

2019-2020

Teaching Handbook



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Note that the intention of this document is simply to highlight existing rules pertaining to the BSBA program at Fisher. Additional OSU University Faculty Rules can be found at: <http://trustees.osu.edu/university/facultyrules>

I. Program Snap-shot

Our REPUTATION

U.S News & World Report 2018

- 6th Supply Chain Management and Logistics (5th)
- 10th Accounting (5th)
- 10th Production and Operations Management (7th)
- 12th Analytics Minor (6th)
- 12th Finance (7th)
- 14th Management (7th)
- 21st Marketing (7th)

Businessweek 2016

- 14th overall
- 7th among public

Public Accounting Report 2016

- 8th overall
- 5th among public

Accounting Degree Review 2017

- 9th overall
- 4th among public



Our STUDENTS

~7350 Undergraduate Students

Enrolled Fall CBUS (7650 all campuses)

(Term activated: 7800 CBUS, 8100 all campuses)

Each year:
~1200 New 1st Years
(~9000 applications)
+ transfers
+ major changers

New 1st Years			
% in top 10% of HS class	64.1%	% Female (PAF)	39.6%
% in top 25% of HS class	96.8%	URM % of class	18.1%
ACT Composite Average	29.00	TM % of class	11%
SAT Average (new)	1329	First Generation % of class	17.6%
		Low Socioeconomic Status	8.9%

PROGRAM OPTIONS

- 11 Specializations (15-27 credit hours, of 127)**
- Operations Management
 - Information Systems
 - Accounting
 - Economics
 - Real Estate
 - Finance
 - Aviation Management
 - Marketing
 - Human Resources
 - International Business
 - Logistics
 - (+) Business Management (Regional campuses)

5 Minors (15 credit hours)

- Data Analytics
- Insurance
- Real Estate
- Entrep. & Innovation
- Business (for non Majors)

1 Certificate (15 credit hours)

- Certificate in Leadership (part of DLA)

4 Honors Offerings

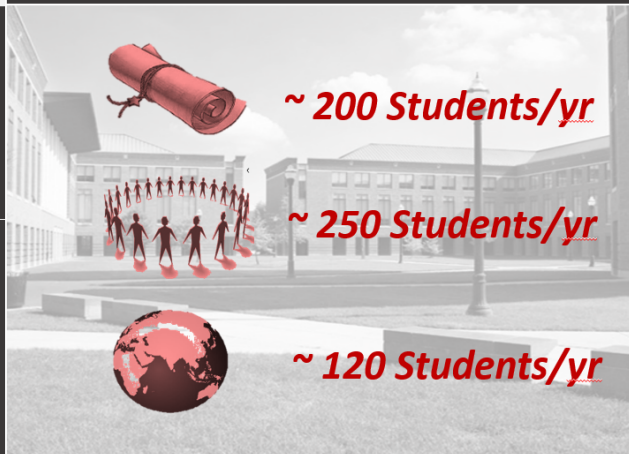
- Honors Cohort
- Honors Contract
- IBE Honors
- Accounting Honors
- Accounting Honors
- + Learning Communities: Business Honors and Scholars

9(-) Industry Immersions

- Business Analytics
- Consulting
- Health Care
- CPG
- Middle Market
- Retail
- Manufacturing Systems and Design
- Business of Sports
- Energy & Sustainability
- (+) NP and Entrepreneurship Coming

5 Global Options

- Global Labs (@ Breaks)
- Global Projects (5-week)
- Summer Internship (8-14 week)
- Student Exchange (Semester)
- Global Option in Business (coursework)
- + Global Learning Community



II. BSBA Curriculum and Learning Goals

The BSBA program requires each student to complete a minimum of 121 semester credit hours. The curriculum is broken into three broad categories:

1. General Education and Pre-Major requirements (54 – 61 semester credit hours)
2. Business Core requirements (33 semester credit hours)

BUSMHR 2292 – Business Skills & Environment (3 credit hours)
ACCTMIS 2200 – Introduction to Accounting I (3 credit hours)
ACCTMIS 2300 – Introduction to Accounting II (3 credit hours)
BUSMGT 2320 – Decision Sciences: Statistical Techniques (3 credit hours)
BUSMGT 2321 – Business Analytics (1.5 credit hours)
BUSFIN 3220 – Business Finance (3 credit hours)
BUSML 3250 – Principles of Marketing (3 credit hours)
BUSMGT 3230 – Introduction to Operations Management (3 credit hours)
BUSMHR 3200 – Managing Individuals in Organizations (3 credit hours)
BUSMHR 2000 – Introduction to International Business (1.5 credit hours)
BUSFIN 3500 – Legal Environment of Business (1.5 credit hours)
BUSML 3380 – Logistics Management (1.5 credit hours)
BUSMHR 4490 – Strategic Management (3 credit hours)

3. Specialization requirements (15 – 27 semester credit hours)

The business core classes provide the foundation for preparing our students for work in their specialization and for developing skills that support the overarching learning goals of the BSBA, which include the following Learning Goals (LGs):

- LG 1: Students possess strong analytical and problem-solving skills to identify and critically assess problems facing contemporary businesses.
- LG 2: Students demonstrate in-depth knowledge of at least one functional area of a business
- LG 3: Students possess a global perspective and can critically evaluate the international context a contemporary business operates in.
- LG 4: Students can identify and assess ethical issues surrounding business decisions
- LG 5: Students are able to work effectively in a team-based environment
- LG 6: Students demonstrate (a) professional deportment and effective (b) oral and (c) written communication skills.

In addition to the six overarching learning goals, each specialization has a set of learning goals.

