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OKLAHOMA STATE UNIVERSITY
MISSION STATEMENT
Oklahoma State University, a modern comprehensive land grant university, serves the state, national, and international communities by providing its students with exceptional academic experiences and by conducting scholarly research and other creative activities that advance fundamental knowledge. New knowledge is disseminated to the people of Oklahoma and throughout the world.

OSU ATHLETICS DEPARTMENT
MISSION STATEMENT
It is the mission of the Department of Intercollegiate Athletics at Oklahoma State University to provide student-athletes with excellent opportunities to compete and win at the highest levels of college sports; to prepare student-athletes for lifelong contributions to society; to embrace equality, educational opportunity and diversity; to operate with fiscal integrity and compliance with NCAA, Big 12 Conference, and university guidelines; and to be a positive influence on the reputation and purposes of Oklahoma State University.

ACADEMIC SERVICES FOR STUDENT-ATHLETES MISSION STATEMENT
Academic Services for Student-Athletes provides academic, personal, and career support programs that foster the development of student-athletes. A comprehensive program on life skills provides student-athletes with educational experiences and service programs that prepare them for the demands of a well-balanced lifestyle while providing the guidance and direction needed to prepare student-athletes for success beyond graduation.

Dear Academic Assistance Staff Member,

Welcome to the staff of Academic Services for Student-Athletes. As an Academic Assistance 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 acquiring subject knowledge, 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 a tutor and/or 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 tutor or facilitator, you must be able to relate to the student-athlete in a variety of areas, and, as time progresses, you will create a program that will assist student-athletes in meeting their goals and make them alumni of OSU. 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 tutorial 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,

Dr. Marilyn
Middlebrook
Associate Athletics Director
Academic Services for Student-Athletes
405-744-5762  pty@okstate.edu
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 individual or group tutors and facilitators 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.

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.

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 any of their other courses (e.g., a 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-serve basis. Appointments are strongly recommended and encouraged.

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.

Student-Athlete Orientation 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 tutors 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.
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, tutors, and student-athletes. To this end, we encourage you to maintain good communication with the student-athlete(s) you are tutoring. Insist that each student-athlete inform you of any appointments that he/she 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.

Tutor Expectations
The Academic Assistance Program devotes a considerable amount of time and effort in selecting the tutors who will become part of the educational support team for student-athletes. Consequently, in conjunction with an excellent GPA and experience in courses tutored, a tutor is expected to meet certain other criteria, categorized in four areas:

1. Professionalism
   • Exemplify professionalism in all aspects (i.e. dress, conduct, and relationship with student-athletes). This includes not wearing inappropriate clothing (including clothing of collegiate competitors), 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 and facilitate positive study habits.
   • Be a role model for the student-athletes.

2. The Tutorial Session
   • Contribute to a productive study session. Although not strictly enforced, most tutor 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 for which one is tutoring.
   • 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 he/she is keeping up with the class assignments, including readings, and submitting them on time).
   • Assist student-athletes with their assignments/studying (i.e. when studying for a test: review notes, quiz student-athlete with questions from texts, etc.).
   • Be interactive with the student-athletes. The sessions should be active, not passive in nature.

3. Feedback
   • Check to see that the student-athlete has come prepared to the tutoring session with notes, textbooks, syllabi, etc. You should inform the Learning Center Coordinator or Writing Center Director if a student-athlete habitually comes unprepared for tutor sessions.

4. Ethics
   A tutor 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.

Tutor Evaluation
It is important that the Learning Center Coordinator and Writing Center Director track the academic progress of all tutored student-athletes. This process will also be used as a means of effective tutor evaluation. Periodically throughout each semester, the Learning Center Coordinator will evaluate each non-Writing Center tutor. Writing Center tutors will be evaluated by the Writing Center Director. This process includes but is not limited to the following:

   • Informal and formal observations of tutoring sessions.
   • Tutor Reports: Detail and promptness of completing these reports.
   • Student-athlete evaluation of the tutor.

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 tutor as outlined in this Academic Enhancement Center Tutorial Manual (including failure to meet one or more of the “Tutor Expectations” or any of the “Procedures for the Tutorial 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.
• Inappropriate behavior/contact with student-athletes.
• Failure to complete/sign an ASSA Tutorial Agreement, ASSA Supplemental Tutorial Agreement, and Supplemental Distance Learning Academic Integrity Statement for ASSA Tutors prior to beginning each semester.
• Violating one or more of the statements on the ASSA Tutorial Agreement, ASSA Supplemental Tutorial Agreement, and/or the Supplemental Distance Learning Academic Integrity Statement for ASSA Tutors.
• Falsification of payroll time sheets.
• Reporting time worked incorrectly or under the incorrect rate. For example, reporting time at the group rate for an individual session.
• 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.
• Disruptive or illegal behavior inside or outside the Academic Enhancement Center that calls unfavorable attention to the tutor as a representative of ASSA.
• Gambling on athletic events.
• Violation of OSU’s Academic Integrity policy, commission 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.
• Violating 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.

