Instructor’s Phone: ______________________

Instructor’s Email ______________________

Date Alleged Violation Discovered: ______________________  Assignment Due Date: ______________________

Alleged Violation of Academic Integrity: ______________________

(See P&P 2-0822 1.04, 2.04, or 6.01 for examples)

Description of Alleged Incident: (Please include a copy of all supporting documents/attach additional pages if needed)

Possible Sanction for Incident:

☐ Admonition*  ☐ Level Two Violation

☐ Level One Violation  ☐ Level Three Violation

*Before issuing an admonition, please verify with the Office of Academic Affairs (405-744-5627 or academics@okstate.edu) that the student is eligible to receive an admonition.

For questions or concerns regarding alleged violations of academic integrity, please contact the Office of Academic Affairs at 405-744-5627.

Distribution:

Original - Student
1 copy - Faculty member
1 copy - Facilitator
1 copy - Office of Academic Affairs (please submit via email to academics@okstate.edu or deliver to 101 Whitehurst prior to Resolution Meeting)

Form is available at academicintegrity.okstate.edu
Admonition Form
Academic Integrity Resolution
(Completed at conclusion of meeting)

Before completing this form, please ensure Form A was submitted to the Office of Academic Affairs prior to the Resolution Meeting and verification was received that the student is eligible to receive an Admonition.

Name_________________________________________Student ID # ____________________________
Course Prefix & Number _________________________CRN ________________________________

An academic integrity violation discovered on (date) ________________________ named the above student in an alleged violation(s) of academic integrity. In accordance with the Academic Integrity policy and procedures, the following information was determined and the findings are hereby recorded.

Policy:
An Admonition is a warning issued by the instructor of a course for a first-time, minor violation of the Academic Integrity policy. A first offense is not automatically treated as an Admonition. Records of Admonitions are kept by the Office of Academic Affairs and will be taken into account if subsequent violations of Academic Integrity are reported.

Responsibility:
☐ The student denied responsibility for violation.
☐ The student admitted responsibility for violation.
☐ The student admitted responsibility for the action but denies it is a violation.
☐ The student failed to appear or reschedule the meeting.

Penalty (Check all that apply):
☐ Grade reduction for assignment. Please specify.__________________________
☐ Resubmission of assignment. Please specify the date__________________________
☐ Other penalty (in accordance with University Policy). Please specify__________________________

Hearing Outcome:
☐ The student agreed to accept the penalty.
☐ The student did not agree to accept the penalty. The penalty will become final unless the student submits an appeal to the Academic Integrity Coordinator (101 Whitehurst) within 5 school days.

Note: In the event an incident is not resolved at the time grade reports are due to the Registrar, an incomplete grade should be assigned. For questions or concerns, please contact Academic Affairs, 405-744-5627.

I discussed the incident with my instructor and agreed the information listed above is accurate. I understand that if I do not agree with the assigned penalty, I may appeal this decision to the Academic Integrity Panel for further action. I received a copy of this form.

Student’s Signature __________________________ Date: __________________________

☐ The student failed to appear or refused to sign document. The penalty will become final unless the student submits an appeal to the Academic Integrity Coordinator (101 Whitehurst) within 5 school days.

Instructor’s Signature __________________________ Date: __________________________
Facilitator’s Signature __________________________ Date: __________________________
Facilitator’s Printed Name __________________________

Distribution:
Original - Student. Give to student at conclusion of meeting. Email this form to the student if he/she does not appear at meeting.
1 copy - Instructor
1 copy - Instructor’s department head
1 copy - Office of Academic Affairs, 101 Whitehurst
1 copy - Facilitator

See Attached Resource List

Form is available at academicintegrity.okstate.edu
Resource List

Your academic integrity violation could result in additional consequences that include, but are not limited to, the following issues. Please discuss your specific situation and concerns with your advisor, graduate program coordinator, and/or unit head.

Records of Admonitions are kept by the Office of Academic Affairs and could negatively affect the adjudication of any subsequent violations of Academic Integrity that are reported. All academic integrity violations and student conduct violations are entered into the University’s student conduct database and will remain a part of your permanent educational records. Employers and licensing boards as well as graduate and professional schools may request a copy of your educational records. Your consent is necessary for the release of educational records.

Undergraduates

If this sanction drops your GPA below the University’s academic requirements, you could be placed on academic notice, warning, probation, or suspension.

Failure to comply with academic integrity sanctions could result in enrollment holds.

Some colleges and programs require a higher GPA for admission to the program or courses or for continued enrollment in programs or courses.

Multiple academic integrity violations could result in suspension from the University.

Failure to make satisfactory academic progress could impact your funding. Please check with Scholarships and Financial Aid (119 Student Union, 744-6604).

If you are an international student, your visa could be impacted, depending on the outcome and additional consequences. Please check with International Students and Scholars (250 Student Union, 744-5459).

Graduate Students

If this sanction drops your GPA below the University’s academic requirements, you could be placed on probation, No Further Enrollment with Program Consent (NFWPC); No Further Enrollment (NFE); dismissal from the program; and/or, suspension.

Failure to comply with academic integrity sanctions could result in enrollment holds.

Academic integrity violations could result in dismissal from your graduate program or suspension from the University. Please consult your graduate program advisor, graduate program coordinator, or the Graduate College (202 Whitehurst, 744-6368).

Academic integrity sanctions could result in enrollment holds. Please consult your graduate program advisor, graduate program coordinator, or the Graduate College (202 Whitehurst, 744-6368).

If you are an international student, your visa could be impacted, depending on the outcome and additional consequences. Please check with International Students and Scholars (250 Student Union, 744-5459).
Academic Integrity Violation Form

Academic Integrity Resolution

(Completed at conclusion of meeting)

This form to be used for Academic Integrity Violations with assigned Level One, Level Two, or Level Three Sanctions.

Name __________________________ Student ID # __________________________ CRN __________________________

Course Prefix & Number __________________________

An academic integrity violation discovered on (date) __________________________ named the above student in an alleged violation(s) of academic integrity. In accordance with the Academic Integrity policy and procedures, the following information was determined and the findings are hereby recorded.

Responsibility:

☐ The student denied responsibility for violation.
☐ The student admitted responsibility for violation.
☐ The student admitted responsibility for the action but denies it is a violation.
☐ The student failed to appear or reschedule the meeting.

Sanction: (Please check all that apply)

☐ The instructor assigned a level one sanction of no credit for the assignment, examination, paper, or project.
☐ In addition to the level one sanction marked above, the instructor assigned the Academic Integrity Education Program to be completed by the student.
☐ The instructor assigned a level one sanction of F for the assignment, examination, paper, or project.
☐ In addition to the level one sanction marked above, the instructor assigned the Academic Integrity Education Program to be completed by the student.
☐ The instructor assigned a level two sanction of F for the course.
☐ The instructor assigned a level three sanction of a transcript notation “Administrative Withdrawal for Academic Integrity Violation” and dismissal from the program and the University (For Graduate Students Only)
☐ Other sanction (in accordance with University policy). Please specify. __________________________

Hearing Outcome:

☐ The student agreed to accept the sanction.
☐ The student did not agree to accept the sanction. The sanction will become final unless the student submits an appeal to the Academic Integrity Coordinator (101 Whitehurst) within 5 school days.

Note: In the event an incident is not resolved at the time grade reports are due to the Registrar, an incomplete grade should be assigned. For questions or concerns, please contact Academic Affairs, 405-744-5627.

I discussed the incident with my instructor and agreed the information listed above is accurate. I understand that if I do not agree with the assigned sanction, I may appeal this decision to the Academic Integrity Panel for further action. I received a copy of this form.

Student’s Signature __________________________ Date: __________________________

☐ The student failed to appear or refused to sign document. The sanction will become final unless the student submits an appeal to the Academic Integrity Coordinator (101 Whitehurst) within 5 school days.

Instructor’s Signature __________________________ Date: __________________________

Facilitator’s Signature __________________________ Date: __________________________

Facilitator’s Printed Name __________________________

Distribution:

Original - Student. Give to student at conclusion of meeting. Email this form to the student if he/she does not appear at meeting.

1 copy - Instructor
1 copy - Instructor’s department head
1 copy - Office of Academic Affairs, 101 Whitehurst
1 copy - Facilitator

See Attached Resource List

Form is available at academicintegrity.okstate.edu
Resource List

Your academic integrity violation could result in additional consequences that include, but are not limited to, the following issues. Please discuss your specific situation and concerns with your advisor, graduate program coordinator, and/or unit head.

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Academic integrity sanctions could result in enrollment holds. Please consult your graduate program advisor, graduate program coordinator, or the Graduate College (202 Whitehurst, 744-6368).

If you are an international student, your visa could be impacted, depending on the outcome and additional consequences. Please check with International Students and Scholars (250 Student Union, 744-5459).

Form is available at academicintegrity.okstate.edu
Academic Integrity Appeal Form

THIS FORM MUST BE SUBMITTED TO 101 WHITEHURST ON OR BEFORE THE DEADLINE (5 school days after official notification is sent by the Office of Academic Affairs)

Name _____________________________ Date _____________________________

Classification ___________________________ Student ID # ___________________________

Email Address ___________________________ Phone ___________________________

Course Title ___________________________ Prefix & Number ___________________________

Instructor’s Name ___________________________ Semester ___________________________

The Academic Integrity Panel meets several times a week. If there is a date that would be inconvenient for you to meet, please write it down.

DATES STUDENT CANNOT MEET

1. ___________________________

2. ___________________________

3. ___________________________

This form and a concise written statement explaining your reasons for appeal should be completed and submitted to the Academic Integrity Manager in Academic Affairs, 101 Whitehurst.

Student Signature ___________________________ Date ___________________________

OSU’s Academic Integrity Policy states, “The student must submit documentation to the panel within five school days after the official email is sent from the Academic Integrity office to the student’s University email address.”

Form is available at academicintegrity.okstate.edu
Academic Integrity Appeal Form

Name ______________________________________ Date ______________________________________
Department ______________________________________ College ______________________________
Email address ______________________________________ Phone _____________________________
Campus address ______________________________________

Course Title ______________________________________ Prefix & Number ______________________
Student’s Name ______________________________________ Semester __________________________
Student’s Grade: _____ If the student receives a zero on the assignment
_____ If allegation is overturned
If not enough class time has passed to assign a grade:
☐ The student needs to finish the course before a grade is assigned.
☐ The student should be allowed to withdraw from the course (level one sanction only).

SAMPLE

Please include the following information with this form:
- A concise statement explaining your reason for the allegation and sanction
- “Sufficient information to substantiate the alleged violation of academic integrity and the sanction.” Items
  might include: a copy of the assignment in question, materials used to violate academic integrity such as web
  pages used to write a paper, cheat sheets, or TurnItIn Report
- Course syllabus with relevant information marked
- Redacted gradebook

Instructor’s Signature ______________________________________ Date __________________________

Form is available at academicintegrity.okstate.edu
Academic Integrity Decision Appeal Form

Previous Academic Integrity Panel Hearing Date

Student’s Name

Instructor’s Name

Reason for Appeal:

☐ The academic integrity procedure was not followed. (Deadline: within five school days after the hearing results are sent by the Academic Integrity Manager.)

☐ New information became available after the hearing that could substantially affect the outcome. Request for another hearing in front of the Academic Integrity Panel. (Deadline: less than one year after the hearing results are sent by the Academic Integrity Manager.)

Please attach a concise typed statement explaining your reason for requesting a decision appeal and the desired outcome. If appropriate, attach supporting documents. Submit the appeal to the Academic Integrity Manager, Academic Affairs, 101 Whitehurst, by the appropriate deadline listed above.

SAMPLE

Signature: __________________________ Date: __________________________

Form is available at academicintegrity.okstate.edu
Oklahoma State University in compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990, and other federal laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices or procedures. This includes but is not limited to admissions, employment, financial aid, and educational services. Title IX of the Education Amendments and Oklahoma State University policy prohibit discrimination in the provision of services of benefits offered by the University based on gender. Any person (student, faculty or staff) who believes that discriminatory practices have been engaged in based upon gender may discuss their concerns and file informal or formal complaints of possible violations of Title IX with the OSU Title IX Coordinator, Director of Affirmative Action, 408 Whitehurst, Oklahoma State University, Stillwater, OK 74078, (405)744-5371 or (405)744-5576(fax).
Institute for Teaching and Learning Excellence
itle.okstate.edu, 744-1000

ITLE supports teaching across the OSU campus.
We provide instructional-related services and resources
to OSU faculty, instructors, and graduate teaching assistants.

Teaching Support. ITLE facilitates professional learning communities, hosts workshops, conducts course observations and consultations, and offers other learning opportunities to faculty, instructors and graduate teaching assistants on topics targeting improved instructional delivery and student performance.

PD On Demand. The Teaching and Learning Support Staff works with departments and colleges to develop and deliver individualized, focused professional development.

Faculty Teaching Fellows. Faculty in each College, who have a history of successful teaching, have been identified to provide front-line teaching support to faculty peers including syllabus review, teaching feedback, and coaching.

Online Teaching Support. ITLE supports faculty teaching classes using distance technologies, including all campus broadcast classrooms, and provides a program designed to prepare faculty how to design and teach online courses.

Instructional Technology Services. ITLE has professional staff who can work with faculty to identify effective instructional technology tools and provide technical and instructional support for using them.

Brightspace Support. ITLE has a team of staff who provide workshops, online resources, and individual support to help faculty use the online classroom effectively.

Multimedia Services. ITLE works with faculty to develop instructional materials that use video, computer graphics and animations, and other multi-media sources.

“Student Engagement, Student Success”

Dr. Christine K. Ormsbee
Associate Provost & Director
142 ITLE, 744-1000
ormsbee@okstate.edu

Dr. J. Shane Robinson
Associate Director
304 PIO, 744-1000
shane.robinson@okstate.edu
Brochure of Student Expectations

Expectations of Students

According to the Academic Integrity policy, students are expected to:
- understand and uphold the academic integrity guidelines established by the University and the instructor;
- present their own work for evaluation by their instructors;
- appropriately cite the words and ideas of others;
- protect their work from misuse;
- accept responsibility for their own actions;
- treat instructors and members of the Academic Integrity Panel with respect when violations of academic integrity are examined or appealed;
- trust instructors and members of the Academic Integrity Panel to enforce the academic integrity policy and procedures.

Behaviors that Violate Academic Integrity

Violations may include but are not limited to:
- Unauthorized collaboration
- Plagiarism
- Multiple submissions
- Cheating on examinations
- Fabricating information
- Helping another person cheat
- Unauthorized advance access to examinations
- Altering or destroying the work of others
- Fraudulently altering academic records

Possible Violation Sanctions

The instructor awards an academic sanction for alleged violations of academic integrity. The following sanctions are recommended based on the seriousness of the violation:

- **Admonition**: award a grade reduction.
- **Level One Sanction**: award a grade of "zero" or "F" for the assignment or examination.
- **Level Two Sanction**: award a grade of "FT" for the course. A grade of "FT" (pronounced F shriek) on the transcript signifies that the student failed the course because of an alleged violation of academic integrity.
- **Level Three Sanction**: permanent transcript notation and dismissal from the graduate or professional education program, and dismissal from the university.

The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of "W" if the allegation is dismissed or if the student admits responsibility for a level one sanction. A student may not drop a course in which the "F!" grade was assigned.

Rights of the Student in the Academic Integrity Appeals Process

The procedures for the Academic Integrity Panel afford the student his/her rights by providing:
- Written notification of the time and place of the appeal hearing will be sent to the student's university email address.
- A copy of the Academic Integrity Violation and Resolution forms.
- The right to appear in person and present his/her case. Either party may elect not to appear; in this instance, the hearing shall be held in his/her absence. Failure to appear must be noted without prejudice.
- The right to meet with the hearing panel at the same time, so no further allegations can be made against the student without the student’s knowledge or against the instructor without the instructor’s knowledge.
- The right to be accompanied by one advisor (colleague or friend); however, the advisor may not address the hearing panel.
- The right to call witnesses to assist in establishing facts of the case.
- The right to ask questions.
- The right to an explanation of the reasons for any decision rendered.
- The right to be free from retaliation by the instructor.
- The assurance that all personally identifiable information about alleged violations of academic integrity will be confidential under provisions of the Family Educational Rights and Privacy Act (FERPA) and will not be disclosed except as permitted by the act or with written permission of the student.
Appeals Procedures

The assigned sanction becomes final if the student does not submit appeals documentation to the Panel by the five day deadline (see below).

1. If the student appeals the alleged violation of academic integrity (including cases in which the instructor and student do not agree on the violation or sanction), the student and instructor will meet with the Hearing Panel.

2. The student will use the following procedures in filing an appeal:
   a. The student obtains and completes an appeal form that is available from the Office of Academic Affairs, 101 Whitehurst or online at academicintegrity.okstate.edu. The student should submit documentation to support his or her appeal.
   b. The student submits the appeal form to the Academic Integrity Manager within five school days after receiving official notification from the Office of Academic Affairs. The Academic Integrity Manager gives the student notice of receipt of the appeal, notifies the instructor of the course, assembles the supporting documents, and transmits the case to the Academic Integrity Panel.

3. The instructor submits sufficient information to substantiate the alleged violation of academic integrity and the sanction.

4. The student and instructor have the right to appear in a hearing before an Academic Integrity Hearing Panel. (Refer to the “Rights of the Student in the Academic Integrity Appeals Process”).

5. The Academic Integrity Panel determines if a) the student committed an act that violates academic integrity and b) the sanction is appropriate.

