

**COLLEGE OF HUMAN ENVIRONMENTAL
SCIENCES
OKLAHOMA STATE UNIVERSITY**

Graduate Teaching Assistant
Resource Guidebook

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Research and Graduate Studies
139 Human Environmental Sciences
Stillwater, OK 74078-6113
405-744-8551

The College of Human Environmental Sciences is dedicated to excellence in its instructional and educational mission. In this effort the college is committed to developing a learning environment that fosters creativity and problem solving through the discovery, dissemination, and application of knowledge. Whether guiding a discussion section or teaching an introductory course, you have a key role in providing the highest quality teaching-learning environment for every student.

This resource guidebook is intended to inform Graduate Teaching Assistants in the College of Human Environmental Sciences about policies, procedures, and requirements of teaching responsibilities. It is also intended to address basic questions that Graduate Teaching Assistants may have as they prepare for their classes. This guidebook is not intended to be a comprehensive reference, and you are encouraged to ask your Department Head/School Director, Associate Dean for Academic Programs and Services, Dean, and/or the Associate Vice President for Undergraduate Education any questions you have that are not answered in this guidebook.

The content from this resource guidebook comes extensively from a publication for new faculty called the “Guide to a Successful Academic Career” developed by the university’s Office of Academic Affairs. The material from this publication is presented here with permission of the Associate Vice President for Undergraduate Education. Additional material has been added as it applies to Graduate Teaching Assistants in the college.

Associate Dean for Research & Graduate Studies
College of Human Environmental Sciences
139 HES

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TEACHING ASSIGNMENTS

What and Where

The most up-to-date information on class times and rooms is available on Faculty SISWeb, <http://prodfosu.okstate.edu/>. (Click on available courses and then all course sections). Classes and rooms are printed in the *Class Schedule*, available online at <http://www.okstate.edu/registrar/ClassSchedule/ClassSchedule.html>, but these may have changed since the schedule was posted as a pdf file.

You will want to locate and check your classrooms ahead of time for size, whiteboards/chalkboards, audiovisual aids, and multimedia equipment (if any).

Scheduling Classrooms

At times you may find it necessary to change the classroom. If a change is necessary or if you would like to schedule a room for class-related purposes, have your department/school contact the appropriate office(s). Do not assume the room is free for use in the evenings. Although classroom space is very limited, the scheduling office will try to accommodate essential changes.

Texts, Etc.

Desk copies of texts used for your classes may be available in your departmental/school office. If not, the department/school may obtain a copy from the publisher. Ask your department head/school director for assistance.

Textbooks are selected by departmental faculty, and the department head/school director coordinates all selection and procurement functions. (See University Policy and Procedure Letter 2-0208 at <http://home.okstate.edu/Policy.nsf>)

Instructors may place material on reserve in the Edmon Low Library in Stillwater. For more information contact Johnny Johnson at 405-744-9728 or <http://reserves.library.okstate.edu/>. Instructors who teach courses in Tulsa may place material on reserve in the OSU-Tulsa library. Contact Lynn Wallace at 918-594-8451.

Office supplies are available through your department/school, and, in some academic units, word processing, support services, and audiovisual services may be arranged. To learn what is available, check with your department/school.

Office Space for Teaching Assistants

Each HES Department has a Graduate Teaching Assistant office space on the 3rd floor of the PIO building. This space can be used by Graduate Teaching Assistants for holding office hours with students, meeting with students, grading papers and assignments, preparing assignments, etc. Students' papers and assignments should be turned in to the main department office and not the teaching assistant office in PIO.

SETTING THE GROUND RULES

Office Hours

Set office hours for times that you will regularly be available each week. You should hold office hours in your Graduate Teaching Assistant office space on the 3rd floor of the PIO building. A sign-up sheet is posted to avoid conflicts/overlap of office hours. The students you teach and the department you serve need to be able to locate you. Contact your department head to determine departmental expectations for the number of office hours you should schedule each week. Post your hours at your office, on the course syllabus (printed copy and web version), and with your department. (See Exhibits A and B for sample syllabi.)

Course Outline

Most academic units have developed course outlines for many lower division courses and some require that these course outlines are used for the course taught or supported by teaching assistants. This is particularly necessary in multi-section courses taught by several people. Before preparing a course outline for distribution to students, check with your department/school.

Course Syllabus

The Policy Statement on University Academic Format (Policy and Procedure Letter 2-0207 <http://home.okstate.edu/Policy.nsf>) urges all instructors "to provide students with a semester course plan showing the schedule of examinations and other requirements, as well as details of the grading system that will be used in the determination of final grades." Instructors are expected to attach a copy of the syllabus attachment (available at <http://osu.okstate.edu/acadaffr/aa/FacultyStaff.htm>) to each course outline.

Students have requested that all instructors post course syllabi on the web. Each college has been asked to develop a system for posting syllabi on the web for easy access by students. Please ensure that the syllabus has been approved by a faculty member or department head/school director. Submit it to the departmental/school office for posting.

Distributing written course syllabi at the beginning of a course will alleviate many of the communication problems that occur between instructors and students concerning course requirements, examinations, grading procedures, attendance/participation policies, and related matters. For 3000 and 4000 level courses that may carry graduate credit, the course syllabus should be specific about what **extra** work is expected for graduate credit. Any changes made in the course requirements or grading system during the semester should be communicated to students **in writing**, as an addendum to the syllabus. Carefully written course plans often protect the rights of the student and instructor when violations of academic integrity are encountered and can also minimize the likelihood of an instructor becoming involved in the time consuming process of a grade appeal.

Your syllabus can be useful in promoting academic integrity. Include a statement emphasizing the importance of academic integrity. Be very specific in your directions to students who are involved in group projects (e.g., Are students expected to write individual or group reports?). If you give a take home exam, assume **nothing**. Provide very specific written directions for completing examinations and projects. The *Academic Integrity Handbook for Faculty and Other Instructional Personnel* provides additional information on promoting

academic integrity and preventing cheating. For detailed Academic Integrity information, refer to the website of the OSU Academic Affairs Division at <http://academicintegrity.okstate.edu/>

Review University Policy and Procedure Letters 2-0822 and 2-0821 (See Exhibits C and D) for details on appeal of alleged violations of academic integrity and appeal of a final grade, respectively.

Course Assignments

Writing an effective course assignment involves planning and thought. Too often, instructors write prompts for assignments knowing exactly what sorts of projects they want their students to produce, only to receive completed assignments that miss the mark. How can you produce assignments that clearly convey the tasks and questions you want your students to undertake?

- 1) Before writing your assignments, you will want to determine the goals for the assignment.
 - Consider what you want the assignment to do, in terms of the larger goals of your course. How will the assignment support these goals? What questions, in particular, do you want your students to consider? Are these questions related closely or peripherally to topics you've been discussing in class? You may want to include in your assignment some reference to the course materials, so that students have a point of reference from which to begin their work.
 - Consider what kinds of thinking you want students to do. Do you want your students to define, illustrate, compare, analyze, or evaluate? You will want to clearly direct students to the kind of thinking they will have to do.
 - If the assignment involves research, consider providing your students with some research instruction. You may want the students to use a variety of sources they locate on their own, or to use certain sources that you have either placed on reserve in the Edmon Low Library or listed in the course syllabus.
 - Long assignments (particularly those that involve research) work best if you break them up into smaller, incremental assignments that move students toward the ultimate objective identified. Ask students to bring in an annotated bibliography, a working thesis, an outline, etc. Schedule these shorter assignments so that students remain engaged in the writing process.
- 2) Once you have determined the goals for your assignment, you're ready to craft the prompt. Here are some considerations when writing the assignment:
 - Break the assignment down into specific tasks or specific questions.
 - Provide context. The more contextual information you give your students, the more precise their responses will be.
 - Craft each sentence carefully. You will want to be sure that there is no room for misunderstanding the assignment. Sometimes a slip in word choice, or the careless placement of a modifier, can leave students confused as to what, precisely you are asking them to do.
 - Be clear about what you do not want. Explaining why such information should be excluded will help students to understand better the questions and the desired type of response.

- When possible, provide examples of work that illustrate your instructions.
- Be clear about the assignment requirements. Have you indicated the due date? How many pages do you require? How many sources you require? What specific criteria (if any) you will use when grading this paper?

You should also consider the overall pedagogy, aims of the course, program and department.

- How does this assignment fit into the larger curriculum? Does it build on previous skills? Will students understand how this assignment contributes to course objectives?
- What skills does the assignment assume students already have? How will you know if they really have those skills?
- What will students be asked to master after this assignment? Does this assignment provide a platform for future development?
- Is this assignment consistent with other the course assignments? Is the percentage of course grade it is worth commensurate with the importance of what it teaches, and the effort students will be asked to put into it?

Effective assignments have the following characteristics:

- Clarity. If students have difficulty understanding what they are supposed to do, they will have trouble doing it. Give assignments *in writing* (rather than orally).
- Correct terminology. Students tend to interpret assignments literally and are easily confused by terms that they cannot interpret definitively. Provide students with a written “Glossary or Terms” to accurately define terminology specific to the course.
- Reasonable time frame. Give students time to move through the assignment process. Do the assignment yourself to see how long it takes before you decide how long students need to do it, allowing for their limited perspective and inexperience and for movement of materials.
- Allow students time to revise.
- Reasonable due date. Try not to have other assignments due on the day a major project is due. Students and professors typically like Monday due dates; students get the weekend to work on their papers, and professors keep their weekends free. Whatever you decide, try to keep your due dates consistent, because consistency enables your students - and you - to plan.

3) Once you've finished writing your assignment, you might want to put it to the following tests: Try to write (or at least to outline) the assignment yourself. If you have trouble outlining a paper based on this prompt, your students will, too. You will want to think about ways of revising the assignment to make it clearer and more manageable.

4) Discuss the assignment with the class and prepare your students to successfully complete the assignment.

- When you distribute the assignment to the class, take time to review it with them in class. Ask for their questions.
- Tell your students why they are doing this assignment and what purpose it serves.
- If the assignment requires the use of specific sources, give the students a list of them and make arrangements with the library to assure availability and access.

- If it involves the use of complex sources or unfamiliar research strategies, your students will need to be oriented to these – by you or by a librarian – in a customized, scheduled library instruction session.
- Make notes as to where their understanding of the assignment differs from yours so that you can improve the prompt the next time you use it.

5) Explain to the students your expectations for the assignment and how it will be graded. Students don't like surprises. Give them a written handout explaining the breakdown of how the project will be graded. Each requirement should include how much weight it has in the overall assignment. This document can also be used as a checklist for students to follow. You might also consider using a grading "rubric" which describes characteristics of a satisfactory response, an excellent response, and an unacceptable response. (See Exhibit E for an example grading rubric to evaluate student writing.)

Handling and Avoiding Conflict with Students

As a teaching assistant, you may come in contact with students who are unhappy with some aspect of the course. Below are suggestions to use to avoid and resolve conflict with students in your course:

10 Steps for Avoiding and Resolving Conflict

1. Follow your syllabus and OSU policy.
2. Maintain clear boundaries with students.
3. To resolve conflict first pinpoint the issue.
4. Don't try to resolve conflict in front of a class, encourage student to come to your office hours.
5. Document all discussions and resolutions.
6. Seek advice from faculty mentor.
7. Don't become defensive.
8. Eliminate distractions from the discussion.
9. Seek solutions that meet all parties' needs.
10. You can't resolve conflict by either fighting or giving in.

ACADEMICALLY SPEAKING

Class Attendance

OSU policy states that “no penalty will be assessed for class absences unless the instructor provides a written attendance policy to the student within the first three lectures of a semester.” Attendance policies may be established by the college, department, or individual instructor. As a guideline, such policies should be based on students being acknowledged as mature individuals, and emphasis should be placed on developing a sense of their own responsibility for their education. In this regard, students should be held accountable for all work covered in a course despite valid reasons for absence from class.

Instructors must share with students any attendance policy in effect in classes for which they are responsible, and the attendance policy should be included in the course syllabus. In addition, instructors are encouraged to report cases of repeated absenteeism to the student's adviser. Each semester, instructors are asked to report the names of students who have not attended class during the first week of a semester to verify enrollment. You will be contacted early in the semester regarding this request.

Instructors are encouraged to use good judgment when **inclement weather** creates attendance problems for students. Specifically, instructors should work with students on a case-by-case basis when hazardous weather conditions are present.

Students are expected to adhere to attendance policies announced in their classes and documented in their syllabus. They are advised to contact their instructors in advance, if possible, or immediately following an absence to clarify the validity of the absence and to arrange to make up work missed, if permitted within the announced attendance policy. The instructor's attendance policy should be very specifically described in the course syllabus. For example, if any absences are “excused” what specifically constitutes an “excused absence?”

Absences for required participation in official **university sanctioned events or military training** are excused unless your written attendance policy indicates otherwise. Please create the best possible learning experience for the student to help them overcome the absence.

Class List

On the first day of class, you should print your class list from “Faculty SISWeb” at <http://prodfosu.okstate.edu/>. (Contact Bonnie Stone at 405-744-6864 for a quick introduction to “Faculty SISWeb.”) The class rolls can change daily for two weeks, so update your roster before every class.

