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INTRODUCTION

Dear Academic Facilitator Staff Member:

Welcome to the staff of Academic Services for Student-Athletes. As an academic facilitator staff member, you will play an important role in the development of Oklahoma State University student-athletes. Not only will you assist student-athletes in balancing the demands of academics and sport, but you will assist them in developing the skills necessary to be academically successful throughout their entire career at OSU.

Student-athletes are no different than the traditional students on the OSU campus; however, the time demands of college athletics place an additional burden upon student-athletes. Requirements such as NCAA and Big 12 eligibility standards also add to the burden. Academic Services for Student-Athletes provides a variety of services, all of which focus upon the goals of retention and graduation. As an academic facilitator, you will function as an integral part of the total academic support program. Throughout your experience with Academic Services for Student-Athletes, we ask that you respect confidentiality with student-athlete related information and adhere to the rules and regulations stipulated in this manual. Your positive, professional relationship with student-athletes is fundamental to the success of our Academic Assistance programs.

To function as an effective facilitator, you must be able to relate to the student-athlete in a variety of areas. Not only will you see the student-athletes’ progress, but we are confident that you will also experience a sense of growth and satisfaction from your interaction with student-athletes.

Once again, welcome to the staff of Academic Services for Student-Athletes. We are looking forward to working with you during the academic year. Be assured you will receive the support from the professional staff of Academic Services for Student-Athletes in all facilitator endeavors. If you have concerns or questions, please contact one of the professional staff members and every effort will be made to find a solution.

Sincerely,

Marilyn Middlebrook

Associate Athletics Director for Academic Affairs
MEET THE STAFF

Academic Services for Student-Athletes Staff Members

Dr. Marilyn Middlebrook
Director

Agatha Dean Adams
Assistant Director

Alan Good
Assistant Director

Stephanie Coca
Learning Specialist

Dr. Jeremy Cook
Senior Academic Facilitator, Wrestling

Dr. Jonene Cook
Learning Specialist
Amber Damicone  
Writing Center Director & Learning Specialist

Jawauna Harding  
Career Specialist

Dr. Nikki Jones  
Manager, Student Academic Development for Football

Emily Middlebrook  
Learning Specialist

Mike Noteware  
Learning Center Coordinator

Connie Ralston  
Administrative Assistant

Amy Randolph  
Learning Specialist

Chico Harring  
Sport Counselor  
(Not pictured, new fall 2019)

Charles Verner  
Sport Counselor
ABOUT THE ACADEMIC ENHANCEMENT CENTER

The Joe & Connie Mitchell Academic Enhancement Center at Oklahoma State University is designed to assist all student-athletes in their academic success at OSU. Effective August 1, 1991, the NCAA adopted a requirement that all Division I member institutions must make general academic counseling and tutoring services available to all recruited student-athletes. Services that can be provided under NCAA guidelines include, but are not limited to:

- Tutoring
- Drug Rehabilitation Programs
- Personal Counseling
- Use of Computers
- Career Counseling

In general, our academic assistance staff is comprised of facilitators and individual or group tutors knowledgeable in a variety of subject areas including math, science, and writing. Tutoring services are scheduled to accommodate the student-athlete’s academic and practice activities. The services involve a combination of one-on-one sessions and small group study sessions.
DESCRIPTION OF SERVICES

General Information
The Academic Enhancement Center provides one-on-one and supplemental group instruction in all academic courses per the request of a student-athlete or sport counselor. Tutors and group leaders generally work by appointment during day and evening hours and are sensitive to the schedules of student-athletes. All tutors are qualified OSU graduate/undergraduate students (GPA 3.0 or higher) and/or are faculty and community members who have a desire to provide supplemental instruction to student-athletes. Reports are completed at the conclusion of each session, and the information in the reports is shared with sport counselors and coaches as deemed appropriate.

Academic Facilitator Program
The Facilitator Program partners with OSU faculty, staff, graduate students, and community leaders to assist student-athletes with academic, personal, and career-related issues. Generally, facilitators meet with student-athletes each week to assist in the organization of academic, athletic, and personal commitments and to provide guidance and support toward short- and long-term goals.

Computer Center
The Academic Enhancement Center is equipped with many desktop computers for student/tutor work. Each computer offers access to Microsoft Office applications, the Internet, and OSU network applications, including e-mail, the online classroom, and the OSU Edmon Low Library online.

Writing Center
Located in room 250D, the Writing Center provides assistance to students of all ability levels. Students can make a standing appointment for their ENGL, BCOM, or other writing-intensive course each week, or they may request an appointment for help with a single paper for one of their other courses (e.g., a 5-page geography paper). Students are also welcome to use the Writing Center on a drop-in basis during scheduled drop-in hours of operation, but such help is limited to a first come, first served basis. Appointments are strongly recommended and encouraged.

Contracted, Structured Study Sessions
Working with sport counselors and student-athletes, the Academic Enhancement Center staff establishes study contracts with individual student-athletes. The study contracts are individual plans of action for the academic success of student-athletes (i.e., group study times, independent study, etc.). During independent study times, staff members are available to answer questions and provide academic guidance as needed.