6. The student may submit a written request for a final appeal before the Appeals Panel. The student must submit an appeal within five school days after the hearing report is sent to the student’s university email address if procedure was not followed. If new information becomes available after the hearing that could substantially affect the outcome, the student may submit an appeal within one year. The Chair of the Appeals Panel will determine if the final appeal will be considered.

7. The student will use the following procedures in filing a final appeal:
   a. The student obtains and completes a final appeal form that is available from the Office of Academic Affairs, 101 Whitehurst. The burden of proof rests upon the student to establish his/her case with a preponderance of information.
   b. The student submits the final appeal form to the Academic Integrity Manager by the date specified on the hearing report. The Academic Integrity Manager gives the student notice of receipt of the appeal, notifies the instructor, assembles the supporting documents, and transmits the case to the Appeals Panel.

6. The Appeals Panel reviews written materials and determines if the academic integrity procedure was followed or if new information warrants another hearing in front of the Academic Integrity Panel. The Appeals Panel upholds the decision of the hearing or requests another hearing.

9. The decision of the Appeals Panel is final.

Oklahoma State University, in compliance with Title VI and VII of the Civil Rights Act of 1964, Executive Order 11246 as amended, and Title IX of the Education Amendments of 1972 (Higher Education Act), the Americans with Disabilities Act of 1990, and other federal and state laws and regulations, does not discriminate on the basis of age, race, color, religion, sex, sexual orientation, genetic information, gender identity or expression, national origin, disability, protected veteran status, or other protected category, in any of its policies, practices or procedures. This provision includes, but is not limited to admissions, employment, financial aid, and educational services.

Brochure of Student Expectations

ACADEMIC INTEGRITY

Oklahoma State University’s Commitment to Academic Integrity:

“I will respect Oklahoma State University’s commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community.”

This is a brief overview of the procedures for academic integrity violations. Use this brochure as a quick reference and for more detailed information see the policy and procedures in their entirety at: http://academicintegrity.okstate.edu.

If you have questions, contact the Academic Integrity Manager, 101 Whitehurst, (405) 744-5627
Oklahoma State University Policy and Procedures

APPEAL OF FINAL GRADE NOT INVOLVING ALLEGED VIOLATIONS OF ACADEMIC INTEGRITY

POLICY

1.01 It is the responsibility of the faculty members of Oklahoma State University to communicate to students early in the term a clear statement of the grading practices and procedures that will be used to determine the student's final grade. If a student believes those practices and procedures were not consistently and accurately followed when the faculty member determined the student's final grade, the student shall have the right to appeal the case to the Grade Appeals Board if informal discussions fail to resolve the issue. The burden of proof rests with the student. The proof shall be a preponderance of evidence.

1.02 The deadline for filing grade appeals is no later than four months after the date the grades are officially due in the Registrar's office, or six weeks after the student begins a new semester, whichever comes first. Deadlines for filing a grade appeal for short courses or intersession courses will be those deadlines that apply to the semester in which credit is granted. For courses offered during the summer sessions appeals deadlines will be those of the Fall semester unless the appeal impacts the student's graduation. If graduation during the summer is impacted then appeal becomes a "Priority Appeal" and is governed by those procedures (section 3.01).

1.03 The guidelines of the Board specify that the process is not an adversarial process. The Board makes a determined effort to provide a mechanism for exchanging information between student and instructor, and affecting reconciliation without creating an air of judicial inquiry. The intent is not to embarrass students or instructors, nor to assess penalty or retribution when mistakes on either side are discovered, but to provide a forum in which honest differences of opinion are discussed rationally and peacefully. For these reasons, the Board does not have the student and the instructor appear at the same time in the proceedings.

A. The University considers the syllabus a contract between a faculty member and each student within a course. As such, the Grade Appeals Board hears appeals based on concerns related to the course syllabus. Types of issues that might come before the Board related to a syllabus include, but are not limited to:
1. The student was not adequately informed of the details of the requirements of the course, the prerequisites for the course, and/or the grading system.

2. The evaluation system was not consistently and fairly applied to all students.

3. Criteria for determining the final grade were changed during the course of the semester, and the students were not adequately notified of this change. It is important to note that changes in syllabi need not be made in writing as long as students are given adequate notice of the changes.

4. All students did not receive equal notification and consideration of extra credit or other grade adjustment opportunities that were provided during the course of the semester.

5. Items such as attendance, participation, and/or attitude were criteria for determining the final grade and were not made clear in advance to the student.

6. The student was not adequately informed in advance of criteria used in making subjective evaluations of academic activities such as essay examinations, papers, projects, speeches, and practice teaching.

7. The grading system included non-academic criteria.

B. When evaluating the grading system of an instructor, the Board makes no attempt to establish whether a grading system is academically sound; that is, the Board is not in a position to decide the case on the instructor's choice of one particular grading system over another. Rather, the Board must rule solely upon whether the grade was assigned fairly within the grading system adopted and announced by the faculty member. In all other instances, the case will be referred back to the departmental and college levels for resolution. The following guidelines have been cautiously developed to be used when examining the internal merits of any grading system:

1. Were errors made in calculating the final grade?

2. Was the student accurately informed, in writing, of the instructor's grading system; that is, was the student clearly and
precisely informed of the decision-making process the instructor was using in determining the final grade for the course?

3. Student absence is not to be considered a valid excuse for being unaware of the details of the grading system.

4. Subjective criteria are recognized as valid in determining a grade. The grading system can be subjective but not arbitrary, capricious or personally biased.

5. Did the instructor consistently and fairly apply the grading system to all students?

6. Did the instructor change the grading system during the course of the semester in such a way that it put the student at a serious disadvantage or without adequately communicating the change to the students in the class?

7. Were all students given a chance to improve their grades when grade adjustment opportunities were made available during the course of the semester?

8. Did the instructor single out the student for arbitrary or discriminatory treatment?

C. It is very important to note that the Board, while considering all the above issues does not engage in the following activities:

1. Grading papers or examinations or challenging the instructor's evaluation of oral participation in class.

2. Hearing cases involving graduate oral or qualifying examinations or theses/dissertations.

3. Making decisions on the basis of the academic soundness of the instructor's teaching methods or grading system.

4. Basing decisions on a general consideration of "good" or "bad" instruction.

D. The Board does not have the academic competency in the various fields that are involved to evaluate field specific instruction; nor can the Board overcome the differences of opinion over soundness of teaching methods. Recourse against generally "bad" instruction must be handled
at the department or college level; therefore, these cases will be referred back to the departmental and college levels for resolution.

1.04 The Grade Appeals Board has the authority to instruct the Registrar to change a final course grade to any letter grade including "W," "F" and "P."

1.05 The Grade Appeals Board consists of twenty faculty who are appointed by the President of the University in consultation with the Chair of the Faculty Council, eight undergraduate students who are appointed by the President of the Student Government Association, and four graduate students who are appointed by the President of the Graduate and Professional Student Association. No fewer than two Faculty members on the GAB must be members of the Academic Standards and Policy Committee (ASAPC) of the Faculty Council. Two faculty members serve as co-chairs to divide the Board so that all cases filed within that semester can be handled quickly. When the Board is so divided, each panel shall have the authority of the full Board, providing a section has a quorum present. A quorum for the full Board or a hearing panel shall consist of three voting members, two of whom are faculty, and a chair. In addition, the Board will be assisted by an Executive Assistant and an Assistant who are appointed by the Office of Academic Affairs.

A. Before any member may serve on an appeal committee he/she must attend an orientation session, conducted by the Chair of the Grade Appeals Board, regarding the regulations for hearing/not hearing an appeal and all processes associated with the appeal.

B. GAB members shall be appointed for a two-year term and cannot be reappointed for the following term.

C. The chair and co-chair of the GAB are appointed by the President of OSU after consultation with the Chair of the Faculty Council.

1.06 Aside from the duties described elsewhere, the responsibilities of the Chair are to educate and train members of the GAB and to make an annual report on GAB activities to the ASAPC. When issues of violations of academic integrity, presentation of false information, or graduate thesis/dissertation issues are raised at any point in the process the Chair/co-chair has the responsibility to halt the proceedings and to refer the case to the appropriate body for resolution.

PROCEDURE

2.01 In cases where a student appeals a final course grade and where allegations of violations of academic integrity are not involved, the following procedures shall be used:
A. Student obtains and completes an appeal form. Appeal forms are available at the Office of Academic Affairs the day after grades are posted and available to students on the Internet. In completing the form, the student must discuss the action with an advisor, the instructor, the instructor's department head, and the instructor's dean and thereby informs each official of the pending action. For the purposes of 2.01a of this document, 'instructor' shall mean 'instructor of record'. This procedure may encourage any dispute to be solved by the instructor, the department head and the instructor's dean before it is heard by the Grade Appeals Board. If during these discussions it becomes clear that a grade change is necessary, the instructor will submit a change of grade form to the registrar. When the instructor is no longer employed by the university, the responsibility falls to the department Head.

B. Form is submitted to Assistant to the Appeals Board. The Assistant, who can be contacted in the Office of Academic Affairs, accepts the form and notifies all parties concerned when the case is ready for hearing. The Executive Assistant to the Grade Appeals Board meets with both the instructor and student before the hearings are scheduled to obtain information pertaining to the case. Information includes, but is not limited to, the official grade book. Prior to the hearing, the student will receive a copy of the instructor's verification form and the instructor will receive a copy of the student's form and written statement.

C. Appeals Board schedules hearings for both student and instructor. Appointments for hearings are confirmed by mail. Both hearings are generally held on the same day but never simultaneously so that there will be no confrontation between student and instructor. Both parties have the right to call witnesses to assist in establishing the facts of the case. Each party is permitted to have one silent observer of their choosing present during their part of the hearing and the right to call a short recess and consult with that observer outside the hearing.

D. Instructor's verification form. The Instructor's verification form needs to be returned five working days after signing the students Form "A." If a student has conferred with the instructor in question and has delivered the appropriate form to the instructor, but the completed instructor's form is not returned in a reasonable amount of time, the Grade Appeals Board may hear the case without the instructor's form. In such a case, the Grade Appeals Board should hear the case without prejudice, and the rights of the instructor to present evidence and testimony before the Board should not be restricted. A statement of this policy and the address to which the
forms are to be returned are included on the instructor's grade appeal form.

E. Appeals Board renders decision. Written notice of the decision is sent within ten working days to the student, the student's advisor, the instructor, and the instructor's department head and dean. When the Board votes to alter a grade, the decision is sent to the Office of the Registrar and the grade is changed.

2.02 In the event that a grade appeal shall involve any current member of the Board as a party (either student or instructor), an ad hoc board shall be convened to hear the appeal.

A. The ad hoc board shall be composed of three former chairs or co-chairs of the Grade Appeals Board, a past chair of ASAPC selected by the Office of Academic Affairs, and one student selected by the Office of Academic Affairs on the advice of the President of the Student Government Association (if the appeal involves an undergraduate student) or of the President of the Graduate and Professional Student Association (if the appeal involves a graduate student). One of the faculty members shall be designated as chair of the ad hoc board by the Office of Academic Affairs.

B. The ad hoc board shall hear the appeal as soon as is reasonably possible and shall adhere to all rules, regulations, and procedures applicable to the Grade Appeals Board which shall be in force at the time of the consideration of the appeal.

2.03 The procedures of the Grade Appeals Board assume that faculty will ensure the existence of relevant evidence in the form of major projects and exams. (A major project or exam that is considered worth 10 percent or more of the final grade.) The faculty member is expected to do this by (a) returning the project or exam to the student, or (b) retaining it for a period not less than the time during which an appeal can be made. It is understood that if the faculty returns the work, the student shall be provided a reasonable opportunity to pick it up.

2.04 Both parties have five (5) business days to file a written appeal with the Provost's Office of the GAB decision. The ad hoc panel hearing the appeal will be the three former chairs or co-chairs of the Grade Appeals Board, a past chair of ASAPC selected by the Office of Academic Affairs, and one student from the Grade Appeals Board who did not participate in the original hearing. The ad hoc panel may either uphold the decision of the GAB, nullify the decision, or return the case to the GAB for rehearing. Grounds for appeal will be the failure of the GAB to follow its own policy and procedures or if new information related to the original decision becomes
available. To be heard, the appeal must include specific written information stating the grounds of the appeal.

**PRIORITY APPEALS**

3.01 The Priority Grade Appeals Board (PGAB) meets after the end of each semester to expedite time-sensitive grade appeals (note: because of unique exigencies in the academic calendar of the Center for Veterinary Health Sciences, veterinary students should follow the plan outlined in section 4.0 below). To request consideration of an appeal as "Priority" the student must meet one or more of the following criteria, and verification is to be proved with the application as indicated below (in italics).

A. A student whose degree completion depends on the grade in question. Provide confirmation from the Office of the Director of Student Academic Services within the student's college.

B. A student whose admission to an academic or professional program, or whose employment status, is contingent on the grade in question may justify the appeal by attaching a copy of the official academic or professional program admission letter or proof of employment such as a copy of a letter of offer.

C. A student whose immediate advancement to the next phase of a time-locked sequential curriculum is contingent on the grade in question. Attach a statement from the office of the Director of Student Academic Services within the student's college.

D. A student who faces academic suspension, the loss of scholarship or financial aid, or other severe penalty because of the grade in question. Such cases will be verified by the staff of the Office of Academic Affairs, to whom the appeal request is submitted.

3.02 The PGAB has the authority to instruct the registrar to change a final course grade to any letter including "W," "F" and "P."

3.03 The PGAB consists of at least five members, including at least four faculty members one of whom is currently serving on the ASAPC and one student member, selected by the OSU Grade Appeals Board (GAB) from among its current or previous members. PGAB members must be available for possible appeal hearings on the Friday prior to the first class day of the following semester (if no priority appeals are filed in a given semester, this meeting of the PGAB will be cancelled). The current chair of the GAB will be responsible to see that a PGAB is selected prior to the end of the previous semester. One PGAB member will be elected Chair by the PGAB, and will vote only in a case of a tie. A quorum of three PGAB members (two faculty
members plus the chair) is required to hear a case and offer a decision. Members who have conflicts of interest (student's advisor, student's instructor in the course, instructor of record) in an appeal will be excused from hearing the case.

3.04 Procedure. In cases where a student appeals a final grade and where allegations of violations of academic integrity are not involved, the following procedures shall be utilized.

A. Student completes an appeal form. Appeal forms are available from the Office of Academic Affairs the day after grades are posted and available to students on the internet. The student is directed to discuss the action with the advisor, the instructor of record, the instructor's department head and the instructor's Associate Dean for Academic Affairs. However, if one or more of these individuals are unavailable, see section 3.04(f). Indicate on the form the request for consideration as Priority Appeal, indicate or attach appropriate verification of priority urgency and submit it to the Office of Academic Affairs. The deadline for filing is Tuesday of the week prior to the first week of classes of the regular academic term immediately following the academic term for which the appeal is being filed.

B. The Chair of the PGAB will determine whether the student's request meets the requirements for consideration as a Priority Appeal. If the request does not meet these requirements, the application will be moved to the regular grade appeals process.

C. Involvement of instructor. The instructor of record will receive a copy of the form and the student's written statement, and will return his or her verification form to the Office of Academic Affairs. A copy of the verification will be provided to the student.

D. The PGAB holds hearings for both student and instructor. The hearings will occur on the Friday prior to the first day of classes. Only persons invited by the Board may be present.

E. The PGAB renders a decision. By Monday, the first class day, notice of the decision is provided to the student, the student's advisor, the instructor and the instructor's department head and dean. When the PGAB votes to alter a grade, the decision is sent to the Office of the Registrar and the grade is changed.

F. Unavailability of involved individuals. Because priority appeals are heard outside of the class calendar, it is possible that the instructor of
record, the student's advisor, the department head, or the instructor's dean may not be available for an initial discussion with the student, for the completion of the instructor's verification form, and/or to attend the hearing. A reasonable attempt will be made by the student to complete the discussions described in section 3.04(a), and by the Chair of the PGAB to contact the instructor. If the completed instructor's form is not returned within the designated time, the PGAB may hear the case without prejudice, but the rights of the instructor to present evidence and testimony at the hearing should not be restricted. If the instructor is unavailable for a hearing on the Friday before classes begin, the student may enroll and attend classes for that week as though his/her appeal had been approved. In these cases, the hearing will be scheduled during the first week of classes and will be decided no later than Friday of that week.

3.05 Policies 1.01, 1.02, 2.02 and 2.03 of the OSU Policy and Procedures for the normal Appeal of Final Grade Not Involving Allegation of Violations of Academic Integrity will apply also in cases identified as Priority Appeals.

EXAMPLE CALENDAR FOR PRIORITY APPEALS (FALL-SPRING)

DAY AFTER GRADES DUE ACTION

December
T Grades due to registrar by 5pm.
W Grades posted by evening and available to students on the Internet.
Th Appeal forms available in the Office of Academic Affairs.
F Suspension notifications mailed.

DAY BEFORE 1st CLASS ACTION

January
T Student discusses grade with required parties, completes forms, gets signatures, and delivers the appeal forms to the Office of Academic Affairs.
W-Th Instructor is notified. Instructor verification form is submitted.
F Hearings (one for student, one for instructor). PGAB notifies all interested parties of the decision.

2-0821.9
Priority Appeal of Final Grade Not Involving Allegation of violations of Academic Integrity– Students in the Center for Veterinary Health Sciences Only

4.01 An Emergency Grade Appeals Board (EGAB) for the Center for Veterinary Health Sciences (CVHS) will act to expedite time sensitive grade appeals for students enrolled in the CVHS curriculum. The EGAB will hear appeals of "D" and "F" grades. All other grade appeals will be referred to the University Grade Appeals Board.