The maximum class enrollment size is determined by the department head/school director and can be changed only by the department head/school director or associate dean for academic programs and services. No one, however, may change the maximum enrollment to exceed the fire code limits of a room. Normally, if courses are in high demand, they are filled to the maximum enrollment by the time a semester begins. You may still have seats available in your room, but that does not necessarily determine the size of the class. If the class is full, a student can add your class only if another student drops.

Students may ask about adding your class if it is **full**. You will be surprised at what ingenious stories that they can concoct! Here are some suggestions for handling such requests. Send

them to their adviser, who can determine their level of need for the course. A department/school may have a priority system and by the end of the first week may allow a few more students to add the course if seats are available and the fire code is not violated. Encourage students to keep trying to add because they have two weeks to add a class. (Adding a course in the second week requires permission of the instructor). However, students should not be allowed to continue attending class after the second week if they are not enrolled in the course. It is wise to assist students in dropping and adding as early as possible to prevent students from missing important work in any course.

Take attendance the first week to determine how many students are attending class. The Registrar will ask you to report the names of students who have not attended.

Please know the prerequisites for your class. A student who has not successfully completed the prerequisites should be advised to drop the class immediately. **You have the right to enforce prerequisites.**

Communicating with Students

E-mail is an effective way to convey information in an efficient and time-sensitive manner to students. Teaching Assistants can use e-mail to respond to day-to-day questions and concerns students may have. If they missed class, students can e-mail you or a classmate for an update and the next day's assignment. If they're working on an assignment and have a question they can e-mail you for a response. If you're looking for feedback about the class, they can e-mail a midterm evaluation and suggestions for improvement.

If an instructor will be using e-mail as a means of communication, this information should be included in the course syllabus. E-mail messages should be used judiciously, as students may disregard messages if they receive too many, especially if the information does not pertain directly to them. Also, remember that once an e-mail message leaves your computer, your message can easily be adjusted by another person. For this reason, it is much safer to share very sensitive information in person or on a written document that is in paper format.

Message content should be appropriate for an e-mail format, including, but not limited to, the following:

- Messages must be compliant with OSU's Information Technology policy on use of e-mail located at http://www.it.okstate.edu/policies/pol_useemr.php
- Messages should be simple, direct and convey a legitimate educational purpose.
- Official e-mails to targeted student populations should be limited to those for whom the information is relevant.
- Attachments should be used with care to minimize the risk of passing on viruses or worms. Exercise caution with large files, which have the potential to overfill student mailboxes.
- Language and content of the message should be professional in nature.
- All e-mails using University computers and e-mail addresses are considered property of the university.

Examples of Appropriate Content:

- Information related to course assignments
- Changes to course syllabus
- Academic program information

- Academic department information
- Response to course-related questions
- Changes to academic policies or services
- Room change information

Examples of Inappropriate Content:

- Any message which violates the use of e-mail policy
- Any message requesting the return of secure information via e-mail, such as social security numbers, OSU ID, user ID, passwords, date of birth, credit card information, etc.
- Information unrelated to official University business or without a legitimate, educational purpose
- Promotions or solicitations of any kind

Student e-mail addresses may be obtained through Faculty SISWeb, Blackboard or WebCT. All students are assigned an e-mail account when they become eligible to enroll for courses. Students should be aware this is their official e-mail account, and that the University will use it as a conveyance of important information. Students may opt to forward their official account to another preferred e-mail addresses. Students are responsible for checking their e-mail frequently and consistently (on a daily basis) for official correspondence and familiarizing themselves with the content of official messages.

All faculty and staff should be familiar with the Family Educational Rights and Privacy Act (FERPA) and the University's responsibility to protect students' privacy. All instructors choosing to utilize e-mail as an official means of communication to several students at one time should use the bcc field or create listservs to protect the identity of recipients.

Meeting with Students¹

Office hours are a special time when instructors are available for individual meetings with students. There are two general types of meetings during office hours; one where a student comes by unannounced during regular office hours and another where a student schedules a meeting in advance. The following are some general guidelines to use when meeting with students.

Notifying students of office hours:

- Have your office hours and e-mail listed on your syllabus and posted outside your GTA office door so students know when you are available to meet during regular office hours.

Scheduling meetings:

- If a student cannot meet during your regular office hours, ask them to e-mail you to schedule a meeting.
- If a student asks to schedule a meeting, it is helpful if you can find out the purpose of the meeting in advance. Knowing the purpose of the meeting can help you prepare and have necessary materials available. In addition, knowing the purpose in advance can help you allocate adequate time for the meeting.

¹ Material for this section taken from: Sarkisian, E. (2006). *Teaching American Students: A Guide for International Faculty and Teaching Assistants in Colleges and Universities, 3rd edition*. Cambridge, MA: Harvard University Press.

Location:

- You should hold office hours in the Graduate Teaching Assistant office space on the 3rd floor of the PIO building. A sign-up sheet is posted outside of each TA office to avoid conflicts/overlap of office hours.
- Some students prefer privacy, while others may be anxious about a closed space. For your protection it is advisable to keep the door ajar. This is especially important if gender or intimacy issues might arise.
- If you are uncomfortable meeting a student one-on-one, you may arrange to have another person in the room. It could be someone from your own department or an OSU Academic Integrity Facilitator. The College of HES has identified specific individuals who are designated as OSU Academic Integrity Facilitators. Contact the office of the associate dean for academic programs and services in HES 101 for more information on securing the assistance of an Academic Integrity Facilitator.

Welcoming the student:

- It may be difficult for some students to enter your office. Some things you can say to invite them into your office are:
 - “Hey, how are you doing?”
 - “Glad you dropped by.”
 - “Hi. How are you?”
 - “Come on in.”
 - “Welcome. Have a seat.”
- If the meeting was not scheduled, the student may ask if this is a bad time for you. Some possible response are:
 - “This is a good time.”
 - “Actually I’m expecting another student, could we schedule a meeting?”
 - “Could you wait just a few minutes?”

Opening the meeting:

- If a meeting was not scheduled you may need to ask some questions to find out the purpose of the visit. Some things you can say are:
 - “How can I help you?”
 - “So, what’s going on?”
 - “What’s happening?”
- If a student has scheduled a meeting for a specific reason you may want to start by confirming the purpose of the meeting.

During the meeting:

- Some general guidelines during a meeting are to:
 - Treat the student with respect.
 - Take meeting notes.
 - Discuss the situation and, if appropriate, options for resolving the situation.
 - Give the student an opportunity to respond.
 - If a decision or agreement is reached, this should be clearly articulated and written down.

- It may be important to know if the student has any underlying or unexpressed concerns. Some questions you could ask are:
 - “Have we covered everything?”
 - “What other concerns do you have?”
- If a student asking for help is in real academic trouble some questions you could ask are:
 - “How do you study for this course?”
 - “How much time do you spend preparing for class?”
- It is not unusual for students in trouble to be very upset. Some suggestions are to:
 - Keep a box of tissues in your office. Handing a student a box of tissues acknowledges, without words, you have noticed.
 - Remind students of resources for study assistance or counseling.

Closing the meeting:

- A student may wait for you to close the meeting. Some things you could say are:
 - “We must wrap up in a few minutes. I’m expecting another student.”
 - “Okay, let’s summarize what we’ve discussed.”
- When closing a meeting summarize the points discussed and any agreed upon actions to be taken, offer encouragement, and open the opportunity for the student to return. Some things you could say are:
 - “The main points we discussed are...”
 - “You are going to do..., I will do....”
 - “Is there anything else I can do?”
 - “Okay, I think what you’ve planned is on the right track, keep working on this.”
 - Let’s review our action plan. You will”
 - “If you run into problems like this again, come by again.”
 - “I’m glad you came by; feel free to come by again.”
 - “Check with me in a week or two and let me know how it’s going.”

Record Keeping and Follow-up:

- If a decision and action has been agreed to at the meeting, you may want to send the student an e-mail summarizing the meeting including; points discussed, decisions reached, and any follow-up actions or meetings.
- Keep a record of the meeting summary.
- Follow-up and monitor the student as needed.

Withdrawing From the University

Withdrawing means that a student drops **all** courses and leaves the University. The withdrawal process is initiated in the office of student academic services of the student’s college or Enrollment Services in Tulsa. See *OSU Catalog*, Academic Regulations 1.10 and <http://osu.okstate.edu/acadaffr/aa/DropAdd.htm>.

A student who withdraws prior to the end of the **twelfth** week of a regular semester or sixth week of a summer session or during the proportionate period for block or short courses receives a "W" (withdrawn). The student does not need to secure the instructor’s signature

because no grade assignment is required. A student withdrawing after the twelfth week of a regular semester or the sixth week of a summer session or during the proportionate period for block or short courses but prior to pre-finals week, will receive a "W" (withdrawn) or "F" (failing) as assigned by the instructor. The grade of "F" will be calculated in the grade point average.

After the beginning of pre-finals week, a student may not withdraw from the University and the instructor must assign a grade.

Dropping a Course

At any time prior to the end of the sixth day that classes meet in a regular semester (not counting Saturday or Sunday as class days) or the third day of an eight-week session, or the second day of any session lasting less than eight weeks, a student may drop a course, and no record of the course will appear on the student's academic record. See *OSU Catalog*, Academic Regulation 5.4 and <http://osu.okstate.edu/acadaffr/aa/DropAdd.htm>.

After the time to drop with no transcript record and prior to the end of the **twelfth** week of classes of a regular semester or the sixth week of an eight-week session (or proportionate periods for block or short courses), a grade of "W" (dropped) shall be recorded on the student's academic record.

After the twelfth week in a regular semester or sixth week of an eight-week session, or proportionate periods for block or short courses, a student may not drop a course and shall be assigned only the grade of "A," "B," "C," "D," or "F" or (when appropriate) "F!," "I," "NP," "P," "S," "U," or "R" by the instructor at the end of the semester. See Exhibit F that interprets the grading system. (Exceptions to this policy may be allowed by petition because of extraordinary circumstances. A petition requires the signatures of the student's adviser and dean, and approval by a university-wide review panel, with the grade of "W" or "F" assigned by the instructor.)

No course may be dropped without the signature of the student's academic adviser or adviser clearance on SIS. International students should consult with International Students and Scholars (Stillwater 405-744-5459 or Tulsa 918-594-8111) before dropping a course; being enrolled less than full time will jeopardize the student's immigration status.

A student may not drop any course in which an alleged violation of academic integrity is pending against the student. The instructor or the Academic Integrity Panel may permit the student to drop the course with a "W" (according to the drop grade policy) if the allegation is dismissed or if the student admits responsibility for a level one sanction. A student may not drop a course in which the "F!" grade was assigned.

Rules for Adding, Dropping and Withdrawing

For the fall 2007 semester, students can drop/add classes via the web through 11:00 p.m. August 27. Restricted enrollments begin on August 28 and continue through August 31. During this period students must add or drop courses by submitting a signed add/drop form to Registration Services in 321 Student Union or Enrollment Services at OSU-Tulsa.

Beginning August 28, students will receive the grade of "W" for any courses dropped. Students completely withdrawing August 28 through November 30 will receive the grade of

“W” for all courses. This information is also available at <http://osu.okstate.edu/acadaffr/aa/DropAdd.htm>.

Privacy of Student Records

As required under the Family Educational Rights and Privacy Act, (FERPA), (a.k.a. "the Buckley Amendment") the University has a policy regulating access to and disclosure of information in students' academic records. Current and former students, as well as parents of students where appropriate, have the right to review their educational records maintained by the institution, except for material to which the student has waived right of access or for material specifically determined to be confidential by law. Parents may also claim the rights that are afforded to students and/or legal guardians who are assigned such rights by the law, i.e., those who claim the student as dependent for federal income tax purposes. Contact the Registrar to determine if the parent has received the right to review educational records.

Information contained in educational records is confidential but may be reviewed by "school officials" who have a "legitimate educational interest" in the student without prior consent of the student. "School official" is defined as an individual currently serving as a member of the OSU Board of Regents or classified as faculty, administrative, or professional, and staff such school officials supervise. "Legitimate educational interest" is defined as an interest that results from the duties officially assigned to a school official and that is related to such a school official's responsibility for facilitating the student's development. School officials may have legitimate educational interests in students who are currently enrolled and in those no longer enrolled. Although an instructor may have access to students' educational records, disclosure of that information to a third party is prohibited.

Any requests from off-campus parties (e.g., parents, employers, etc.) for information from educational records will be handled through three central offices: (a) the Office of the Registrar for academic records; (b) the Office of Student Conduct for disciplinary records; and (c) the appropriate Placement Office for employment/placement records. A student or former student, however, may request any school official to release personally identifiable information.

Instructors who wish to post grades as a convenience to students may do so *only* on a secure website or with the prior written consent of each student. Instructors who wish to post grades should use Desire2Learn, Blackboard, or WebCT (contact the Institute for Teaching & Learning Excellence at 100 Telecommunications Center, 405-744-1000 or OSU-Tulsa's Center for Instructional Technology, 918-594-8285). Alternatively, instructors may circulate a paper in class which states that (a) students who sign the paper give permission to the specific instructor in the specific course to post examination and/or quiz grades, and (b) such postings will not list students in any personally identifiable manner. In posting grades, instructors may *not* use student names, student ID numbers, or any portion of the Social Security Number. Such information represents "personally identifiable information," the use of which is restricted under FERPA. Posting grades by other codes such as a number randomly assigned to the student, a code provided by the student, or some other system to which the student agrees is permissible. Code words or randomly assigned numbers known only by the individual student and instructor are the most secure and are in keeping with FERPA guidelines. Plans for posting grades should be clearly specified in the course syllabus, students should be given the opportunity to object to the posting mechanism, and such

objections should be honored through the provision of alternate codes or grade notification procedures.