Career Development
The Career Coordinator for student-athletes is available to meet both individually and with groups of student-athletes. The coordinator assists student-athletes in all areas of career development including resume development, interviewing, job search strategies, and internships. Working collaboratively with the OSU Career Services office, the coordinator disseminates important career information to all student-athletes including on-campus interview schedules, employer presentations, OSU Career Fairs, etc. These services are also available to alumni student-athletes.
NCAA CHAMPS/Life Skills/Orientation for Student-Athletes Course and Seminars
Each year, a 3-hour orientation course is offered to all incoming freshmen and transfer student-athletes. The course is designed to provide an introduction to Oklahoma State University and includes topics such as study skills, building positive relationships, career exploration, appropriate etiquette, drug and alcohol awareness, and time management.

Individual Tutors and Small Group Tutors
Tutors are hired as needed to work individually with student-athletes in specific courses. Depending on the course, tutoring required, and schedules of the student-athletes and tutors, experienced tutors may place student-athletes in small groups when appropriate and approved by the Learning Center Coordinator.

Large Group Sessions
Group facilitators are hired to lead group tutoring sessions in specific courses (e.g., MSIS 2103, Entomology, etc.). Typically, these group sessions are held once or twice a week at established times. Some student-athletes may be required by their sport counselors to attend group sessions, while others may join in on an “as-needed” basis (e.g., for an exam review session).

Upon completion of a session (individual or group), tutors and facilitators submit reports documenting student-athlete attendance, work accomplished/remaining, and other relevant information.
GENERAL POLICIES AND PROCEDURES

Open Communication
The Academic Enhancement Center programs will thrive only if there are open lines of communication among all participants in the program including the professional staff, graduate assistants, facilitators/tutors, and student-athletes. To this end, we encourage you to maintain good communication with the student-athlete(s) you are facilitating. Insist that each student-athlete inform you of any appointments that s/he will miss due to competition or other commitments at least an hour prior to those appointments.

Please note that tutors and facilitators should NEVER contact professors, instructors, or coaching staff directly. Any instructor or coaching staff contact should occur through full-time Academic Enhancement Center staff.

Payroll
All payroll matters are dealt with by the Administrative Assistant in the office of Academic Services for Student-Athletes. Payroll assignments are renewed each semester based on need, thus no position (or number of hours worked) is guaranteed. It is your responsibility to ensure that you correctly record your session times (if hourly) on the Banner System (Self-Service) in order to generate a time sheet (note: a complete facilitator report may also be required to generate a paid time sheet entry). If you make a mistake when submitting time that you cannot correct by editing the report (e.g., incorrect hours recorded), you must email the Learning Center Coordinator or Facilitator Coordinator with the correct date, hours, type of session (individual, group, employee, or facilitator), and other relevant information, or you will not be paid. Every other Friday, tutors and facilitators (hourly) are expected to approve their submitted payroll time for the previous two weeks via the Payroll tab within their Brightspace account. Payroll time that is not approved by 5PM on the specified Friday will not be paid. All paychecks will be directly deposited into your bank account.

There are two methods by which you may be paid for facilitating. The standard method is on an hourly, bi-weekly basis. If you are paid on the bi-weekly schedule, your paycheck will be direct deposited on the next payday following the pay period for which you are being paid for work completed. The second method is only available for graduate tutors and facilitators hired as graduate teaching assistants/associates (GTAs) for 10-hour (.25 FTE) or 20-hour (.5 FTE) weekly assignments. GTAs are paid monthly and must submit weekly reports indicating required hour assignments are met.
A schedule of the bi-weekly payroll deadlines for August – December 2018 follows:

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Submit by 5:00 on Date</th>
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<tbody>
<tr>
<td>8/11/19</td>
<td>8/24/19</td>
<td>8/23/19</td>
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<td>8/25/19</td>
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<td>11/3/19</td>
<td>11/16/19</td>
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<td>11/17/19</td>
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<tr>
<td>12/1/19</td>
<td>12/14/19</td>
<td>12/6/19*</td>
</tr>
</tbody>
</table>

*Dates marked with an asterisk are extended deadlines due to holidays.

We suggest that you also maintain your own record of hours worked. This is particularly important to ensure you do not work more than 10 hours a week, as 10 hours is the maximum allowed without prior approval from the Facilitator Coordinator (some facilitators may be approved to work up to 20 hours).

**Rate of Pay for Hourly Facilitators**
Facilitators are paid at a beginning hourly rate of $14.38 per hour.

*Note: If a student is a “no show”, the facilitator will be paid for a 15-minute session, no more.*

**Eligibility and Rate of Pay for GTAs**
OSU graduate students may be eligible for employment as a Graduate Teaching Assistant (master’s degree) or Graduate Teaching Associate (Ph.D.). These assignments are made/renewed on a semester-by-semester basis. Several factors come into play when determining eligibility including but not limited to availability, amount of facilitating work available, scheduling, graduate college and graduate department approval. Graduate students hired as GTAs must be enrolled full-time in a current graduate degree program and must be in good academic standing with, and have approval from, their respective academic department in order to work as a GTA for ASSA. These assignments may also provide the graduate student with access to fee waivers connected to their enrollment (such access is determined by OSU Graduate College policies and GTA appointment amounts). Typically, GTAs working for ASSA are paid $575/month for a .25 FTE (10 hours/week) assignment. .50 FTE (20 hours/week) tutor assignments paying $1150/month may also be available but are RARE. Graduate student facilitators interested in working as a GTA must consult with the Facilitator Coordinator and may need to complete a “GTA Exception Request for Graduate Students Applying to Work for ASSA” form and other paperwork specified by the Graduate College prior to being hired as a GTA.