4.02 It is the responsibility of faculty members in the Center for Veterinary Health Sciences to communicate to students a clear statement of the grading practices and procedures that will be used to determine the student's final grade. If a student believes those practices and procedures were not consistently and accurately followed when the instructor determined the student's final grade, the student shall have the right to appeal the case to the EGAB if informal discussions with the instructor of record fail to resolve the issue.

4.03 In hearing a case, the EGAB shall base its decision of changing or not changing the assigned grade solely upon whether the grade was assigned consistently and accurately within the grading system adopted and announced by the faculty member.

4.04 The EGAB has the authority to instruct the Registrar to change a final course grade to any letter grade including "W," "F" and "P."

4.05 The Emergency Grade Appeals Board for the Center for Veterinary Health Sciences consists of at least five tenured faculty members recommended by the Veterinary Medicine Faculty Council and appointed by the dean. Two faculty members from the University Grade Appeals Board will also be appointed. A quorum of two faculty members from CVHS and one from the University Board is required to hear a case and offer a decision. A faculty member elected by the EGAB from the hearing board membership will chair the EGAB. In a case of tie votes, the chair can cast the deciding vote. Members that have conflicts of interest (student's advisor, members of the Professional Standards Committee, student's instructor in the course, instructor of record for course) in an appeal will be excused from hearing the case. The Chair of the Professional Standards Committee will be an ex-officio member of the committee.

4.06 Procedure. In cases where a student appeals a final grade of "D" or "F" and where allegations of violations of academic integrity are not involved, the following procedures shall be utilized:
A. Student obtains and completes an appeal form. Appeal forms are available in the dean's office. In completing the form, the student must discuss the action with the advisor, the instructor of record, the instructor's department head and the associate dean for academic affairs. For Year I-III students, the deadline for filing an emergency appeal is no later than two days after final grades are due in the Registrar's office. For Year IV students, the deadline for filing an appeal is no later than two days after clinical course grades are made available to students. The associate dean and department head may grant a delay for those students that may be off campus when grades are posted.

B. Form is submitted to the Chair, Emergency Grade Appeals Board, Center for Veterinary Health Sciences. The Chair will provide the instructor of record a copy of the student's form and written statement and the student will receive a copy of the instructor's verification form.

C. The Board schedules hearings for both student and instructor. These are usually held on the same day but never simultaneously. Only persons invited by the Board may be present. To expedite cases, hearings are usually scheduled within three working days after receipt of student's written appeal.

D. Emergency Grade Appeals Board renders decision. Written notice of the decision is sent to the student, student's advisor, instructor of record, instructor's department head, and dean. Decisions will be rendered within 24 hours after date of hearing. When the Board votes to change a grade, the decision is sent to the Office of the Registrar and the grade is changed.

E. Conflict of interest. In the event that a grade appeal shall involve any current member of the Board as a party (instructor), an alternate member shall be selected by the Chair to hear the case.

Approved: Faculty Council, December 2, 1996
Deans Council, February 27, 1997

Revised: September 1983
March 1997
December 1999 – Addition of Priority and Emergency Appeals
June 2001
Approved: Faculty Council, May 2005
Approved with revisions: Instruction Council, October 2005
Approved: Council of Deans, October 2005
What behaviors violate academic integrity?
Oklahoma State University’s Academic Integrity policy identifies behaviors that violate the fundamental values of academic integrity. These behaviors are described below:

- **Unauthorized collaboration:** Completing an assignment or examination with other students, turning in work that is identical or very similar to others’ work, or receiving help on assignments without permission of the instructor. This may also include excessively relying upon and borrowing the ideas and work of others in a group effort.

- **Plagiarism:** Presenting the written, published, or creative work of another as the student’s own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. The following are examples of plagiarism:
  - Copying another student’s assignment, computer program, or examination with or without permission from the author.
  - Copying another student’s computer program and changing only minor items such as logic, variable names, or labels.
  - Copying or paraphrasing material from an Internet or written source without proper citation.
  - Copying words and then changing them a little, even if you give the source.
  - Verbatim copying without using quotation marks, even if the source is cited.
  - Expressing in the student’s own words someone else’s ideas without giving proper credit.

- **Multiple submissions:** Submitting substantial portions of the same academic work for credit to more than one class (or to the same class if the student repeats a course) without permission of the instructors.

- **Cheating on examinations:** Gathering unauthorized information before or during an examination from others, using notes or other unapproved aids during an examination, failing to observe the rules governing the conduct of examinations (for example, continuing to work on an examination after time is called at the end of an examination), or having another student take an examination for the student.

- **Fabricating information:** Making up references for a bibliography, falsifying laboratory or research data (for example, tampering with experimental data to obtain “desired” results or creating results for experiments that were not done), or using a false excuse for an absence or an extension on a due date.

- **Helping another person cheat:** Providing information about an examination to another student (for example, sending an electronic message with answers during an examination), giving unauthorized help on assignments, or failing to prevent misuse of work by others (for example, allowing another student to copy an examination, assignment, or computer program). A student must take reasonable care that examination answers are not seen by others or that term papers or projects are not plagiarized or otherwise misused by others. This category also includes taking an examination on behalf of another student.

- **Unauthorized advance access to examinations:** Obtaining an advance copy of an examination without the instructor’s permission or getting questions and answers from someone who took the examination earlier.
Academic Integrity Guidelines for Instructors

- Altering or destroying the work of others: Changing or damaging computer files, papers, or other academic products that belong to others.
- Altering academic records: Altering graded papers, computer materials or records, course withdrawal slips, or academic documents. This includes forging an instructor or advisor signature and altering transcripts.

Instructors may identify other behaviors that violate academic integrity.

**What standard of proof is required for alleged violations of academic integrity?**

When an instructor confronts a student with an alleged violation of academic integrity the instructor is expected to provide sufficient information to substantiate the allegation. The information should support a determination that it is “more likely than not” that a violation of academic integrity occurred. The standard of proof requires more than a mere assertion by an instructor that a student has been involved in an alleged violation of academic integrity. In most circumstances, information supporting the instructor’s assertion of a violation of academic integrity should be presented in the form of documents or corroborating statements from other University faculty or staff, or both.

Only in instances in which no other supporting information is available should the instructor ask other students in a class to support an allegation of a violation of academic integrity. An instructor should not report a violation of academic integrity based on an allegation by another student that is unsupported either by documents or observation of the alleged violation by a member of the University faculty or staff.

Examples of documents that have been found helpful in past cases include examinations with identical or highly similar answers, particularly when the answer on one or both examinations is incorrect, and when the instructor can demonstrate that the papers were produced by students seated in close proximity to one another during an examination; copies of a student’s written work and the original source(s) from which the work is alleged to have been taken; improper source materials such as notes taken from a student during the course of an examination for which no notes were allowed; and texts or other materials improperly in possession of a student during the examination. In these situations, the documents should be retained by the instructor. It strengthens the instructor’s case to have another witness to the presence of improper materials during the examination, particularly if there is a dispute as to the presence of the materials.

Written statements by persons who do not attend the Academic Integrity Panel hearing normally will not be considered by the panel. In the event that a majority of the panel concludes that such written statements are necessary, the record of the case shall contain the reasons for the conclusion.

**What happens after an instructor discovers an alleged violation of academic integrity?**

Step 1: Within five school days of discovery, the instructor prepares the Academic Integrity Inquiry Form (Form A) and gives or emails the form to the student. The student must contact the instructor within five school days of the receiving the form to schedule an Academic Integrity Resolution Meeting.

Step 2: The student, the instructor, and an Academic Integrity Facilitator meet to discuss the alleged violation and sign the Academic Integrity Resolution Form (either Form B or C). The student has the opportunity to admit or deny responsibility for the violation. If, after discussion with the student, the instructor believes he/she has sufficient information to substantiate a violation, the instructor will assign a sanction. The student may agree or disagree with the sanction.
Academic Integrity Guidelines for Instructors

Step 3: The student will receive a signed copy of the Academic Integrity Resolution Form (either Form B or C), and the instructor will retain a copy and send copies to his/her department head and the Office of Academic Affairs.

Step 4: The student will receive an official notification regarding the violation from the Office of Academic Affairs by email. The student will have five school days from the date the notification is sent to appeal the violation and/or sanction. If the student does not appeal, the sanction becomes final after the five school day deadline. If the student appeals, the student and the instructor will meet with the Academic Integrity Panel.

What is the role of the Academic Integrity Facilitator?
An Academic Integrity Facilitator is an instructor, adviser or academic administrator who is trained in academic integrity policy and procedures. The role of the Academic Integrity Facilitator is to provide information about Oklahoma State University’s academic integrity policy and procedures, and serve as an impartial observer during the initial meeting between the instructor and student. The facilitator does not act as a mediator or negotiator, but aids the academic integrity process by explaining the standard of proof required for an allegation and encouraging the instructor and student to reach their own conclusion after they discuss the evidence supporting the alleged violation of academic integrity. The facilitator will describe the appeals process if the student and instructor disagree about the student’s responsibility for the violation or the appropriateness of the sanction and provide a copy of the appeal form.

What sanctions will be assigned by the instructor for alleged violations of academic integrity?
Four sanctions are recommended based on the seriousness of the violation.
1. Admonition: warning issued by the instructor and a grade reduction that does not exceed the value of the assignment in question for violations including but not limited to the following:
   - Plagiarism/copying of work done for a course, if the plagiarized/copied material is less than 10% of the assignment or deemed minor by the instructor.
   - Unauthorized collaboration on homework assignments making up less than 10% of the assignment or deemed minor by the instructor.
2. Level one sanction: award a grade of “zero” or “F” for the assignment or examination for violations including but not limited to the following:
   - Copying a few sentences of material (1-5 sentences or a minor portion) from a written or Internet source without proper citation.
   - Cheating on a quiz or minor assignment (less than 10% of the final grade).
   - Receiving unpermitted help on an assignment.
   - Working on an assignment with others when the instructor asked for individual work.
   - Using a false excuse to obtain an extension on a due date.
   - Signing an attendance roster for someone who is absent or asking someone else to sign the roster to avoid being counted absent.
   Instructors can also assign students found responsible for level one violations an academic integrity education sanction.
3. Level two sanction: award a grade of “F!” for the course for violations including but not limited to the following:
   - Turning in a paper copied from another student.
   - Turning in a paper obtained in full or in part from a term paper “mill” or website.

3  Updated 8/31/17
Academic Integrity Guidelines for Instructors

- Copying material almost word for word from a written source and turning it in as one’s own work.
- Fabricating or falsifying a bibliography.
- Getting questions or answers from someone who has taken an examination.
- Obtaining an unauthorized copy of an examination in advance.
- Using unauthorized notes during an examination.
- Having another student take an examination.
- Inappropriate use of technology (camera phones, text messaging, programmable calculator, etc.) during an examination.
- Copying from another student during an examination with or without his/her knowledge.
- Helping someone else cheat on an examination.
- Stealing an examination or problem answer from the instructor.
- Altering a grade or scoring on an examination or paper to obtain unearned credit.
- In a course requiring computer work, copying another student’s program rather than writing one’s own.
- Fabricating or falsifying laboratory or research data.
- Inappropriately sharing or using work on an online assignment or examination.
- Turning in work done by someone else.
- Submitting substantial portions of the same assignment to more than one class without permission of the instructors.

For level two sanctions the transcript will indicate that a grade of “F!” signifies that the student failed the course because of an alleged violation of academic integrity.

4. Level three sanction: recommend a transcript notation of “Administrative Withdrawal for Academic Integrity Violation” and dismissal from the graduate or professional program and dismissal from the university for the following types of violations:
   - Plagiarism or other violations of academic integrity in a thesis or dissertation proposal, qualifying examination, comprehensive examination, thesis or dissertation, report for a creative component, thesis or dissertation defense, professional education portfolio, or professional presentations or publications.
   - Fabrication or falsification of research or laboratory data used in a creative component, report, thesis or dissertation, presentation or publication.
   - Altering academic records such as transcripts, falsification of applications for admission or cheating on required prerequisite exams.

An admonition should be assigned for first time, minor violations. A first offense is not automatically treated as an admonition. An instructor can assign you an Academic Integrity Education Program for violations that result in a zero or “F.” All violations, except those assigned an admonition, are entered into the student conduct database and become a part of a student’s educational record for up to ten years.

In any case where it is determined a violation of academic integrity occurred, the student’s academic advisor will be notified.

What is a grade of “F!”?
A grade of “F!” (pronounced F shriek) on a student’s transcript indicates that the student received a failing grade in the course because of an alleged violation of academic integrity. The first “!” may be
Can a student drop a course once a violation of academic integrity has been identified?  
The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of “W” if the allegation is dismissed or if the student admits responsibility for a level one sanction, however, the student must drop the course by the drop deadline. A student may not drop a course in which the “F!” grade was assigned.

How does the student appeal the instructor’s decision?  
Step 1: The student submits the appeal form to the Academic Integrity Coordinator within five school days after the official email notification is sent from the Office of Academic Affairs. The Coordinator notifies the instructor of the appeal, assembles supporting documents, and transmits the case to the Academic Integrity Panel.

Step 2: The Academic Integrity Panel will schedule a hearing to listen to statements by the student and the instructor, review materials submitted by the student and the instructor, decide if it is “more likely than not” that the student committed the alleged violation, and determine if the sanction is appropriate for the violation. The Academic Integrity Panel will make one of the following decisions:

- The student is not responsible for a violation of academic integrity. The instructor will remove the sanction and assign an appropriate grade.
- The student is responsible for a violation and the sanction is appropriate.
- The student is responsible for a violation, but the sanction is not appropriate. The panel may increase or decrease the sanction. Students who violate the academic integrity policy a second time may be suspended from OSU.

Step 3: After the Academic Integrity Panel makes a decision, the student will receive an email from the Office of Academic Affairs with the outcome of the hearing. The decision is also provided to the instructor, the instructor’s department head, your academic advisor, your college’s dean, and Registrar (if needed).

What is the Academic Integrity Panel?  
The Academic Integrity Panel is composed of faculty, undergraduate student, and graduate student representatives from each college. When a hearing panel is convened to hear an appeal, it will be composed of a student chair and at least two student members and two faculty members. The hearing panel will listen to statements by the instructor, student, and others who have direct knowledge of the incident; review materials submitted by the instructor and student; decide if it is “more likely than not” that the student committed the alleged violation; and determine if the sanction is appropriate for the violation.

What are the student’s rights during an Academic Integrity Panel?  
The academic integrity procedures afford the student the following rights during a hearing:

- Written notification of the time and place of the appeal hearing. This notice will be sent to the student’s OSU email address.
- A copy of the Academic Integrity Inquiry and Resolution forms.
• To appear in person and present his/her case. Either party may elect not to appear; in this instance, the hearing shall be held in his/her absence. Failure to appear must be noted without prejudice.
• To meet with the hearing panel at the same time as the instructor, so no further allegations can be made against the student without your knowledge or against the instructor without the instructor’s knowledge.
• To be accompanied by one person (friend or advisor); however, this person may not address the hearing panel.
• To call witnesses to assist in establishing facts of the case.
• To ask questions.
• To an explanation of the reasons for any decision rendered.
• To be free from retaliation by the instructor.
• The assurance that all personally identifiable information about alleged violations of academic integrity will be confidential under provisions of the Family Educational Rights and Privacy Act (FERPA) and will not be disclosed except as permitted by FERPA or with written permission of the student.

Can the student or instructor appeal the decision of the Academic Integrity Hearing Panel?
Only the student can appeal a decision of the Academic Integrity Hearing Panel. The student may submit a written request for a decision (final) appeal before the Appeals Panel within five school days after the Hearing Report is sent by the Office of Academic Affairs if the academic integrity procedure was not followed. If new information becomes available after the hearing that could substantially affect the outcome, the student may submit an appeal within one year.

The student will use the following procedures in filing a decision (final) appeal:
Step 1: The student obtains and completes a Decision (final) Appeal Form (F) that is available from the Office of Academic Affairs, 101 Whitehurst. The burden of proof rests upon the student to establish his/her case with a preponderance of information.

Step 2: The student submits the decision appeal form to the Academic Integrity Coordinator by the date specified on the email sent to the student’s University email address. The Coordinator gives the student receipt of the appeal, notifies the instructor, assembles the supporting documents, and transmits the case to the Appeals Panel.

The Academic Integrity Appeals Panel reviews written materials and determines if the academic integrity procedure was followed or if the new information warrants another hearing in front of the Academic Integrity Hearing Panel. The Academic Integrity Appeals Panel may take any of the following actions:
• The academic integrity procedure was not followed. The Academic Integrity Appeals Panel may remand the case to the Academic Integrity Hearing Panel.
• Academic integrity procedure was followed. The Academic Integrity Appeals Panel upholds the decision of the Academic Integrity Hearing Panel.
• New information does not warrant a new hearing. The Academic Integrity Appeals Panel upholds the decision of the Academic Integrity Hearing Panel.
• New information warrants another hearing in front of the Academic Integrity Hearing Panel.
Academic Integrity Guidelines for Instructors

The Academic Integrity Coordinator notifies the student and instructor of the Appeals Panel decision. The decision of the Academic Integrity Appeals Panel is final.

What happens to students who violate academic integrity a second time?
Students who are accused of a second alleged violation of academic integrity in the same course in the same semester may have the second violation increased to an “F!” for the course, even if both incidents were level one violations.

Students who are accused of a second alleged violation of academic integrity resulting in a second “F!” will be referred to the Academic Integrity Panel. The panel will conduct a hearing and determine if the student violated academic integrity.