III. Sustaining a Culture of Virtuous Academic Conduct

A. Fisher Honor Statement

Fisher students are expected to be familiar with and abide by the principles and standards set forth in The Ohio State University's [code of student conduct and code of academic conduct](#) (see Appendix A). It is also expected that each student will behave in a manner that is consistent with the Fisher Honor Statement, which reads as follows:

"As a member of the Fisher College of Business community, I am personally committed to the highest standards of ethical behavior. Honesty and integrity are the foundation from which I will measure my actions. I will hold myself, and my peers accountable to adhere to these standards. As a leader in the classroom, community and business environment, I will pledge to live by these principles and celebrate those who share these ideals."

B. Existing Efforts and Discussions at Fisher

Experiences all Students share

BA 1100 (Business Survey) – One (55-minute) recitation is focused on Academic Integrity. Topics include: OSU and FCOB statistics of academic misconduct cases, examples of cheating (business student cases), definitions of plagiarism, and how to prevent academic misconduct. Students work in groups on case studies and discuss questions, such as: what does academic integrity mean and why does it matter? Topics are tied into ethics and personal and professional integrity. The Fisher College honor statement and the OSU Code of Student Conduct are reviewed. Students complete a short quiz (5 questions) on academic integrity to prepare for the recitation.

UG Student Handbook – Discussions of Academic Integrity and COAM information. www.bsbalinks.com

UGP Web Site - Academic Integrity link to Fisher Honor Pledge and Code of Student Conduct

BUSMHR 2292 – The instructor leads a 15-minute discussion around the COAM process and associated potential consequences. Recent cases at OSU are used as examples of academic misconduct.

Office of Career Management – While not academic, OCM has many policies around professional/ethical behavior with regard to managing internship/job offers professionally.

International student-focused efforts

Office of International Affairs – A representative from the Office of International Affairs presents at both graduate and undergraduate orientations (prior to the beginning of classes). Academic Integrity and misconduct topics include: properly citing sources/avoiding plagiarism, copying work from friends; other forms of unauthorized collaboration, exam behavior. The information is presented in the context of how to be successful academically at Ohio State.

EDUTL 1120 (Intercultural Communication for International students) – A major topic in this required class is the academic differences between students' home countries and the US. Plagiarism is discussed with a focus on the differences in what is seen as plagiarism and academic dishonestly in the US versus their home country. Examples of what constitutes academic dishonestly at Ohio State are provided and the consequences (sanctions), even for unintentional academic dishonestly/plagiarism are discussed.

University resources

COAM site – The FAQ section is an excellent resource and includes: What steps can instructors take to prevent academic misconduct?; proactive approach in explaining what constitutes academic misconduct in each course; provides a clear description of academic misconduct in syllabus (examples are provided); and the Ten Principles of Academic Integrity for Faculty, etc. <https://oaa.osu.edu/academic-integrity-and-misconduct/faculty-obligations>

C. Standards and Clarity in Course Expectations

Sometimes alleged cases of academic misconduct arise due to apparent confusion over the degree of collaboration allowed on assignments. University policy clearly states that it is each student's responsibility to resolve issues that appear ambiguous directly with the faculty member. To help create clarity and avoid potential misunderstanding, we now adopt standard definitions (adjusted for alignment with OSU standards), and a **mandatory syllabus structure** (an outcome of OAA, COAM and Student Life discussions) that applies to all Undergraduate Core Courses, and for which use is currently strongly recommended across electives.

C1. Standard Definitions

Prohibited Conduct: The University maintains a set of examples of misconduct not permitted. A copy of this list can be found online and in the Fisher Student Handbook. <https://trustees.osu.edu/code-student-conduct/3335-23-04> . In addition, Fisher College of Business programs and instructors may contribute additional rules that students are expected to follow (Point 11 of the above code).

Collaboration and Independence: Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do together with one's fellow students. We recommend this. However, homework assignments must be completed independently (unless otherwise noted) and materials turned in as homework must be the result of one's own independent work. Some assignments, namely the preparation for the debate arguments, are meant to be done together in a group.

Cheating: In line with the University's interpretation, cheating can involve any range of academic conduct violations, including but not limited to using materials or tools/technologies not permitted (by either the university, as well as additional rules set by the course instructor), to copying from or sharing answers with other students. Anyone caught cheating on a quiz or exam will be reported to COAM for further disciplinary action. In order to guarantee that you are not suspected of cheating, please keep your eyes on your own materials and do not converse with others during the quizzes and exams. Any conversations amount students during an exam are considered cheating.

Plagiarism/Self-plagiarism: Related to the definition of cheating, you must be original in composing all submitted assignments in this class. To copy text or ideas from another source (including your own previously, or concurrently, submitted course work) without appropriate reference is plagiarism and will be reported to COAM for further disciplinary action.

Academic Integrity and Ethics: Cheating on exams and plagiarism are examples of violations in the realm of ethics and integrity. Honesty, integrity, and ethical behavior are of great importance in all facets of life. They are so important that it is generally assumed that one has learned and internalized these qualities at an early age. As a result, these issues rarely get explicitly addressed by the time one gets to be a university student. However, it cannot be overstated just how important honesty is to the academic enterprise.