The complete privacy policy can be found in Policy and Procedure Letter 2-0701.1 (<http://home.okstate.edu/Policy.nsf>).

Inform students that once final grades are submitted electronically to the Registrar, they are available immediately on the Web.

Pre-finals Week

According to university policy, all courses are expected to schedule final examinations, and the examination must be held at the time listed in the official schedule. Final examinations are scheduled at the end of each semester and are preceded by a pre-finals week that begins seven days prior to the first day of finals. During pre-finals week, all normal class activities will continue; **however, no assignment, test, or examination accounting for more than 5 percent of the course grade may be given.** This excludes make-up and laboratory examinations, as well as out-of-class assignments (or projects) made prior to pre-finals week (such as term projects). This 5% rule was established by Faculty Council.

During pre-finals week, no student or campus organization may hold meetings, banquets, receptions, or may sponsor or participate in any activity, program, or related function that requires student participation. Any deviation from the above policy must have prior approval from the Department Head, the Dean of the College, and the Provost. A final exam may be given only at the officially scheduled time as published in the schedule of classes unless an exception is granted by the Provost. (See University Policy and Procedure Letter 2-0210 at <http://home.okstate.edu/Policy.nsf>.)

Frequently, students ask if a limit exists on the number of final examinations they should have to take in one day. University Policy 2-0216 (<http://home.okstate.edu/Policy.nsf>) states that students who have three or more final examinations on one day may reschedule one of the examinations. The policy identifies how to determine which exam is moved. See the syllabus attachment for a brief summary of the policy.

Six Week and Final Grades

All grades are entered electronically via “Faculty SISWeb.” Help with this process can be obtained from the SIS office 405-744-6864.

Instructors who teach 1000 and 2000 level courses are expected to submit Six Week grades during the sixth week of class (September 24 – 28, 2007). Six Week grades may be posted for any course. Six Week grades are important to OSU’s efforts to help our students succeed and improve instructor feedback about students’ progress in classes. Advisers will review these grades, contact students who are experiencing academic difficulty, and encourage them to meet with their instructor.

Final grades must be submitted electronically to the Registrar's Office on the published date for each semester which is 11:00 p.m. on the Tuesday following the last day of final exam week. Different rules are in effect for classes taught in the summer. Because determination of academic standing for all students, including probation and suspension, eligibility for financial aid, and enrollment certifications, is dependent upon the receipt of final grades, it is very important that final grades be submitted by the published deadline.

Exhibit F interprets the grading system at the University.

The grade of "I" (incomplete) may be assigned in cases in which the student has completed a majority of the course work with satisfactory performance. A grade of "I" in most instances should be assigned only upon the student's request. The individual instructor is responsible for determining whether the circumstances warrant assigning an "I" grade. Students have up to one year to remove the "I" grade.

Grade Changes

Reading between the grade book lines or using a calculator involves the human element, so occasionally an error can be made in a student's grade. An instructor who reports an incorrect grade to the Office of the Registrar may request a correction by completing an official grade change form, signed by the appropriate department head and college dean. In no case will a grade be lowered after the student graduates.

Auditing a Course

A student who does not wish to receive credit in a course may, with the approval from both the adviser and instructor of the course, attend the class simply as a visitor. A student who applies to audit a course promises that he or she will not use the audit to avoid the rule against excessive hours. He or she will not petition or ask in any way for the privilege of taking an examination to obtain credit after auditing the course. The audit form is available in the Office of the Registrar. (Laboratory courses, private music lessons, and art courses are not open to audit.)

A student who has established a permanent record at OSU may have the audited course recorded on his or her transcript with the mark "AU" appearing in place of the grade. No later than one week after the close of that semester, the student must present to the Office of the Registrar the instructor's copy of the audit form with a signed statement from the instructor on the reverse side that it is appropriate for the course to be recorded on the student's transcript. Any individual 65 years or older may audit courses at no charge.

Grade Books and Student Records

Instructors are responsible for the existence of student grade records and certain other materials basic to the conduct of courses. Instructors should maintain written records, in a grade book or comparable format, of the results of student exams, projects, presentations, and other items that count toward the final grade.

Policy requires a final examination for all students. All examinations, including the final, must be returned to students or retained in the department for at least one regular semester.

In case of a grade appeal, the procedures of the Grade Appeals Board assume that faculty/instructors will ensure the existence of relevant evidence of a grade in the form of major projects and exams. (A **major** project or exam is defined as amounting to 10 percent or more of the final grade.) The instructor is expected to do this by (a) returning the project or exam to the student, or (b) retaining it for a period of at least one regular semester (fall/spring), during which a grade appeal can be made. It is understood that if the faculty

member/instructor returns the work, the student shall be provided a reasonable opportunity to pick it up.

Instructors should maintain copies of syllabi, course policy statements, examinations, and other material pertinent to their courses. Faculty members or teaching assistants who are leaving OSU for an extended period should deposit their grade records and course files with the department head/school director. At the end of each semester, instructors are required to submit a copy of their grade records to the departmental/school office for filing. This allows easy access to grading information in the case of a grade appeal. Either originals or exact copies are acceptable. The responsible party should retain all grade records for at least five years after grades are due in the Registrar's Office, then destroy the records provided no complaints have been filed. If a complaint has been filed, records may be destroyed two years after exhaustion of all legal remedies provided records meet all stipulated retention requirements. (Policy and Procedure Letter 2-0214, Retention of Grade Book and Records available at <http://home.okstate.edu/Policy.nsf>.)

Finally, all grade books are the property of OSU.

Appeal of a Final Grade

OSU faculty members/instructors must provide students with a clear written statement (such as a course syllabus) about the grading practices and procedures that will be used to determine the student's final grade. If a student believes those practices and procedures were not consistently, fairly, and accurately followed when the instructor determined the student's final grade, the student shall have the right to appeal the case to the Grade Appeals Board. This must be done within four months after the grade was assigned or six weeks after the student begins a new semester, whichever comes first, if informal discussions fail to resolve the issue. The student is allowed 30 days from the date the appeal is filed to complete the process.

(Note: A prompt and serious attempt by an instructor/faculty member, department head, and dean may resolve many grade disputes before an appeal is filed.)

In hearing a case, the Grade Appeals Board shall base its decision of changing or not changing the assigned grade solely upon whether the grade was assigned fairly within the grading system adopted and announced by the instructor. In all other instances, the case will be referred back to the departmental and college levels for resolution. (See Exhibit D.)

The Grade Appeals Board has the authority to instruct the Registrar to change a final course grade to any letter grade including "W," "F" and "P." Instructors or students may appeal decisions of the Grade Appeals Board if the Board did not follow the policy and procedures or if new information related to the original decision becomes available.

(This is a summary of the official University policy. For a detailed, official copy consult Policy and Procedure Letter 2-0821 at <http://home.okstate.edu/Policy.nsf>.)

Academic Integrity

Beginning Fall Semester 2006, a new OSU Academic Integrity Policy (Exhibit C) will be in effect. The recently published *Academic Integrity Handbook for Faculty and Other Instructional Personnel* (<http://academicintegrity.okstate.edu/>) provides detailed information on the policy and related procedures, so only a few important matters will be covered in this Guide.

The academic integrity environment at OSU. During the Spring Semester 2004, the OSU Committee on Academic Integrity employed the Center for Academic Integrity, located at Rutgers University, to conduct an online survey of faculty, students, and teaching assistants (TAs). 1,864 students, 161 teaching assistants, and 420 faculty responded. Most faculty reported discussing plagiarism in the course syllabus (60%) and in class at the start of the semester (58%), proper attribution of written (59%) and internet (57%) sources, and the topic of group work/collaboration (50%). Faculty were more likely than TAs to report that, if they thought a student cheated, they would fail the student on the assignment (63% faculty, 38% TAs) or report the student to administrators (45% faculty, 25% TAs). Most faculty (67%), half of students (52%), and nearly a third of TAs (31%) had seen a student cheat during an examination. These results are relatively typical according to the Center for Academic Integrity. Additional results are available in the *Academic Integrity Handbook for Faculty and Other Instructional Personnel*.

OSU strongly encourages detection and positive action. The academic integrity policy recognizes the obligation of all OSU faculty, teaching assistants, and students to understand, communicate, and abide by the standards of academic integrity. Faculty and TAs are urged to deal in an official manner with all cases of plagiarism, cheating on examinations, and other academic integrity violations. Faculty and TAs are also urged to take positive and “pre-emptive” actions to inform students about academic integrity standards and to manage exams and projects in ways that deter violations. The more thorough your coverage of academic integrity topics in class, the fewer grounds a student has to plead “ignorance.” Specific suggestions for both detection and prevention are provided in the *Academic Integrity Handbook*.

What to do when you detect cheating. If you have evidence that would convince a reasonable third party that the student “more likely than not” cheated on an exam, plagiarized, or committed some other academic integrity violation, your first move should be to contact the Office of Academic Affairs or the Office of the College of HES associate dean for academic programs and services to obtain the services of an Academic Integrity Facilitator and then to inform the student in writing (using the form included in Exhibit C) of your charge, eventually setting up a meeting with the student and the facilitator. The academic integrity Policy does not require proof of “intent” to cheat on the part of the student. See the *Academic Integrity Handbook* for details.

There is a special grade for a serious academic integrity violation: the F! The academic integrity policy recommends three levels of sanctions (penalties). For minor violations an “F” or zero on the individual assignment, quiz, or paper is recommended. More serious violations may merit a grade of “F!” (eff shriek) for the course. In the case of students in some graduate programs, serious violations may result in suspension or expulsion. The F! is an official transcript grade indicating course failure due to cheating. To promote education regarding academic integrity, the policy specifies that the student may remove the *first* “!” (but not the F) by successful completion of an education program on academic integrity. The decision to remove the first “!” is entirely up to the student. For details regarding differences between major and minor violations, see the *Academic Integrity Handbook*.

Can a student appeal an F! grade or a grade lowered due to an academic integrity violation? Yes, but it is not a “grade appeal” but an appeal of the charge of an academic

integrity violation or the sanction given for the violation. The appeal is processed through the Academic Integrity Panel, not through the Grade Appeals Board. In either case, however, the burden of proof rests with the student. In the case of an academic integrity appeal, the Academic Integrity Panel will assign a consulting member to assist you.

For information about academic integrity, contact the Office of Academic Affairs, 101 Whitehurst, 405-744-7135, <http://academicintegrity.okstate.edu/>.

General Education Program

General education courses at OSU provide undergraduate students with general knowledge, skills, and attitudes conducive to lifelong learning in a complex society. Specifically, general education is intended to construct a broad foundation for the student's specialized course of study; develop the student's ability to read, observe, and listen with comprehension; enhance the student's skills in communicating effectively; expand the student's capacity for critical analysis and problem solving; assist the student in understanding and respecting diversity in people, beliefs, and societies; and develop the student's ability to appreciate and function in the human and natural environment.

General education courses are aligned with one of four content areas: analytical and quantitative thought (A), humanities (H), social and behavioral sciences (S), and natural sciences (N). In addition, OSU students must participate in an international dimension course (I), a natural sciences course that includes a lab component and has a scientific investigation (L) designation, two English composition courses, one American history course, and one political science course. A course is qualified to be part of the general education curriculum if it meets the needs of students in all disciplines without requiring extensive specialized skills and satisfies all the criteria for a specific general education area. If you are teaching a course with a general education designation, please review the "General Education Courses Area Designations – Criteria and Goals" document available at http://osu.okstate.edu/acadaffr/gen_education/CriteriaGoals.htm to be sure that your course fulfills the requirements for the general education course.

Student Survey of Instruction

Student evaluations are mandatory each fall for all courses. Forms are delivered to the departmental offices and distributed by the department. A responsible person (may be a student from the class) should be appointed by the instructor to administer the survey and return it to the department when each student has completed a copy. **The instructor should not be present when the evaluation is completed.** The completed forms are due by pre-finals week in University Assessment and Testing and are processed by the beginning of the next semester. The forms are returned to the departments after final grades are submitted. The summaries of the student evaluations are sent to the department head for distribution to the instructor at the beginning of the next semester.

In most colleges, the student evaluations are optional for the spring semester except for courses taught only in the spring. Instructors are queried as to whether they want their course evaluated. Again, the forms are due by pre-finals week with the processed forms returned after final grades are due.

Student evaluations are intended primarily to assist the instructor in improving classroom teaching. While the summary information is useful to department heads as academic leaders of their faculty, it is not intended to be used as an exclusive indicator of teaching effectiveness for purposes of evaluating instructors. Departments have the option of designing a different instrument for class evaluations.

Academic Regulations

All **University Academic Regulations** can be found in the *OSU Catalog*. Much of what you have just read (and more) is located in the catalog. Never hesitate to ask for assistance from appropriate administrators concerning questions about interpretation of University policies. The catalog is revised yearly. The catalog is online at:

<http://www.okstate.edu/registrar/Catalogs/2007-2008/Catalog2007-2008.pdf> . The undergraduate academic regulations are also available at <http://osu.okstate.edu/acadaffr/aa/adv-AcaReg-Ind.htm> .