Students who are found responsible for multiple academic integrity violations could be suspended from the University. If a student is found responsible for a violation resulting in suspension during the spring semester (even if the violation occurred during the previous fall or winter intersession semester), the student will be suspended for the subsequent summer and fall semesters. If a student is found responsible for a violation during the fall semester (even if the violation occurred during the previous spring or summer semester), the student will be suspended the subsequent spring and summer semesters. Examples of circumstances that could result in suspension include, but are not limited to:

- Two or more level two violations.
- A level two violation followed by a level one violation
- Three or more violations (level one and/or level two)
- In rare circumstances, the Academic Integrity Panel may consider a different sanction if two violations occur at or about the same time.

What is an approved Academic Integrity Education Program?
Students may remove the first “!” from their transcript by successfully completing an Academic Integrity Education Program. The Academic Integrity Education Program includes the Multimedia Integrity Teaching Tool (MITT) and the OSU academic integrity video program.

- The MITT is a self-paced integrity education course on a computer in 101 Whitehurst on the Stillwater campus or Enrollment Services on the OSU-Tulsa campus. The MITT program covers various topics of academic integrity via video and tests the student on each of the topics. Proficiency in each section is required to complete this course.
- The OSU academic integrity video is an overview of our university policy and procedures. The student is required to take a test on the information covered in the video.

Both parts must be completed and passed in order for the “!” to be removed from the student’s transcript after one semester.

How will the Office of Academic Affairs handle allegations of violations of academic integrity that are received through EthicsPoint?
The Vice Provost will receive reports of alleged violations of academic integrity from EthicsPoint, a confidential reporting service that has a contract with OSU. These reports will be immediately forwarded to the instructor of record for the class. The instructor will determine if it is appropriate to conduct an investigation of the allegation.
Are instructors obligated to report all alleged violations of academic integrity to the Academic Integrity Panel?
When an instructor suspects that a student violated academic integrity, they are obligated to investigate the allegation and determine if there is sufficient information to substantiate the allegation. The information should support a determination that it is “more likely than not” that a violation of academic integrity occurred.

- If sufficient information exists, the instructor should meet with the student and Academic Integrity Facilitator to discuss the case. If the instructor believes that the student violated academic integrity, he or she is expected to report the incident to the Office of Academic Affairs. These reports will identify students who repeatedly violate academic integrity. Unreported violations will not be considered when hearing an appeal.
- Each classroom environment is unique regarding the level of instruction regarding academic integrity and the expectations of how assignments should be completed. Therefore, it is up to the instructor to determine if the alleged violation constitutes a sanction or a “teachable moment.” A “teachable moment” can occur when the student has made an error but there is not enough evidence to substantiate the claim of a violation. It may also be defined as a misunderstanding or miscommunication occurring between the student and instructor regarding the process by which the assignment should be completed. In this case the instructor does not feel that the student is responsible for a violation. This would be an opportunity to educate the student regarding academic integrity and the danger of their actions. The assignment would be graded as an error but not processed as a violation of academic integrity.

Does the Academic Integrity Policy and Procedures apply to the Center for Health Sciences, OSU-Okmulgee, or OSU-Oklahoma City?
No. The Academic Integrity Policy and Procedures applies to students and instructors of OSU-Stillwater, OSU-Tulsa and Center for Veterinary Health Sciences courses.

Does the Academic Integrity Panel consider grade appeals?
No. While a grade change may occur as the result of an academic integrity hearing the Academic Integrity Panel deals only with violations of academic integrity. Grade appeals are handled by the Grade Appeals Board.

Does the Academic Integrity Panel hear cases of alleged violation of academic integrity by graduate students outside of classes?
Yes. For appeals involving alleged violations of academic integrity by graduate students outside of class (e.g., qualifying or comprehensive examinations, proposals, theses, or dissertations), the Academic Integrity Panel will be composed of graduate students and members of the graduate faculty.

The complete academic integrity policy and procedures (P&P 2-20822) are posted online at https://stw.sp.okstate.edu/policies/Shared%20Documents/Academic%20Integrity%20Policy.pdf.
ITEMS OF INFORMATION

**IMPORTANT DATES**

Last day to add a class (without instructor permission) 8/27/2018
Last day to drop a course with no grade and 100% refund 8/27/2018
Last day to add a class (requires instructor & advisor permission) 8/31/2018
Last day to drop a course or withdraw from the University with an automatic “W” and receive a partial refund (requires advisor signature) 8/31/2018
Last day to post 6 week grades 10/3/2018
Last day to file diploma application (for name to appear in Fall Commencement program) 11/1/2018
Last day to drop a class or withdraw from the University with an automatic “W” 11/9/2018
Last day to withdraw from all OSU classes with an assigned grade of “W” or “F” 11/30/2018
Pre-Finals Week 12/3/2018-12/7/2018
Final examinations 12/10/2018-12/14/2018
Final grades due from faculty 12/19/2018

Note: Outreach, Internet, and short courses have unique drop/add and refund deadlines; lookup the specific deadlines for these courses on the Short, Internet, and Outreach Class Schedules page of the Registrar’s website [http://registrar.okstate.edu/SIO-Schedule](http://registrar.okstate.edu/SIO-Schedule).

**Fall Semester Holidays**

University Holiday 9/3/2018
Student’s Fall Break 10/19/2018
Student’s Thanksgiving Break 11/21/2018-11/23/2018

**DROPPING A COURSE AND WITHDRAWING FROM THE UNIVERSITY**

Dropping a Course (or courses) may occur during the first twelve weeks of the semester. This means, however, that you are still enrolled in at least one other OSU course. Exceptions to the deadlines above may only be considered by petition due to documented extraordinary circumstances and committee approval. The Retroactive Drop/Withdraw Petition and the Petition for a Refund of Tuition and Fees forms are available on the Registrar’s website [http://registrar.okstate.edu/Forms](http://registrar.okstate.edu/Forms).

Withdrawing from the university means dropping all courses and you are no longer enrolled for the current semester. This may occur until the Friday before pre-finals week. The withdrawal process is initiated with your academic advisor. For additional information and dates, go to: [http://academicaffairs.okstate.edu/content/adding-dropping-and-withdrawing-courses](http://academicaffairs.okstate.edu/content/adding-dropping-and-withdrawing-courses).

**ALERTS AND RESCHEDULING**

If the OSU campus officially closes due to inclement weather or other emergencies, alerts are provided to local news media and posted on the OSU website. Missed exams, classes, or assignments may be rescheduled at times outside the normal meeting schedule. If valid, documented circumstances prohibit students from attending the rescheduled classes, instructors should provide reasonable alternative means for makeup.

**SEEK ANSWERS TO YOUR QUESTIONS**

The OSU faculty and staff want you to be successful in your educational pursuits. If you have questions or concerns, seek help EARLY. We are here to assist you.

**ACADEMIC INTEGRITY**

OSU is committed to maintaining the highest standards of integrity and ethical conduct. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and altering academic records) will result in an official academic sanction. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. You have the right to appeal the charge.

**COPYRIGHT & FAIR USE POLICY OF COURSE MATERIALS**

Course materials may not be published, leased, sold to others, or used for any purpose other than appropriate OSU-related individual or group study without the written permission of the faculty member in charge of the course and other copyright holders. This paragraph grants you a limited license giving you access to materials for this course, including PowerPoint slides, audio/video recordings, written, or other materials, for appropriate OSU-related educational use only. Lectures should not be recorded without permission from the faculty member and must not be further disseminated or shared.

**CLASS ATTENDANCE**

Class attendance is a critical component of learning; therefore, you are expected to attend and participate fully in all scheduled class meetings. Many instructors consider attendance so essential that your grade may be affected by your absence. **SOME DEPARTMENTS AND PROFESSORS HAVE MANDATORY ATTENDANCE POLICIES.** If no written attendance policy is provided before the last day to add a class without instructor permission, no penalty may be assessed for class absences although you may not be permitted to make up certain in-class activities. If you are required to participate in official university-sponsored activities or military training, you should receive an excused absence unless the written course attendance policy indicates otherwise. If you will be absent from class for sponsored activities, you must provide prior notification of the planned absence to the instructor. You may be required to submit assignments or take examinations before the planned absence.

**PRE-FINALS WEEK POLICY**

Final examinations are scheduled at the end of each semester and are preceded by pre-finals week, which begins seven days prior to the first day of finals. During pre-finals week, all normal class activities will continue; however, no assignment, test, or examination accounting for more than 5% of the course grade may be given; and no activity or field trip may be scheduled that conflicts with another class. This excludes makeup and laboratory examinations, out-of-class assignments (or projects) made prior to pre-finals week and independent study courses. No student or campus organization may hold meetings, banquets, receptions, or may sponsor or participate in any activity, program, or related function that requires student participation. For additional information, contact the Office of Academic Affairs, 405-744-5627, 101 Whitehurst.

**FINAL EXAM OVERLOAD POLICY**
In the event you have three or more final exams scheduled for a single day, you are entitled to arrange with the instructor of the highest numbered course (4 digit course number) or two highest, if you have four finals on one day, to re-schedule that examination(s) at a time and place of mutual convenience during final exam week. If the final exam overload includes a common final exam, the common final exam is excluded from rescheduling unless multiple common exams are scheduled at the same time. You should submit this request in writing, with a copy of your class schedule, at least two weeks prior to the beginning of final exam week. The instructor has one week prior to the beginning of final exam week to arrange a mutually convenient time and place for administration of the final exam. After one week, if an agreement cannot be reached, take the request to the department head.

INFORMATION TECHNOLOGY

Student Email - OSU uses your OKSTATE.EDU email address as a primary form of communication. Students are expected to check their OSU email on a frequent and consistent basis to remain informed of their official university business. If you do not use the OSU email system you must redirect your okstate.edu email using the Orange-Key System (www.okey.okstate.edu). Failure to maintain an accurate email address may result in missed or lost university communications. For email assistance contact the IT Helpdesk at 405-744-HELP (4357).

Computer Labs - A complete description of computer labs and hours of operation are available at their website: https://it.sharepoint.okstate.edu/TechnologySupport/DeskSide/default.aspx. Lab information is also available by calling the Information Technology Help Desk at 405-744-HELP (4357).

EQUAL OPPORTUNITY

408 Whitehurst/405-744-9153 https://sis2many.okstate.edu/

OSU is committed to maintaining a learning environment that is free from discriminatory conduct based on race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age or protected veteran status. OSU does not discriminate on the basis of sex in its educational programs and activities. Examples of sexual misconduct and/or sex discrimination include: sexual violence, sexual harassment, sexual assault, domestic and intimate partner violence, stalking, or gender-based discrimination. OSU encourages any student who thinks that he or she may have been a victim of sexual misconduct or sexual discrimination to immediately report the incident to the Title IX Coordinator (405-744-9153) or Deputy Title IX Coordinator (405-744-5470). Students may also report incidents of sexual misconduct or sex discrimination to a faculty or staff member, who is then required by federal law (Title IX) to notify the Title IX or Deputy Title IX Coordinator. If a reporting student would like to keep the details confidential, the student may speak with staff in the Student Counseling Center (405-744-5472) or one of the University’s Sexual Assault Victim Advocates (Mon-Fri 8 AM-5 PM, 405-564-2129 or 24 Hour Help Line 405-624-3020).

STUDENT DISABILITY SERVICES

335 Student Union/405-744-7116 http://sds.okstate.edu/

According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his/her disability and requesting accommodations. If you think you have a qualified disability and need special accommodations, you should notify the instructor and request verification of eligibility for accommodations from Student Disability Services. Please advise the instructor of your disability as soon as possible, and contact Student Disability Services, to ensure timely implementation of appropriate accommodations. Faculty have an obligation to respond when they receive official notice of a disability but are under no obligation to provide retroactive accommodations. To receive services, you must submit appropriate documentation and complete an intake process to verify the existence of a qualified disability and identify reasonable accommodations.

STUDENT CONDUCT EDUCATION AND ADMINISTRATION

By enrolling at Oklahoma State University, you accept responsibility for complying with all University policies and contracts, and for local, state and federal laws on- or off-campus that relate to the University’s mission. The Student Code of Conduct educates students about their civic and social responsibilities including policies and procedures involving student misconduct.

In general, the University expects students to aspire to follow and promote the Cowboy Community Standards or integrity, community, social justice, respect, and responsibility.

EDMON LOW LIBRARY HOURS

405-744-9775 or 405-744-9741 Text 405-592-4128
Sunday Opens at 9:00 AM
Monday-Thursday Open 24 hours
Friday Closes at 10:00 PM
Saturday 9:00 AM-10:00 PM

*For holiday and intersession hours, check http://library.okstate.edu/about/hours

*Contact the following for information on hours of operation:

- Architecture Library 405-744-6047
- Curriculum Materials Library 405-744-6310
- Veterinary Medicine Library 405-744-6655

WHERE TO GO FOR HELP

ACADEMIC RELATED SERVICES

Instructor - If you have questions regarding your class, talk to your instructor. Faculty members usually include their office hours and/or phone number in the class syllabus. If you cannot locate this information, set a time to meet with your instructor by speaking with him/her prior to or immediately following your class session or check with the departmental office on when the instructor may be available.

Academic Advisor - All students will benefit by conferring with an advisor on a regular basis. If you do not know your advisor or would like to learn more, talk to the Student Academic Services Director for your college.

Bursar

113 Student Union/405-744-5993 http://bursar.okstate.edu/

The Bursar Office bills and collects tuition, fees, campus housing, and other university related charges. The Bursar Office also processes and disburses all federal and campus-based funds to students' bursar accounts and refunds any overpayments on students' bursar accounts.

Career Services

360 Student Union/405-744-5253 http://hireosugrads.com


Concurrent Student Services and Advising

University College/040 Student Union/405-744-1389 http://universitycollege.okstate.edu/concurrent/index.html

Contact Brett Rowh to find out about academic services for concurrent students or to schedule your next advising appointment.

Foreign Language Placement Test

206 Gunderson Hall/405-744-9547 http://languages.okstate.edu/

Students with prior foreign language experience in French, German, or Spanish who take the placement exam and then score a ‘B’ or higher in a more advanced class, will get up to 6 credit hours for the classes below it. Schedule your free test by emailing Nick Howland at nick.howland@okstate.edu.

Multicultural Affairs
Academic, career, and personal success programs are available. Student organizations representing diverse communities and annual events are offered.

Pre-Professional Student Services
University College/040 Student Union/405-744-1389
http://universitycollege.okstate.edu/
Pre-professional services for students from any major on campus, including coordination of contacts with health care professional schools and student interview processes.

Registrar
322 Student Union/405-744-6876
http://registrar.okstate.edu/
The Office of the Registrar provides services related to the creation and maintenance of student academic records. We are here to assist students with enrollment, official transcript requests, degree and enrollment verification, updating personal information in the Student Information System, graduation, and other services.

Scholarships & Financial Aid
119 Student Union/405-744-6604
http://financialaid.okstate.edu/
Over 80 percent of Oklahoma State University students received scholarships, grants, work, and low-interest loans totaling over $320 million last year. Contact the Office of Scholarships & Financial Aid to apply for financial aid or to meet with a financial aid counselor.

Transfer Students Services
University College/040 Student Union/405-744-1389
http://universitycollege.okstate.edu/transfer/index.html
This office provides undergraduate transfer students with a seamless transition to OSU by collaborating with various departments on campus, including the Office of Undergraduate Admissions, the LASSO Center, the Office of the Registrar, and Financial Aid.

University Assessment and Testing
107 University Assessment and Testing Building/405-744-5958
http://uat.okstate.edu/
Campus and national tests as well as testing accommodations are provided.

Veteran Benefit Services
322 Student Union/405-744-6343
http://registrar.okstate.edu/Veteran-Benefit-Services
This office provides information and assistance in completing the appropriate forms to apply for educational benefits through the U.S. Department of Veterans Affairs and through the State of Oklahoma.

Veteran Student Academic Services
University College/040 Student Union/405-744-1389
http://universitycollege.okstate.edu/veteran/index.html
This office works with veteran and military-affiliated students to aid in their transition from military service to successful careers by ensuring they succeed academically through coordination of support services from both on- and off-campus entities.

Health Related Services
Counseling Psychology Clinic
107 Public Information Office/405-744-6980
https://education.okstate.edu/cpsy/clinic
Faculty and graduate students offer high quality and cost efficient psychological and mental health services to students Monday through Friday.

University Counseling Services
320 Student Union/405-744-5458
http://www.okstate.edu/ucs/
Services include personal counseling, the Alcohol & Substance Abuse Center, and stress management through the Reboot Center.

University Health Services
1202 W. Farm Road/405-744-7665
http://uhs.okstate.edu/
An allergy clinic, lab services, x-ray, travel clinic, women’s clinic and pharmacy are among the services offered at this campus outpatient medical clinic.

Wellness Department
405-744-3510
http://wellness.okstate.edu/
Intramurals, group fitness and sports clubs are among the many programs and services available through the Wellness Department.

Campus Life Related Services
Fraternity & Sorority Affairs
211J Student Union/405-744-5490
http://orgreek.okstate.edu/
For questions and comments about fraternity and sorority organizations, contact Ival Gregory at ival.gregory@okstate.edu.

Housing & Residential Life
100 Iba Hall/405-744-3592
http://reslife.okstate.edu
For questions and comments about housing and residential life, contact the Housing administration office.

Leadership and Campus Life
211 Student Union/405-744-5488
http://lcl.okstate.edu
Get involved through student organizations; the Center for Ethical Leadership; International Students & Scholars; Non-traditional Student Services; and Parent & Family Relations.

Service-Learning Volunteer Center
211G Student Union/405-744-5145
http://volunteer.okstate.edu/
Find volunteer opportunities and earn the recognition C.O.R.D. to wear at graduation.