**Missed Appointments**
You will be paid for the time you spend waiting (up to 15 minutes) for any session that a student-athlete(s) misses if s/he/they has/have not notified you of the cancellation an hour or more prior to the appointment. We ask that you allow the student-athlete 15 minutes to arrive for an appointment before leaving. **Facilitators must complete a Facilitator Report for the student-athlete(s) who missed the appointment or who contacted the facilitator and cancelled the appointment less than an hour prior to the appointment.**
**Student-athletes who arrive late are NOT No-Show. Instead, lateness should be indicated in the session report comments.** You will only be paid for the work you actually complete as a facilitator and not for what you hope/expect to. If the student athlete’s tardiness becomes habitual, the facilitating relationship may be halted. The Facilitator Coordinator and/or Sports Counselor will take appropriate measures to deal with the situation and keep you informed of the student-athlete's status.

**Facilitator Evaluation**
It is important that the Facilitator Coordinator and Sports Counselors track the academic progress of all facilitated student-athletes. This process will also be used as a means of effective facilitator evaluation. Periodically throughout each semester, the Facilitator Coordinator will evaluate each facilitator. This process includes but is not limited to the following:

- Tutor/Facilitator Reports: Detail and promptness of completing these reports.
- Sport Counselor evaluation of the facilitator.
- Student-athlete evaluation of the facilitator.
- Informal and formal observations of various sessions.

**Dismissal**
Although every effort is made to work with tutors and facilitators regarding employment issues and problems, there could be situations that require immediate attention in regard to continued employment. Some of these situations are listed below. Please understand that this list is not comprehensive, as there may be other situations that require immediate disciplinary action depending on the discretion of the Academic Enhancement Center staff.

Academic tutors and facilitators may be dismissed from ASSA for any of the following reasons, amongst others:

- Failure to uphold the general duties of a facilitator as outlined in this AEC Academic Facilitator Manual (including failure to meet one or more of the “Facilitator Expectations” or any of the “Procedures for the Facilitating Experience” listed below, or violation of any explicit policy or procedure outlined in this manual).
- Deficient academic skills.
- Cumulative G.P.A. falls below the 3.0 minimum (for GTA positions).
- Inappropriate behavior/contact with student-athletes.
- Failure to complete/sign an ASSA Facilitator Agreement, ASSA Supplemental Facilitator Agreement, and Supplemental Distance Learning Academic Integrity Statement for ASSA Facilitators prior to beginning each semester.
- Violating one or more of the statements on the ASSA Facilitator Agreement, ASSA Supplemental Facilitator Agreement, and/or the Supplemental Distance Learning Academic Integrity Statement for ASSA Facilitators.
- Falsification of payroll time sheets.
- Reporting time worked incorrectly.
- Working between the hours of 8am-5pm (excluding lunch hour) if you are a full time employee at Oklahoma State University.
- Writing/typing papers for student-athletes, even for a fee.
• Improper academic assistance of any kind.
• Disruptive or illegal behavior inside or outside the Academic Enhancement Center that calls unfavorable attention to the facilitator as a representative of ASSA.
• Gambling on athletic events.
• Violation of OSU’s Academic Integrity policy, commission of any act of academic dishonesty, and/or failure to report any known or suspected violation of this policy by a student, tutor, facilitator, or other staff member.
• Violation of any NCAA or Big 12 Rules.
• Discussion of information about student-athletes (e.g., grades, progress, abilities, tutoring needs, etc.) with anyone outside of ASSA staff.
FACILITATOR EXPECTATIONS

The Academic Facilitator Program devotes a considerable amount of time and effort to selecting the facilitators who will become a part of the educational support team for student-athletes. Consequently, a facilitator is expected to meet certain other criteria. These expectations are categorized into four areas:

1. **Professionalism**
   - Exemplify professionalism in all aspects (i.e., dress, conduct, and relationship with student-athletes). This includes not dating and/or outside socializing with student-athletes.
   - Demonstrate integrity and confidentiality regarding academic matters of student-athletes.
   - Arrive for appointments at least five minutes early.
   - Have a positive attitude.
   - Facilitate positive study habits.
   - Be a role model for the student-athlete.

2. **The Facilitator Session**
   - Contribute to a productive study session. Although not strictly enforced, most sessions should last 30-60 minutes, though they may run longer or shorter as needed.
   - Ask students to provide a copy of syllabi for all classes.
   - Have working knowledge of the class expectations, assignments, due dates, tests, quizzes, etc.
   - Keep the student-athlete on pace with the syllabus (i.e., make sure s/he is keeping up with the class assignments, including readings).
   - Be **interactive** with the student-athletes. **The sessions should be active, not passive in nature.** Whether the student is working on an assignment or preparing for an exam, remember any assistance should be instructional (i.e., when studying for a test: review notes, quiz student-athlete with questions from texts, etc.).