The Office of Academic Affairs also maintains a website for faculty/instructors (<http://osu.okstate.edu/acadaffr/aa/FacultyStaff.htm>) . The webpage includes links to:

- Faculty Awards
- Reappointment, Promotion, and Tenure
- Faculty Policy Statement
- Syllabus Attachment
- Assessment Program
- General Education Program
- Academic Policies, etc.

OSU-Tulsa Faculty Support Services

Faculty Support Services is located in Main Hall 2403 and North Hall 307. Faculty Support provides assistance to OSU-Tulsa instructors with copying materials, mailing information, scheduling motor pool reservations and shuttle bus reservations. Instructors commuting to the Tulsa campus, who would like to reserve an office to meet with students, should contact the coordinator at (918) 594-8272 for an office assignment. Questions regarding additional services should be directed to the coordinator.

Adviser Handbook

An online adviser handbook is available on the Academic Affairs website (<http://osu.okstate.edu/acadaffr/aa/adv-ind.htm>) . The handbook contains links to important academic information, including:

- Academic Calendars
- Academic 911 – includes a list of tutoring services on campus
- Adding/Dropping Policies & Procedures
- Academic Regulations and Policies
- Admissions, Transfer, and Degree Information
- Minor Requirements
- Bachelor of University Studies – Multidisciplinary Studies

- SIS (Student Information System) Advisors Guide
- Students in Distress – Referral guide for students in various types of distress
- Professional Development Workshops

In your role as a teaching assistant, you may want to be familiar with some of this information, such as the academic calendar. However, graduate teaching assistants in the college of HES should not assume the role of academic adviser. Each undergraduate student with a major in HES is assigned a faculty member (or staff person) as their academic adviser. Advising of freshmen, sophomores and first-semester transfer students is handled by professional academic advisers in the HES Center for Student Success. Other undergraduates are advised by faculty members in each department/school. For advising issues, the student should seek guidance from their assigned adviser.

RIGHTS AND RESPONSIBILITIES

Equal Opportunity

It is the policy of OSU to provide equal opportunity to all employees and students enrolled at the University without discrimination because of race, age, status as a veteran, sexual orientation, national origin, religion, or qualified disability (See the Equal Opportunity/Affirmative Action Policy and Procedure Letter 1-0101 at <http://home.okstate.edu/Policy.nsf>). The book Teaching for Inclusion: Diversity in the College Classroom is available from University of North Carolina (<http://ctl.unc.edu/tfitoc.html>).

OSU students and employees may receive help in resolving complaints and grievances regarding alleged illegal discrimination as well as alleged arbitrary and/

or unreasonable acts of discrimination that may arise in areas related to admission or treatment while enrolled at the institution and non-academic complaints related to employment, campus living, and student life. If a student has a discrimination complaint that cannot be resolved informally between the parties involved, the student may request assistance from Dr. Carolyn Hernandez, Director of Affirmative Action, 408 Whitehurst, 405-744-5371.

Sexual Harassment

OSU prohibits sexual harassment of faculty and staff in the workplace and in the recruitment, appointment, and advancement of employees. Sexual harassment of students is prohibited in and out of the classroom and in the evaluation of students' academic performance. The policy of the University also states that unfounded accusations of sexual harassment shall not be condoned. This policy is equally applicable to faculty, staff, and students.

Sexual harassment at OSU is defined as any unwanted attention of a sexual nature from someone in the workforce or a class that creates discomfort or interferes with work or academic performance. The Equal Opportunity Commission and Office of Civil Rights, Department of Education define sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing,
2. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working/academic environment.

Title IX of the Education Amendments and OSU policy prohibit discrimination in the provision of services or benefits offered by the University based upon gender. Any person (student, faculty or staff) who believes that discriminatory practices have been engaged in based upon gender may discuss their concerns and file informal or formal complaints of possible violations of Title IX with the OSU Title IX Coordinator:

Dr. Carolyn Hernandez, Director of Affirmative Action
408 Whitehurst

Oklahoma State University
Stillwater, Oklahoma 74078
405-744-5371
405-744-5576 (fax)

(This is a summary of the official University policy. For a detailed, official copy consult Policy and Procedure Letter 1-0702 at <http://home.okstate.edu/Policy.nsf>)

All teaching assistants in the College of Human Environmental Sciences are required to attend and participate in training on the sexual harassment policy. For fall 2007 semester, all TAs in HES must attend the university's sexual harassment policy training before October 23, 2007. There are four training sessions available:

- August 21, 9:00-11:00 am, 408 SU
- September 4, 9:00-11:00 am, 106B WH
- September 27, 9:00-11:00 am, 106B WH
- October 4, 5:00-7:00 pm, 408 SU
- October 23, 9:00-11:00 am, 408 SU

To attend the university's policy training, you must register on-line through OSU's office of Human Resources at http://www.okstate.edu/osu_per/hr/staff_dvpt07.htm ; click "Class Registration Form".

Students with Disabilities – Physical, Psychiatric, Medical, Emotional, or Learning

OSU is committed to serving the needs of students with disabilities. Federal law protects individuals with disabilities and states that the University must provide reasonable academic accommodations. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.

Students who have identified themselves as having a learning disability and have presented complete and appropriate documentation to Student Disability Services, 315 SU, 405-744-7116 or 103 North Hall, OSU Tulsa, 918-594-8354 are recognized by the University as qualified to receive reasonable academic accommodations. If an accommodation (e.g. alternative testing) is appropriate for a course taught on the OSU campus, instructors will be notified by Student Disability Services. Instructors are expected to provide reasonable accommodations for students. (For more information, see Policy and Procedure Letter 2-0824, Academic Accommodations for Students with Disabilities at <http://home.okstate.edu/Policy.nsf>)

Exhibit G describes a learning disability and provides suggestions for helping learning disabled students succeed in the classroom. Exhibit H outlines support services for students with learning disabilities.

Under no circumstances can you disclose a student's disability to your class!!

Appraisal of Instruction

Graduate teaching assistants who desire formal feedback on their teaching style and methods should contact their department head/school director to discuss departmental approaches to formal assessments of instruction.

English Proficiency of Instructors

Proficiency in spoken English is fundamental to effective teaching. All persons responsible for instructional activities are expected to have a reasonable command of the spoken language sufficient to use it fluently and accurately.

Each college has developed standards and procedures to ensure that all instructional staff are proficient in the use of English as a spoken language. The standards will include, as one means of demonstrating proficiency, the achievement of a passing score on the Test of Spoken English (TSE) or OSU's Spoken English Assessment Kit (SPEAK).

Any student at OSU may file a complaint regarding the English language ability of instructors. Students are encouraged to file such complaints about language ability initially with the academic department in which the course is taught. The department head will investigate and deal with the problem as appropriate. (For more information, see Policy and Procedures Letter 2-0604 at <http://home.okstate.edu/Policy.nsf>.)

Use of Tobacco

Smoking and use of smokeless tobacco are prohibited in buildings owned or leased by OSU on the Stillwater campus, with the exception of any housing or residence facility owned or operated by the University, space leased to and totally occupied by a non-OSU entity, and the Student Union. In exempted areas of the campus where smoking and tobacco use is permitted, smoking and nonsmoking areas are designated. (See Policy and Procedure Letter 1-0530 at <http://home.okstate.edu/Policy.nsf>)

Letters of Recommendation

Sometimes a student will ask for a letter of recommendation. Some departments require the student to sign a waiver form, waiving that student's right to see such a letter. Check with the department on such policies. Usually a copy of the letter is retained in the student's file and in your own files. Please remember, students have the right to see their own file unless a waiver is signed.

International Students

The University has promoted international education and hosted international students for many years. Approximately 10% of the total student body is international.

International students are subject to a number of U. S. Immigration regulations. They must be enrolled full time each spring and fall semester; undergraduates must **complete** 12 semester hours, and graduates 9 hours (or 6 if they have a half-time assistantship). U. S. Immigration permits students to work a maximum of 20 hours per week when classes are in session. They may not work off campus until they have been in the U. S. one year and have permission from Immigration. Students who work on campus must first obtain an Employment Clearance from the Office of International Students and Scholars. The Office

of International Students and Scholars also conducts a special orientation for new students each semester and provides the following services:

- advice on processing student and scholar immigration documents and assistance with special needs/concerns
- settling in assistance
- workshops on topics of special interest
- assistance with intercultural cultural events

Advisors must be attentive to the special regulations that are part of the Student Exchange Visitors Information System (SEVIS) mandated by the Immigration Customs Enforcement (ICE) regulations. SEVIS requires regulation and reporting of all students and scholars with F and J visas so it is important that these students and scholars abide by all immigration regulations.

The Office of International Students and Scholars (ISS), 076 Student Union, Campus Life Center, <http://union.okstate.edu/iss/> provides information and resources to instructors and students. If you would like a copy of the *International Student Guide* or other information, contact the ISS office 405-744-5459 or Cheryl Hakel at OSU-Tulsa 918-594-8111.

Student Travel

When students travel to participate in official university functions, such as a course-related field trips, attending scholarly or professional conferences, group performances, student competitions, or meetings of an academic organization where the student officially represents the university, the instructor should follow the OSU Policy & Procedures Letter 3-XXX (Student Travel) which contains the official university policies and procedures regarding authorized, sponsored student travel.

It is the responsibility of the academic unit (the sponsor) endorsing the official function to assure compliance with the policy. General safety requirements include the following: all drivers are insured; occupants of motor vehicles should wear seat belts/safety restraint devices; and occupants of any vehicle shall not possess, consume, or transport any alcoholic or illegal substances. The person responsible for each trip should have emergency contact information for each traveler.

Professional Travel

The University encourages faculty members (and graduate students when appropriate) to travel when such travel can be justified in terms of official business or professional development. Travel policies vary from college to college; however, in all cases, requests for university reimbursed travel must be approved in advance by the dean of the college or the head of the administrative unit. If you plan to travel as part of your TA responsibilities, check with the department head regarding travel approval. You will need to indicate how your classes will be covered during your absence. OSU Policy & Procedures Letter 3-0201 (Fiscal Procedures and Accounting Systems) contains the official university policies and procedures regarding travel by OSU employees (<http://home.okstate.edu/Policy.nsf>). Reimbursement for official travel is governed by a considerable body of state law; contact your unit fiscal officer for additional information. Travel advances are not allowed by Oklahoma State Statute.

Out-of-State travel requests must be approved in advance by all administrative levels up to and including the respective dean. **Out-of-Country** (outside the 48 contiguous states) travel requests must have the approval of the Provost and Senior Vice President. The A&M Board of Regents receives a summary of the out-of-country requests. Requests for travel should be submitted early enough to allow sufficient time for approval.

Political Activities

A policy of the Board of Regents for OSU and the A&M Colleges states that all employees of university/colleges under the jurisdiction of the Board enjoy full rights and privileges of citizens to participate in political activities in the state of Oklahoma and the United States. Employees are permitted to freely engage in lawful political activities of any kind provided such activities are conducted on the individual's own time, do not interfere with official duties and responsibilities, and are not inconsistent with other provisions within the policy. (See Policy and Procedure Letter 1-0705 at <http://home.okstate.edu/Policy.nsf>)

Professional Behavior as a Teaching Assistant (or Research Assistant)

Teaching assistants responsible for classroom or laboratory instruction are expected to maintain standards of professional ethics which apply to any employee of the university. As a graduate teaching assistant, you represent the department, college, and the university. Therefore, it is imperative that you conduct yourself in a professional manner at all times. This includes maintaining a completely professional relationship with the students you teach/supervise.

As a teaching assistant you must always remember you are in a teacher role, which carries associated responsibilities. Consequently, you must subscribe to workplace standards of behavior in all interactions with the students you teach and in your program. (These same responsibilities and standards of behavior apply to research assistants supervising other students in a research setting.)

Maintain your integrity by establishing a strictly professional relationship with students inside and outside of the classroom. This includes the following:

- Teachers do not engage in inappropriate social activities with their students. Socializing with students can result in a serious conflict of interest, and questions of favoritism easily arise. As a teaching assistant it is always inappropriate to consume alcoholic beverages at the same function/event/setting with undergraduate students taking your classes or enrolled in your program. You are not a peer to the students you teach. Likewise, you should not be hosting students from your class at a function/party in which alcoholic beverages are served/consumed.
- Romantic/sexual relationships between teachers and students are deemed unwise and unprofessional. All members of the campus community are urged to consider the ethical concerns that may arise as a result of such relationships. Romantic/sexual relationships that occur in the context of educational evaluation are generally deemed very unwise because they present serious ethical concerns. Many professional codes of conduct prohibit sexual relationships that occur within the context of one's profession. Accordingly, graduate teaching assistants are warned about the possible costs of even an apparently consenting relationship. The element of power implicit in sexual relationships occurring in the academic-evaluation context can diminish a

student's actual freedom of choice. There is doubt whether any such relationship can truly be consensual. In addition, sexual relationships between a graduate teaching assistant (or faculty member) and a student create an environment charged with potential conflicts of interest. Questions of favoritism frequently arise. Other students may feel that they are disadvantaged or otherwise negatively affected by an instructor/student relationship. As a result, such conduct may subvert the normal structure of incentives that spur work and learning and interjects attitudes and pressures that are not consonant with the education policies and principles to which the university is committed. Lastly, it is not uncommon for accusations of sexual harassment to result when graduate teaching/research assistants engage in romantic/sexual relationship with a student, even when the relationship appeared to be consensual from the perspective of the teaching/research assistant.