University Dining Services
076 Student Union/405-744-4424
http://dining.okstate.edu/
For questions and comments about meal plans or university dining operations, contact University Dining Services.

Academic Support Resources and Tutoring
Learning and Student Success Opportunity (LASSO) Tutoring Center
021 Classroom Building/405-744-3309
https://lasso.okstate.edu/
LASSO offers free individual and group tutoring for a variety of courses.

Student Academic Services Centers
Agricultural Sciences & Natural Resources
136 Agricultural Hall/405-744-5395
Contact: Dr. Deb VanOverbeke
http://casnr.okstate.edu/students/ssc
Academic support and career guidance resources are available for CASNR students.

Arts & Sciences
213 Life Sciences East/405-744-5658  
Contact: Dr. Amy Martindale  
http://casstudents.okstate.edu/  
Academic support and career guidance resources are available for Arts & Sciences students.

Education, Health & Aviation  
106 Willard Hall/405-744-6350  
Contact: Dr. Adrienne Sanogo  
http://education.okstate.edu/watson  
Academic support, advisement and career counseling is available to all education majors.

Engineering, Architecture & Technology  
110 Engineering North/405-744-5276  
Contact: Lance Mills  
https://studentservices.okstate.edu/advising  
Academic advising and career services are available for all CEAT students. Tutoring is offered for general math, science, and engineering courses.

Human Sciences  
101 Human Sciences/405-744-2772  
Contact: Kristi Seuhs  
http://humansciences.okstate.edu/current-students  
Academic support and career guidance resources are available for Human Sciences students.

Spears School of Business  
103 Business Building/405-744-2772  
Contact: Marissa McIntyre  
http://spears.okstate.edu/ss/  
Academic advisement is provided for freshmen through seniors in all business major areas.

University College Advising  
214 Student Union/405-744-5333  
Contact: Missy Wilke  
https://uca.okstate.edu/  
University College Advising has academic advisors to help with your academic needs, whether planning your semester schedule, teaching your First-Year Seminar class, looking at degree options, or helping to bridge the gap between student life and academic success. Call or visit the office anytime Monday through Friday, between 8:00 a.m. and 5:00 p.m.

DISCIPLINE SPECIFIC TUTORING

Academic Development Center  
Kerr-Drummond Mezzanine/405-744-5905  
http://reslife.ostate.edu/vac  
Tutoring and supplemental instruction are available on select weekday, weekend, and evening hours.

Accounting  
416 Business Building/405-744-2863  
Walk-in tutoring is available for ACCT 2103, 2203, and 3103. See https://spears.okstate.edu/accounting/ace/ for hours.

Biology & Zoology  
303 Life Sciences West  
http://biol1114.okstate.edu  
Tutoring is provided for BIOL 1114.

Chemistry  
453 Physical Science/405-744-9046  
Tutoring for chemistry classes is available.

Civil & Environmental Engineering  
315 Engineering South/405-744-9308  
Tutoring for Statistics and Strength of Materials is available. Contact for more information.

Eta Kappa Nu Electrical and Computer Engineering Honor Society  
010 Engineering South/405-744-4910  
https://campuslink.okstate.edu/organization/eta-kappa-nu  
Tutoring is provided by Eta Kappa Nu membership for Circuits, Network Analysis, and Electronic Devices.

The Language Lab  
206 Gunderson Hall/405-744-9547  
http://languages.okstate.edu  
Two 28-user labs fully equipped with personal computers and listening/recording devices are available. Students may practice vocabulary building and grammar in the target language.

Graduate Research and Writing Lab  
Contact: Victor D. Baeza/victor.baeza@okstate.edu/405-744-1241  
http://info.library.okstate.edu/RLS/grads  
Tutoring is available evenings from 5:00 p.m.-8:00 p.m. on Monday and Tuesday for current OSU graduate students.

History  
101 S Murray Hall/405-744-5680  
http://history.okstate.edu/contact  
Tutoring is given for Survey of History and upper division courses.

Mathematics Learning Success Center  
5th Floor Edmon Low Library/405-744-5818  
http://www.math.okstate.edu/  
Tutors are available to answer questions for classes ranging from Beginning Algebra through Calculus II. Tutoring for Differential Equations and Linear Algebra is offered at specific times.

Writing Outpost  
102 Q, R, S Edmon Low/405-744-6671  
http://osuwritingcenter.okstate.edu  
30-minute walk-in consultations for writing projects are offered on a first-come-first served basis on Monday-Thursday evenings 7:00 p.m.-10:00 p.m.

Writing Center  
440 Student Union/405-744-6671  
http://osuwritingcenter.okstate.edu  
The Writing Center helps writers throughout the composing process; plan to visit early and often throughout the semester, not just the day before an assignment is due. Tutors work with students to improve brainstorming, organizational, and composing techniques.

Writing Center West  
103 Ag Hall/405-744-6671  
http://osuwritingcenter.okstate.edu  
30-minute walk-in consultations for writing projects are available Monday-Friday from 11:30 a.m.-2:30 p.m.

FOR MORE INFORMATION

go.okstate.edu/apps
The OState app is your link to campus departments, OSU news, and maps. The Orange Shield app is the official safety app of OSU.

my.okstate.edu
This portal connects students to a wide range of campus services including links to student email, the library, and the Online Classroom and Community (D2L).

For other comments and inquiries, please contact academics@okstate.edu.
Gender Discrimination & Sexual Harassment Policy & Title IX Grievance Procedure

1-0702 go to:

Office of Equal Opportunity
408 Whitehurst

Online: http://osu.okstate.edu/
Go to Quick Links: Equal Opportunity
Click: Gender Discrimination/Sexual Harassment Policy & Title IX Grievance Procedure

FOR SEXUAL ASSAULT COMPLAINTS, CONTACT:
OSU Police
104 USDA Building
744-6523

FOR PSYCHOLOGICAL ASSISTANCE, CONTACT:
University Counseling Services for Students
320 Student Union
744-5472

Employee Assistance Program
ComPsych
(855) 850-2397
UNIVERSITY POLICY

Oklahoma State University PROHIBITS gender discrimination in any form, including sexual harassment of students, faculty, and staff [OSU Gender Discrimination/Sexual Harassment Policy & Title IX Grievance Procedure 1-0702]. All students, faculty, and staff are required to comply with this policy. OSU subscribes to an educational and work environment where everyone is treated with respect and dignity and therefore, condemns insulting, degrading, and exploitive treatment of its students and employees. The University strives to maintain a safe, non-discriminatory environment for all members of its campus community.

THE LAW

Gender discrimination and sexual harassment are prohibited by Title VII of the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972, and Title 25 of the Oklahoma Statutes.

I. GENDER DISCRIMINATION DEFINED

Gender discrimination is unequal or disadvantageous treatment of an individual or group of individuals based on gender. Sexual harassment is a form of illegal gender discrimination.

Gender discrimination can be treating an individual differently based upon his/her gender in academia or extracurricular activities, academic programs, discipline, classroom assignment, physical education, grading, and/or athletics.

EXAMPLES OF GENDER DISCRIMINATION
The following types of conduct may constitute gender discrimination:

• A faculty hiring only male graduate assistants
• A professor giving higher grades to female students
• A coach only allowing males to play during an intramural game

II. SEXUAL HARASSMENT DEFINED

Sexual harassment, as prohibited under federal law, state law, and University policy, is defined as unwelcome sexual advances, sexual assaults, or requests for sexual favors, and other verbal or physical conduct of a sexual nature. This conduct constitutes sexual harassment when:

• Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic standing,
• Submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual, or
• Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive educational or work environment.
Sexual harassment can occur between any two individuals. Although sexual harassment typically occurs when one person is in a position of power over another, it can also occur among peers. Sexual harassment can also occur if a supervisor or faculty member grants special favors or opportunities to a person with whom they are having a sexual-relationship, but does not grant similarly equal opportunities or advantages to other persons.

Sexual harassment may also occur, in some cases, if employees of contractors or vendors performing services or doing business with the university engage in harassing conduct.

EXAMPLES OF SEXUAL HARASSMENT

The following types of conduct may constitute sexual harassment:

- Inappropriate touching, patting, or pinching
- Displaying sexually, demeaning or offensive objects and pictures
- Physical assault or coerced sexual activity
- Sexually suggestive jokes or innuendos; derogatory, degrading, or sexist remarks about a person’s body, clothing, or sexual activities
- Suggestive or insulting sounds, whistles, catcalls
- Obscene phone calls, e-mail, or gestures

EXAMPLES OF SEXUAL HARASSMENT WITHIN THE WORK AND ACADEMIC ENVIRONMENT

Sharon’s supervisor kept asking her for a date. He said getting to know him better would improve her chances for a promotion. She felt uncomfortable and wished he would stop. She kept refusing him, but he wouldn’t take ‘No’ for an answer.

What should Sharon do? She may go to her department head, dean, or appropriate administrator or Title IX Officer for assistance.

Cindy’s professor told her that refusal to have a sexual relationship with him would lower her grade in his course.

What should Cindy do? She may go to the Head of the Department for which the faculty member works, the faculty member’s Dean, or Title IX Officer.

Barbara, a student in a student organization, constantly makes derogatory jokes about men’s bodies during the weekly meetings. The male students in the organization are embarrassed by her remarks.

What should the male students in this case do? They may go to their advisor of the student organization, the Office of Student Conduct, or Title IX Officer.

WHAT IS:

Sex Discrimination
- Sex discrimination includes all forms of sexual harassment, including verbal and non verbal sexual harassment and gender violence by employees, students or third parties against employees, students or third parties.
- Sex discrimination also includes unequal pay based on gender, discrimination on the basis of pregnancy, unequal distribution of athletic funds, and unequal admissions and financial aid practices.

Gender Violence
- The term “gender violence” reflects the idea that violence often serves to maintain structural gender inequalities, and includes all types of gender-based violence. This type of violence in some way influences or is influenced by gender relations.
- Gender violence includes rape, sexual assault, dating violence, domestic violence, sexual harassment and stalking.

Rape
- Is a nonconsensual intercourse that involves the threat of force, violence, immediate and unlawful bodily injury, or threat of future retaliation and duress.

Sexual Assault
- Is broader in definition than rape. Any nonconsensual act may be considered sexual assault.

Effective Consent
- To engage in mutually consensual relationship effective consent by both parties is required and consists of:
  - Being informed;
  - Freely and actively given;
  - Mutually understandable words or actions; and
  - Indicate a willingness to participate in mutually agreed upon sexual activity.

Sexual Harassment
- Unwelcome conduct of a sexual nature. Includes verbal and non-verbal behaviors and actions.

Dating Violence
- A patterned of abusive behaviors used to exert power and control over a partner. This violence can be physical, sexual, emotional, spiritual, economic, or psychological.

Domestic Violence
- Crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabiting with or has cohabitated with the victim.

Stalking
- A pattern of behavior that makes you feel afraid, nervous, harassed, or in danger. A person may repeatedly contact you, follow you, send you things, talk to you when you don’t want them to, or threaten you.
RESPONSIBILITIES OF PERSON RECEIVING COMPLAINT

1. Listen.
2. Take the report seriously.
3. DON’T tell the student/supervisee that they ought to be able to handle it themselves, that they have no sense of humor, or they are taking the behavior too seriously.
4. Know whom to refer the person to and encourage the complainant to meet with the designated person.
5. Report to Title IX Officer.

CONFIDENTIALITY
Confidentiality shall be maintained to the greatest extent possible within the requirements of conducting reasonable investigations. Only those who have an immediate need to know may find out the identity of the parties.

RE蒂ALIATION
It is illegal to retaliate against anyone who complains about sexual harassment or assists in a sexual harassment complaint. Retaliation, threats, or other forms of intimidation against any party involved WILL NOT BE TOLERATED.

PREVENTING SEXUAL HARASSMENT
Each member of the campus community is responsible for preventing sexual harassment and ensuring that the work and academic environments are harassment-free. Become informed about sexual harassment. Evaluate your own behavior to ensure that you are not engaging in sexual harassment.

Ask Yourself
“Was my behavior appropriate?”
“Was it welcomed?”
“Was it offensive?”

SUGGESTED RESOURCES
Sexual harassment is serious, and it is important that you talk with someone about it. You may contact your Department Head, Dean, Director of Equal Opportunity, Human Resources, or the Title IX Officer.

Also you can visit the 1is2many website for more info: 1is2many.okstate.edu

YOU MAY ALSO CONTACT
Employees (faculty and staff):
Office of Institutional Diversity
408 Whitehurst
744-9154

Students
Office of Student Conduct
328 Student Union
744-5470
Executive Summary

The Beginning College Survey of Student Engagement is designed to collect data regarding entering college students high school academic and co-curricular experiences as well as their expectations for dissipating in educationally purposeful activities during their first year of college. The BCSSE survey was administered at Oklahoma State University during late Summer 2014. Below is a brief summary of some key findings from the 2014 Survey:

Student Characteristics
- 98% of respondents reported graduating in 2014.
- 98% of respondents reported that they are full time students.
- 66% of respondents were female, and 34% of respondents were male.
- 60% of respondents indicated they were not first generation college students, while 40% of respondents indicated they were a first generation college student.
- 90% of respondents reported they are taking at least 5 classes for credit at OSU in Fall 2014, and 94% of the classes they reported taking were not online courses.
- 63% of respondents expected paying college expenses would be difficult (4 or higher on a 6-point scale). To pay for education expenses, 81% of respondents were using help from parents or relatives, 46% were using student loans, 89% were using grants or scholarships, and 64% were using their personal savings/job.
- 96% of respondents intended to graduate from this college.
- 81% of respondents reported this institution was their 1st choice for college.
- 69% of respondents reported that this institution is less than four hours (in driving time) from the home where they lived during their last year of high school.
- 89% of respondents reported they would be living on campus this school year.

High School Experiences
- 91% of respondents attended public high schools.
- 76% of respondents reported most of their high school grades were A- or A.
- 27% of respondents reported completing 1-2 Advanced Placement classes in high school, and 24% of respondents reported taking 1-2 college courses for credit during high school.
- 47% of respondents reported spending 1-5 hours per week preparing for class (studying, doing homework, rehearsing, etc.). Only 11% of respondents reported more than 16 hours per week preparing for class.
- 49% of respondents reported spending 5 hours or less per week working for pay. 28% reported working for pay more than 16 hours per week.
- 20% of respondents reported spending 11-15 hours per week participating in co-curricular activities (organizations, school publications, student government, sports, etc.). 38% of respondents reported spending 16 or more hours per week participating in co-curricular activities.
- 32% of respondents reported spending 6-10 hours per week relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.). 42% of respondents reported spending 11 or more hours per week relaxing and socializing.
Expectations for College

- 34% of respondents expected to spend 21 or more hours per week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities).
- 33% of respondents expected to work for pay on- or off-campus 0 hours per week.
- 57% of respondents expected to discuss their academic performance with a faculty member often or very often.
- 46% of respondents expected to discuss course topics, ideas, or concepts with a faculty member outside of class often or very often.
- When respondents were asked how often they expected to have discussions with people different than themselves, 84% expected to interact with people from a different race or ethnicity than their own often or very often, 88% expected to interact with people from a different economic background than their own often or very often, 82% expected to interact with people with different religious beliefs than their own often or very often, and 82.58 expected to interact with people with different political views than their own often or very often.
- 89% of respondents expected to ask instructors for help when they struggle with course assignments (4 or higher on a 6-point scale).
- 87% of respondents were prepared to write clearly and effectively, 85% were prepared to speak clearly and effectively, 89% were prepared to think critically and analytically, and 79% were prepared to analyze numerical or statistical problems, 92% were prepared to work effectively with others, 85% were prepared to use computing and information technology, and 88% were prepared to learn effectively on their own (4 or higher on a 6-point scale).
- 63% expected most of their grades in the coming year to be A or A-.