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 tutorial need, thus no position (or amount of hours worked) is guaranteed. It is your responsibility to ensure that you correctly record your session times on the STAR System using the tutor reports function in order to generate a time sheet (note: a complete tutor report is required to generate a paid time sheet entry). If you make a mistake when submitting a tutor report that you cannot correct by editing or deleting the report (e.g. you notice the error after the time sheet has been submitted), you must email the Learning Center Coordinator or Writing Center Director, indicating the error and the correct date, hours, type of session (individual, group, employee, or facilitator), and other relevant information, or you may not be paid correctly.

By noon on every other Friday (see schedule below), tutors and facilitators are expected to approve their submitted payroll time for the previous two weeks via the Payroll tab within their STAR System account. Should a tutor have a session that is scheduled after that time, they should submit their timesheet ASAP. Payroll time that is not approved by the end of day on Friday may not be paid. All paychecks will be directly deposited into your bank account.

There are three methods by which you may be paid for tutoring. 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 5-hour (.125 FTE) 10-hour (.25 FTE) or 20-hour (.5 FTE) weekly assignments. GTAs are paid monthly and must submit bi-weekly reports in the STAR System indicating required hour assignments are met. The third method is for OSU employees working elsewhere on campus in positions paid monthly. Such tutors will be paid for tutoring as exceptions to normal pay, which are usually disbursed on the 15th of each month for the previous month’s work. Hours worked must be reported bi-weekly. A schedule of the university’s bi-weekly payroll deadlines for the academic year follows:

<table>
<thead>
<tr>
<th>Start Date</th>
<th>End Date</th>
<th>Check Deposited</th>
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<tbody>
<tr>
<td>08-16-15</td>
<td>08-29-15</td>
<td>09-11-15</td>
</tr>
<tr>
<td>08-30-15</td>
<td>09-12-15</td>
<td>09-25-15</td>
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<tr>
<td>09-13-15</td>
<td>09-26-15</td>
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<td>10-10-15</td>
<td>10-23-15</td>
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<td>10-11-15</td>
<td>10-24-15</td>
<td>11-06-15</td>
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<td>10-25-15</td>
<td>11-07-15</td>
<td>11-20-15</td>
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<td>11-09-15</td>
<td>12-02-15</td>
<td>12-04-15</td>
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<td>12-20-15</td>
<td>01-02-16</td>
<td>01-15-16</td>
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<tr>
<td>01-03-16</td>
<td>01-16-16</td>
<td>01-29-16</td>
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<td>01-30-16</td>
<td>02-12-16</td>
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<td>01-31-16</td>
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<td>02-26-16</td>
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<td>05-08-16</td>
<td>05-21-16</td>
<td>06-03-16</td>
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<td>06-05-16</td>
<td>06-18-16</td>
<td>07-01-16</td>
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<tr>
<td>06-19-16</td>
<td>07-02-16</td>
<td>07-15-16</td>
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</table>

Rate of Pay for Hourly Tutors
Beginning the fall of 2015, non-writing center tutors will be paid based on the number of students tutored during a session. An Excel spreadsheet will be provided which will include a formula for calculating the pay rate for each session. The following rates will apply:

<table>
<thead>
<tr>
<th>Time Worked (in minutes)</th>
<th>One Student</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>$2.50</td>
</tr>
<tr>
<td>30</td>
<td>$5.00</td>
</tr>
<tr>
<td>45</td>
<td>$7.50</td>
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<tr>
<td>60</td>
<td>$10.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Worked (in minutes)</th>
<th>Two Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>$3.75</td>
</tr>
<tr>
<td>45</td>
<td>$11.25</td>
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<tr>
<td>60</td>
<td>$15.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Worked (in minutes)</th>
<th>Three Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>$15.00</td>
</tr>
<tr>
<td>60</td>
<td>$20.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Worked (in minutes)</th>
<th>Four or more Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>$25.00</td>
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</tbody>
</table>

Please note: if no students are actually tutored because all “No-Show,” the tutor will be paid for a 15-minute session (enough time to complete a Tutor Report indicating the “No-Show”), and no more. Hourly non-writing center tutors earn $10/hr for individual sessions and as much as $25/hr for group sessions (four or more students). All group tutoring sessions must be approved in advance by the Learning Center Coordinator. All hourly Writing Center tutors are required to tutor on an individual basis and earn $13/hr.
We suggest that you also maintain your own record of hours tutored. This is particularly important to ensure you do not work more than the maximum amounts approved by the Learning Center Coordinator or Writing Center Director (some tutors may be approved only up to 10 hours a week, while others may be approved up to 20 hours).