C2. Syllabus Standards

Course syllabi should exhibit consistency in both the nature of content provide and presentation, to facilitate understanding on the part of students, as well as comparison across coursework. Each syllabus should consist of four Items:

- 1) **Online Common Page.** A universal statement of existing University Policies. This statement is maintained by either the College in coordination with University designs, or directly by the University. This statement will not appear as a page in a printable syllabus, but rather will exist either as a page maintained in the LMS and/or on an alternate university site. **All that is required is a link to this content.** See the **Example** on the pages that follow.
- 2) **First Course-specific Page.** A uniform first page that follows a Fisher-adopted norm, reflecting University-level syllabus requirement discussions and student life recommendations. Similar elements have been recommended in other Colleges at OSU (e.g. Vet Med). Critically, consistent disclosure of participation expectations with regard to graded deliverables must appear on this first page, along with abbreviated course details. All such must be limited to a single page.
- 3) **Interior Page(s).** A lengthier description of the course, learning objectives, details of graded components, procedures, policies and resources follows starting on the 2nd page of all syllabi. There is no page limit to this portion of the syllabus, however faculty are encouraged to be thoughtful in ensuring that the most critical content for their course is easy to find. Here, as with the previous section, instructors are advised to make deliberate use of terms such as “expect” and “require”, to distinguish between desirable scholastic activity and mandated behavior.
- 4) **Final Page Schedule.** A final page that outlines the full course schedule, by week and class session. Due dates for graded components and dates of scheduled quizzes and exams should appear here, along with a reiteration of collaboration expectations for each (consistent with the first uniform page of the syllabus). Instructors are also encouraged to use the LMS (Carmen/Canvas) calendar functionality in posting assignment due dates.

The following pages outline an example using these standards. A separate editable soft-copy of the First Course-specific Page and the Interior Page(s) can be found on the Faculty resources page of www.bsalinks.com
Or: www.experimental-instruments.com/Items_2%263_SyllabStandard.docx

A separate editable workbook for the Final Page Schedule can be found at:
www.experimental-instruments.com/Schedule_Template_blank.xlsx

Implementation of this standard for Core Courses will take place at the department level. During regular pre-semester requests for syllabi, department administrators making such requests should include this standard for structure, state that syllabi not meeting this structure will not be accepted. Department chairs and Deans will reinforce the importance of this general consistency. Any changes adopted at the University level will be further adopted.

Syllabus Template Section 0 – OSU Course Universal Preamble (*draft*; for LMS(e.g. CANVAS) usage; OSU OAA oversees) (*omit this label*)

University Policies

Academic Conduct:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "academic misconduct."

Diversity and Inclusion:

.....

Sexual Harassment:

.....

Copyright Policy:

.....

Services Available to You

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in The Office for Disability Services is located in 091 Baker Hall, 113 W. 12th Ave. VRS: 614-429-1334; <http://www.ods.ohio-state.edu/>.

Mental Health Services:

Students may experience a range of issues that can create barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce the ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If a student is suffering from any of the aforementioned conditions, there is a broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Young Men's Success Center and 1030 Lincoln Tower, Cannon Drive. 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Office of University Compliance and Integrity:

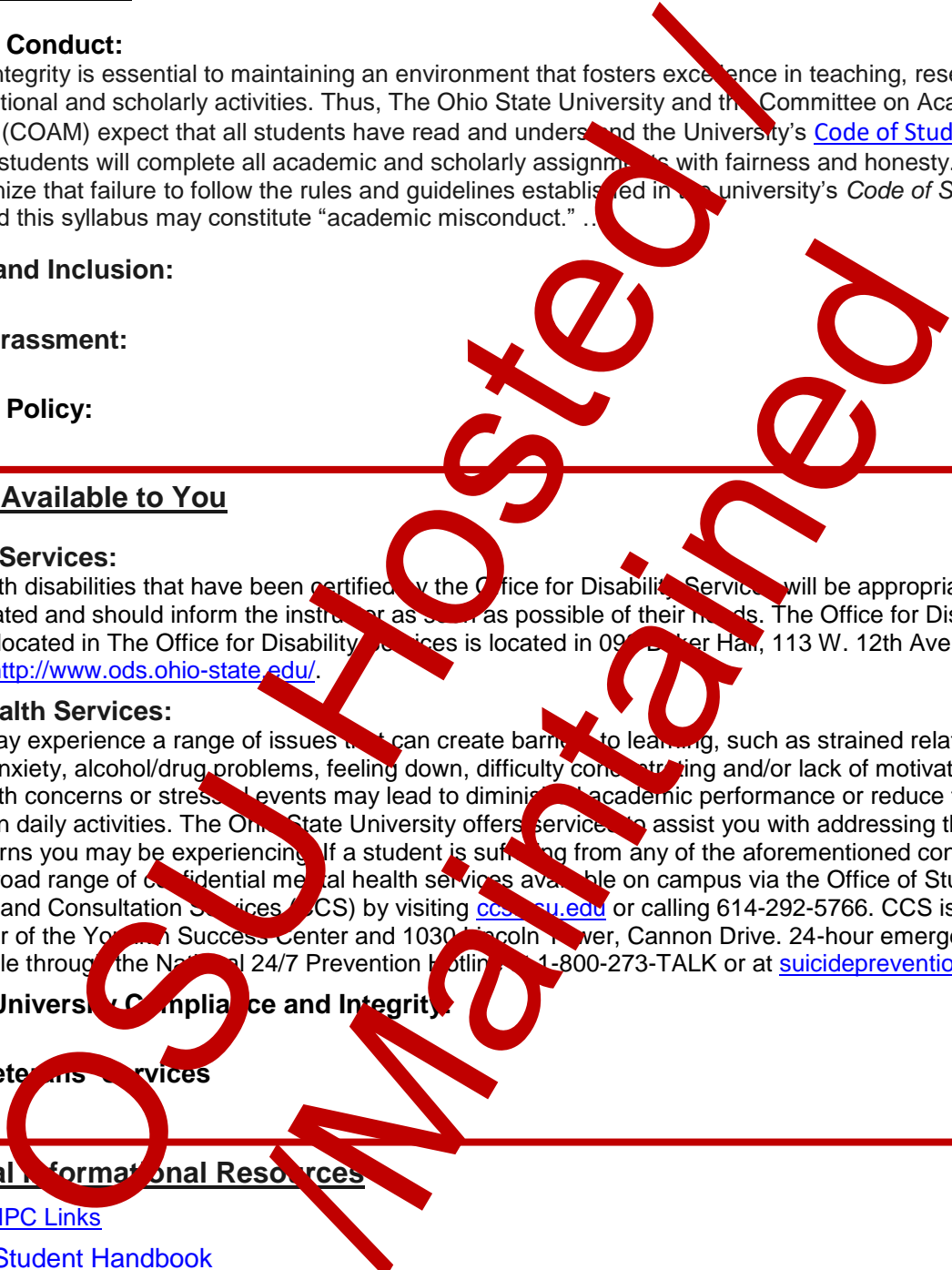
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Military Veterans Services