Support Expected to be Provided by the Institution

- 80% of respondents reported it was important for the institution to provide a challenging academic experience (4 or higher on a 6-point scale).
- 96% of respondents reported it was important for the institution to provide support to help students succeed academically (4 or higher on a 6-point scale).
- 81% of respondents reported it was important for the institution to provide opportunities to interact with students from different backgrounds (4 or higher on a 6-point scale).
- 78% of respondents reported it was important for the institution to provide help managing their non-academic responsibilities (e.g., work, family, etc.; 4 or higher on a 6-point scale).
- 90% of respondents reported it was important for the institution to provide opportunities to be involved socially (4 or higher on a 6-point scale).
- 91% of respondents reported it was important for the institution to provide opportunities to attend campus activities and events (4 or higher on a 6-point scale).
- 85% of respondents reported it was important for the institution to provide learning support services (e.g., tutoring services, writing center, etc.; 4 or higher on a 6-point scale).
https://casnet.okstate.edu/cas-research
## Interim Associate Dean for Research and Facilities

**Dr. Kristen Baum**  
405-744-5663 - kristen.baum@okstate.edu

## Administrative Fellow for Research Development

**Dr. Sharon Bird**  
405-744-6104 - sharon.bird@okstate.edu

## Research Support Services

**Tory Lightfoot** - Research Support Services Manager  
405-744-3336 - tory.lightfoot@okstate.edu

**Melissa Mikesell** - Proposal Development Specialist  
405-744-8458 - melissa.mikesell@okstate.edu

**Beth Weichold** - Routing and Tracking Specialist  
405-744-6683 - beth.weichold@okstate.edu

## Grants and Contracts Specialists

**Margaret Denzler** - Grants and Contracts Specialist  
405-744-8456 - margaret.denzler@okstate.edu  
*Computer Science, Geology, Math (pre-award), Plant Biology, Sociology, Statistics*

**Jennifer Heusel** - Grants and Contracts Specialist  
405-744-8453 - jennifer.heusel@okstate.edu  
*Chemistry (post-award), Geology (post-award), Math (post-award)*

**Lisa Sperry** - Grants and Contracts Specialist  
405-744-8452 - lisa.sperry@okstate.edu  
*Chemistry (pre-award), Communication Sciences and Disorders, Integrative Biology, Psychology*

For more information on research support and resources, visit: casnet.okstate.edu/casresearch
The Proposal Submission Process

Notify Research Support Services of your plan to submit a proposal

Meet with your Grants and Contracts Specialist to develop a budget

Provide budget justification, project summary and additional documents as needed for routing packet

Grants and Contracts Specialist generates routing packet

• Principal investigators
• Department Heads
• Associate Dean for Research
• OSU Compliance (University Research Services)
• OSU Grants and Contracts Financial Admin. (GCFA)
• OSU VP for Research

Fully executed routing is returned to RSS

RSS downloads application materials, sets up proposal files, reads guidance and starts proposal application

RSS sends detailed checklist and internal deadlines to PI

Send proposal documents to RSS

RSS fills out proposal application and uploads proposal documents

RSS sends complete proposal package to PI for final approval

Give approval to submit

Proposal is submitted by Research Support Services

Routing

Principal investigators
Department Heads
Associate Dean for Research
OSU Compliance (University Research Services)
OSU Grants and Contracts Financial Admin. (GCFA)
OSU VP for Research

Fully executed routing is returned to RSS
Faculty Mentoring, College of Arts and Sciences, Oklahoma State University
Effective 2018-2019

Introduction:
Departments within the College of Arts and Sciences are already actively engaging in mentoring, through an informal process. The purpose of the formal mentoring program is to build upon these practices and create a broader culture of mentoring across the College and University. Numerous studies show the positive impacts mentoring relationships have. For example, female faculty in economics who applied to be in a mentoring program were randomly assigned to participate in the program (treatment group) or not (control group). After five years, those in the treatment group had on average: three additional publications, four more NSF or NIH grants and a 25 percent higher likelihood of having a top-tier publication. Mentoring should not be only at the level of junior faculty. In fact, research shows faculty often feel their mentoring ends at promotion. However, faculty need successful mentoring to continue through promotion to professor and regent’s professor.

This is intended to be a living document to outline the mentoring program for CAS at OSU and will focus on the policies surrounding the program and the timeline for implementation. Departments will be tasked with implementation of the program and providing an additional document for faculty specific to the implementation of the program at the department level.

Mentoring Requirements:
New tenure-track faculty members:
All new tenure-track faculty will select a department mentor and a University mentor by the end of their first year, beginning in 2018-2019. Mentors should be tenured faculty. Selection will be in consultation with their department head/departmental advisory committee. Additional suggestions can be solicited from the Dean’s office for University mentors. For departments with bigger faculty numbers, the mentee can form a mentoring committee with two or three department mentors. For smaller departments, two mentors
outside of the department can be used, instead of one within the department and one outside of the department.

Faculty who have not undergone reappointment before 2018-2019 will be required to select a department and University mentor. Pre-tenure faculty who have gone through successful re-appointment have the option to select a department and University mentor.

**New non tenure-track faculty members:**

All new non-tenure track faculty will select a department mentor by the end of their first year beginning in 2018-2019. Faculty who have not undergone re-appointment before 2018-2019 will be required to select a department mentor. Faculty who have gone through successful re-appointment have the option to select a department mentor.

**Associate Professors:**

All Associate Professors will select a department mentor by the end of the first semester of their promotion, beginning in 2019-2020. This faculty member should be a Professor within the department or University. It is recommended that, beginning 2019-2020, all associate professors select a mentor.

**Responsibilities of the Dean’s Office:**

The Dean’s office, through the Associate Dean for Research, oversees the mentoring program. The ADR or a representative will keep a list of all mentoring pairs within the College and University. Each year, the ADR will sponsor two workshops—one for mentors and one for mentees. The purpose of these workshops is to provide resources to faculty on best practices for mentoring and to develop and strengthen the culture of mentoring already occurring with the College. The ADR will also provide supplemental help to mentors and mentees by way of additional best practices and resources. The ADR’s office will designate a person of contact for all mentors and mentees to contact with any questions, concerns or issues. The Dean’s office will also ask for mentoring activities to be included in the annual Appraisal and Development, for both mentors and mentees.

**Responsibilities of Department Heads/Chairs:**

Each department head/chair should designate a departmental representative each year to serve as a temporary mentor for the first year for all new faculty. This would normally be a faculty member, so information is consistent if there are multiple new hires in a given year. During the first year, department heads should encourage faculty to meet and discuss possible mentoring relationships. By the end of the first year, department heads will meet with each new faculty member and discuss the selection of the mentors. Mentor selection is the
Responsibility of the mentee, but department heads help facilitate this process by setting the timeframe when a mentor should be selected and offering advice if requested. Departments heads can also help connect faculty to University mentors outside of the department. Department heads should not serve as formal mentors for faculty within their own department.

**Responsibilities of Departments:**
Many departments already have a culture of informal or even formal mentoring. It is at the department level that tenure standards are effectively communicated to all faculty. Departments are encouraged to continue to develop a climate of mentoring, including allowing informal, ongoing mentoring by everyone within the department. Departments should also encourage peer mentoring within the department and activities to support engagement across ranks, such as brown-bag lunches focused on teaching and/or research.

**Responsibilities of Mentors:**
Successful mentoring begins with selecting a mentor who the mentee knows, trusts and wants to seek out for advice. Successful mentors need to be willing to make time to meet regularly with their mentees and help mentees establish goals from the relationship. The mentor is expected to report on mentoring activities during the annual Appraisal and Development review.

**Qualities of a good mentor**
Accessibility: the mentor needs to be available to meet with the mentee regularly. A regular schedule of meetings might be arranged at the start of each semester to facilitate the process.

Communication and Trust: successful mentors are able to communicate effectively with faculty and build a trusting relationship that allows for constructive feedback. Mentors are also willing to intervene on behalf of mentees (e.g., help in overseeing if a mentee has an excessive service load and raising this with the head of department).

Knowledge of department/University: successful mentors understand the expectations of the department and hold at minimum the rank the faculty member seeks during the next promotion.

**Benefits to the Mentor**
- Increased job satisfaction
- Strengthening the department
- Increased collaboration
- Exposure to new ideas
Organizational recognition
Ideas for feedback about the mentor’s own research and teaching

Types of Mentors:
Department Mentors:
Successful mentoring, especially for promotion, begins at the department level with mentors. The department mentor will be asked to meet with the department mentee more regularly than occurs between the University mentor and mentee, approximately once per month. Department mentors are expected to convey promotion and tenure standards and help faculty navigate through the department. Mentoring pairs are also encouraged to visit one another’s classrooms at least once per semester so they may discuss teaching strategies and problems. Department mentors should also give guidance on quality and quantity of publications, appropriate discipline-level service and help steer faculty toward appropriate (and not burdensome) service (for pre-tenure faculty).

University Mentors:
University mentors do not have a direct role in the mentee’s promotion or tenure. As such, he/she may be able to provide general guidance and advice on broader issues—such as establishing a career-long research trajectory, work-life balance, and general questions about teaching, pedagogy and service. University mentors will be asked to meet with their mentee at least once or twice per semester through the tenure process.

Responsibilities of Mentees:
Mentees are responsible for:
• Selecting a mentor by the end of their first year
• Arranging regular meetings with the mentor (at least one per semester)
• Establishing short- and long-term goals, in consultation with the mentor
• The mentee is expected to report on mentoring activities during the annual Appraisal and Development review.

Benefits to the Mentee
• Increased career satisfaction
• Increased career commitment
• Increased job satisfaction
• Better career outcomes (compensation and promotions)
• Increased networking opportunities
• Faster promotions
• Increased collaboration
• Exposure to new ideas

**Expectations for Both Mentors and Mentees:**

For successful mentoring, mentors and mentees should meet regularly throughout the year, regardless of how busy the mentor and mentee are. At a minimum, one meeting per semester is required. Research shows regular meetings provide keys to success. During the initial meeting(s), the mentor and faculty member should develop a list of goals for the mentoring relationship. A “roadmap to promotion” should be established with annual goals. Confidentiality of meetings should be maintained. During A&D, mentors and mentees should report the mentoring activities engaged in (such as frequency of meetings), so as not to break the confidence of the relationship.

**Goals for the Mentor and Mentee:**

Mentors and mentees should have clearly established goals for specific time-periods. Mentees should set goals with specific needs in mind.

**Examples of Short-Term Goals:**

- familiarization with the campus, University, College and academic environment
- networking
- understanding of policies and procedures, expectations for A&D, promotion and tenure
- helping set priorities-time management, balancing research, teaching and service
- resources if problems arise

**Examples of Long-Term Goals:**

- career advancement
- developing visibility and prominence within the profession

**Mentoring Areas (sample areas)**

- getting to know the institution
- excelling at teaching and research
- understanding tenure and evaluation
- creating work-life balance
- developing professional networks

**Mentorship Activities (sample ideas)**

- discussing expectation regarding the mentorship relationships; agree on goals, schedule and objectives
• discussing short- and long-term career goals and professional interests; help plan a research and publication schedule; and critique manuscripts or proposals
• attending professional development programs/events/workshops sponsored by the institution or professional associations
• performing peer teaching observations; discussing effective instructional techniques, course development, curricular issues, teaching strategies and syllabi; inviting mentee to observe mentor’s classes
• exploring scholarships and funding opportunities; discussing opportunities for joint research or evaluating applications
• discussing academic policies and guidelines and university governance; informing mentee of institutional resources and support system
• discussing student issues such as advising, motivating and preventing academic dishonesty
• sharing experiences on stress management, life/work balance and effectively managing time; discussing how to deal with feedback on teaching from students and administration
• discussing preparation for tenure and promotion and career advancement; assisting with the preparation of annual-review materials
• addressing special needs, concerns or questions and help in troubleshooting difficult situations
• facilitating introduction between mentee and other faculty with shared interests

**Changing Mentors:**

In the case of changing commitments, leave of absences, mentor leaves OSU, incompatibility or where the mentoring relationship is not mutually fulfilling, a change in mentor can be made. The mentee should meet with the department-head first; however, if a faculty member would rather not discuss a unsatisfactory mentoring relationship with their head, the faculty member should meet with the ADR to discuss a new mentor. Changes in mentors can and should be made without prejudice or fault. Faculty should be encouraged to seek out additional mentors or change mentors as the need arises.
The College of Arts and Sciences will provide funds for new faculty start-up whenever possible. The funds are to be used for a computer, additional equipment, expendable items necessary to initiate a nationally competitive research program, travel, and non-faculty personnel costs.

POLICIES:

- All faculty are required to buy a computer using their start-up funds.

- **Salaries** – start-up awards may be spent on post-doctoral students, technicians, graduate students and undergraduate students. Start-up cannot be used for one’s own salary. There may be limits to the amount of start-up that can be used on salaries, so personnel expenditures should be approved by the department head in advance.

- **Travel** – up to $10,000 may be budgeted for travel over three years.

- Funds must be expended 36 months from the first day of employment.

- **All faculty with start-up $25,000 or greater** must provide a detailed budget with expenses for salaries, travel and other (computer, equipment, supplies, other expendable items, software, etc.) to be spent over 3 years during the first semester of appointment. Requests to reallocate funds from one category to another must be submitted in writing and approved by the ADR. Movement of funds into or out of the salary category is difficult and often may not be allowed. The department head may elect to have specific restrictions on expenditures based on departmental policies. Please discuss departmental policies with the department head prior to submitting a budget to the Associate Dean for Research.

EXTENSION

*Requests for time extensions beyond the 36 months must be submitted in writing to the ADR with an endorsement by the department head. Requests must be received no later than 3 months before the end of the start-up period.*
The College of Arts and Sciences Technical Services (also known as CASTS) is a technical support unit charged by the Dean of the college student technology committee to assist the college’s departments with computer related issues. Below is a short list of services that we provide. For a more comprehensive list of services and online forms visit our website at http://support.okstate.edu.

The unit is staffed by full-time professional technicians and by experienced student technicians. We also work closely with the University’s information technology division (IT). Requests for service are recorded and tracked in a service ticket database commonly used by computer support units across the University. We strive to provide timely response and resolutions to all requests.

**Contact Information:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Manager</td>
<td>Norma Earp</td>
</tr>
<tr>
<td>Lab Coordinator/Computer Specialist</td>
<td>Cherly Price</td>
</tr>
<tr>
<td>Sr. Systems Administrator</td>
<td>Daniel Scott</td>
</tr>
<tr>
<td>Computer Support Specialist</td>
<td>Susan Hartson</td>
</tr>
<tr>
<td>Lab Computer Support Specialist</td>
<td>Ethan Arnold</td>
</tr>
<tr>
<td>Accounting Specialist</td>
<td>Michele DeRaps</td>
</tr>
<tr>
<td>Administrative Support Assistant</td>
<td>Susan Brinker</td>
</tr>
</tbody>
</table>

**Examples of Service:**

- **New Computers**
  - Pre-Purchase Consultation
  - Configuration And Setup (From Available Website)

- **Existing Computers**
  - Upgrades (Form Available On Website)
  - Software
  - Hardware Installation And Configuration
  - Hardware Repair Replacement
  - Software Analysis
  - Facilitate Warranty Work/Serve As Liaison With Vendors

- **Computer Labs**
  - Design Assistance
  - Computer Software Installation
  - Upgrade/Replacement Consulting
  - Maintenance

- **Local Area Network Server Administration**
  - Windows (2008/2012/2016), Apple Osx, Linux

- **Educational Volume Software Purchase Coordination**
  - Examples: Nvivo, Originlab, Stata, Chemoffice Pro

- **Laptop/Projector Checkouts**

- **Casts Website (Support.okstate.edu)**
  - Online Forms
  - Announcements
  - Event Postings
  - Important Links
  - Comment/Feedback
# Useful Contacts

<table>
<thead>
<tr>
<th>Location</th>
<th>Website</th>
<th>Phone/Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences Web Service</td>
<td><a href="http://casweb.okstate.edu">http://casweb.okstate.edu</a></td>
<td>744-2918</td>
</tr>
<tr>
<td>ITLE Faculty Instruction Support</td>
<td><a href="http://itle.okstate.edu">http://itle.okstate.edu</a></td>
<td>744-1000</td>
</tr>
<tr>
<td>On-Premise &amp; Online Teaching Classroom Tech 117 CLB</td>
<td><a href="http://itle.okstate.edu/about/classroom-technology.php">http://itle.okstate.edu/about/classroom-technology.php</a></td>
<td>744-7155 (main) 744-8965 (CLB) <a href="mailto:ctss@okstate.edu">ctss@okstate.edu</a></td>
</tr>
<tr>
<td>Information Technology Division Announcements</td>
<td><a href="http://it.okstate.edu">http://it.okstate.edu</a></td>
<td>744-HELP <a href="mailto:helpdesk@okstate.edu">helpdesk@okstate.edu</a></td>
</tr>
<tr>
<td>Assistive Technology &amp; Accessibility</td>
<td><a href="http://access.okstate.edu">http://access.okstate.edu</a></td>
<td>744-2024</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.library.okstate.edu/using-the-library/study-rooms">http://www.library.okstate.edu/using-the-library/study-rooms</a></td>
<td>744-9776</td>
</tr>
<tr>
<td></td>
<td><a href="http://info.library.okstate.edu/laptops">http://info.library.okstate.edu/laptops</a></td>
<td>744-7117 <a href="mailto:liblap@okstate.edu">liblap@okstate.edu</a></td>
</tr>
<tr>
<td>College of Education TECH Playground WIL 326</td>
<td><a href="http://edtech.okstate.edu/tech-playground">http://edtech.okstate.edu/tech-playground</a></td>
<td><a href="mailto:tech.playground@okstate.edu">tech.playground@okstate.edu</a></td>
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## Technology Purchases

<table>
<thead>
<tr>
<th>Purchasing Department</th>
<th>744-5984 or <a href="mailto:purchase@okstate.edu">purchase@okstate.edu</a></th>
</tr>
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<tbody>
<tr>
<td>State and University Contracts Computers Recommended Brands: Dell, HP, Microsoft Catalogs: Dell, CDWG, GovConnection, HP</td>
<td><a href="http://purchasing.okstate.edu/contracts-oshop">http://purchasing.okstate.edu/contracts-oshop</a> <a href="http://okcorral.okstate.edu">http://okcorral.okstate.edu</a></td>
</tr>
<tr>
<td>Apple</td>
<td>744-9854 or <a href="mailto:orangetech@okstate.edu">orangetech@okstate.edu</a> <a href="http://universitystore.okstate.edu/orangetech">http://universitystore.okstate.edu/orangetech</a></td>
</tr>
<tr>
<td>Printers and Computer Accessories Catalogs: Dell, CDWG, Govconnection, Staples, B&amp;H Photo</td>
<td><a href="http://okcorral.okstate.edu">http://okcorral.okstate.edu</a></td>
</tr>
</tbody>
</table>
2018 Recommended Computer Configuration Worksheet

Windows Base Configurations

Desktop – Dell Optiplex 7450 All-in-One 23”