- Teachers are not roommates with their students. Again, conflicts of interest and issues of favoritism result.

It is your responsibility to perform the tasks related to your role as a teaching assistant in a timely and professional manner to the satisfaction of the supervising faculty. The supervising faculty member, in collaboration with the department head, is responsible for assigning the specific tasks and monitoring the behavior of graduate teaching assistants.

Posting on Online Community Forums:

Use caution, professionalism, and common sense regarding any information you post on the Internet, whether in blogs, Facebook, or MySpace. University faculty and administrators can view your information, including photos. Therefore, please know that anything you post online, including your personal information, is actually PUBLIC information and can be used against you. Think about what your blog or profile says about you to the faculty members in your academic unit or to a future/prospective employer.

Realize that when you post on the World Wide Web, personal information is easily accessible by the public. Follow these practices when using the web to share information: Don't post anything on the web that you would not put on a resume/vita. Because the Facebook/MySpace are public web sites, employers can legally use the information posted to screen potential employees' profiles (that is, prior to interviewing and offering employment). Similarly, admissions officers can search profiles of prospective graduate students. According to a recent (August, 2006) survey of national colleges and employers² more than one-quarter of employing organizations report the practice of "Googling" candidates and reviewing their profiles on social networking sites. Even if you are not using your name, there are methods to determine who someone is. Remember: If you don't want information seen by university faculty/administrators (or a prospective employer), don't post it on the Internet.

Professional Dress as a Teaching Assistant

As a teaching assistant, you need to dress as a professional, not as a student. Your dress and overall appearance should assist students to identify you as an instructor. Appropriate and professional dress in the classroom promotes a positive environment and helps to establish

² Shea, K. and Wesley, J. *How Social Networking Sites Affect Students, Career Services, and Employers*. National Association of Colleges and Employers, Summer 2006, pp. 26-32.

your credibility as an instructor. Teaching assistants are expected to dress in a manner appropriate to the department/school, classroom environment, and the type of instruction.

Teaching assistants should follow the suggested college dress code for employees. The College of Human Environmental Sciences has frequent contact with other employees and persons from outside the university. A neat, well-groomed appearance creates a positive reflection on the university, college, and department. Our college and its various departments support both business AND business casual attire. Business casual is crisp, neat, pressed, and should look appropriate even for a chance meeting with a university administrator. Some departments may have their own policy or dress code appropriate to the nature of the work done within that department. Regardless of current fashion trends, an instructor is expected to dress professionally. Departmental policies supersede guidelines presented in this guidebook.

To promote school spirit, the college encourages all students, faculty, and staff to wear orange on Fridays. Show your Cowboy pride and join with others throughout the college and across campus by wearing orange.

FACILITATING STUDENT LEARNING

As you enter the classroom, focus on facilitating student learning. You are the primary motivator in this process. Teaching is doing something to the student in contrast to learning in which the student takes an active role in acquiring knowledge. Get them involved and committed to the learning process ASAP!

The First Class Session

Instructors and students alike feel some tension on the first day. Careful planning can minimize that tension, and, unless you begin immediately with a lecture or exercise, you might consider the following plan:

1. *Set the pace or climate you prefer.*

An informal climate can be achieved if you arrive early and chat with the students. If you wish, let the students know your name and how you expect to be addressed. A more formal mood is set when you arrive; put your title and last name on the board, and move on to the next topic.

HINT: If you are unsure about which way may be more effective for you, you may begin with a more formal approach and settle in on an appropriate style later.

2. *Introduce yourself and vice versa.*

You would be surprised how many students do not know their instructors' names. Put it on the board, with office location and hours (even if it is listed on the course syllabus you hand out next).

Learn something about your students, either through roll call or note cards you ask them to complete.

3. *Explain the mechanics of the course.*

Now is the time to hand out a course syllabus and review it. Students will want to know the kinds of tests you give, what you expect, and what they must do. Then, stick to these established ground rules except in the most urgent situations. You can change the syllabus; be certain to give every change in writing to the students.

4. *Introduce the course.*

If you have a course outline, now is the time to hand it out and review the material. A salesperson would say this is the time you show what your product is and its importance to each person.

HINT: Allow a few minutes at the end of class for those ever-present housekeeping chores: next class assignment, students not on class roll, etc.

Lecture - Tell Them with a Purpose

When you were a student, you probably remember the lecture described as "tell them what you're going to tell them; tell them; and then tell them what you told them."

1. Know your purpose.

Know what you want to transmit - information not in text, a technique, evidence, summary, or examples.

2. Write down your outline.

Students have just one chance to hear the material; consequently, stay organized. A good lecture moves from major points to minor points and on to supporting evidence. Some instructors actually put an outline on the board, but it is a matter of choice.

3. Tell the students what you expect to accomplish during class.

Students stay organized and understand better if they know where you are headed. For example, "Today, I will continue our discussion of the five techniques for avoiding the 'drop and add' lines."

4. Develop the lecture.

Good lecturers use a lot of connecting words, phrases, and transitions ("as a consequence," "for example," "a result of this is") to guide a listener. Visual aids really do aid the lecture. Remember that if you speak too fast, you outpace the student's note taking.

5. Finish with a brief summary.

A brief summary and a short time for questions reinforce the process. Remember, the purpose of teaching is to facilitate student learning.

Discussion Sections

1. Ask the lead question and then be ready to wait.

Too many times the leader does all the talking, so wait for someone to answer and start the discussion.

2. Open-ended questions stimulate the learning.

Ask questions about what a student believes, rather than what a student knows.

3. Set the climate.

If students are in a circle, they talk to many people rather than one person at the front. If you avoid eye contact, the student speaking will talk to others in the group. Remember a quizzical, questioning look does more than a direct question in a discussion group.

4. Grades for participation may hurt the discussion.

When grades are involved, some students retreat from discussion whereas a few ambitious students may dominate the discussion. Remember that discussion groups are intended to explore and discard dead ends in search of an answer; therefore, grades on participation can harm the process.

Laboratory Sections

As the leader you must be well organized and prepared. You have to be able to tie the lab experience to the lecture material. Remember, a lab is usually a little noisy and a little chaotic. If you circulate around the room, you can catch problems before they blow up, literally, in some cases.

1. *Start each day in a formal manner.*

This gives some order to the coming disorder. Remember the lab counts for only part of a student's grade, so you have less control at the beginning.

2. *Knowing the assignment/experiment carries respect.*

If you perform the assignment/experiment before meeting with the class, you help eliminate the problems and can anticipate student questions.

3. *Research the theory and relevance behind the assignment/experiment.*

This work, again, helps to eliminate the chance that you might not be able to answer the student's questions as well as provide the knowledge you need to run the assignment/experiment clearly.

Suggestions for Handling Disruptive Student Behavior in the Classroom

OSU supports freedom of expression and inquiry between instructors and students. However, inappropriate disruptive behavior in the classroom need not be tolerated. The following information is provided for instructors to inform you of OSU's position about disruptive student behavior.

Student Rights and Responsibilities Governing Student Behavior

(<http://www.okstate.edu/ucs/srr.html>), Section III, Subsection 24, contains the following definition:

Classroom Disruption - behavior a reasonable person would view as substantially or repeatedly interfering with the instructor's ability to teach the class or the ability of other students to benefit from the instructional program.

Further, the Rights and Responsibilities document, Section IX, Subsection C, addresses student/instructor relations, classroom activities, and the University's responsibility to provide a satisfactory learning environment. The last paragraph of this section states:

It is the responsibility of the student to conform to conduct conducive to learning by being prepared, prompt, attentive, and courteous in the classroom and by conforming to policies set forth by the teacher to maintain an academic decorum.

Instructors have the responsibility and the authority to maintain a productive educational environment in the classroom. Students' constant talking, use of profanity or threatening language, routinely coming to class late or leaving early, inappropriate interruptions, personal insults, etc. need not be tolerated. A proactive approach to the problem is to include an expectation statement of student behavior in the course syllabus and to discuss these expectations with students early in the semester.

If a student's behavior is negatively affecting the learning environment in the classroom, consider the listed options and follow the procedures:

1. Confront the disrespectful behavior. Depending on the severity of the behavior:
 - a. Consider a general word of caution to the whole class rather than warning a particular student (i.e., "we have too many conversations going on, let's stick to today's topic").
 - b. Ask the student to meet with you after class or during office hours.
 - c. Tell the student to stop the behavior and/or ask him/her to leave the class immediately.
2. When meeting with the student, clearly state the behavior causing the disruption and give the student an opportunity to respond. Hopefully some agreement can be reached which should be documented in writing, including what action will follow should the disruptive behavior continue. Some consequences to consider: 1) filing a written complaint in the Student Conduct Office; 2) not allowing the student to return to class until he/she has met with the Student Conduct Officer; 3) recommending that the student be placed on conduct probation; and 4) in very extreme cases, recommending that the student be dismissed from the class.
3. If you have talked with the student on more than one occasion, document the incident(s) in a memo or letter to the student. The letter can be one of warning or a summary of your meeting with the student. The letter should include a description of the problem behavior(s), your expectations for the future, and what will happen if problems continue.
4. If the student behavior is of a threatening nature to you or other students, call the OSU Police at 405-744-6523 in Stillwater or 918-594-8123 in Tulsa.
5. Make a dated written anecdotal note for yourself of any discussion, incidents or action taken in case the disruptive behavior persists.

Grades are earned by students for work assigned and cannot be used as a penalty for inappropriate classroom behavior.

When a student is referred to the Student Conduct Office because of classroom behavior problems, the Student Conduct Officer discusses classroom behavior expectations with the student and asks him/her to agree to the expectations. The meeting is confirmed with a follow-up letter. The letter reinforces the desired change in behavior and clearly states that further disruptive classroom behavior could lead to more severe action, including withdrawing the student from the course, probation, suspension, or expulsion from the University.

Please call the Student Conduct Office when a referral is being made so that you and the Student Conduct Officer can talk about how best to meet your needs. We have had good success at OSU with the guidelines in this memo. Addressing the issue early maintains the quality of the classroom environment and may avoid more serious problems later.

If you have additional questions, please call Tawny Taylor, Student Conduct Officer, at 405-744-5470.

Institute for Teaching and Learning Excellence

In January 2005, OSU combined Educational Television Services, the Audio Visual Center, and the Faculty Support Center to form a new Institute for Teaching and Learning Excellence in Stillwater (<http://itle.okstate.edu/>). An advisory board was also formed. It is envisioned that this new institute will offer workshops, seminars, a help desk, and one-on-one assistance from instructional designers for OSU instructors. Training and mentoring for

new faculty/instructors as part of a teaching academy, as well as professional development for continuing faculty who wish to improve their teaching skills are both functions of the new institute. It will provide software, equipment, and incentives designed to inspire and enable instructors to add technology to traditional classroom courses, add an online component to a course, and convert traditional courses to a format that can be delivered electronically. The institute will provide equipment, software, and training to prepare instructors to teach using team-based learning techniques that will enable students to work in groups to accomplish results that may not be realized by individuals. Contact the Institute staff at 100 Telecommunications Center or 405-744-1000.

STUDENT & INSTRUCTOR CO-CURRICULAR RESOURCES

Student Affairs

The Division of Student Affairs (405-744-5328) is committed to the success of students. Student Affairs provides a wide variety of services (housing, healthcare, etc.) and opportunities to help students develop co-curricular interests, enhance leadership skills, and provide service to others.

- University Counseling Services
- Career Services
- Residential Life
- Student Union/Campus Life
- University Health Services
- Campus Recreation/Colvin Center
- Multicultural Student Services

University Counseling Services

As a teaching assistant at OSU, you may come in contact with students who may benefit from talking with a counselor. Some reasons to refer students are: high levels of irritability, mood changes, alcohol/drug abuse, isolation from others, academic issues, self esteem issues, or threat of harm to self or others.

University Counseling Services (316 Student Union, 405-744-5472 and 002 Student Health Center, 405-744-7007) offers personal and career counseling to assist students in dealing with these and other issues. An on-duty counselor is available for emergencies M-F, 8:00 a.m. - 5:00 p.m. A counselor can be reached after hours and for weekend emergencies, through the OSU Police Department in Stillwater (405-744-6523) or Tulsa (918-594-8123).

Other counseling services on campus include:

- Psychological Services Center, 118 N. Murray, 405-744-5975
- Center for Family Services, HDFS, 405-744-5058
- Counseling Psychology Clinic, 4th floor Willard, 405-744-6980 or OSU-Tulsa, 918-594-8277

Career Services

OSU has comprehensive services to assist students with their career needs. In addition to centralized Career Services Office, OSU has career service offices in each college to provide professional and targeted assistance to students. Students may be referred to one of these two service areas depending on their needs:

- College Career Services located in each undergraduate college. Services include: Job search advice, resume development and critique, internship information, cover letter assistance, and interview preparation.
- Centralized Career Services located in 360 Student Union (405-744-5253). Services include: On-campus interviewing, career fairs, employer contact information, resume referrals, and mock interviews.

University Health Services (UHS)

UHS is the medical facility students can use if they should become ill or injured. If you are concerned about a student's health, please encourage him/her to come to the clinic at 1202 Farm Road, across the street from Kerr-Drummond Hall. Students do not have to make an appointment to see a physician, but appointments are available, and that option may be a better use of a student's time.