3. **Feedback**
   - Check to see that the student-athlete has come prepared with notes, textbooks, syllabi, etc. You should inform the Facilitator Coordinator and/or Sports Counselor if a student-athlete habitually comes unprepared for sessions.
   - Complete a facilitator report immediately after every session. The reports must be completed and submitted after every session (and within 24-hours at the absolute latest). For sessions in which a problem/issue arises, facilitators should, in addition to documenting the issue in the report, send a Concern Email to the Facilitator Coordinator and/or Sports Counselor immediately following the session addressing the concerns.
   - Keep the Facilitator Coordinator and/or Sports Counselor informed of excessive no shows and/or cancellations. **No-Show Reports must be marked for EVERY missed session ON THE DATE AND AT THE TIME THEY OCCUR.** Furthermore, please inform the Facilitator Coordinator if you have difficulty contacting a student-athlete to schedule an initial tutoring session.
   - Work cooperatively with fellow tutors, facilitators, and ASSA staff.
4. **Ethics**

A facilitator should **NEVER** do the following...

- Prepare the student-athlete’s work for him/her or violate OSU’s Academic Integrity Policy in any way.
- Sit at the computer keyboard during a tutorial session (the athlete should always be doing the typing).
- Attend a class with a student-athlete and/or provide him/her notes from your archives.
PROCEDURES FOR THE FACILITATING EXPERIENCE

Facilitator Agreement
Upon your appointment as a facilitator in the Academic Enhancement Center, you will be required to sign the ASSA Facilitator Agreement and the ASSA Supplemental Facilitator Agreements. By signing these documents, you are affirming your adherence to all policies and procedures enumerated in this manual. You also acknowledge that any willful failure to follow these policies may result in termination of your employment by ASSA at Oklahoma State University. Additionally, a new ASSA Facilitator Agreement and ASSA Supplemental Facilitator Agreements must be signed at the beginning of each semester of employment.

Your employment status is contingent upon completion of these agreements at the beginning of each semester. A current, signed copy of both must be on file in ASSA for the current semester before you may be considered an active facilitator. A sample ASSA Facilitator Agreement can be found on page 25 of this manual, and a sample ASSA Supplemental Facilitator Agreement can be found on page 26.

Facilitator Assignments
At the time a facilitator assignment is made, you will be provided with the name, phone number, and email, of your students- information you MUST keep private. It is then your responsibility to contact all assigned student-athletes to schedule an initial session in the Academic Enhancement Center, preferably within 24-hours of receiving the assignment.

If you are unable to contact the student-athlete within two days of receiving your assignment, please contact the Facilitator Coordinator and/or Sports Counselor you are assigned to. This information will help us ensure that students are receiving the assistance requested.

Scheduling Facilitating Appointments
The Academic Enhancement Center operates between the hours of 8:00am and 11:00pm, Monday through Thursday, 8:00am to 5:00pm on Friday, and 2:00pm to 11:00pm on Sunday during the Fall and Spring Semesters (Summer hours are 8:00am to 5:00pm, Monday through Friday). The scheduling of facilitating appointments during these times is at your discretion (or your scheduled times), in consultation with the student-athletes and/or your assigned learning specialist, with two additional requirements:

1. You must always meet in the Academic Enhancement Center. You may not for any reason schedule a facilitating appointment in your home or in the home of a student-athlete. This is a serious violation of ASSA policies and, as such, may constitute grounds for dismissal. There are some exceptions to this policy (e.g., time in the MLSC, Edmond Low Library, a campus laboratory, etc.), however, such meetings must be approved by the Facilitator Coordinator in advance.

2. You may not schedule appointments between 5:00pm on Friday and 2:00pm on Sunday. Occasionally, approval may be given to hold a facilitating session during these unapproved times due to extenuating circumstances. Again, such requests must be approved in advance by the Facilitator Coordinator.
The Individual Facilitating Session Report
For each individual session, you will draft a facilitator report that documents the facilitating you did with each student-athlete during that session.

These reports serve many purposes and should be completed with care. They are reviewed weekly by the Facilitator Coordinator and/or assigned learning specialist and by the student-athlete's sport counselors and academic advisors to monitor the student-athlete's progress. Therefore, you should include information regarding all the activities of that particular session. In addition, please indicate the general status of the student-athlete you are facilitating. Be descriptive and complete in the report. If the student-athlete is having a problem with any aspect of the course or the material presented, the report provides a format through which such issues are communicated to the Learning Center Coordinator, Writing Center Director, Facilitator Coordinator and Sport Counselors.

The information in these reports will be the basis of the reports made regularly to the coaching staff concerning a student-athlete's academic situation at any given time. The session reports also allow our staff to monitor the effectiveness of the facilitator’s effort in the session as well as any problems that may develop. If, for instance, the reports reflect a consistently positive situation, the student-athlete will be expected to finish the course with a good mark. If reports are not an accurate reflection of the facilitating session, it may be difficult to determine where the student-athlete fell short. If a student-athlete is having a difficult time with particular material, this fact should be noted in the facilitator report.

The Concern Email
In addition to completing facilitator reports for all your sessions, facilitators are required to submit “Concern Emails” to the Facilitator Coordinator after any session in which a particular problem, concern, or issue arises. For example, if a student-athlete is rude/problematic/refuses to work, is failing/falling behind, caught cheating, etc., that information should be written up in a special concern email immediately following the session and sent to the Facilitator Coordinator and Sports Counselor. This information should also be included in the facilitator report submitted online. The email should provide all necessary details to help ASSA staff address the problem with the student-athlete and/or keep them in the loop concerning negative progress with a particular facilitator. Failure to submit a Concern Email within 24-hours of the session in question is grounds for potential termination.