Information Link: www.dell.com/us/business/p/optiplex-24-7000-aio/pd

- Processor: Intel i5-7500 3.4 GHz Quad Core, 6MB cache
- Memory: 8 GB RAM (upgradeable to 32GB)
- Graphics: Intel HD Integrated Graphics HD630 (uses up to system memory) supports for 2nd monitor
- Monitor: 23” LED Monitor with 1920x1080 resolution
- Storage: 500 GB 5400 rpm SATA SSD hybrid drive, SD Card Slot, no DVD±RW, no floppy
- I/O Ports: USB 3.1- 2 side/4 rear; USB 2- 2.0 rear; USB-C data only; USB-C powershare; 2- HDMI; DP1.2, RJ-45 ethernet; Universal headset 1 side; line-out 1 rear
- Operating System: Windows 10 Enterprise
- Network: Wired, wireless, and bluetooth
- Web Camera & Mic: Built-in
- Case Dimensions: All-in-One 15.47”h x 22.65”w x2.5”d; stand 8.07”d; 15.61lbs
- Warranty: 3 years on-site, next business day
- Estimated Cost: $1,100

Laptop – Dell Latitude 3490 14”


- Processor: Intel i5-8350U 2.5 GHz Quad Core, 3MB cache
- Memory: 8 GB RAM (upgradeable to 16GB)
- Graphics: Intel HD 620 Integrated Graphics (support for external monitor)
- Monitor: 14” FHD anti-glare with 1920x1080 res. Camera and Microphone
- Storage: 500 GB 5400rpm SATA SSD hybrid drive, SD Card Slot, no DVD±RW, no floppy
- I/O Ports: USB 1- 3.0 USB 1-2.0, HDMI, VGA, RJ-45 ethernet, Universal headset x 1
- Operating System: Windows 10 Enterprise
- Network: Wired, wireless, and bluetooth
- Web Camera & Mic: Built-in
- Case Dimensions: .82”h x 13.34”w x 9.52”d, 3.79 lbs
- Warranty: 3 years on-site, next business day, accident coverage
- Estimated Cost: $1,100

Upgrades Available
(Not funded through CRP Program)

<table>
<thead>
<tr>
<th>Dept Cost</th>
<th>Description</th>
<th>Select With Checkmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>$121</td>
<td>Upgrade Memory to 16GB</td>
<td></td>
</tr>
<tr>
<td>$40</td>
<td>Add USB External DVD/RW</td>
<td></td>
</tr>
<tr>
<td>$208</td>
<td>Upgrade to 500GB SSD Drive</td>
<td></td>
</tr>
<tr>
<td>$150</td>
<td>Upgrade to Touch Screen</td>
<td></td>
</tr>
<tr>
<td>$377</td>
<td>Upgrade to 4K Touch Screen</td>
<td></td>
</tr>
</tbody>
</table>

Upgrades Available
(Not funded through CRP Program)

<table>
<thead>
<tr>
<th>Dept Cost</th>
<th>Description</th>
<th>Select With Checkmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>$40</td>
<td>Add USB external DVD/RW</td>
<td></td>
</tr>
<tr>
<td>$143</td>
<td>Upgrade Memory to 16GB</td>
<td></td>
</tr>
<tr>
<td>$208</td>
<td>Upgrade to 500GB SSD Drive</td>
<td></td>
</tr>
<tr>
<td>$150</td>
<td>Universal Dock</td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td>Upgrade to Touch Screen</td>
<td></td>
</tr>
</tbody>
</table>

All above pricing is an estimate only and subject to market fluctuations.

Prefer Custom Desktop or Laptop Configuration – See Attached.

If you prefer a custom configuration or another model/brand, please attach preferred configuration.  May 2018
# 2018 Recommended Computer Configuration Worksheet

## Macintosh Base Configurations

### Desktop – Apple Macintosh 21.5” Z0TH


<table>
<thead>
<tr>
<th>Processor</th>
<th>Intel i5-7360U 2.3 GHz Dual Core, 4MB cache</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memory</td>
<td>8 GB RAM (upgradeable to 16GB)</td>
</tr>
<tr>
<td>Graphics</td>
<td>Intel Iris Plus 640; support for 2nd monitor</td>
</tr>
<tr>
<td>Monitor</td>
<td>21.5” LED Monitor with 1920x1080 resolution</td>
</tr>
<tr>
<td>Storage</td>
<td>1 TB Fusion hard drive, SD Card Slot, No DVD±RW and no floppy</td>
</tr>
<tr>
<td>I/O Ports</td>
<td>USB 3.0 x 4; Thunderbolt x 2; RJ-45 ethernet; headphone/optical audio output</td>
</tr>
<tr>
<td>Operating System</td>
<td>MacOSx 10.13 High Sierra</td>
</tr>
<tr>
<td>Network</td>
<td>Wired, wireless, and bluetooth</td>
</tr>
<tr>
<td>Web Camera &amp; Mic</td>
<td>Built-in</td>
</tr>
<tr>
<td>Case Dimensions</td>
<td>All-in-One 17.7”h x 20.8”w x 6.9”d; 12.5 lbs;</td>
</tr>
<tr>
<td>Warranty</td>
<td>3 years AppleCare +</td>
</tr>
<tr>
<td>Estimated Cost</td>
<td>$1,258</td>
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### Laptop – *MacBook 12” Retina MF839LL/A

Information Link: [https://www.apple.com/macbook/](https://www.apple.com/macbook/)

<table>
<thead>
<tr>
<th>Processor</th>
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</thead>
<tbody>
<tr>
<td>Memory</td>
<td>8 GB RAM (upgradeable to 16GB)</td>
</tr>
<tr>
<td>Graphics</td>
<td>Intel HD 615; support for external monitor</td>
</tr>
<tr>
<td>Monitor</td>
<td>12” LED 2304 x 1440 resolution</td>
</tr>
<tr>
<td>Storage</td>
<td>256 GB Solid State Drive, SD slot, no DVD/RW drive and no floppy</td>
</tr>
<tr>
<td>I/O Ports</td>
<td>USB-C port</td>
</tr>
<tr>
<td>I/O Port Adapter</td>
<td>USB-C power, HDMI, RJ45, USB, Power pass-thru (non-Apple)</td>
</tr>
<tr>
<td>Operating System</td>
<td>MacOSx 10.13 High Sierra</td>
</tr>
<tr>
<td>Network</td>
<td>Wired, wireless, and bluetooth</td>
</tr>
<tr>
<td>Web Camera &amp; Mic</td>
<td>Built-in</td>
</tr>
<tr>
<td>Case Dimensions</td>
<td>..52”h x 12.04”w x 7.74”d, 3.48 lbs</td>
</tr>
<tr>
<td>Warranty</td>
<td>3 years AppleCare*</td>
</tr>
<tr>
<td>Estimated Cost</td>
<td>$1,522</td>
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### Upgrades Available

(Not funded through CRP Program)

<table>
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<th>Cost</th>
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<tbody>
<tr>
<td>$79</td>
<td>Add external Superdrive</td>
<td></td>
</tr>
<tr>
<td>$180</td>
<td>Upgrade Memory to 16GB at time of order (any model)</td>
<td></td>
</tr>
<tr>
<td>$200</td>
<td>Upgrade to 4K Retina screen</td>
<td></td>
</tr>
<tr>
<td>$270</td>
<td>Upgrade to 512GB SSD drive</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cost</th>
<th>Description</th>
<th>Select With Checkmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>$180</td>
<td>Upgrade Memory to 16GB at time of order</td>
<td></td>
</tr>
<tr>
<td>$210</td>
<td>Upgrade to 512GB SSD</td>
<td></td>
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</tbody>
</table>

*Configuration may not be suitable for advanced applications, such as Adobe Photoshop or Premiere.

All above pricing is an estimate only and subject to market fluctuations.

If you prefer a custom configuration or another model, please attach preferred configuration.

May 2018
Welcome to the College of Arts and Sciences!

As part of the free resources you can access, the department of web services can assist you in the hosting and development of websites for your use. We provide secure web hosting of Joomla, WordPress and HTML-based websites, along with the technical support and customizing your site.

Web services provides a standardized Joomla! CMS template for your use and the training to maintain content on your site for those who decide to utilize Joomla as their site foundation. Our training is provided one-to-one and can be done anytime that is convenient for you.

Web services can help to customize your site for your needs - and assist with bed photography and video editing of your site content. We are located in rooms 003-005 in the basement of Life Sciences East. Please feel free to come by, call or email us with any questions related your web presence.

- Web Hosting
- Web Development
- Online Video Conferencing
- Photo And Video Editing
- Consulting

-----

Gary Jones
Mark Morgan
gary.jones@okstate.edu
mark.morgan@okstate.edu
744-2918
744-2484
PURPOSE

1.01 As an institution of higher learning, Oklahoma State University encourages, supports, and protects freedom of expression, the free exchange of ideas, and an open environment that facilitates the pursuit of scholarly inquiry. The purpose of this policy is to outline, in general terms, the University’s philosophy about acceptable use of information technology resources, with the overall objective of remaining consistent with other OSU A&M policies, and respecting the rights and obligations of academic freedom while protecting the rights of others.

1.02 As a public University, the resources of Oklahoma State University, discussed in this policy, are intended for use by users with no expectation of privacy. In this context, this policy addresses this intent and responsibility of the University to the public.

SCOPE

2.01 This policy applies to all University owned or controlled information technology resources whether individually controlled or shared, stand alone or networked.

2.02 This policy applies to the users of University information technology resources, whether such persons are students, staff, faculty, or authorized third-party users.

2.03 This policy applies to all information technology resource facilities owned, leased, operated, or contracted by the University

2.04 This Policy applies equally to all University-owned or University-leased information technology resources.

DEFINITIONS

3.01 A user is a person, whether authorized or not, who makes use of University information technology resources from any location.

3.02 Information technology resources – Technology and/or computer resources including, but not limited to, personal computers, workstations, mainframes, mobile devices (laptops, tablets, smart phones, etc.), printing equipment, and all associated
peripherals and software, and electronic mail accounts, regardless of whether the resource is used for administration, research, teaching, or other purposes.

**POLICY**

4.01 User Responsibility and Expectations

Within the following sections, examples of acts or omissions, though not covering every situation, are included to specify some of the responsibilities that accompany computer use at Oklahoma State University, and to outline acts or omissions that are considered unethical and unacceptable, and which may result in immediate revocation of privileges to use the University's computing resources and/or just cause for taking disciplinary action up to and including discharge, dismissal, expulsion, and/or legal action, which may include referral for criminal investigation and/or prosecution.

4.02 Use Purposes

A. Appropriate use of OSU’s computing and networking resources includes purposes such as instruction, independent study, authorized research, independent research, communications and official work of the offices, units, recognized student and campus organizations of Oklahoma State University. University computing facilities, systems, accounts and network resources are to be used for University-related activities for which they are assigned. At all times, use of the University’s information technology resources must comply with federal and state law, and University policies.

B. University information technology resources are not intended to be used for generating or accessing obscene material as defined by Oklahoma or federal law and acceptable community standards or for creating a hostile work and/or educational environment.

C. Incidental personal use of University information technology resources is permitted, but must not interfere with a user’s performance of official University business, result in direct costs to the University, expose the University to unnecessary risks, or violate applicable laws or other University or Board policy. Users shall have no expectation of privacy in any personal information stored by a user on a University information technology resource, including University electronic mail accounts. Storage of any electronic mail messages, voice messages, file, or documents created by incidental personal use by a user must be nominal.

4.03 Personal Devices and Systems

Users who connect to the University’s information technology resources using privately owned personal computers, or other privately owned devices, consent to being scanned by
the University’s scanning programs for security purposes, such as malicious network traffic, while connected to those technology resources.

4.04 System Abuse and Disruptive Use

A. Users are expected to report suspected illegal activity or abuse, especially if related to any damage to or problems with their files, to abuse@okstate.edu or Ethics Point. Any defects discovered in the system accounting or system security are to be reported, as well, so that steps can be taken to investigate and solve the problem. The cooperation of all users is needed to ensure prompt action. System administrators are required to report suspected unlawful or improper activities to the proper University authorities. Users have an affirmative duty to cooperate with system administrators in investigations of system abuse.

B. It is a violation of this policy to use the University’s information technology resources for transmitting political campaigning, commercial or personal advertisements, solicitations, promotions, or programs, to libel, harass, threaten, or without authorization invade the privacy of other individuals. It is also a violation to use University information technology resources for the purpose of introducing a malicious program into the network, any server or any computer connected to the network. The use of any unauthorized or destructive program may result in legal civil action for damages or other punitive action by any injured party, including the University, as well as criminal action. This policy prohibits both the circumvention of mechanisms which protect private or restricted information, systems, or networks, as well as use of University resources for unauthorized access to private or restricted systems or networks and/or damage to software or hardware components of those systems or networks.

C. Modifying or removing computer equipment, software, or peripherals without proper authorization is a violation of this policy. Users will use great care to ensure that they do not use programs or utilities which interfere with other users or which modify normally protected or restricted systems, networks or user accounts. It is inappropriate to encroach on others' use of the University's computers, via intended, unintended or negligent behaviors including but not limited to: sending of excessive electronic communications (‘spam’), either locally or off-campus; printing excess copies of documents, files, data, or programs; running grossly inefficient programs when efficient alternatives are known to be available; unauthorized modification of system facilities, operating systems, or disk partitions; attempting to crash or tie up a University computer; damaging or vandalizing University computing facilities, equipment, software, or computer files.

D. Interfering with the intended use of information resources or without authorization, destroying, altering, dismantling, disfiguring, preventing rightful
access to or otherwise interfering with the integrity of electronic information and/or information systems are not all, but further examples of systems abuse.

4.05 User Accounts and Passwords

A. The integrity of most systems is maintained by password protection of accounts. Users are responsible for assisting in the protection of the systems they use. The integrity and secrecy of an individual’s password is a key element of that responsibility. The security of your user account is your responsibility. Users are responsible for ensuring account passwords are strong according to best practices and by not using:

1. passwords from other accounts such as social media, external email, or other web sites
2. dictionary words
3. personal names
4. computer system names
5. adjacent keyboard combinations such as ‘qwerty’, ‘asdzxc’ or ‘12345’

B. Users may use only their own computer accounts and are personally responsible for all use of their computer account(s). Users who have been authorized to use computing resources (by provision of a user account) may be subject to both criminal and civil liability, as well as University discipline, if the user discloses a password or otherwise makes those resources available to others without the permission of the system administrator.

C. Gaining, or attempting to gain access to the account of another user either by using programs or devices to intercept or decode passwords or similar access control information or by using any other means is prohibited. The negligence or naïveté of another user in revealing an account name or password is not considered authorized use. Convenience of file or printer sharing is not sufficient reason for sharing a computer account. Intentionally allowing or assisting others to gain unauthorized access to information technology resources is prohibited, regardless of whether the computer, software, data, information, or network in question is owned by the University. Abuse of the networks to which the University belongs or the systems at other sites connected to those networks will be treated as an abuse of Oklahoma State University information technology resources privileges.

4.06 System Logging, Reviews, Privacy
A. Users of the University’s information technology resources are placed on notice that all computer systems maintain audit logs and/or file logs within the computer and that user information is backed up periodically. Information collected and stored may include, but is not limited to, user identification, date and time of the session, software used/accessed, files used/accessed, internet use and access, when requested and deemed necessary. The University reserves the right to view or scan any file or software stored on the computer or passing through the network, and will do so periodically to verify that software and hardware are working correctly, to look for particular kinds of data or software (such as computer viruses), or to audit the use of University resources. For example, analysis of audit files may indicate why a particular data file is being erased, when it was erased, and what user identification has erased it.

B. Users should be aware that information transmitted via the Internet may be intercepted by others. Accordingly, the privacy of electronic mail, voicemail and similar data should not be presumed. With regard to all information system data, users should also be aware that the University, as an agency of the State of Oklahoma, and as its officers and employees, are subject to the provisions of the Oklahoma Open Records Act, 51 Okla. Stat. § 24A.1, et seq.

4.07 Additional Responsibilities

Some departments may have additional use restrictions and it is the user’s responsibility to adhere to them. Individual units within the University may define "conditions of use" for information resources under their control. These statements must be consistent with this overall Policy but may provide additional detail, guidelines and/or restrictions. Such policies may not relax or subtract from, this policy.

4.08 Email Use

A. General Purpose Use

1. As with other University resources, electronic mail (email) is made available to faculty, staff and students, to further the teaching, research, service, and Extension/outreach goals and mission of the University. Use of University email services, therefore, is intended to be in furtherance of such goals and mission. Incidental personal use of electronic mail is permitted, but must not interfere with a user’s performance of official University business, result in direct costs to the University, expose the University to unnecessary risks, or violate applicable laws or other University or Board policy. Users shall have no expectation of privacy in any personal information sent, received, or stored by a user using University electronic mail accounts. Storage of any electronic mail messages created by incidental personal use by a user must be nominal.
2. Users shall respect the purpose and charters of electronic mailing lists (including local or network news groups and social media). It is the responsibility of any user of an electronic mailing list to determine the purpose of the list before sending messages to the list or receiving messages from the list. Persons subscribing to an electronic mailing list will be viewed as having solicited any material delivered by the list as long as that material is consistent with the purpose of the list. Persons sending to a mailing list any materials which are not consistent with the purpose of the mailing list will be viewed as having sent unsolicited material to the mailing list.

3. Graduates and retirees are granted life-long use of their institutional email accounts with the understanding that they will adhere to the same policies and procedures which apply to students, faculty and staff. This privilege can be revoked by the University if use of the account results in a violation of policies or procedures, or if the account is needed for business continuity by the area which it served.