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Additional Informational Resources

- [USG/CGS/IPC Links](#)
- [Graduate Student Handbook](#)
- [Distance Education and E-Learning](#)
- [OSU Organizational Chart \(simplified version\)](#)
- [OSU Mission/Vision Statement](#)



Item (2)



THE OHIO STATE UNIVERSITY BUSMGT 3331
FISHER COLLEGE OF BUSINESS

Business Analytics: Data Management and Descriptive Analysis

Sem: Fall 2017 **Class Day/Time:** Tu/Th 12:45-2:05 **Room:** Schoenbaum Hall 219

Instructor: Dr. Elliot Bendoly **E-mail:** Bendoly.2@osu.edu

Office Hours: M/W/Tu/Th 8:30am-11am, or by appointment **Location:** Fisher Hall 200F

TA contact information (if applicable), or other contact (e.g. Course Coordinator) details; otherwise omit

Course Description: *[150-250 words; including (numbered) learning objectives, paraphrased or otherwise]*

How do effective managers develop good solutions in highly complicated and risky settings? They develop and rely on analytical tools and frameworks to assist them. The effectiveness of these efforts depends on (1) an ability to describe real-world problems in terms that technology can assist with, (2) the ability to portray/visualize these translations and their data in ways that enhance the understanding of problem dynamics, (3) the ability to describe the robustness of these solutions subject to risk, (4) the ability to clearly convey the justification and practicality of final solutions to others. Whereas these skills are often assumed to be distributed among multiple roles in a firm, managers competent in all four are at an advantage. Still greater advantage comes from (5) an ability to develop tools that augment/facilitate these activities for yourself, your co-workers and/or clients. This course is designed with the goal of equipping students with competencies in each of the above skill sets – the intended product being an individual capable of developing analytically rigorous decision support tools, catered to specific managerial environments, which can be easily handed off for robust application by a range of intended users in those environments.

Pre-Requirements: Econ 2001.01 and 2002.01 or equiv; Math 1152 or equiv; CSE 2111 or equiv.

Course Format: In-class Lecture + Laboratory

Required Texts/Materials:

Title: 2nd Edition - Excel Basics to Black Belt: An Accelerated Guide to Decision Support Designs
ISBN(14): 978-1107625525 **Author(s):** Bendoly **Year:** 2013 **Publisher:** Cambridge

Evaluation Criteria:

Graded Components	% of Total	Type
In-class Quizzes	20%	N ↑
Homework Assignments	20%	N ↑
Course Project items	40%	C 🗣️
In-class Participation	20%	O 🗣️

Requirements for each form of graded component. Failing to follow these will represent academic misconduct. See below.

Independent Work [N ↑]: Strictly non-collaborative, original individual work. You may discuss this assignment with your instructor only. Discussions with other individuals, either in person or electronically, are strictly prohibited.

Collaboration Required [C 🗣️]: An explicit expectation for collaboration among students either in class or outside of class (i.e. group work).

Collaboration Optional [O 🗣️]: Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

(See remaining pages for Details/Due dates)

Academic Conduct:

If a student is suspected of, or reported to have committed, academic misconduct in this course, I am obligated by University Rules to report my suspicions to COAM. If you have questions about the above policy or what constitutes academic misconduct in this course, please contact me. See OSU Prohibited Conduct – [Section 3335-23-04\(A\)](#)

University Policies, Services and Resources
go.osu.edu/UPolicies



Fisher Undergraduate Handbook and QuickLinks
www.bsalinks.com



Fisher Navigator Resource Portal
www.nav-1.com



Course Design in Depth**Extended Course Description:**

[Provide a more extensive course description if desired; not necessary]

Learning Goals and Objectives:

[Recommended: Outline course goals/objectives in more detail]

Graded Component Details

Homework Details: *[If a graded component you use]*

Project Details: *[If a graded component you use]*

Essay Details: *[If a graded component you use]*

Quiz/Exam Details: *[If a graded component you use]*

Grading Scale *[if appropriate; substitute appropriate scale if on a P/S or other system]*

Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	E
(Points)	(4.0)	(3.7)	(3.3)	(3.0)	(2.7)	(2.3)	(2.0)	(1.7)	(1.3)	(1.0)	(0.0)
Range	100% - 93%	90% - 87%	83% - 80%	77% - 73%	70% - 67%	60% - 0%					

Note: Above percentages are % of overall points earned *[or are % rankings of students, e.g. if scaled to curve]*

Additional Policies**Testing Policy:** *[If applicable]*

E.g. There are no make-ups for quizzes. Missed quizzes will be recorded as a "0". Missed exams can only be made-up in extreme cases (e.g., death of family member, personal hospitalization, etc.) with proper documentation (e.g., a physician's note, ER paperwork, obituary, etc.). Each decision of potentially allowing a make-up exam is made by the instructor on a case-by-case basis. Additionally, you MUST contact the instructor (insert instructor's email) as soon as you know of a potential problem or conflict with an exam date. Alternative methods (e.g., oral exam, essay) of testing may be used for make-up exams. If you are experiencing an extreme situation or emergency, please attempt to notify the instructor (insert instructor's email) email ASAP.

Attendance / Participation Expectations:

Any student who fails to attend without giving prior notification to the instructor will be dis-enrolled after the third instructional day of the term, the first Friday of the term, or the second scheduled class meeting of the course, whichever occurs first.