The No-Show Report
Should a student-athlete fail to attend a session or fail to inform a facilitator that he/she will miss a session more than an hour in advance of the scheduled session, it is the responsibility of the facilitator to submit a No-Show Report. This report must be submitted at the time of the missed session, and failure to mark the No-Show in this report within 24-hours is grounds for potential termination. These reports are of particular importance as student-athletes are billed for missed sessions.

Biweekly Payroll (Hourly)
Facilitators (hourly) must approve their payroll (time sheet) by 5pm every other Friday (see schedule above for a list of end of pay period dates) via the Payroll tab in OSU’s Banner System. Facilitators should verify and submit the appropriate pay period every two weeks.
**Textbook Loan Program**
The Academic Enhancement Center can provide textbooks for any course you tutor in our center, should you require them for your facilitating/tutoring sessions. These textbooks may be checked out from the Learning Center Coordinator. You are required to return all books at the conclusion of the semester, or you will be billed for their cost.

**Referral Services**
If a student-athlete you are facilitating appears to be having personal or academic difficulties that are beyond the scope of your facilitator obligations, do not hesitate to contact our staff with your concerns. Our staff members will make any necessary referrals to campus agencies staffed by counseling and/or academic professionals trained to deal with these issues. You should NEVER attempt to address these difficulties on your own.
COMMON FACILITATOR CONCERNS

Revising Assistance
A facilitator may be asked by a student to offer assistance on revising a short paper, report, or other written project. Facilitators are able to review papers only 1-2 pages in length. All other papers should be reviewed/assisted through the Writing Center. A facilitator should not change the written work of the student-athlete's original draft, but should guide the student-athlete to find his/her own errors using a minimalistic approach. This concept changes the reviewer to act as a guide in the process of writing. This guide helps students understand the task, chunk information, and teaches students rather than simply correcting them. Two primary ways to implement this process are (1) reading the essay aloud and (2) encouraging the student to actively make corrections on his/her paper when revising.

The facilitator will want to check for grammatical and/or spelling errors; however, instead of constantly correcting the student in a directive manner, one should try to teach the student grammatical rules and help him/her find them within the assignment. The goal is for students to learn the rules so they will be able to implement them on their own.

Making sure the student comprehends the prompt or task will help the facilitator remain conscious of the distinction between one’s own writing and that of the student. One may also find it necessary to discuss the content of a particular project to help the student-athlete sort out ideas before writing. One may work with the student-athlete on organizational issues and, potentially, help the student-athlete develop an outline for the paper, but make sure the student’s voice and concepts are what drive the outline. Remember, you are trying teach the student to be a better writer instead of co-creating a perfect document.

You should not write any part of the paper for the student. This action constitutes a violation of Oklahoma State University’s Academic Integrity Policy and will not be tolerated under any circumstances.

Violations of Academic Integrity
Oklahoma State University has a clear Academic Integrity Policy that all students are expected to follow. ASSA expects its student-athletes, tutors, facilitators, and staff to comply fully with this policy as well. A copy of the University’s Academic Integrity Policy appears on pages 30-43 of this manual, and facilitators are expected to have read and understand this policy prior to facilitating for ASSA. Copies can also be found on Oklahoma State University’s website at: http://academicintegrity.okstate.edu. The website also provides the following information on behaviors that violate the policy.

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 the student gives 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 to 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.

• **Altering or Destroying the Work of Others:** Changing or damaging computer files, papers or other academic products that belong to others.

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

Instructors may identify other behaviors that violate academic integrity.

As a facilitator for ASSA, you must make it clear to any student-athlete with whom you are working that violations of this policy are unacceptable and constitute grounds for disciplinary action by University officials and, in the most severe cases, dismissal from Oklahoma State University. Violations will not be tolerated in any tutorial situation.

Additionally, do not allow student-athletes to quote, paraphrase, or otherwise incorporate other written material into their own work without also appropriately citing the source of this information. Student-athletes and/or facilitators who need help citing information correctly should visit with Writing Center staff for assistance.

*If you become aware of any situation in which a student-athlete and/or a facilitator/tutor is committing any of the behaviors above or is violating any portion of OSU’s Academic Integrity Policy, please notify the Learning Center Coordinator or Facilitator Coordinator immediately.*

**Working with Student-Athletes Diagnosed with Learning Disabilities**

*Source: “Student-Athletes with Learning Disabilities,” published by the Committee on Student-Athletes with Learning Disabilities of the National Association of Academic Advising for Athletics.*

As a facilitator, you may be assigned to work with a student-athlete who has a diagnosed learning disability. A learning disability is:

> ... any of various conditions (such as dyslexia) that interfere with an individual's ability to learn and so result in impaired functioning in language, reasoning, or academic skills and that are thought to be caused by difficulties in processing and integrating information —called also *learning difference* (Merriam-Webster, n.d.).

It is important to remember a learning disability does not indicate the student is incapable of learning. Instead, it simply means you, as the facilitator, will need to accommodate his/her learning differences in your instructional methods.