B. Reporting Offensive Email

The University provides email services to the University to support the academic and administrative activities, and email is used as an official form of communication. As members of the University’s community, all users are expected to demonstrate good taste and sensitivity to others in their communications. However, the University cannot protect individuals against the existence or receipt of material that may offend them, and users are warned that they may willingly or unwillingly come across, or be recipients of, material they find offensive. To report material received via email, send a complaint to abuse@okstate.edu or Ethics Point.

C. University Access to User Email

1. Users should be aware that the University, as an agency of the State of Oklahoma, as well as its officers and employees, are subject to the provisions of the Oklahoma Open Records Act. There is no privacy associated with use of University email resources. The University owns, and has right of access to, for any purpose, the contents of all computing information transmitted through or stored on its systems. The University may access and disclose any, or all, of the following:

   a. Data transmitted through or stored on its electronic mail and Internet access systems, regardless of the content of the data,

   b. Information related to the use of electronic communication.

2. If an occasion arises when a University officer or supervisor believes that access to an individual's email account is required for the conduct of University business, the University individual is not available (i.e., death,
disability, illness or separation from the University), and a system administrator is required to access the individual's email account, the following procedure shall be followed:

a. The University official or supervisor shall secure permission to access the email account from the Provost and Senior Vice President (Provost) or the designee of such officer.

b. If the Provost approves the request, he/she will provide written authorization to the Information Security Officer (ISO), who will direct the system administrator to access the email account.

c. When email communications from a specific individual’s University email account are requested by a third party pursuant to the Oklahoma Open Records Act, as part of an internal University investigation, or pursuant to court order or other legal proceeding, the University may, when reasonable and allowed by law, make a reasonable and timely effort to notify the individual whose email account is accessed. However, the University is not required to make such notification.

D. Email Content Classification

It is the responsibility of email users to follow the OSU Data Classifications Policy regarding email content classification and restrictions, protections, or other applicable limitations on email distribution and storage.

4.09 Digital Media Communications / Social Media Use

A. Digital Media Defined

This section applies to any faculty, employee or associate involved in creating, contributing to or distributing University-related information via digital media communication channels often times referred to as Social Media platforms. The term digital media refers to any communications facilitated by technology. This can include online channels, phone/app-based communications and more.

B. Professional and Personal Use

1. The University utilizes social media technologies to enhance more direct communications with its faculty, staff, students, alumni, and prospective students.

2. University employees that use social media should use caution when using their personal social media accounts for business purposes. Specifically:
a. Individuals should not use their personal account to act or be perceived as acting as representatives of a University, their college, school division, etc. unless given the expressed authority to do so by University Communications. This will help prevent the perception that published personal content is an expression of an official University position. See OSU Policy 1-0103, Use of University Name, for more information.

b. Individuals should never share proprietary or confidential information or comment on anything related to legal matters without the appropriate approval.

c. Content shared via social media platforms must also adhere to OSU and OSU A&M policies and procedures as well as state and federal regulations, including though not limited to, FERPA, HIPAA, PCI DSS and NCAA limitations

C. Registering Digital Media Accounts

1. Any person that would like to register a digital media account on behalf of an OSU A&M organization, department or college must request access to the official registration form and work with the Office of Communications to ensure accounts are set up properly. All registered digital media accounts also must adhere to the Digital Media Policy above and University Social Media Guidelines.

2. For questions concerning the use of OSU trademarks, including the OSU logo, please visit, https://trademarks.okstate.edu/.

4.10 Network Usage

Excessive or inappropriate use of the network and network resources may result in network access restriction, revocation of access privileges entirely, or further sanctions covered in Section 4.06 regarding Non-Compliance.

A. Prohibited Devices on Network

1. Users of University information technology resources, specifically those using the University’s network are authorized to use only network devices authorized by the campus Information Technology department. Specifically, prohibited devices include, but are not limited to, hubs, switches, repeaters, routers, network modems and wireless access points. These devices may be incorrectly configured or incompatible with the University network causing outages and reliability problems to all or part of the network. Devices not approved for use on the network will be disabled to ensure the stability and availability of the network.
2. For more information on network use, reference the OSU Network Policy at it.okstate.edu/policies.

4.11 Software Licenses and Copyrights

A. Software Licenses

Violating any software license agreement or copyright, including copying or redistributing copyrighted computer software, data, or reports without proper, recorded authorization is prohibited. Software protected by copyright shall not be copied except as specifically stipulated by the owner of the copyright. Protected software is not to be copied into, from, or by any University facility or system, except by license. The number and distribution of copies must be handled in such a way that the number of simultaneous users in a department does not exceed the number of original copies purchased by that department, unless otherwise stipulated in the purchase contract.

B. General Use of Copyright Material

1. All users of University technology resources are required to abide by and comply with all state and federal laws governing software license, leasing, or copyright agreements.

2. More information on copyright compliance can be found through the United States copyright Office, the Copyright Clearance Center, or the OSU A&M Libraries Copyright pages.

4.12 Non-Compliance

Violations of this policy may result in immediate revocation of privileges to use the University’s computing resources and/or just cause for taking disciplinary action up to and including discharge, dismissal, expulsion, and/or legal action, which may include referral for criminal investigation and/or prosecution.

Approved by E-Team, June 2017
Approved by Board of Regents, June 2017
Suggested Guidelines for Using Social Networks In University Courses

Research consistently shows that social networking sites like Twitter, Facebook, Instagram, and others can, if used properly, be an effective tool for engaging university students with course content. Even though online social networks can have many benefits to instruction, they also represent serious dangers to important privacy standards mandated by FERPA and followed by OSU and other universities. Those dangers include the selling of student contact information to advertisers, sharing educational records (e.g., assignment feedback, etc) in a public forum, exposing faculty to possible illegal activities of students like underage drinking or drug use, forcing students to associate with others who become linked through networks like Twitter followers, Facebook friends, etc., and impacting future employment opportunities for students.

If social networks are used, the following recommended practices are designed to provide guidance to course instructors about the use of social networks so that the integrity of course-based assignments using social networking sites is supported as well as protecting students’ privacy rights. When planning the use of public social networking sites for course assignments, instructors should consider the following:

1. Prioritize use of University teaching software features that are like those found in social networks including user profiles, discussion boards, multimedia sharing and video conferencing.
2. Review the Terms of Use/Agreement for the site you plan to use to ensure that students’ FERPA rights are not at risk and will not be violated. Provide students with disclosure information provided by sites so that they can evaluate potential privacy concerns (see links to Terms of Agreement).
3. Use private or closed groups within social networks to protect against third parties intruding on the class discussion and sharing.
4. Allow students to “opt out” of using public social networking sites, and provide a comparable alternative option for completing any assignment that involves such sites.
5. Provide students with expectations regarding online posting and interactions including appropriate language, respectful tone, and avoidance of prejudicial or harassing statements. Share Netiquette Guidelines with students (i.e. rules for conduct when posting threads, sharing photos, replying to others, etc.) and enforce them.
6. Establish criteria for replying to student submissions, including timeliness and appropriateness.
7. Consider accessibility for individuals with vision, hearing, or other disabilities that would impede their full participation.
8. Determine the technology requirements for participating in social network activities including device requirements, data requirements, software or application size, cost, and time. Identify avenues to accessing free technology for students who do not own smartphones, tablets or other devices that might be required to participate.
9. Be aware of unique instances where students may be prohibited from using social networking sites (e.g., student athletes are discouraged from using social networking sites to prevent inappropriate contact with professional agents) or may be at risk on a
social networking site for reasons such as personal or religious beliefs, a past history of abuse, etc.

10. Faculty using student social networking activities as part of a research project must receive IRB approval and, as part of that process, must allow students to opt-out and offer a comparable alternative option to meet course requirements.

Terms of Use
Common Social Networks

Social Networks are digital communities that bring people together for a common purpose or interest. A website or other technology is used to facilitate communication within the community. Social Networks may be private or public. Examples include:

Facebook (https://www.facebook.com/legal/terms)
Twitter (https://support.twitter.com/articles/20169199)
Blogster (http://www.blogster.com/terms)
Instagram (https://help.instagram.com/478745558852511O)
Myspace (https://myspace.com/pages/terms/terms)
Pinterest (https://about.pinterest.com/en/terms-service)
Snapchat (https://www.snapchat.com/terms/)
LinkedIn (https://www.linkedin.com/legal/user-agreement)
Prezi (https://prezi.com/terms-of-use/)
Weebly.com (www.weebly.com/terms-of-service)
Wordle (http://www.wordle.net/faq#license)
MISSION

• Extend the University’s intellectual resources and ideas.
• Disseminate knowledge to learners any time, any place.
• Provide lifelong learning opportunities.

PROGRAMS

• Online Credit Courses
• Hybrid-format courses (online/face-to-face)
• Study Abroad Travel Courses
• Field Trip/Domestic Travel Courses
• On-campus Supplemental Courses
  (Short courses, summer, intersession, weekend, etc.)
• Academic Conferences/Professional Meetings
• Camps, Workshops and Seminars
• Distance Learning to High School Students

SERVICES

• Online Course Development Assistance: Development stipends provided for faculty to convert existing classes to an online format (upon approval from Dean’s office).
• Technology Consultation: Outreach works with both ITLE and CAS Web Services to provide training/assistance to faculty.
• Coordination: Assistance with onsite logistics, facilities rental, course registration, contracts, etc.
• Budgeting: Pricing out tours and special needs, such as equipment and materials for programs.
• Marketing: Creating and distributing materials (brochures, print ads, websites, etc.)

Outreach
CASoutreach@okstate.edu
CAS Outreach is here to provide resources for you and your department to offer learning experiences to your students, as well as community outreach to learners of all ages and education levels.

For more information about developing Outreach programs, visit: casnet.okstate.edu/outreach
COMMUNICATIONS
205 LSE

ABOUT
CAS Communications is an extension of CAS Outreach. The group produces, writes, designs, edits and consults on communications and marketing efforts for the College. That includes messages for both internal and external audiences, such as prospective and current students, parents of prospective and current students, alumni, faculty and staff, and the general public. Typical projects are social-media posts, brochures, photos, webpages, posters, news releases, emails, newsletters and CAS/OSU magazines, videos, etc.

CONTACTS

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Coordinator of Communications and Marketing
jacob.longan@okstate.edu
405-744-7497

Jason Wallace
Graphic Designer
jason.wallace@okstate.edu
405-744-4035

Luke Hess
Web Designer
luke.hess@okstate.edu
744-8214

casnet.okstate.edu/communications
The School of Global Studies offers an interdisciplinary graduate degree in global studies, drawing upon the expertise of faculty from across all the academic colleges of Oklahoma State University. The SGSP also works with faculty across the university to enhance the global reputation, reach, and impact of Oklahoma State University. The SGSP also works with affiliate faculty to promote the international expertise of our faculty through media and elsewhere. If you are interested in affiliating with the SGSP, either by teaching a class or working with us to advance OSU's global impact, please complete this form & obtain the signatures of your Department Head & Dean. Appointments are for three years, and are renewable. Upon completion, submit this form to Cathie Kincaid at Cathie.kincaid@okstate.edu, or by campus mail to the SGSP Dean’s Office, Wes Watkins Center 107, Stillwater, OK.

Name ____________________________________________

Office Address ______________________________________________

Office Phone __________________ Fax _____________________________

E-mail ________________________________________________

College/School ____________________________ Department ____________

Academic Position __________________________________________

Education (degree/institution/year) ______________________________

Brief Statement of Interest, Goals, Objectives, or Other Relevant Items
(such as study abroad, technical assistance, collaborative research, international outreach courses, etc.) __________
____________________________________________________________________________
____________________________________________________________________________

International oriented Courses you currently teach or
might like to teach at OSU (Course Number & Title) ______________________________
____________________________________________________________________________

International Research (Specify type of activity & country) __________
____________________________________________________________________________

International Outreach (Specify type of activity & country) ________________
____________________________________________________________________________

Relevant Honors & Awards __________________________________________
____________________________________________________________________________

Internationally Related Publications (Three most recent or significant) ____________
____________________________________________________________________________

Focus Area Of Interest (The SGS curriculum provides four areas of focus, which allows our students to pursue their area of particular interest in more depth. Please indicate which of the following focus areas in which you are most interested.)

☐ International Trade & Development
☐ Global Communication and Public Diplomacy
☐ Global Crisis Management
☐ Global Leadership Development
Area(s) of International Expertise (A statement we may use in public domain relevant to your expertise)

__________________________________________________________

Regional Area(s) of Interest (check all that apply):

☐ African
☐ Asian and Pacific Affairs
☐ European and Eurasian Affairs
☐ Near Eastern Affairs
☐ Western Hemisphere Affairs

Country Expertise: __________________________________________

__________________________________________________________

Language Proficiencies (If you are interested in assisting with foreign language activities, please identify language(s) which you have proficiency speaking and reading.) ______________________________________________

May we have your permission to utilize the information contained in this application on the School of International Studies Website and in School publications?

☐ Yes ☐ No

Date Submitted __________________________

_________________________________   ______________________   ______________________
Faculty Member               Department Head               Dean

Please Attach current Curriculum Vitae.
Completed forms should be sent to:

School of Global Studies and Partnerships
107 Wes Watkins Center
Stillwater, Oklahoma 74078-8084
405.744.6606
405.744.7923 Fax
Cathie.kincaid@okstate.edu
global.okstate.edu

Approval by SGSP Academic Committee

__________________________________________
# CAS STAFF DIRECTORY

<table>
<thead>
<tr>
<th>Administration (Dean’s Office)</th>
<th>201 Life Sciences East</th>
<th>405-744-5663</th>
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<tbody>
<tr>
<td>Mendez, Jeanette</td>
<td>Interim Dean</td>
<td>x5663</td>
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<tr>
<td>Cushing, Terri</td>
<td>Executive Admin. Assitant</td>
<td>x8704</td>
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<tr>
<td>Belmonte, Laura</td>
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<td>x5663</td>
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<td>Wikle, Tom</td>
<td>Associate Dean Academic Programs</td>
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<tr>
<td>Scanlan, Lori</td>
<td>Admin. Assistant</td>
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<tr>
<td>Baum, Kristen</td>
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<td>Wackler, Diane</td>
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<td>Smades, Charlie</td>
<td>Manager Facility Services</td>
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<td>206 Conf. Room</td>
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<td><strong>Business Office</strong></td>
<td><strong>202 Life Sciences East</strong></td>
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<tr>
<td>Austell, Cecilia</td>
<td>Administrative Assistant</td>
<td>x5655</td>
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<td>Bower, Bobbie Sue</td>
<td>Accounting Specialist</td>
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<td>Burch, Tina</td>
<td>Training Coordinator</td>
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<td>Denzler, Margaret</td>
<td>Grant/Contract Specialist</td>
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<td>Heusel, Jennifer</td>
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<td>Reedy, Teresa</td>
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<td>Director Fiscal Affairs</td>
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<td><a href="mailto:renee.tefertiller@okstate.edu">renee.tefertiller@okstate.edu</a></td>
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<td><a href="mailto:llhrich@okstate.edu">llhrich@okstate.edu</a></td>
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<td><a href="mailto:jacob.longan@okstate.edu">jacob.longan@okstate.edu</a></td>
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<td><a href="mailto:jason.wallace@okstate.edu">jason.wallace@okstate.edu</a></td>
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<td></td>
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<td><a href="mailto:luke.hess@okstate.edu">luke.hess@okstate.edu</a></td>
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## Foundation Officers

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<tr>
<td>Berry, Burck</td>
<td>Director of Development</td>
<td>405-385-0726</td>
<td><a href="mailto:bberry@OSUgiving.com">bberry@OSUgiving.com</a></td>
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<tr>
<td>Ferell, Jayme</td>
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<tr>
<td>Rodman, Kathryn</td>
<td>Constituent Relations Associate</td>
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<tr>
<td>Smith, Tyler</td>
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<td>Dannah, Whelan</td>
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<tr>
<td>Fax</td>
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## Outreach

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<td>Burch, Sharon</td>
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<tr>
<td>Eddington, Andrea</td>
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<tr>
<td>Freshley, Lonna</td>
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<tr>
<td>Hass, Brenda</td>
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<tr>
<td>Sharp, Kevin</td>
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<tr>
<td>Kelly, Angie</td>
<td>Program Coordinator: Online</td>
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<tr>
<td>Lewis, Bobbi Kay</td>
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<tr>
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<tr>
<td>O’Mealey, Shane</td>
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<td>x8462</td>
<td><a href="mailto:shane.omealey@okstate.edu">shane.omealey@okstate.edu</a></td>
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<tr>
<td>Testerman, Susie</td>
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<tr>
<td>Barnes, Caitlin</td>
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<td><a href="mailto:caitlin.barnes@okstate.edu">caitlin.barnes@okstate.edu</a></td>
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### Research Support Services

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<td>Hicks, Beth</td>
<td>Admin. Support Ast. II</td>
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<tr>
<td>Lightfoot, Tory</td>
<td>Manager Research Support Services</td>
<td>x3336</td>
<td><a href="mailto:tory.lightfoot@okstate.edu">tory.lightfoot@okstate.edu</a></td>
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<tr>
<td>Mikesell, Melissa</td>
<td>Prop. Development Specialist</td>
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### Student Services

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<td>Bayhylle, Cheryl</td>
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<tr>
<td>Brandon, Jeannie</td>
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<tr>
<td>Brun, Cara</td>
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<td>James, Keely</td>
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<td>Martindale, Amy</td>
<td>Assistant Dean of Student Academic Services</td>
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<tr>
<td>Mehan, Sandra</td>
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<td>Rose, Shawn</td>
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<td>Smith, William</td>
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<td>Valentine, Anthony</td>
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<td>Arnold, Ethan</td>
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<td>Brinker, Susan</td>
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<tr>
<td>Scott, Daniel</td>
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