Only on rare occasions do the physicians of UHS recommend that a student not attend class. These instances include serious illness or injury or those of a public health nature, such as active tuberculosis, chicken pox, or other serious communicable illnesses. In these instances the student's instructors are contacted and informed of the student's illness and the nature of their class restriction. For routine episodic illnesses, the UHS physicians will not intervene between instructors and students regarding class attendance. In these cases, the student may present a receipt from the health center as evidence of having been to the clinic or a physician may write a statement that the student was seen in the clinic. A statement of a visit to the clinic should not be interpreted as a class excuse, rather the issue of attendance is to be addressed between the instructor and the student.

Privacy regulations prevent the release of any information about a student's medical condition without the permission of the student. UHS staff will not reply to inquiries of that nature without the student's written permission.

UHS also provides most immunizations for faculty/graduate students who travel abroad.

Questions regarding these or other health or medical issues may be directed to Steve Rogers, Director, UHS, 405-744-8052.

Campus Recreation/Colvin Center

The Colvin Center recently reopened in Stillwater after a \$23 million expansion and renovation. The new building has over 30,000 square feet of fitness space including an indoor jogging track, weight rooms, a golf area, an indoor climbing wall, both an indoor and an outdoor pool, and 15 gyms. The building is ADA compliant and may be the most accessible building of its kind in the country. The Colvin Center offers non-credit instruction programs such as yoga, aerobics, water exercise, golf, tennis, etc.

The Colvin Center is available to all graduate students; spouses may purchase memberships to use the Colvin Center. An activity card for one semester costs \$75 per person. Locker, lock, and towel service costs \$30 per semester. Contact Campus Recreation, <http://campusrec.okstate.edu/>, 405-744-5510.

Residential Life

More than 5,000 students live on the Stillwater campus. Faculty members in many colleges are involved with learning communities located in residence halls. In most new communities, students in similar majors live in the same housing unit, enroll in one to three courses together, and participate in extracurricular activities with faculty and staff from the college. Other residential communities encourage students with similar interests (e.g., wellness, drug/alcohol recovery, transfer students) to live together and offer faculty the opportunity to partner with Residential Life by becoming a Faculty Associate. Contact the Department of Residential Life, 405-744-5592.

EXHIBITS

EXHIBIT A: COURSE SYLLABUS, EXAMPLE 1

COMSC 7000 (Number Structures)

Spring 20XX

Instructor: John Doe, Fine Arts 216, 4XXXX, jdoe@okstate.edu

Office Hours: M-W-TH-F 8:30-9:20 (and by appointment)

Required Book: *Number Structures - Advanced* by Doe and Smith**Comments on DOS**

DOS will be used as the implementation language. You are not expected to be familiar with the basic structure of DOS at the outset. A great deal of time during the first month will be spent covering DOS. An appendix in the text contains an introduction.

Computer Facilities

The Computer Lab will be used in this course.

Prerequisite Comments

COMSC 6777 is the prerequisite. Your level of maturity about program design and implementation is reflected by successful completion of that course. You will need a reasonable grasp of sorting, searching and linkage structure concepts, block structured language concepts, and hierarchical data structure concepts.

Course Objectives

The general objective is to provide you with a foundation of number structure and processing concepts for a wide range of computer applications requiring non-trivial number organization and processing methods. This should provide you with the ability to design and implement effective file structures and associated software for both small and large and complex systems. In addition, the emphasis on fundamental principles should provide you with the ability to adapt to a variety of programming languages and peripheral storage technology (which is evolving rather rapidly). A thorough grasp of the topics covered should also provide a firm foundation for studying, implementing, and effectively using data base systems.

Topical Outline (Not necessarily in order to be covered)

1. Low level number design and maintenance.
2. Sorting and searching.
3. Physical characteristics of peripheral storage devices and their effects on performance (serial and block addressable devices, instantaneous and effective transfer rate analysis, and blocking).
4. Basic file organization (sequential, direct, indexed, indexed sequential, and B-tree based indexing).
5. Consequential processing (match/merge logic, master file updating, merge sorting, ordered set operations).
6. Multiple key processing.

The Laboratory

Weekly 1-1/2 hour labs will involve discussions of problems and assignments, and will cover technical material related to use of the computing systems. During the first month, the lab will be devoted largely to the coverage of DOS.

Grading

4 one-period examinations @ 50	200
1 final examination	100
5-7 assignments	<u>200</u>
	500

You must achieve at least 50 percent of the points in each category in order to be eligible for a passing grade. (This does not guarantee passing—it merely makes you eligible.) Do not take this requirement lightly.

Letter grades are guaranteed according to the following percentages of points (subject to the 50 percent rule noted above):

90% or above	A
80% or above	B
70% or above	C
60% or above	D

Late Assignments

Assignments are due at the beginning of class on the stated due date. Each assignment will have a stated late penalty for each academic day late. An assignment worth 40 points which is due on Monday and has a 20 percent penalty will be worth at most 32 points on Tuesday, 24 points on Wednesday, etc. Assignments for which a design is required will not be acceptable without a complete, legible, and meaningful design document. No such assignment will be graded until the required design document is provided. Late penalties will continue to accrue until the design document is provided.

Academic Integrity

Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned. In this class you are not expected to work in isolation on assignments. Significant learning frequently takes place when exchanging ideas with one another. In the final analysis, however, your response to an assignment must be your own, not someone else's. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, <http://academicintegrity.okstate.edu/>.

Missed Examinations

Only in extenuating circumstances such as family crisis, illness, births, etc., will makeup provisions apply. Advise your instructor in advance of absences due to such matters, if possible.

If a makeup examination is required, it may be given the last day of finals week during the period scheduled for makeup examinations. Such an examination may be comprehensive or it may be a one-problem programming test.

EXHIBIT B: COURSE SYLLABUS, EXAMPLE 2

**POLS 2000: Media Law and Private Rights
Spring Semester, 20XX**

Dr. Doe - 206 Fine Arts East, X4XXXX, jdoe@okstate.edu
Office Hours - Mondays, 1:30-3:00; Fridays, 8:30-10:00; and other times
by appointment or on "walk-in " basis

1. Required Texts:

Smith, *Media Law and Justice*
Brown, *Media News*
Green, *The Supreme Court and Media*

2. Library Reserve Material:

Smith, *Views from the Public*
Doe, *Media Justice*

3. Course Requirements and Grading Scale:

Your grade in this course will be based entirely on the points accumulated on the quizzes and examinations indicated below. There is no provision for extra-credit work. In the event that the professor determines that an examination or quiz item is defective, the grading scale may be lowered for the entire class—but the scale will not be raised under any circumstances. There are no preconceived quotas for the distribution of letter grades in this course.

Quiz #1	25 points	Friday, January 22
Hour Examination #1	100 points	Friday, February 12
Quiz #2	25 points	Friday, March 4
Hour Examination #2	125 points	Wednesday, March 23
Quiz #3	25 points	Friday, April 15
<u>Final Examination</u>	<u>150 points</u>	<u>Monday, May 2 (1:00-2:50pm)</u>
<i>TOTAL</i>	<i>450 points</i>	

The grading scale will be: 405-450 = A; 360-404 = B; 315-359 = C;
270-314 =D; 0-269 = F.

4. Format of Quizzes and Examinations

Quizzes will be objective in nature, consisting of multiple-choice and/or short-answer questions (definitions, etc.). Examinations will offer a choice of format. You will be able to select either a completely essay format or a format which is objective in nature (multiple-choice and short-answer items). You will receive both sets of questions on the examination and then make your choice of which format you prefer to utilize on the examination.

To assist in your preparation for examinations, copies of examinations from previous semesters of POLS 2000 have been placed on reserve in the Library, and evening review sessions may be scheduled prior to the first and second hour examinations if there is sufficient student interest. You should understand that the old examination copies and the review sessions are not substitutes for careful study on your part. Instead, they should be used as a way to check your progress in understanding the lecture and reading materials for the course. (Please note that the old examinations do not necessarily match the current semester's sequence of topics.)

5. Make-Up Examinations

There will be no make-up quizzes. If you miss a quiz and there is a valid reason for your absence, a score for the quiz will be computed on the basis of the percentage of points you have earned on all work prior to the final examination multiplied by twenty-five points. If you do not have a valid reason for missing the quiz, there will be a five-point penalty deducted from the score so computed.

Make-Up Examinations will be completely essay in nature and will be given approximately one week after the scheduled examination date. There will be a ten-point penalty for missing an examination without a valid reason.

Students missing the Final Examination who notify the professor of the reasons for their absence by noon of the day following the scheduled final examination in the course will receive a grade of "I" (incomplete) for the course and be expected to take a make-up final examination at a time arranged with the professor (not later than the end of the first week of classes of the following semester). If there is no valid reason for absence from the final examination, there will be a fifteen-point penalty. Students who are absent from the final examination and who do not notify the professor of the reason for their absence by noon of the day following the examination will have their final grade computed with a score of zero being recorded for the final examination.

In this course, there are no early examinations under any circumstances. Valid reasons for missing a scheduled quiz or examination include illness sufficient to require medical care, participation in a scheduled University activity which requires you to be away from campus on the day of the quiz or examination, and similar reasons beyond your control for which proper verification can be provided.

Vacation plans, oversleeping, illness not sufficient to require medical attention, social activities (including fraternity, sorority, and residence hall activities), etc., are not sufficient reasons to miss a scheduled quiz or examination.

6. Scope of Examination and Quiz Coverage

Both of the hour examinations and the final examination will be completely comprehensive in the scope of their coverage. You will be responsible for all material covered in class and the assigned readings to the point of the examination. Quizzes will cover only the new material over which has not previously been tested.

7. Honors Credit for the Course

Students participating in the Honors Program who wish to earn honors credit for this course may undertake an honors contract. The terms of the contract should be agreed upon with the professor not later than the sixth week of classes. The honors contract does not affect your letter grade in the course. If you earn a grade of "A" or "B" in the course and complete the contract, honors credit will be reflected on your OSU transcript for POLS 2000.

8. Dropping a Course

If you drop a course or withdraw from the University during the first six days of classes of a regular semester, no record appears on your transcript. After the first six days, you may then drop the class or withdraw from the University with a grade of "W" until the end of the twelfth week of classes. If you are still enrolled at the beginning of the thirteenth week of classes, a regular grade must be reported for you.

According to University policy, exceptions may be made after the beginning of the thirteenth week of classes only under "extraordinary circumstances" and then only with the approval of the student's academic adviser and dean, and a university-wide review panel, with the grade of "W" or "F" assigned by the instructor.

9. Academic Integrity

The expectation for all students in this course is that complete integrity will be demonstrated at all times. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned. You should be aware that both "taking" and "giving" improper assistance during quizzes or examinations violates academic integrity—even if the action appears to be merely passive in nature (such as not covering your paper when you know that someone is looking at it). Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627, <http://academicintegrity.okstate.edu/>.

10. Quiz and Examination Conduct Rules

Because of the size of this class, it is particularly important to minimize distractions during quizzes and examinations. It also is imperative to make certain that no student is improperly accused of academic dishonesty. In an effort to achieve both of these goals, quiz and examination conduct rules are provided below:

- (1) All quizzes and examinations are closed book, closed notes exercises. In other words, you are not allowed to have any materials to assist you.
- (2) No books, papers, notes, or other items (newspapers, magazines, backpacks, etc.) are permitted in the examination area at the time of the quiz or examination.
- (3) No talking, other than questions about the quiz or examination, which are directed to the professor, is permitted.

Violation of any of these rules will result in a five-point penalty on a quiz or a ten-point penalty on an examination. As an examination conduct rule violation, the penalty does not imply an act of academic dishonesty. In the event that a penalty is imposed for an act of academic dishonesty, any penalty, which might have been imposed under this section, will not be imposed. (Note: If you need to bring books or papers for other classes with you on the day of a quiz or examination, they may be placed on the floor at the front of the room prior to distribution of the questions.)

11. Attendance

A seating chart will be developed in the second week of classes, based on the seat you occupy on the date specified by the professor. While there is no point penalty specified for class absences, experience has shown a definite correlation between poor class attendance and low grades in POLS 2000. If you have not already developed the practice of attending every class session in your courses, it is strongly suggested that you do so for this course—or that you drop the course during the first week of classes so that space will be made available for more serious students.

12. Assistance from the Professor

You should always feel free to contact me outside of class, either during office hours or by special appointment. It is perfectly acceptable to call or stop by the office at any time—or call at home in the evening or on weekends (at a reasonable hour). Please do not hesitate to seek any appropriate out-of-class assistance from me in your efforts to master the subject matter of this course.

13. Assignments for the Course

The reading assignments for the course are listed on pages 4 and 5. You are expected to read and gain at least a general understanding of the assigned materials before the week for which they are assigned. Class lectures will move at a fairly rapid pace, and your advance reading will assist you in keeping up with the lectures.

Assignments in the three required textbooks are listed by author name and chapter or page numbers (for example, Smith, chapter 1). Assignments in materials distributed as class handouts are identified as such.

Assignments in the two books on two-hour reserve in the Library are indicated by title of the book and chapter or page numbers—for example, *Views*, pages 101-112 (Reserve).

In addition to the materials assigned by chapter or page number, you are responsible for understanding the meaning of legal terms and phrases used in class and in your assigned readings. For this purpose, refer to the glossary (pages 229-240) in the Smith text as you encounter such terminology.