Some of the student-athletes in this program have undergone a thorough evaluation and have been identified as having a learning disability. You may be notified of a student-athlete's particular disability when your facilitating assignment is made. However, some student-athletes may have learning disabilities that have not
You may be the first person who has taken the time to consider why the student-athlete is having particular problems in the classroom. If you suspect someone you are facilitating may have learning differences to such a degree that it is adversely impacting his/her academic performance, please notify an ASSA staff member. Do not make any public statements to friends, roommates, etc. that a student-athlete has a learning disability.

**General suggestions when working with student-athletes who have a learning disability...**

The opportunity to work with a student-athlete who has learning differences can be very rewarding for both you and the student-athlete. However, it is very important you look at the differences as an opportunity rather than an obstacle. There are five basic rules that will support a productive facilitating experience for both of you:

1. Most importantly, be patient. Impatience does not foster faster learning, but it could very well breed resentment and hamper your effectiveness as a facilitator.
2. Make certain the student-athlete is always attentive while you are instructing.
3. Seek to understand how this student learns best and tailor your tutoring/facilitating/instructional methods to suit the individual.
4. Always give the student an opportunity to repeat material to you as a demonstration that s/he understands it. Depending upon a student's specific disability, you may ask him/her either to talk about the material or write it down.
5. Your focus should be on the student's learning strengths.

**NCAA Compliance**

Oklahoma State University’s Athletics Department is held responsible for anything you do in relation to OSU’s prospective and/or currently enrolled student-athletes. The NCAA strictly limits the role you as a facilitator may take with regard to OSU's student-athletes. The penalties for breaking NCAA and Big 12 rules, whether accidentally or intentionally, are severe. Any infraction, no matter how minor it may seem, will jeopardize a young person's opportunity to compete for OSU as a student-athlete. In addition, by breaking rules you might expose OSU to NCAA sanctions, and you may be terminated from employment with ASSA. The best rule you can take from this information is to ask someone who is knowledgeable about NCAA rules before taking any action with a recruit or a student-athlete.

Compliance is everyone's obligation. Loyalty to one's coworkers, student-athletes, or athletics boosters cannot take precedence over loyalty to Oklahoma State University and its commitment to comply with NCAA rules. Therefore, facilitators have an obligation to report immediately any alleged, rumored, or suspected violations to the office of Academic Services for Student-Athletes.

**NCAA Violations**

All student-athletes must adhere to National Collegiate Athletics Association (NCAA) regulations to maintain their eligibility to practice and/or compete as part of any Oklahoma State University athletic team. It is important for you, as a facilitator and as an employee of the Athletic Department, to be aware of these regulations. You must pay particular attention to the regulations regarding the provision of extra benefits to student-athletes.
Under bylaw 16.02.03 of the NCAA Manual, an extra benefit is described as:

*Any special arrangement by an institutional employee or a representative of the institution's athletic interests to provide a student-athlete or a student-athlete's relative or friend a benefit not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to the institution's students or their relatives or friends or to a particular segment of the student body (e.g., foreign exchange students, minority students) determined on a basis unrelated to athletic ability.*

The entire NCAA manual is available for download on the NCAA’s publications website (http://www.ncaapublications.com/) should you desire more specific information. The Big 12 also publishes a handbook covering conference specific rules and regulations that can be accessed at http://www.big12sports.com/handbook/. As a tutor or facilitator employed by ASSA, you are only allowed to provide tutorial (academic) assistance to the student-athletes with whom you work. You may not provide them with any other extra benefits outside of this purview, and you must make sure your work and behavior is above reproach.

Please see list of impermissible actions below. This list is not comprehensive, as there may be other violations not listed. If you have ANY questions about what qualifies as an impermissible activity, please see the Facilitator Coordinator, the Director of Academic Services for Student-Athletes, or the Compliance Department.

*It is impermissible to:*

- Provide student-athletes with course supplies (e.g., calculators, art supplies).
- Provide student-athletes with any type of extra benefits, including but not limited to:
  - Money (including lending money)
  - Tickets to sporting events, collegiate or professional
  - Meals (i.e., treating a student-athlete to dinner, lunch, or bringing cookies or candy for individual students)
  - Transportation (i.e., offering a ride to class and/or home)
  - Clothing
  - Discounts on any merchandise or services.
- Complete homework or coursework for a student-athlete.
- Type or write a paper and/or an assignment for a student-athlete.
- Sit in or take notes and/or an exam for a student-athlete.
- Fax information, notes, or assignments for student-athletes.
- Facilitate/Tutor a student-athlete outside of the times set for you in the ASSA tutorial program, or tutoring outside of the Academic Enhancement Center. Unapproved tutoring is a violation of NCAA regulations.
- Discuss a student-athlete's grades, coursework, and/or progress with anyone outside of the tutorial program. These records are protected by the Family Educational Rights and Privacy Act of 1974; they may not be disclosed by anyone other than authorized institutional staff members. Any disclosure by a tutor/facilitator of information regarding a student-athlete’s academic credentials will result in the tutor/facilitator's immediate termination from the tutorial program.
Facilitators should contact the Facilitator Coordinator, ASSA Director, or the Compliance Office immediately regarding any questions or concerns related to potential violations of NCAA regulations.
FREQUENTLY ASKED QUESTIONS

1. What requirements are there to be a facilitator?
   In general, facilitators are individuals who are in graduate school or are working or retired professionals in the community. A college degree is required, an advanced degree is preferred. Exceptions can be made at the discretion of the Academic Enhancement Center Director.