Eligibility and Rate of Pay for GTAs
OSU graduate students may be eligible for employment as Graduate Teaching Assistants (master’s degree) or Graduate Teaching Associates (Ph.D.). These GTA assignments are made/renewed on a semester-by-semester basis. Several factors come into play when determining eligibility including but not limited to tutor availability, amount of tutoring 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. As GTA positions, 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 $275/month for a .125 FTE (5 hours a week) or $550/month for a .25 FTE (10 hours/week) assignment. .50 FTE (20 hours/week) tutor assignments paying $1100/month may also be available but are RARE. Graduate student tutors interested in working as a GTA must consult with the Learning Center Coordinator and/or Writing Center Director and may need to complete a “GTA Exception Request for Graduate Students Applying to Work for ASSA” form (a sample form is on page 20) and other paperwork specified by the Graduate College prior to the beginning of the semester and 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 he/she (they) has (have) not notified you to cancel 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. Tutors must complete a Tutor Report on OSU’s STAR System for the student-athlete(s) who missed the appointment or who contacted the tutor and cancelled the appointment less than 1 hour prior to the appointment (using the “This person attended” checkbox on the Tutor Report). Student-athletes who arrive late are NOT “No-Shows.” Instead, lateness should be indicated in the session report comments. You will only be paid for the work you actually complete as a tutor and not for what you hope/expect to tutor. You will be paid at the rate commensurate for the number of students you actually worked with in a particular session, even if you expected there to be more students in that session but the number was reduced because a student or students missed. Also, if tardiness becomes habitual, the tutoring relationship may be halted. The Learning Center Coordinator and/or Writing Center Director will take appropriate measures to deal with the situation and keep you informed of the student-athlete’s status. In cases where you, as the tutor, must miss a session, you are required to contact all student attendees to inform them and reschedule for a new session.

Procedures for the Tutorial Experience

Tutorial Agreement Forms and Academic Integrity Statement
Upon your appointment as a tutor in the Academic Enhancement Center, you will be required to sign the ASSA Tutorial Agreement, the ASSA Supplemental Tutorial Agreement, and the Supplemental Distance Learning Academic Integrity Statement for ASSA Tutors. 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 Academic Services for Student-Athletes at Oklahoma State University. Additionally, a new copy of each of these forms 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 Academic Services for Student-Athletes for the current semester before you may be considered an active tutor. Copies of these agreement forms and the academic integrity statement can be found on pages 18 and 19 of this document.

Tutor Assignments
At the time a tutor assignment is made, you will be provided with the name, CWID, phone number, email, and course information for the student-athlete who has requested a tutor—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 Learning Center Coordinator or Writing Center Director. This information will help us ensure that students are receiving the assistance requested to be successful in a given course.
Scheduling Tutoring 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 in the Fall and Spring Semesters (Summer hours are 8:00am to 5:00pm Monday through Friday). The scheduling of tutoring appointments during these times is at your discretion, in consultation with the student-athletes, with two additional requirements:

1. You must always meet in the Academic Enhancement Center. You may not for any reason schedule a tutoring 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 (time in the MLSC, Edmond Low Library, a campus laboratory, etc.), however, such meetings must be approved by the Learning Center Coordinator or Writing Center Director in advance.

2. You may not schedule appointments between 5:00pm on Friday and 2:00pm on Sunday. Occasionally, approval may be given to you to hold a tutoring session during these unapproved times due to extenuating circumstances. Such exceptions must be approved in advance by the Learning Center Coordinator or Writing Center Director.

The Tutoring Session Report
For each session, you will draft a tutor report that documents the tutoring you did with each student-athlete during that session. The tutor reports can be completed online using OSU’s STAR System (http://star.okstate.edu/). Step-by-step directions for submitting a tutoring report can be found starting on page 21 of this document.

These reports serve many purposes and should be completed with care. They are reviewed weekly by the Learning Center Coordinator and Writing Center Director and can be viewed 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 in the course you are tutoring or 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, and sport counselors.

The information in these reports will be the basis of reports made regularly to coaching staffs concerning a student-athlete’s academic situation at any time. The session reports also allow our staff to monitor the effectiveness of the tutor’s efforts as well as any developing problems. If, for instance, the reports reflect a consistently positive situation, the student-athlete can be expected to finish the course with a good mark. When this result does not happen, it may be difficult to determine where the student-athlete fell short if reports are not an accurate reflection of the tutoring sessions. If a student-athlete is having a difficult time with particular material, it should be noted in the tutor report.