READING ASSIGNMENTS AND DATES FOR QUIZZES AND EXAMINATIONS

Week 1	January 11	LAW, THE COURTS, AND YOU: INTRODUCTION AND BRIEF HISTORICAL OVERVIEW Read Smith, chapters 1&2; <i>Views</i> , pages 7-18 (Reserve)
Week 2	January 18	STRUCTURE AND OPERATIONS OF STATE COURTS Read Smith, pages 81-90; Oklahoma Judicial Organization Handout QUIZ #1 - 25 points - Friday, January 22 *
Week 3	January 25	STRUCTURE AND OPERATIONS OF FEDERAL COURTS Read Smith, pages 90-101; Green, chapter 1;
Week 4	February 1	CRIMINAL LITIGATION AND PROCESS Read Smith, chapter 6 and pages 199-217; Sentencing Materials (Reserve); Brown, chapters 1-8.
Week 5	February 8	CRIMINAL LITIGATION: RIGHTS OF THE ACCUSED Read the remainder of the Lewis text (including Epilogue). *EXAM #1 - 100 points - Friday, February 12*
Week 6	February 15	THE BILL OF RIGHTS AND THE STATES Read <i>Views</i> , pages 215-243 (Reserve).
Week 7	February 22	CIVIL LITIGATION Read Smith, chapter 7.
Week 8	February 29	SMALL CLAIMS ADJUDICATION AND ALTERNATIVE MEANS OF DISPUTE RESOLUTION Read Oklahoma Small Claims Procedure Act (handout); Smith, pages 217-227; <i>Inexpensive Justice</i> , pages 13-68 (Reserve). QUIZ #2 - 25 points - Friday, March 4 *

SPRING BREAK-NO CLASSES MARCH 7-11

- Week 9 March 14 U.S. SUPREME COURT AND ITS CASES
Read Green, chapters 3 and 4.
- Week 10 March 21 DECISION-MAKING IN COURTS OF LAST RESORT
Read Green, chapters 5 and 6.
EXAM #2 125 points - Wednesday, March 23 *
- Week 11 March 28 CONSTITUTIONAL AND STATUTORY INTERPRETATION
Read Views, pages 181-199 (Reserve); Statutory Interpretation Handout.
- Week 12 April 4 LEGAL EDUCATION AND THE LEGAL PROFESSION
Read Smith, chapter 3.
- Week 13 April 11 SELECTION AND REMOVAL OF JUDGES: PART I
Read Abadinsky, pages 109-120; O'Brien, chapter 3;
QUIZ #3 25 points - Friday, April 15 *
- Week 14 April 18 SELECTION AND REMOVAL OF JUDGES: PART II
Read Oklahoma Judicial Selection and Removal Handout
- Week 15 April 25 CHECKS AND BALANCES ON THE COURTS; JUDICIAL
ADMINISTRATION AND REFORM
Read Abadinsky, pages 101-108; Views, pages 100-119 Reserve.
- FINAL EXAM - 150 points-Monday, May 2, 1:00-2:50 p.m.

EXHIBIT C: ACADEMIC INTEGRITY (P & P Letter 2-0822)**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. appropriately cite 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.

Students are urged to sign the OSU Commitment to Academic Integrity statement and inform students or notify instructors when they observe violations of academic integrity.

b. Instructors are expected to:

1. understand and uphold this academic integrity policy and procedures. Instructors have the authority to set reasonable standards in their classes within the guidelines provided.
2. clearly 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. fairly and consistently evaluate students 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. be fair in the evaluation of 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.

Instructors are urged to use the OSU Commitment to Academic Integrity statement in course syllabi or examinations.

- 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.
- 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. Fraudulently 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, and suspension from the University. 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 seven school days of the discovery, the instructor prepares an Academic Integrity Violation Notification Form (including a list of possible Academic Integrity Facilitators) and gives or mails the form to the student. A school day is defined as a regular class day during the fall or spring semester (if the student is enrolled in a class during summer school or intersession, a school day includes regular class days during the term). An Academic Integrity Facilitator is an instructor, adviser or academic administrator who is trained in academic integrity policy and procedures.

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.

2.03 The student contacts the instructor within five school days of receiving the memo to schedule a meeting.

2.04 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 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 assigns 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).
- d. The student denies responsibility for the alleged violation and does not agree with the sanction. The instructor assigns 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 assigns a sanction, and they sign the Academic Integrity Resolution Form. A copy of the form is mailed to the student, the instructor retains a copy, and a copy is sent to Office of Academic Affairs.

The assigned sanction becomes final if the student does not submit documentation to the Panel by the five day deadline.

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

a. Level one sanction

Level one sanction: award a grade of "zero" or "F" for the assignment or examination for violations including but not limited to the following:

1. Copying 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.
3. Receiving unauthorized help on an assignment.
4. Working on an assignment with others when the instructor asked for individual work.
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.

b. Level two sanction

Level two sanction: award a grade of "F!" for the course for violations including but 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. Altering a grade or scoring on an examination or paper to obtain unearned credit.
14. In a course requiring computer work, copying another student's program rather than writing one's own.
15. Fabricating or falsifying laboratory or research data.
16. Inappropriately sharing or using work on an online assignment or examination.
17. Turning in work done by someone else.

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

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

c. Level three sanction

Level three sanction: recommend dismissal from the graduate, professional education, or Veterinary Medicine program and suspension from the university for the following types of violations:

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.
2. Fabrication or falsification of research or laboratory data used in a creative component, report, thesis or dissertation.
3. Violations listed under 2.05.b., committed by veterinary medicine students.

Instructors should assign level one or two sanctions for alleged violations of academic integrity. The recommended levels of sanction should be used by the instructor unless they provide a specific written policy during the first week of class (e.g., an instructor may assign an F! for receiving unauthorized help on an assignment if they provide a written statement during the first week of class).

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. 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 with a sanction of a “zero” or “F” on an assignment or examination will be referred to the Academic Integrity Panel. After conducting a hearing the Panel may change the sanction for a second violation to an “F!” for the course.

2.10 Students who received one “F!” and violate academic integrity a second time will be suspended from the university. This penalty will be assessed if the first “!” was or was not removed (see 2.08), or if the second incident was a level one or level two violation. In such cases, the Academic Integrity Panel will meet with the student and instructor to determine if the student is responsible for violating academic integrity. If the Academic Integrity Panel finds that the student committed the alleged act, the student will be suspended from the university for no less than one regular (fall or spring) semester. Students suspended for the fall will also be suspended for the previous summer sessions and those suspended for the spring will also be suspended for the subsequent summer sessions.

PROCEDURES FOR APPEALS OF ALLEGED ACADEMIC INTEGRITY VIOLATIONS

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

3.02 The student will use the following procedures in filing an appeal:

- a. The student obtains and completes an appeal form that is available from the Office of Academic Affairs, 101 Whitehurst. The student should submit documentation to support his or her appeal.
- b. The student submits the appeal form to the Assistant of the Academic Integrity Panel within five school days after the Academic Integrity Resolution Form was signed. The Assistant, 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, and assigns a consulting member of the Academic Integrity

Panel to assist the instructor and student in understanding the appeals process, assembling the supporting documents, and transmitting the case to the Academic Integrity Panel.

- 3.03 The instructor submits sufficient information to substantiate the alleged violation of academic integrity and the sanction.
- 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 instructor shall remove the sanction and 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 increase or decrease the sanction.
- 3.06 After each decision, the Chair of the Academic Integrity Panel sends a letter to the student, instructor, and Office of Academic Affairs.
- 3.07 The student or instructor may submit a written request for a final appeal before the Appeals Panel. The student or instructor must submit an appeal within seven school days after the letter from the Academic Integrity Panel is mailed if the academic integrity procedure was not followed. If new information becomes available after the hearing that could substantially affect the outcome, the student or instructor may submit an appeal within one year. The Chair of the Appeals Panel will determine if the final appeal will be considered.
- 3.08 The student or instructor will use the following procedures in filing a final appeal:
- a. The student or instructor obtains and completes a final appeal form that is available from the Office of Academic Affairs, 101 Whitehurst. The burden of proof rests upon the person who submits the appeal to establish his/her case with a preponderance of information.
 - b. The appellant submits the final appeal form to the Assistant to the Academic Integrity Panel by the date specified on the letter from the Chair of the Academic Integrity Panel. The Assistant, who can be contacted in the Office of Academic Affairs gives the appellant notice of receipt of the appeal, notifies the other party (instructor or student), 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 Chair of the Appeals Panel sends a letter to the student, instructor, and Office of Academic Affairs.
- 3.11 The decision of the Appeals Panel is final.

COMPOSITION OF THE ACADEMIC INTEGRITY PANEL

4.01 Each college will have at least two faculty representatives (at least one should be a full member of the graduate faculty) and up to five student representatives (3 undergraduate or professional, 1 masters and 1 doctoral student) on the Academic Integrity Panel. For each college, one faculty representative will be appointed by Faculty Council and one faculty representative will be appointed 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 a student chair, two student members and two faculty members. A hearing panel, once constituted for the semester, will select a chair. 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), the Academic Integrity hearing panel will be composed of graduate students and members of the graduate faculty.

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 at random 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 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 to 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. Fraudulently Altering Academic Records: Altering graded papers, computer materials/records, course withdrawal slips, or academic documents. This includes forging an instructor or adviser signature and altering transcripts.
- 6.02 Instructors may identify other behaviors that violate academic integrity.
- 6.03 Students have the following rights during the hearing before the Academic Integrity Panel:
- a. Written notification of the time and place of the hearing of the appeal. This notice will be mailed to the student’s local address (as listed in the Student Information System).
 - 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 adviser (colleague or friend); however, the adviser 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 the Act or with written permission of the student.

ACADEMIC INTEGRITY VIOLATION NOTIFICATION
(Given to student before meeting)

DATE: _____

TO: _____

FROM: _____

SUBJECT: **Alleged Violation of the Academic Integrity Policy**

Enclosed you will find a copy of a report that indicates a possible violation of Oklahoma State University's Academic Integrity Policy. It is very important that you contact me no later than Time_____Day_____Date_____ to schedule a meeting to discuss this issue. Please contact me between 9:00 a.m. and 5:00 p.m., Monday through Friday to schedule your appointment. I can be reached by phone at _____ or by e-mail at _____.

One of the following people will attend the meeting as an Academic Integrity Facilitator:

Be aware that if you should fail to schedule a meeting by the date noted, or choose not to attend your scheduled appointment, a decision will be made in your absence based upon the information available as to whether or not a violation of Academic Integrity has taken place.

Thank you for your cooperation in this matter.

Please note: you may not drop this course. If you drop the course, you will be re-enrolled by the Registrar. If this is your second violation, you will be contacted by the Academic Integrity Panel about additional sanctions.

ACADEMIC INTEGRITY VIOLATION FORM
(Given to student before meeting)

Name of Student: _____ Student ID: _____

Name of Class: _____ Course #: _____ Section: _____

Name of Instructor: _____ Date/Time of Incident: _____

Instructor's Dept.: _____ Office Address/Phone: _____

Instructor's E-mail: _____

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

For questions or concerns regarding alleged violations of academic integrity, please contact the Office of Academic Affairs at 405-744-8781.

Distribution:

- Original – Student: Send with Academic Integrity Violation Notification form
- 1 Copy – Faculty Member: Retain in file if student is found responsible or shred if case is dismissed
- 1 Copy – Office of Academic Affairs: Send this memo and form to 101 Whitehurst if the student is found responsible for the violation or referred to Academic Integrity Panel.

ACADEMIC INTEGRITY RESOLUTION FORM
(Completed at conclusion of meeting)

Name: _____ Student ID: _____

Course prefix and number: _____ Section number: _____

An academic integrity violation report dated _____ named the above student in an alleged violation(s) of academic integrity. A meeting to discuss the alleged violation(s) was held on _____ (date) in accordance with the Academic Integrity policy and procedures. At the meeting, the following information was determined and the findings are hereby on record.

Please check one:

- The student denied responsibility for violation
 The student admitted responsibility for violation
 The student failed to appear or reschedule the meeting

Indicate sanction that will be used:

- Receive no credit for the assignment, examination, paper, or project
 Receive grade of "F" for the course
 Graduate, professional education or Veterinary Medicine student will be dismissed from the program and suspended from the university

Please check one:

- Student agrees to accept the sanction.
 Student does not agree to accept the sanction. The sanction will become final unless the student submits an appeal to the Academic Integrity Panel (101 Whitehurst) within 5 school days.

Note: In the event an incident is not resolved at the time grade reports are due to the Registrar, an incomplete grade should be assigned. For questions or concerns, please contact the Office of Academic Affairs at 405-744-8781.

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

Student's Signature: _____ Date: _____

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

Instructor's Signature: _____ Date: _____

Academic Integrity

Facilitator Signature: _____ Date: _____

Distribution:

Original – Student: Give to student at conclusion of meeting if the student is found responsible or is referred to the Academic Integrity Panel. Mail this form to the student if he/she does not appear at the meeting.