[Type any additional attendance requirements for the course.]

Technology Policy: *[Recommended]*

Course-specific Copyright Policy: Material provided by the instructor may not be re-posted anywhere without the explicit permission of instructors. See University Copyright Policy. *[Additional rules if applicable]*

Additional Course Resources

[Enter additional special facilities, URLs etc. here]

Item (4)

Course Schedule: Fall 2018 (see http://www.experimental-instruments.com/Schedule_Template.xlsx for soft copy, including additional columns)

Week	Date	Topics	Readings (BB=Blackbelt text; VA: Visual Analytics)	Graded Components	Type*	Present Format	Assess. Format
1 - Foundations for Decision Support; Simple Patterns and Visualizations	Aug 21st (Tu) Aug 23rd (Th)	The benefits of DSS; Current student domain knowledge/interests; Overview of course Data Recognition and organization basics	Preread: Chapter 1,2&Supplement (BB); Chapters 1-3 (VA)			InClass	
2 - Consideration in Depictions, Reference and Applied Logic	Aug 28th (Tu) Aug 30th (Th)	Trait and relational graphs - Basics and exotics Creation, interpretation, integration of logic structures	Chapter 4 (BB)			InClass	
3 - Sourcing, Cleaning/Prepping and Rationalizing Data	Sep 4th (Tu) Sep 6th (Th)	Data linkage and acquisition Data compression, simple inference and caveats	Chapter 3 (BB)	Quiz #1 (start of class, Tues, Sep 4th)	N ↑	InClass	Paper + Computer
4 - Analytics of Optimization in Decision Support Tools	Sep 11th (Tu) Sep 13th (Th)	Model construction and basis of math-programming Sensitivity and robustness of optimal prescriptions	Chapter 6 (BB)	HW1 (due Mon, 5pm Sep 10th)	N ↑	InClass	File via email
5 - Complex-Dynamic Optimization and Analytical Planning	Sep 18th (Tu) Sep 20th (Th)	Dealing with non-linearities & multiple objectives Frameworks, analysis and interpretation	Chapter 7 & Supplement (BB)			InClass	
6 - Simulation Analysis & Control in Best Practice	Sep 25th (Tu) Sep 27th (Th)	Assessing the riskiness of our decisions Decision/performance tests; Tabular tool integration	Chp 8 & Supp. (BB), begin Chapter 9 (BB)	Quiz #2 (start of class, Thur, Sep 27th)	N ↑	InClass	Paper + Computer
7 - Simulation Optimization using Combined Tactics	Oct 2nd (Tu) Oct 4th (Th)	Use of control forms in managing simulations Joint use of simulation tactics & optimization	Chapter 9 (BB) continued	HW2 (due Mon, 5pm Oct 1st)	N ↑	InClass	File via email
		Oct 9th (Tu) - 7-Week Semester Exams - No Classes Oct 11th (Th) - Fall Break - No Classes					
8 - Intro to Programming Syntax Repetition and Access	Oct 16th (Tu) Oct 18th (Th)	"Surgery" and bottom-up coding; Basic syntax Using conditions, Loops, User-Defined functions (UDFs)	Begin Chapter 11 (BB) (Chapter 12(BB) as ref)	Outlines (due 11pm Wed, Oct 17th)	C 🚫	InClass	File via email
9 - Advanced Use of Automated Decision Support	Oct 23rd (Tu) Oct 25th (Th)	Enriched UDFs, error handling and the web User front-end interfacing and protection	Chapter 11 (BB) cont. Chapter 13(BB)	Quiz #3 (start of class, Tues, Oct 23rd)	N ↑	InClass	Paper + Computer
10 - Leveraging User-Friendly Interface Designs	Oct 30th (Tu) Nov 1st (Th)	More experience with user interface development Finishing touches on UI packaging	Chapter 13 (BB) cont.	Quiz #4 (start of class, Tues, Oct 30th)	N ↑	InClass	Paper + Computer
11 - Critiques and Considerations in Proofs of Concept	Nov 6th (Tu) Nov 8th (Th)	Tools for financial simulation, optimization and support Customer service/consulting sim., optim. and support	Chp 8&10 (VA) (Past Projects in Deck)	HW3 (due Wed, 5pm Nov 7th)	N ↑	InClass	File via email
12 - Lab Intensives (mid-design) Critical-point Considerations	Nov 13th (Tu) Nov 15th (Th)	Project Labs and Advisory - I Project Labs and Advisory - II				InClass	
13 - Lab Intensives (design wraps)	Nov 20th (Tu)	Project Labs and Advisory - III				InClass	
		Nov 22nd (Th) - Thanksgiving Break - No Classes					
14 - Final Presentations Final Presentations	Nov 27th (Tu) Nov 29th (Th)	Presentations of group projects and judging Presentations of group projects and judging	Final Projects Submitted (by 11pm Fri, Nov 30th)	Final Videos Submitted (Links due via email 11pm Sun Dec 2nd)	C 🚫	InClass	File via email
15 - Final Presentations	Dec 4th (Tu)	Presentations				InClass	

**Graded Component Types:*

N ↑	Independent Work: Strictly non-collaborative, original individual work. Discussions with instructor only.
O 🗨️	Optional-Collaboration: Original individual work/submissions; Students are permitted to discuss among themselves.
C 🚫	Collaboration-Required: An explicit expectation for collaboration among students.

Examinations: [Time and location where applicable] {Must take place during official College exam periods, not during the last week of regular coursework}

Additional columns in spreadsheet version include (as required for regional campus syllabi submissions): E.g. ● "Reserve computer lab at each regional campus for this class meeting" ● "Proctor needed for this session" ● "Instructor travels to regional campus (name campus) to deliver" ● "Student presentations via Mediasite" ● "Students take SEIs" ● "Guest speaker"

D. Reporting Academic Misconduct

While most students have high standards and behave honorably, like every academic institution we sometimes encounter cases of academic misconduct. It is the obligation of students and faculty to report suspected cases of academic and student misconduct. **Both students and faculty can report suspected violations of academic integrity or student misconduct via: <http://oaa.osu.edu/coamsixeasysteps.html>** . All reported cases of academic misconduct are actively pursued and confidentiality is maintained.