2. How many hours can I work?
   This varies from facilitator to facilitator, depending on two factors. First, each facilitator can somewhat control the numbers of hours he/she works based on his/her schedule and availability. Once hired and trained, facilitators may work anywhere from 0-10 hours each week and in some cases more. For facilitators with a GTA assignment, hours are based on their appointment (either .25/10 hours per week or .50/20 hours per week).

3. What hours will I be working?
   If hourly, the facilitating schedule is left up to the facilitator and student-athlete to work out. The Facilitator Coordinator generally does not get involved in the actual scheduling of facilitator sessions. The only requirement is that all sessions must be conducted in the Academic Enhancement Center (unless prior, necessary arrangements have been made with permission from the Facilitator Coordinator or Academic Center Coordinator). If employed as a GTA facilitator, a set schedule may be assigned.

4. How much will I be paid?
   A facilitator is initially paid at a beginning rate of $14.38 per hour, or if a GTA, $575 per month.

5. What are some of the advantages of working as a facilitator?
   This position offers on-campus, flexible hours both in the daytime and evening. To some degree, if hourly, facilitators can control the number of hours they work each week (0-10 hours, possibly more, per week depending upon demand and availability). Many facilitators have utilized this position as a reference for other jobs or internships, as well as numerous scholarships. Facilitating can be a rewarding and satisfying experience as you recognize the integral role you play in the academic and personal success of another individual.

6. When do you take applications for new facilitators?
   Typically, new facilitators are hired in the months of May/June and December, depending on the need. However, facilitators are encouraged to tell qualified friends or colleagues about the AEC and the facilitating position.
ASSA FACILITATOR AGREEMENT

As an employee with Academic Services for Student-Athletes, I agree to the following statements. I understand failure to follow these rules could result in immediate termination. My initials and signature below indicate my agreement.

1. I will abide by the rules and regulations described in the online ASSA Academic Enhancement Center (AEC) Facilitator Manual and the NCAA compliance policies, to which I have been provided and have read.

2. I will show respect for all student-athletes and staff members, refraining from using offensive or derogatory terms, and I will notify a fulltime ASSA staff member if I have been treated disrespectfully.

3. I understand all facilitating assignments and reassignments are left to the discretion of the Facilitator Coordinator and assigned Sport Counselors.

4. If employed hourly, I understand the AEC is under no obligation to provide me with a set number of hours to work each week. I realize it is possible I will not work any (or fewer hours) in a given week due to schedule conflicts, students dropping courses, and/or reassignment by the Facilitator Coordinator. If employed as a GTA, I will work with the assigned Learning Specialist to make up any reduced hours due to reasons listed above.

5. I will complete a facilitator report after EVERY session. This report will indicate which student-athletes I actually worked with during the week, on which days, and comments on behavior and work completed. It will also indicate time paid for “no-show” sessions where students failed to attend. Additionally, for all sessions in which a problem/issue arises (or in which I have some concerns), I will immediately send a Concern Email to the assigned Learning Specialist and Sport Counselor with a request to meet concerning the student-athlete. In all instances, including no-shows, I will submit a facilitator report on the day the session occurred. I understand that ONLY IN AN EMERGENCY am I allowed to postpone submission of my report(s) and I still must submit them within 24 hours, otherwise my failure to submit them on time can result in my not being paid for the session(s) in question.

6. I understand all facilitator sessions should be conducted in the AEC. Any sessions conducted outside of the AEC must be approved in advance by the Facilitator Coordinator.

7. I will notify the assigned Learning Specialist or and Sport Counselor via email if a student-athlete cancels multiple sessions and/or if I have a difficult time contacting a student-athlete to arrange a first session.

8. I will return any books, materials, and AEC door access cards I have checked out during the semester. Failure to do so will result in my bursar account being billed for the full replacement cost of the item(s).

9. I will maintain an accurate record of my hours worked. If hourly, I understand I will be paid at the appropriate rate for the number of hours I actually met with (and not for what I expected/hoped) a student in any particular session. If a GTA, and I do not meet my weekly assigned hours, I will meet with the assigned Learning Specialist to arrange to make up those hours for the week. I will approve my payroll by 5 PM on the dates they are due, or I will not be paid. I also understand I will not be paid for any prep time.

10. I will refrain from dress or personal hygiene habits that may distract others. I understand that dress may be casual but not revealing and should be appropriate for the OSU environment (e.g., no other collegiate wear).

11. I understand anything I see, hear, or experience in the AEC during any facilitator session is strictly confidential. I agree not to discuss any aspect of my employment with ASSA with anyone, including friends and family. I understand that any perceived breach of confidentiality may result in my immediate termination.

12. I understand any academic misconduct on my part, defined as (but not limited to) inappropriate forms of assistance (e.g., cheating, typing assignments, providing answers) to any student-athlete assigned to work with me or otherwise is grounds for immediate termination with prejudice. I also understand that any allegation or perception of such misconduct is also grounds for termination.

13. I understand, as an employee of ASSA, I am not permitted to be hired individually or to work as a volunteer on a personal basis for any OSU coaches or athletic support staff as such work represents a potential conflict of interest and grounds for immediate termination. Such work can include but is not limited to tutoring, child care, and other personal services.