The Concern Email
In addition to completing tutor reports for all your sessions in OSU’s STAR System, tutors are required to submit “Concern Emails” to the Learning Center Coordinator or Writing Center Director after any session in which a particular problem or concern, 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 tutoring session and sent to the Learning Center Coordinator/Writing Center Director. This information should also be included in the tutor report. Basically, the email should provide all necessary details to help ASSA staff immediately address the problem with the student-athlete and/or keep them in the loop concerning negative progress. Failure to submit a Concern Email within 24 hours of the session is grounds for potential termination.

The “No-Show” Report
Should a student-athlete fail to attend a session or fail to inform a tutor that he/she will miss a session more than an hour in advance of the scheduled session, it is the responsibility of the tutor to submit a “No-Show” Tutor Report using the “This person attended” checkbox portion of OSU’s STAR System Tutor Report form. 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. Tutors also must indicate within the report steps they took to contact the student to determine why he/she missed and provide any excuses/information the student presents as to why he/she missed.

Biweekly Payroll
Tutors must approve their tutor payroll (time sheet) by noon every other Friday (see previous schedule for a list of end of pay period dates) via the Payroll tab in OSU’s STAR System. Tutors should verify and submit the appropriate pay period every two weeks, following the steps outlined on pages 11-14 of this document in order to be paid correctly.

Textbook Loan Program
The Academic Enhancement Center can provide textbooks for any course you tutor in our center should you require them for your 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 tutoring appears to be having personal or academic difficulties that are beyond the scope of your tutorial 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 Tutorial Concerns

Revising Assistance
At one time or another, any tutor may be asked to offer revising assistance on a research paper, report, or other written project. The tutor must always be conscious of the distinction between his or her writing and that of the student. A tutor should not change the written work of the student-athlete’s original draft but should rather guide the student-athlete to find his/her own errors. Certainly, you will want to check for grammatical and/or spelling errors. You are also encouraged to work with the student-athlete on organizational issues and even to help the student-athlete develop an outline for the paper. You may also find it necessary to discuss the content of a particular project to help the student-athlete sort out ideas before writing. All of these forms of assistance are acceptable.

You should not, however, write any part of the paper for the student. This action, in and of itself, 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 fully 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 22-31 of this manual, and tutors are expected to have read and understand this policy prior to tutoring 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.

Alterting 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 forgery or noting another behavior that violates academic integrity.

Instructors may identify other behaviors that violate academic integrity.

If you have questions or would like additional information, please contact the Academic Integrity Coordinator, 101 Whitehurst, Stillwater, OK 74078, (405) 744-5627.
As a tutor 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 tutors 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 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 Writing Center Director immediately.

Working with Learning-Disabled Student-Athletes
As a tutor, you may be assigned to work with a student-athlete who is learning disabled. A learning disability is ... “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.”

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.

It is important to remember a learning disability does not indicate the student is incapable of learning. Instead, it simply means you, as the tutor, will need to accommodate his/her different learning style in your teaching 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 tutoring assignment is made.

Some student-athletes may have learning disabilities that have not been evaluated. 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 tutoring may be learning disabled 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 is learning disabled.

General Suggestions When Working with Learning-Disabled Student-Athletes
The opportunity to work with a learning-disabled student-athlete can be very rewarding for both you and the student-athlete. However, it is very important you look at the learning disability as an opportunity rather than an obstacle. There are five basic rules that will facilitate a productive tutoring experience for the both of you:

• Most importantly, be patient. Impatience does not foster faster learning, but it could very well breed resentment and hamper your effectiveness as a tutor.
• Make certain the student-athlete is always attentive while you are teaching.
• Seek to understand how this student learns best and tailor your tutoring methods to suit the individual.
• Always give the student an opportunity to repeat material to you as a demonstration that he/she understands it. Depending upon a student’s specific disability, you may ask him/her either to talk about the material or write it down.
• 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 tutor 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, tutors 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 tutor and as an employee of the Athletic Department, to be aware of these regulations. You must pay particular attention to the regulations regarding the providing of extra benefits to student-athletes.

Under bylaw 16.02.03 of the NCAA Manual, an extra benefit is defined as ...

“any special arrangement by an institutional employee or a representative of the institution’s athletic interests to provide a student-athlete or the student-athlete family member or friend a benefit not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes or their family members 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 family members or friends or to a particular segment of the student body (e.g., international students, minority students) determined on a basis unrelated to athletic ability.”
To remain in compliance with NCAA rules, please remember, 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 to a session)
  - Transportation (i.e., offering a student a ride to class 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.
- 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 of information regarding student-athletes’ academic credentials will result in the tutor’s immediate termination from the tutorial program.

Tutors should contact the office of Academic Services for Student-Athletes or the Compliance Office immediately regarding any questions or concerns related to potential violations of NCAA regulations.