E. Advice to Instructors

Concept/Method Mastery vs. Outcome Accuracy

While dishonest behavior cannot be completely eliminated, recent behavioral research has found many helpful strategies to reduce cheating and unethical behavior. For instance, simple reminders, increasing visibility, and enhancing self-engagement can all decrease unethical behavior.¹ A study conducted by Vet Med in 2016 suggested major discrepancies between the way in which certain kinds of assessments induce cheating. Assessments focused more on outcome accuracy, rather than the demonstration of concept/method mastery are more likely to inspire cheating. Furthermore, students are more likely to cheat when students do not believe they will master or can be taught something, or when there is a sense of a lack of fairness in the assessments or learning context.

As a result, the following best practices are recommended:

- **Increase Visibility.** For high-stake components, make ample and transparent use of TAs, proctors and office hours, and practice problems (as above). Emphasize, through examples, the availability of these to encourage students seek out help from appropriate channels.
- **Remind Students.** At the beginning of the semester and with all graded deliverables, remind students of the expectations on collaboration set for this class. If signed pledges or signatures attesting to the awareness of university rules become a standard, follow that standard as well.
- **Partial Credit for Work.** Include substantial opportunities (>50% of points per graded component) for students to demonstrate concept/method mastery, with credit afforded to the demonstration of logic and steps taken prior to presenting final solutions to class problems/tasks. This may involve requesting student outlines their rationale, describe and/or order steps taken, select correct descriptions of methods applied, or provide intermediate outcomes.
- **Permit Opportunities for Collaboration.** Explicitly permit collaboration on low-stake components intended to provide practice in the construction of solutions; Or, eliminate the credit-bearing nature of such components (provide them as practice, but not required for submission).
- **Generate Unique Questions.** For graded components substantially dependent (>25% of points) on solution accuracy, leverage multiple test-banks / question-libraries and data sets to be used in solution construction. A good rule of thumb is to have at least twice as many questions as you might use on a single version of an assessment. This practice in particular should be used across multiple sections of the same course in a given semester.
- **Proper Time.** For timed LMS assessments, ensure appropriate per question limits. Writing rigorous questions and appropriately setting limits on time, for both question review and question completion, reduces the time students can have to cheat.
- **Report.** Instructors are required to report all academic violations to COAM. Report all violations, even small ones, to COAM. COAM is fast (an online report takes less than 5 minutes), easy to use, and fair to everyone involved. They are the only central system that keeps a private record of violations, enabling them to identify repeat offenders. COAM also offers a fair system that respects the rights of students.

¹ Ayal, S., Gino, F., Barkan, R., & Ariely, D. (2015). Three principles to REVISE people's unethical behavior. *Perspectives on Psychological Science*, 10(6), 738-741.

On Technology...

Technology presents both opportunity and risks to student educational experiences. While new forms of learning, and access to information and tools, are made possible through technology; The tracking of inappropriate technology use that violates academic conduct has also increased. In other words, it is much easier to identify academic misconduct when technology is involved. The risk of being linked to technology misused by others is also greater (e.g. belonging to a chat group and not reporting academic misconduct, thus being penalized). Students should be aware of these risks and only make use of technology in a deliberate fashion. **Instructors are encouraged to likewise be very deliberate in their own choice of technology policies in class, and frugal in recommending out of class technology resources.**

IV. Grading, Absences and Rescheduling Policy

A. Grading Guidelines

3335-8-19 Student assessment

(in University Rules <http://trustees.osu.edu/rules/university-rules/chapter-3335-8-instruction.html>)

(A) Each course as defined in rule 3335-8-01 of the Administrative Code will have a syllabus to be provided to each student at the start of the term explaining how the student's performance will be assessed.

(B) By the close of each course as defined in rule 3335-8-01 of the Administrative Code, the student's performance relative to the stated course objectives will be assessed, the method of assessment to be determined by the instructor or supervisor of the course.

(C) **Written in-class examinations given at the end of the term that are comprehensive in nature should be given only during the final exam period and administered pursuant to rule 3335-8-20 of the Administrative Code.** Written in-class examinations allowed during the last week of classes shall not exceed the scale, scope, duration and percent of grade of other examinations given in that class during the term, nor exceed thirty percent of the final course grade unless approved by the unit head. All examinations, papers and projects set for the last week of classes in a semester must be clearly assigned and scheduled in the instructor's syllabus. In a course where a final examination is the only written examination given during the term, that examination may not be given during the last week of classes, and must be scheduled during the final examination period and administered pursuant to rule 3335-8-20 of the Administrative Code. (Board approval date: 7/9/2004, 6/3/2016)

In the Undergraduate program at Fisher College of Business, the qualifier "comprehensive" refers specifically to any examination that covers or implies the review of more than a third of the content taught in the class in question.

The following grade guidelines are shared as advisory. Absent thoughtful guidance on grade expectations, faculty members are forced to either guess what are "appropriate" grading metrics are or seek out departmental norms for their classes. This is inefficient, creates inconsistency in grading among faculty teaching the same course, and causes frustration for our students. In an effort to establish grading norms across the BSBA program, the Undergraduate Program Committee carefully examined grade distribution data for the program and sought information on what peer institutions were doing to address this issue. After careful consideration by the committee and endorsement of department representatives, the college has proposed separate guidelines, effective starting with the Fall 2019 term, for the average grade awarded across all sections of a course in a given semester: Business core classes (2.7 – 3.0), Non-core required specialization classes (2.9 – 3.3), Elective and capstone classes (3.2 – 3.6). Details on these grade guidelines are presented in the Appendix D.