14. I understand I must inform ASSA if I also work in another department at OSU prior to my working as a tutor. If I am hired by another OSU department after my employment with ASSA begins, I will also immediately inform ASSA.

Please initial on the line provided next to each rule, signifying understanding and agreement of each rule.

Name (please print): ________________________  Signature: ____________________________
Date: ________________________________  Semester: ____________________________
ASSA SUPPLEMENTAL

FACILITATOR AGREEMENT

Upon signing below, I agree to the terms presented and understand that any violation or any perceived violation can and will result in my immediate termination of employment.

I understand that ANY socializing with ANY OSU student-athlete is prohibited. I agree to limit any intentional contact including in person, on the telephone, via email, or through a social networking site to a facilitator/student context. I WILL NOT engage in any behavior or communication with a student-athlete that could be construed as inappropriate or socializing, and I will consult with the Facilitator Coordinator and assigned Sport Counselor if a student-athlete attempts to engage in any inappropriate behavior or communication. I understand that “inappropriate” includes any interaction that exceeds normal boundaries for a facilitator/student relationship.

I understand certain behaviors, while not necessarily inappropriate, may lead to perceptions or allegations that may result in immediate termination. I also understand, in the event that any issue arises regarding such behavior, I will be given the opportunity to discuss the behavior in question with the Facilitator Coordinator and/or ASSA Director before any action is taken.

Name (please print): ___________________________________    Signature: _________________________________________
Date: ________________________________________________   Semester: _________________________________________

Supplemental Distance Learning

Academic Integrity Statement for ASSA Facilitators

Due to the nature of online course offerings/assignments available to OSU student-athletes, specific guidelines for facilitators of such courses/coursework have developed. My initials and signature below indicate my agreement to follow/obey these policy statements.

_____ 1. As a facilitator, I will not be present (be in the same room) to provide assistance when a student-athlete is taking an online quiz or exam.

_____ 2. I will not offer assistance of any kind (e.g. over the phone, via email, text, electronic communication, etc.) when a student-athlete is taking a quiz or exam (online or otherwise).

_____ 3. I will not be on a computer when working with a student-athlete during a tutoring session. The student-athlete may be on a computer and I may provide tutorial assistance to the student at that time. I also will not be on a computer while conducting any tutoring session (regardless of course format) except for instructional/tutorial purposes, as I understand that my attention must be directed solely to providing tutorial/facilitating assistance.

_____ 4. I will inform the Facilitator Coordinator, assigned Learning Specialist, the Sport Counselor and/or appropriate ASSA staff member if I have suspect a student-athlete is not completing his/her own work or is violating OSU’s Academic Integrity Policy (or any OSU/NCAA/Big 12 policies) in any way.

_____ 5. I understand my being assigned to facilitate a student in an online course (or any course) is at the discretion of the appropriate ASSA staff, and I will complete an orientation/training with the Facilitator Coordinator, assigned Learning Specialist, or appropriate ASSA staff member before I am allowed to tutor such a course.

Name (please print): ___________________________________    Signature: _________________________________________
Date: ________________________________________________   Semester: _________________________________________
GTA EXCEPTION REQUEST FOR GRADUATE STUDENTS APPLYING TO WORK FOR ASSA

Semester ___________________

Name: __________________________________________ CWID: ____________________

Classification: ____domestic or ____ international & VISA status if relevant__________

Academic Program and Degree pursued ___________________________________________

Progress toward degree (hours completed and GPA): ____________________________

Verification that student readily agrees to any overload and understands it is an overload: _____Yes _____No

Academic/Other Department Assignment Details:

Name of other employing department__________________________________________

Job Title: __________________________________________ FTE: ____________________

Nature of Work (e.g., Teaching, Research, etc.) _________________________________

Department verification that the student is in good standing and approves appointment:

Advisor: ______________________ Advisor Signature: _________________________

Dept. Approval: _____________________ Dept. Signature: _______________________

This section to be completed by Academic-Services for Student-Athletes:

Brief justification for needed overload: __________________________________________

Total FTE and average work hours/week for all positions: ________

FTE for Academic Services for Student-Athletes: ________________________________

Any potential conflicts between academic program and employing unit? _____________

Signature: _______________________________ Date: _________________________
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.

d. 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
   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.

2.04 The instructor recommends an academic sanction for alleged violations of academic integrity. For undergraduate and professional students, the instructor should recommend level one or level two sanctions for alleged violations of academic integrity. For graduate students, the instructor should recommend the appropriate sanction level of either one, two, or three for alleged violations of academic integrity. The following maximum sanctions are:

a. 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)

b. Level two sanction—a grade of "FI" for the course. An FI signifies 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 “mil” 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.

c. Level three sanction—recommend awarding a grade of “F!”, dismissal from the graduate and professional education program, and dismissal from the University when a graduate student is found responsible for an academic integrity violation while enrolled in a course or completing academic work, and/or degree program requirements.

1. 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, 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 or falsification of applications for admission.

Suspension from the University may be recommended for cheating on required prerequisite exams at the graduate or undergraduate level.

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.

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

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 “I!” from their transcript by completing an academic integrity education program. The “I!” 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.

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 “FI” 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 After each decision, Academic Integrity Coordinator sends a Hearing Report to the student, instructor, advisor, and the Registrar (if needed).

3.07 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.

3.08 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.

3.09 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.

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

3.11 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:

- 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 the student gives 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.
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