**Frequently Asked Questions**

**What requirements are there to be a tutor?**

In general, tutors must have completed a minimum of 75 undergraduate credit hours, have an overall GPA of 3.0 or higher, and earned an A in the course(s) in which he or she will tutor. Exceptions can be made at the discretion of the Learning Center Coordinator or Writing Center Director.

**How many hours can I work?**

This varies from tutor to tutor, depending on two factors. First, each tutor can somewhat control the numbers of hours he/she works based on his/her schedule and availability. Once activated, tutors may work anywhere from 0-10 hours each week, and in some cases more. The second factor is based on the demand for specific courses. For example, our office receives many requests for MATH 1513 and ENGL 1113, but not so many for FIN 4613. Thus, a tutor who can provide assistance in common areas is more likely to work more hours each week than someone who is highly specialized. The maximum number of hours a tutor can work per week is 20 hours, unless a lower number is specified by a GTA assignment, the Learning Center Coordinator, or the Writing Center Director.

**What hours will I be working?**

The tutoring schedule is left up to the tutor and student-athlete to work out. Our office generally does not get involved in the actual scheduling of tutor 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 Learning Center Coordinator or Writing Center Director) during appropriate hours specified above.

**How much will I be paid?**

A tutor’s pay depends upon how many students the tutor works with during a particular session. In general, non-Writing Center tutors earn $10/hr for individual (one-on-one) while Writing Center tutors earn $13/hr (they are limited to individual tutoring sessions only). Tutors are paid more for group tutoring sessions ($25/hr). Monthly GTA assignments (ranging from $225-$1110/mo depending upon appointment) may also be available. All compensation issues are worked out with the tutor and Learning Center Coordinator/Writing Center Director before employment begins. Ultimately, hourly tutors are paid for a session based on the number of students who actually attended the session, and rates are adjusted accordingly in the case of “No-Shows” where the number of students drops a tutor’s rate of pay from the group level to the individual level. A rule of thumb is the tutor will be paid for work actually performed and not what they expected to perform. Tutors hired as GTAs must meet monthly hour requirements to receive their full assignment.

**What are some of the advantages of working as a tutor?**

This position offers on-campus, flexible hours both in the daytime and evening. To some degree, tutors can control the number of hours they work each week (0-20 hours per week depending upon demand and availability). Many tutors have utilized this position as a reference for other jobs or internships as well as numerous scholarships. Tutoring also can be a rewarding and satisfying experience as you recognize the integral role you play in the academic and personal success of another individual.

**When do you take applications for new tutors?**

We accept applications year-round, and often the Learning Center Coordinator or Writing Center Director will contact academic departments to meet course needs throughout the year. Current tutors are encouraged to tell qualified friends or colleagues about the AEC and potential tutoring positions at any time.
STAR System Tutor Reports, Biweekly Payroll, and Concern Email Directions

Submitting Tutor Reports

ASSA tutors must submit an online tutor report using OSU’s STAR System to document each and every tutoring session performed. These tutor reports must be correctly filed under the student-athletes who attended (or who missed, in the case of No-Shows), on the correct date of the session. Reports should document the beginning and ending times of the sessions, what course(s) was/were tutored, and provide comments discussing the student-athletes performance, timeliness (or lateness), behavior, and a description of what information was covered and what coursework was completed by the student(s). These reports should be completed immediately after the session is completed (or, only in the case of emergencies, within 24 hours after completion) so that the Learning Center Coordinator and Writing Center Director can review them. In the case of group reports, the information included in every report should address the group as a whole. If any student-specific information/issues arise, that information should be entered only into that particular student’s tutor report after submitting the group report so that it does not appear on every student’s report. See the steps below for how to edit an individual report after submitting a group report. Failure to submit these tutor reports correctly and on time is grounds for possible termination.

Tutors should understand that they will only be paid for the work they actually completed as a tutor and not for what they hoped/expected to tutor. For example, a tutor should understand that he/she will only be paid for 30 minutes if that is how long a session lasted even though he/she may have hoped/expected it to last an hour. Tutors also should understand that they will be paid at the rate commensurate for the number of students they actually worked with in a particular session, even if they hoped/expected there to be more students in that session. So, in a case where a tutor expected a group of students to show up for a session but only one student actually showed, the tutor will be paid at the individual rate and not the group rate. If all students fail to show, the tutor should understand he/she will be paid only for a 15 minute session to compensate for the waiting time and the time it takes to submit the requisite No-Show report.