1 Copy – Instructor: Retain in file

1 Copy – Instructor's department head: Retain in file

1 Copy – Send to the Office of Academic Affairs, 101 Whitehurst if student is found responsible or referred to Academic Integrity Panel. Attach a copy of the Academic Integrity Violation Form

EXHIBIT D: GRADE APPEALS (Portions of P & P Letter 2-0821)**POLICY**

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

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

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

A. The University considers the syllabus a contract between a faculty member and each student within a course. As such, the Grade Appeals Board hears appeals based on concerns related to the course syllabus. Types of issues that might come before the Board related to a syllabus include, but are not limited to:

1. The student was not adequately informed of the details of the requirements of the course, the prerequisites for the course, and/or the grading system.
2. The evaluation system was not consistently and fairly applied to all students.
3. Criteria for determining the final grade were changed during the course of the semester, and the students were not adequately notified of this change. It is important to note that changes in syllabi need not be made in writing as long as students are given adequate notice of the changes.
4. All students did not receive equal notification and consideration of extra credit or other grade adjustment opportunities that were provided during the course of the semester.
5. Items such as attendance, participation, and/or attitude were criteria for determining the final grade and were not made clear in advance to the student.
6. The student was not adequately informed in advance of criteria used in making subjective evaluations of academic activities such as essay examinations, papers, projects, speeches, and practice teaching.
7. The grading system included non-academic criteria.

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

1. Were errors made in calculating the final grade?
2. Was the student accurately informed, in writing, of the instructor's grading system; that is, was

the student clearly and precisely informed of the decision-making process the instructor was using in determining the final grade for the course?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

to refer the case to the appropriate body for resolution.

PROCEDURE

2.01 In cases where a student appeals a final course grade and where allegations of violations of academic integrity are not involved, the following procedures shall be used:

- A. Student obtains and completes an appeal form. Appeal forms are available at the Office of Academic Affairs the day after grades are posted and available to students on the Internet. In completing the form, the student must discuss the action with an advisor, the instructor, the instructor's department head, and the instructor's dean and thereby informs each official of the pending action. For the purposes of 2.01a of this document, 'instructor' shall mean 'instructor of record'. This procedure may encourage any dispute to be solved by the instructor, the department head and the instructor's dean before it is heard by the Grade Appeals Board. If during these discussions it becomes clear that a grade change is necessary, the instructor will submit a change of grade form to the registrar. When the instructor is no longer employed by the university, the responsibility falls to the department Head.
- B. Form is submitted to Assistant to the Appeals Board. The Assistant, who can be contacted in the Office of Academic Affairs, accepts the form and notifies all parties concerned when the case is ready for hearing. The Executive Assistant to the Grade Appeals Board meets with both the instructor and student before the hearings are scheduled to obtain information pertaining to the case. Information includes, but is not limited to, the official grade book. Prior to the hearing, the student will receive a copy of the instructor's verification form and the instructor will receive a copy of the student's form and written statement.
- C. Appeals Board schedules hearings for both student and instructor. Appointments for hearings are confirmed by mail. Both hearings are generally held on the same day but never simultaneously so that there will be no confrontation between student and instructor. Both parties have the right to call witnesses to assist in establishing the facts of the case. Each party is permitted to have one silent observer of their choosing present during their part of the hearing and the right to call a short recess and consult with that observer outside the hearing.
- D. Instructor's verification form. The Instructor's verification form needs to be returned five working days after signing the students Form "A." If a student has conferred with the instructor in question and has delivered the appropriate form to the instructor, but the completed instructor's form is not returned in a reasonable amount of time, the Grade Appeals Board may hear the case without the instructor's form. In such a case, the Grade Appeals Board should hear the case without prejudice, and the rights of the instructor to present evidence and testimony before the Board should not be restricted. A statement of this policy and the address to which the forms are to be returned are included on the instructor's grade appeal form.
- E. Appeals Board renders decision. Written notice of the decision is sent within ten working days to the student, the student's advisor, the instructor, and the instructor's department head and dean. When the Board votes to alter a grade, the decision is sent to the Office of the Registrar and the grade is changed.

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

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

Consult the complete policy and procedure 2-0821 "Appeal Of Final Grade Not Involving Alleged Violations Of Academic Integrity" (<http://home.okstate.edu/Policy.nsf>) for details on priority appeals.

EXHIBIT E: GRADING RUBRIC FOR EVALUATING STUDENT WRITING

Skill		Level of Achievement				
		1	2	3	4	5
1	Content	Topic is poorly developed; support is only vague or general; ideas are trite; wording is unclear, simplistic; reflects lack of understanding of topic and audience; minimally accomplishes goals of the assignment.		Topic is evident; some supporting detail; wording is generally clear; reflects understanding of topic and audience; generally accomplishes goals of the assignment.		Topic/thesis is clearly stated and well developed; details/wording is accurate, specific, appropriate for the topic & audience, with no digressions; evidence of effective, clear thinking; completely accomplishes the goals of the assignment.
2	Organization	Most paragraphs are rambling and unfocused; no clear beginning or ending; inappropriate or missing sequence markers.	Exhibits some characteristics of '1' and some characteristics	Most paragraphs are focused; discernible beginning and ending paragraphs; some sequence markers.	Exhibits some characteristics of '3' and some characteristics	Paragraphs are clearly focused and organized around a central theme; clear beginnings and endings; appropriate, coherent sequences and sequence markers.
3	Style and mechanics	Inappropriate or inaccurate word choice; repetitive words and sentence types; inappropriate or inconsistent point of view and tone. Frequent non-standard grammar, spelling, punctuation interferes with comprehension and writer's credibility.	of '3'	Generally appropriate word choice; variety in vocabulary and sentence types; appropriate point of view and tone. Some non-standard grammar, spelling, and punctuation; errors do not generally interfere with comprehension or writer's credibility.	of '5'	Word choice appropriate for the task; precise, vivid vocabulary; variety of sentence types; consistent and appropriate point of view and tone. Standard grammar, spelling, punctuation; no interference with comprehension or writer's credibility.

EXHIBIT F: GRADE INTERPRETATION

The quality of student performance in all classes is indicated by the following letter grades: "A," "B," "C," "D," "F," "I," "NP," "P," "S," "U," "R," and "W."

Descriptions of the grades are:

- "A" Excellent performance
- "B" Good performance
- "C" Average performance
- "D" Below average performance
- "F" Failing
- "F!" Failing because the student was responsible for a violation of academic integrity
- "I" The grade given to students who satisfactorily completed the majority of the course work and whose work averaged "D" or better, but who have been unavoidably prevented from completing the remaining work of the course. A condition that the student must repeat the course to remove the "I" is not permitted. The maximum time allowed for a student to remove an "I" is one calendar year. The dean of the student's college may authorize the adjustment of the period in exceptional circumstances. It is the responsibility of the student to satisfy the requirements stipulated by the instructor at the time the "I" is assigned. It is the responsibility of the instructor to initiate action to have the new grade entered as soon as possible after the student fulfills the requirement. The new grade does not result in the deletion of the "I" symbol from the transcript. Upon completion of the course requirements, a second entry is posted beside the original "I" on the transcript to show the final grade for the course. The incomplete grade that is not removed within the allotted period becomes a permanent incomplete.
- "NP" This grade is given for unsatisfactory work (including that evaluated as "D") in courses on the pass-no pass grading system. Both credit hours and grade points are ignored in calculating a grade-point average.
- "P" This grade is given for passing work in OSU courses approved for pass-no pass and pass-fail grading systems. Both credit hours and grade points are ignored in calculating grade point averages.
- "S" This grade is given for satisfactory (equivalent to a "C" or better) work in remedial courses in English, mathematics, reading and science. Both credit hours and grade points are ignored in calculating grade point averages, and neither grade is counted in total hours. These courses are UNIV 0023, 0123; 0133; and 0143.
- "U" This grade is given for unsatisfactory work in the remedial courses named above.
- "R" This grade is given to a student in a thesis or dissertation course (5000 and 6000) or a master's degree creative component course, when research is still in progress. It is the responsibility of the instructor to initiate action to have the grade entered as soon as possible after the student completes and defends the research. The new grade does not

result in the deletion of the "R" symbol from the transcript, but a second entry is posted beside the original "R" on the transcript to show the final grade.

"W" This grade indicates that the student dropped the course.

Other Transcript Notations:

Mark of "AU" An "AU" indicates that the student audited the course, and requested that it be recorded on the academic record. An "AU" is not a grade and is not used in calculating grade point averages.

Mark of "N" An "N" indicates that at the time grades were due in the office of the Registrar, a final grade was not reported by the student's instructor. An "N" is not a grade and will be changed to the grade earned within a reasonable time. It is not used in calculating grade point averages.

Pass-No Pass Grading System. An undergraduate student may elect to take no more than four courses or 15 hours (whichever is greater) during his or her academic career with the pass-no pass grading option. The option is restricted to those students who (a) have passed 28 or more semester credit hours, (b) have at least a 2.50 grade point average in all hours attempted, (c) have met all of the prerequisites for enrollment in the course in question, (d) do not need the course in question for meeting any requirements for graduation or certification other than as a general (unrestricted) elective, and (e) have approval of the academic adviser.

A student who chooses the pass-no pass option must do so by the last date on which a course may be added. Once the deadline has passed a student may not change the choice of grading systems. The pass-no pass option is not identified on the official class roll and thus is not known to the instructor. The instructor assigns a normal grade based on the quality of the work performed. The grades of "A," "B," and "C" are recorded on the transcript as "P," the grades of "D",, and "F" are recorded as "NP." "W" and "I" grades will be recorded without change. The pass-no pass grade will not affect the grade point average. Graduate students may enroll to take a course by the pass-no pass option. Courses so taken cannot be used to meet graduate degree requirements.

Pass-Fail Grading System. Some courses are taught only on a pass-fail basis. Such courses are so designated in the "Course Listings" section of the Catalog. Students who pass the course are awarded the grade of "P"; those who fail the course are awarded the grade of "F."

EXHIBIT G: STUDENTS WITH LEARNING DISABILITIES

A Learning Disability (LD) Is:

- a permanent disorder which affects the manner in which individuals with average or above average intelligence take in, retain, and express information. Similar to interference on the radio or fuzzy TV picture, incoming or outgoing information may become scrambled as it travels between the eye, ear or skin, and the brain.
- commonly recognized in LD adults as a deficiency in one or more of the following areas: reading comprehension, spelling, written expression, math computation, and problem solving. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many LD adults may also have language-based and/or perceptual problems.
- frustrating! Persons with learning disabilities often have to deal with functional limitations and also with the frustrations of having to "prove" that their invisible disabilities may be as handicapping as a physical disability.

A Learning Disability Is Not:

A form of mental retardation or an emotional disorder.

Suggestions for Helping LD Students to Succeed in the Classroom:

1. Provide students with a detailed course syllabus. Make it available before classes begin.
2. Clearly spell out expectations before course begins (e.g., grading, material to be covered, due dates).
3. Start each lecture with an outline of material to be covered that period. At the conclusion of class, briefly summarize key points.
4. Speak directly to students, and use gestures and natural expressions to convey further meaning.
5. Provide material (handouts, text, syllabus) on disk/CD. The student can then use assistive technology to access the material in the means necessary (e.g. Print, read aloud, color contrast).
6. Present new or technical vocabulary on the blackboard or use a student handout. Terms should be used in context to convey greater meaning.
7. Give assignments orally and in written form to avoid confusion.
8. Announce reading assignments well in advance for students who are using taped materials. It takes an average of six weeks to get a book tape-recorded.
9. Facilitate use of tape recorders for note taking by allowing students to tape lectures.
10. Provide study questions for exams that demonstrate the format, as well as the content, of the text. Explain what constitutes a good answer and why.
11. If necessary, allow LD students to demonstrate mastery of course material using alternative methods (e.g., extended time limits for testing, oral exams, taped exams, and individually proctored exams in a separate room).
12. Permit use of simple calculators, scratch paper and spellers' dictionaries during exams.
13. Provide adequate opportunities for questions and answers, including review sessions.
14. If possible, select a textbook with an accompanying study guide for optional student use.
15. Encourage students to use campus support services (e.g., pre-registration, assistance in ordering taped textbooks, alternative testing arrangements, specialized study aids, peer support groups, diagnostic consultation, study skills, development training, and academic tutorial assistance).

EXHIBIT H: SERVICES AVAILABLE FOR STUDENTS WITH LEARNING DISABILITIES

Oklahoma State University offers support services to Learning Disabled students through the Student Disability Services Office. The philosophy underlying the provision of services offered through this office is to assist students in becoming successful as independent learners and to have equal access to and equal opportunity within the regular curriculum of the University. Students may be referred to this program through a variety of ways including university faculty/instructors/staff, high school counselors, community college counselors, or self-identification.

The comprehensive approach to provision of services includes an intake process designed to verify the existence of a learning disability and identification of resources and strategies that would be helpful to the student. Verification of a learning disability includes securing a formal psycho-educational evaluation, an interview with the student, and the collection of additional relevant data. Information collected through this intake can then be used to help the student to identify specific needs and strategies that will then be formulated to assist the student.

Student Disability Services can then offer assistance in one or several of the following areas:

- Books on tape/disk
- Individual counseling and consultation
- Assistance in acquiring volunteer note takers
- Providing alternative testing when warranted
- Advocacy
- Information and referral
- Priority enrollment (as determined by Student Disability Services)
- Other special assistance when necessary

Students will also be referred to currently existing campus resources including:

- The Writing Center, 104 Morrill Hall
- The Math Learning Resource Center, 4th floor of the Classroom Building
- The Speech Language and Audiology Clinics, 120 Hanner Hall
- Financial Aid, 119 Student Union
- Tutoring Program, University Academic Services, 214 Student Union