B. Absentee Policy

Course attendance is an expectation for all students enrolled at Fisher. Because syllabi are provided at the start of each semester, there are very few reasonable excuses for missing class in general and still fewer for missing scheduled point-bearing days; Days in which quizzes or exams are held, in which work is presented, or in which student participation in general is expected (depending on the course).

On occasion, however, students have to miss class due to unanticipated situations that arise. While the decision of how to address students missing class meetings is a decision for the faculty member teaching the course, the Undergraduate Program Committee and MBA Committee jointly developed a set of guidelines to provide assistance in addressing absence (see Appendix D for detailed explanation). The goal of is to be respectful of the unanticipated situations that arise in the lives of our students while balancing fairness to their fellow classmates and the workload demands of faculty.

Approved reasons for missing class: This is not a comprehensive list but can provide examples of when it would be acceptable for a student to miss class:

1. When a student is sick and his/her presence would put others at risk of getting sick
2. Death or significant event in the student's family
3. Emergency (fire, burglary, auto accident)
4. Representing Fisher at an authorized event or competition
5. A second round interview with a prospective employer
6. Student stranded due to: bad weather or restrictions by their government

Fisher College of Business defers to the Ohio State University's Office of Diversity and Inclusion with regards to policies on religious holiday observances. Students are responsible for informing faculty about planned religious absences within the first week of class.

University policy states that "It is at the discretion of the instructor if work or exams missed during an illness can be completed at a later time." Because of this standing University policy, it is in the best interest of students to notify course instructors of such illnesses immediately and with as much advanced notice as possible. It is the responsibility of the student to make arrangements that accommodate foremost the *class* schedule. Since accommodations can impact lesson planning, and therefore the learning opportunities of the *entire class*, students must understand that is not always a given that work can be made up.

If a student has a significant medical illness or injury that will necessitate substantial time off from school, the Wilce Student Health Services will provide medical documentation at the time of the visit. For additional reference, the following is a link to the University Student Life policy statements on absences for serious illnesses: <https://shs.osu.edu/appointments/absence-excuse/>

In the case of documented chronic illnesses (e.g. Crohn's disease, lupus, colitis, etc.), an extended conversation must take place between the student and academic advisor, as well as the Wilce Student Health Services, to ensure that regular accommodations for curricular advancement are in place.

Students are further strongly recommended to make use of The Ohio State University's vast network of health resources: <https://shs.osu.edu/> and <http://www.ods.ohio-state.edu/>

Any type of documented chronic illness is coordinated through ODS (not an advisor):

<http://www.ods.ohio-state.edu/accommodations-services/attendance-and-deadline-modifications/>

C. Rescheduling Policy

Scheduling: The university exam schedule is designed to minimize time conflicts for students taking final exams. However, on occasion requests are made to reschedule exams either during the semester or during the final exam period. While the decision to grant a student's request to reschedule an exam is a decision for the faculty member teaching the course, the following guidelines has been developed jointly by the Undergraduate Program Committee and the MBA Policy Committee to be of assistance in making that decision (see Appendix C for detailed explanation).

Approved reasons for exam rescheduling: This is not a comprehensive list but can provide examples of when it would be appropriate to reschedule an exam for a student:

1. Serious illness of the student or close family member
2. Death or significant event in the student's family
3. Emergency (fire, burglary, auto accident)
4. Representing Fisher at an authorized event such as a Case Competition, National Career Event
5. A second round interview with a prospective employer
6. Student stranded due to bad weather

Students will be advised to always provide documentation to support their need for rescheduling.

Options for Rescheduling an Exam: If you notify the Office Administrator in your department he/she will assist you with rescheduling a student's exam. If you learn that a conflict exists for many of your students, you can ask your Office Administrator about scheduling an alternate time and/or having students utilize the University Test Center to take the exam.

V. Management of Teaching Resources & Student Expectations

A. Assigning Roles and Managing Teaching Assistance

{TBD}

B. Faculty-Student Correspondence

In the interest of student privacy and programmatic consistency, the norm for correspondence between faculty and students should be email or LMS exchanges. In certain cases, the use of other technologies for correspondence may also be acceptable (e.g. LinkedIn, Skype, etc.). The exchange of personal phone numbers is not encouraged in general. **Texting is not an acceptable alternative for on-going student-instructor communication.**

LMS (CANVAS): Learning management systems are designed for one purpose, and one purpose only: To support the educational objectives designed by the institution. In the present context, the educational objectives are established by Fisher College of Business (FCOB) and its faculty. The use of the learning management system (CANVAS at Fisher) is restricted to the support of these objectives, with a deliberate design to foster the academic success of the student body. The LMS (CANVAS) **may not** be used to:

- 1) Share information or solicit assistance on assignments, quizzes, exams or other grade bearing items that course instructors have specified as Non-Collaborative (independent) work. This includes the use of posting to CANVAS and/or the use of access to student emails.
- 2) Share information or solicit interest in commercial products or services, offered by students, groups or external parties, or otherwise attempt to promote commercial activities through the use of any aspect of CANVAS (including posting and access to student email).
- 3) Conduct any communication that might be viewed as slanderous, libel, or in any way generating discomfort or undermining an environment of tolerance, regardless of whether individuals or groups associated have direct access to the CANVAS environment.
- 4) Engage in any other activity that is in violation with course (per the syllabus and faculty instructions), College and/or University rules of academic and student conduct.
- 5) Share or disclose content in a manner that violates Federal, State and local laws, including copyright laws.