To submit a Tutor Report using OSU’s STAR System, the tutor must first log into the system at: http://star.okstate.edu/ (there is an orange “STAR SYSTEM LOG IN” button in the center of the page). A tutor must use his/her full OKEY email address and password for the User Name and Password boxes. Password changes/uploads/etc. must be made through OSU’s OKEY System (http://okey.okstate.edu/). After logging in, a tutor should see a page that is similar to the one on page 22 (see below).

After logging in, a tutor should first verify that he/she is in the correct term by examining the term box at the top right. If the current term is not selected, click the drop-down menu and select the current term. Most tutors also will see three orange Tabs (Home, Calendar, and Conversations) as well as four gray sub-tabs (Tutor Info, Tutor Settings, Payroll, and Calendar); however tutors who are also OSU students may see additional sub-tabs. If so, the tutor will need to select the “Tutor Info” sub-tab to view his/her assigned students and tutor reports, as it may not be selected automatically. Generally, the tutor’s assigned students will appear in the list on this tab, and a tutor can create a Tutor Report from this screen for these particular student(s). If the student is not in the assigned list, however, the tutor will have to click on the “Search” tab at the top right and search for the student. Please note: ALL OSU STUDENTS appear in the Search function, so tutors should take care to find the correct STUDENT-ATHLETE in order to add a report to the correct student file. Searching by CWID is best as only the student with that CWID will be returned.
To submit a tutor report, select the checkbox next to the student(s) who attended (or No-Showed) and click the “Tutoring Report” button. Note: multiple students can only be selected from the “Tutor Info” sub-tab (searching under the “Search” tab will only return one student at a time). For group tutoring, be sure to select all students who attended AND all No-Shows prior to clicking the “Tutoring Report” button. After clicking the button, you should see a form similar to the following Tutor Report entry form:

The system is designed to auto-fill the “Reason:” box as an “ASSA Tutoring Appointment,” so this box should not be changed. Tutors should then enter their own arrival and departure time under their name, and the student’s arrival and departure times under the student’s name (this is how a tutor can indicate lateness by a student on an individual report). A correct arrival and departure time must be entered in EVERY box and is vital to generating correct pay.

The tutored course can be selected for an individual report (it cannot be selected for a group report), and the “Summary” box should be used for all the relevant comments (and listing the course for a group report). The current “date of visit” will already be entered, but it can be changed (for late reports) by clicking on it and selecting the correct date.

A “Location” MUST be entered: Please select “Joe and Connie Mitchell Academic Enhancement Center” as the location.

EVERY SUMMARY should begin with the phrase “Tutoring Report –” followed by comments discussing the student-athlete's performance, timeliness (or lateness), behavior, and a description of what information was covered and what coursework was completed. Leave the “Suggested time/date” boxes blank.

Click “Save this Report” when finished.

After completing a report, a tutor should return to the “Tutor Info” sub-tab to make sure the report appears in the “Recent Tutoring” section. Changes/corrections/additions to past report summaries can be made by clicking the “Report Details” link next to the corresponding report and then clicking the “Edit” link that appears at the top left of the report form. Be sure to click “Save this Report” after making changes to ensure the changes are saved.

**Please note:** if you submitted a group report, you will see an individual entry for EVERY student who attended in the “Recent Tutoring” section. It is thus imperative that you strive to get all details correct before saving a group report; otherwise you will have to correct EVERY report on each and every student after the fact. The system is designed in this manner to allow you to add additional information relating to individual attendees to a group session into their individual reports to keep that information separate from what you entered in the group report. Please strive to keep private report information private by only entering it into the individual report rather than simply including it in the group report.

**Special Note:** If you make a mistake on a report in terms of the date or time of the session on a report and then save the report, you CANNOT simply correct the date/time information on the report itself as it can incorrectly calculate your pay. Instead, your best option is to “Delete” the entire incorrect report (or reports in the case of group sessions) by clicking the “Details” link (last column of the report in the “Recent Tutoring” section). That will open a “Manage Appointment” box, which will display a “Delete Appointment” link at the bottom left. Click that link, then resubmit a brand new report that contains the correct date and time information (this process is also easier than correcting each and every report of a group session).
Submitting No-Show Reports

Should a student-athlete fail to attend a session or fail to inform a tutor that he/she will miss a session more than an hour in advance of the scheduled session, it is the responsibility of the tutor to submit a No-Show Report using the same “Tutoring Report” function in OSU’s STAR System. This report must be submitted at the time of the missed session, and failure to submit a No-Show report within 24 hours is grounds for potential termination. These reports are of particular importance as student-athletes are billed for missed tutoring sessions. A No-Show is marked within a tutor report by unchecking the “This person attended” checkbox located beneath the student’s name and arrived/departed times:

Unchecking this box will change the “Report Details” link of the session (displayed in the “Recent Tutoring” section) to a “No Show” link, so a tutor can verify that the No-Show has been marked correctly. DO NOT UNCHECK the box under your name and arrived/departed times! If you do, you may not be paid correctly for the session!

For individual no-show reports, you may uncheck this box when initially completing the report. For group sessions, however, you will have to complete a regular report for all the students (including all who attended as well as those who no-showed), submit it, then go back and edit the reports for those students who did not show, unchecking the “This person attended” box for each student who was a No-Show one at a time. If you pre-mark them, it will mark everyone in the group as a No-Show and you will have to make corrections on the reports of those students who did attend.

Biweekly Payroll

All ASSA tutors must approve and submit their biweekly payroll time sheet within the STAR System by 5pm on the Fridays they are due (see the “End Date” field in the Payroll section of this manual for a list of the Friday due dates). Tutors should be sure to have completely and correctly filled out all of their Tutor Reports on the STAR System following the steps listed above to insure proper pay is calculated. Please note: GTAs (who are paid monthly) will NOT see an hourly pay amount calculated in the system. Instead, the system will report $0.00 dollars, as ASSA is using the system as a means for GTAs to solely report their required hours worked for their GTA position. Any corrections should be made on the Tutor Reports themselves BEFORE approving your payroll, especially for hourly tutors, as the time recorded on these reports generates the hourly tutor’s pay for the time period. It is recommended that a tutor keep track of his/her hours every week as a backup for the online system. Failure to approve your payroll (following the steps listed below) by the 5pm deadline on the requisite Friday will result in a tutor not being paid for that time period.

To approve and submit your biweekly payroll, log into the STAR System and click on the “Payroll” sub-tab to reveal the following screen:

Select the radio button of the pay period that you need to approve in the “Tutor Payroll Approval” section and click the “Submit Pay Period” button. When you click this button, your time sheet for the entire 2-week time period will be displayed in the “Approve Pay Period” window (see below). You should review all sessions, lengths, pay types, amounts paid per session, as well as the total pay and total payroll hours. If any information is incorrect, you will need to locate the incorrect tutor report(s) and correct it (them) in order to see the correct data on your time sheet. Correction can mean deleting an incorrect report and resubmitting it with the correct information. If a problem occurs and you are unable to correct the error, please contact the Learning Center Coordinator or the Writing Center Director immediately to assist you.

If the time sheet is correct, you can mark the pay period as “approved” by you (this acts as your electronic signature indicating all the reported hours and pay are correct as you understand them) by clicking the checkbox next to the “I have reviewed my tutor appointments for this pay period and verified all information is correct” statement. Then click the “Approve Pay Period” button at the bottom to submit the payroll to your supervisor for approval.
After clicking the “Approve Pay Period” button, that pay period should move into the “Submitted Tutor Payroll” section. You can then monitor your information here to see if/when your supervisor has approved your payroll (the “Approved?” section will change from “no” to “yes” when it is approved by your supervisor).

Please note that, if you submit additional time to a pay period after you approve it, you will have to re-approve it. To do so, you will have to locate the submitted pay period, click the “Un-Submit Pay Period” button, and then re-submit the pay period to make sure the additional time appears on the timesheet, and then re-approve it. If your supervisor also discovers a problem with your time sheet, you may have to correct and re-approve it after discussing the situation with him/her. Please note that, once a pay period has been approved by both a tutor and a supervisor, it is locked and cannot be modified by the tutor.

**Submitting Concern Emails**

In addition to completing and submitting regular tutor reports on OSU’s STAR System, ASSA tutors must also send to the Learning Center Coordinator or Writing Center Director a “Concern Email” immediately after any session wherein a problem arises with a student-athlete(s). This email should contain all of the information from the regular tutor report submitted within the STAR System as well as detail the problem/concern/issue that arose so that appropriate steps can be taken to correct it. Failure to submit these “Concern Emails” within 24 hours of the session is grounds for possible termination. Tutors are also greatly encouraged to speak with their supervisor directly about the problem/concern/issue in addition to documenting it in the tutor report and concern email.
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 “F!” for the course. An F! signified the student failed the course because of an academic integrity violation. Level two violations include but are not limited to the following:

   1. Turning in a paper copied from another student.
2. Turning in a paper obtained in full or in part from a term paper “mill” or website.
3. Copying material almost word for word from a written source and turning it in as one’s own work.
4. Fabricating or falsifying a bibliography.
5. Getting questions or answers from someone who has taken an examination.
6. Obtaining an unauthorized copy of an examination in advance.
7. Using unauthorized notes during an examination.
8. Having another student take an examination.
9. Inappropriate use of technology (camera phones, text messaging, programmable calculator, etc.) during an examination.
10. Copying from another student during an examination with or without his/her knowledge.
11. Helping someone else cheat on an examination.
12. Stealing an examination or problem answer from the instructor.
13. Having unauthorized access to solutions and/or instructors or solutions manual for a course.
14. Altering a grade or scoring on an examination or paper to obtain unearned credit.
15. In a course requiring computer work, copying another student’s program rather than writing one’s own.
16. Fabricating or falsifying laboratory or research data.
17. Inappropriately sharing or using work on an online assignment or examination.
18. Turning in work done by someone else.
19. Submitting substantial portions of the same assignment to more than one class without permission of the instructors.
20. Altering course withdrawal slips and similar academic documents. This includes forging an instructor or adviser signature.

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

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

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

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

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

PROCEDURES FOR APPEALS OF ALLEGED ACADEMIC INTEGRITY VIOLATIONS

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

3.02 The student will use the following procedures to file an appeal:

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

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

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

3.05 The Academic Integrity Panel determines if A) the student committed an act that violates academic integrity and B) the sanction is appropriate. The Panel will make one of the following decisions:

a. The student is found not responsible for a violation of academic integrity. The Academic Integrity Coordinator shall remove the sanction and the instructor shall assign an appropriate grade. The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of “W.”
b. The student is found responsible for a violation and the sanction is appropriate. The instructor or Academic Integrity Panel may permit a student to drop a course with a grade of “W” if the student admits responsibility for a level one sanction. A student may not drop a course in which the “F!” grade was assigned.

c. The student is found responsible for a violation but the sanction is not appropriate. The panel may uphold, increase, or decrease the sanction.

3.06 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
ASSA Tutorial Agreement

As an employee with Academic Services for Student-Athletes, I agree to the following statements. I understand that 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) Tutorial Manual to which I have been provided a link 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 full-time ASSA staff member if I have been treated disrespectfully.

3. I understand that all tutoring assignments and reassignments are left to the discretion of the Learning Center Coordinator and Writing Center Director.

4. I understand that the AEC is under no obligation to provide me with a set number of hours to work each week. I realize it is possible that I will not work any (or fewer hours) in a given week due to schedule conflicts, students dropping courses, and/or reassignment by the Learning Center Coordinator or Writing Center Director.

5. I will complete an online tutor report in OSU’s STAR System after EVERY session covering all of the sessions I completed. This tutor 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 (no-showed). Additionally, for sessions in which a problem/issue arises (or in which I have some concerns, I also will immediately send a Concern Email to the Learning Center Coordinator or the Writing Center Director with a description of the session, full names of athlete(s), and my concerns. In all instances, including No-Shows, I will submit a tutor report on the day the session occurred (either immediately or at the end of my sessions). I understand that ONLY IN AN EMERGENCY am I allowed to postpone submission of my tutor report(s) and that I still must submit them within 24 hours, otherwise my failure to submit them on time will result in my not being paid for the session(s) in question.

6. I understand that all tutor sessions should be conducted in the AEC. Any tutor sessions conducted outside of the AEC must be approved in advance by the Learning Center Coordinator or the Writing Center Director.

7. I will notify the Learning Center Coordinator or Writing Center Director 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 items.

9. I will maintain an accurate record of my hours worked. I understand that I will be paid at the appropriate rate for the number of students I actually tutored (and not for what I expected/hoped to tutor) in any particular session. I will approve my Biweekly Payroll within the OSU STAR System by 5PM on the Fridays they are due, or I will not be paid. I also understand that 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 that anything I see, hear, or experience in the AEC or during any tutor/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 that 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 that, 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 any other personal services.

14. I understand that 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 provide next to each rule, signifying understanding and agreement of each rule.

Name (please print): ___________________________________________________________

Signature: ___________________________________________________________________

Date: ___________ Semester: ________________________
ASSA Supplemental Tutorial 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 (e.g. facebook, Twitter) to a tutor/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 Learning Center Coordinator and/or Writing Center Director 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 tutor/student relationship.

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

Name (please print): ___________________________________________________________________________________________
Signature: ____________________________________________________________________________________________________
Date: ________________________________________ Semester: ___________________________________________________

Supplemental Distance Learning Academic Integrity Statement for ASSA Tutors

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

1. As a tutor 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, but I will not be on a computer next to the student-athlete while tutoring for a course. 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 assistance.

4. I will inform the Learning Center Coordinator, Writing Center Director, and/or appropriate ASSA staff member if I 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 tutor an online course (or any course) is at the discretion of the appropriate ASSA staff, and I will complete an orientation/training with the Learning Center Coordinator, Writing Center Director, or appropriate ASSA staff member before I am allowed to tutor such a course.

Name (please print): ___________________________________________________________________________________________
Signature: ____________________________________________________________________________________________________
Date: ________________________________________ Semester: ___________________________________________________