Any student using CANVAS for the above purposes, or for any other action in violation that constitutes **Academic Misconduct**, or a violation of the code of student conduct (see Student Handbook), will be subject to reporting by students and/or faculty and possible academic review by the Committee on Academic Misconduct (COAM). Any allegation of academic misconduct should be reported via:

<http://oaa.osu.edu/coamsixesteps.html>

EMAIL and EMAIL LISTS: Faculty often utilize email lists to correspond broadly on topics and events relevant to their classes. Unfortunately sending an email off to the wrong person or people is all too easily done. Inadvertently sending an email containing sensitive data to unauthorized individuals, a group of individuals or a mailing list constitutes an information security incident.

Sensitive Data –Information that must be protected from unauthorized access to safeguard the privacy or security of an individual or organization.

- Restricted Data (SSN, Driver License, Credit Card, Bank Account, etc.)
- Educational (FERPA, student grades, GPA, etc.)
- Medical (HIPAA, medical conditions, FML, etc.)
- Other sensitive data could include legal investigations, sealed bids, trade secrets, intellectual property, Regulated data, IT infrastructure, etc.
- Do Not Send Sensitive Data in Email

Although it's convenient to send colleagues sensitive data in email, it is unsafe. Not only is email an insecure way of sending information, you've lost control over that information once you hit the send button. Most sensitive information should not or is unauthorized to be sent via email.

Storing sensitive data on your computer could be a violation of university information security policy. If you receive sensitive data in email, delete the message and contact the person to share the file with you in a more secure way.

Steps to avoid sending sensitive data in email

- Check that you are sending the message only to the intended individual.
- Don't give private information to anyone you don't know or who doesn't have a legitimate need for it. Don't provide personal, sensitive or confidential information online unless you are using a trusted, secure web page.
- Don't put sensitive information in locations that are accessible from the Internet. Even unlinked web pages can be found.
- Never assume that email, instant messages (IM), texts or attachments are private or confidential.

Apart from the above, the following best practices are encouraged:

- When sending to a group or list, only include such individuals in the BCC. This will further avoid email proliferation via reply-all by recipients.
- Avoid storing sensitive data on your office computer. Encryption options and recommendations for external storage are available through Fisher IT services.

No others means of non-face-to-face communication (including GroupMe, Facebook, etc.) are endorsed by Fisher College of Business. Such external tools should NOT be recommended to students as appropriate means by which to communicate on course material.

FERPA Note: <http://resourcecenter.odee.osu.edu/carmencanvas/ferpa-and-intra-class-communications>

Any additional information that an instructor wants to enforce (via COAM) must be in the syllabus.

VI. Student Health and Well-being

A. Mental Health

Students may experience a range of issues that can create barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce the ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If a student is suffering from any of the aforementioned conditions, there is a broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younklin Success Center and 1030 Lincoln Tower, Cannon Drive. 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

B. Nondiscrimination

The Ohio State University is committed to building and maintaining a diverse community to reflect human diversity and improve opportunities for all. This commitment is both a moral imperative consistent with an intellectual community that celebrates individual differences and diversity, as well as a matter of law. Ohio State does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, sexual orientation, or veteran status in its programs, activities, employment, and admission.

Title 9 Resources are available to all students at: <http://titleix.osu.edu/>

C. FERPA

FERPA stands for the **Family Educational Rights and Privacy Act** (20 U.S.C. 1232g, 34CFR§99). Enacted by Congress in 1974, FERPA requires faculty, staff, and administrative officers to treat education records in a legally-specified manner, outlining procedures for providing student access to such record, procedures for maintaining the privacy of student records, and institutional penalties for violation of its stipulations. More details are available [online](#) through the University Registrar.

Common Question: How long should documents related to teaching be retained?

The OSU Record Retention policy can be found at:

<https://library.osu.edu/documents/records-management/general-schedule.pdf>

Terminology:

Destroy – Secured: If the record series contains “Private” or “Restricted” information, as defined in Ohio State’s Institutional Data Policy (<https://go.osu.edu/institutional-data-policy>) the records must be destroyed in a secure manner such as incineration, maceration, shredding, pulping, or secure electronic

destruction—the most common method being that of shredding. While not required for information identified as “Internal” secure destruction is recommended.

Transient: Documents including telephone messages, some emails, drafts and other documents, which serve to convey information of a temporary value, have a very short lived administrative, legal and/or fiscal value and should be disposed in an appropriate manner once that administrative, legal or fiscal use has expired. Typically the retention is not a fixed period of time and is event driven; it may be as short as a few hours and could be as long as several days or weeks.

Common Record Types:

Student Coursework: Used for Grading : May include: student assessments, tests, examinations, quizzes, papers, projects, blog postings, online discussion, etc. maintained in a course management system, by the instructor, and/or by the educational unit, leading to a grade and to a posting on the official student record of the registrar.

Must be retained over the duration of the term in which course is taught + 2 terms

Afterward: Destroy - Secured

As per university rules 3335-7-231(B) and 3335-7-23(A)

Student Coursework: Not Used for Grading: Such content is defined as “Transient” (per above)

Afterward: Destroy – Secured

Grade Reports: Faculty grade reports

Must be retained over the duration of the term in which course is taught + 2 terms

Afterward: Destroy - Secured

Registrar maintains the official record permanently per university rules 3335-7-231(B) and 3335-7-23(A).

D. Additional Contacts

Melinda McDonald, Executive Director of Undergraduate Programs & Advising Office (UGPAO)

120 Schoenbaum Hall | 688-4231 | mcdonald.18@osu.edu

Margie Bogenschutz, Senior Director of Undergraduate Career Management and Recruitment (OCM)

181 Gerlach Hall | 292-8586 | bogenschutz.1@osu.edu

Trish Jefferson, Director for Admission and Recruitment (UGPAO)

120 Schoenbaum Hall | 292-2715 | jefferson.69@osu.edu

Jill O'Neill, Director of Operations & Enrollment (UGPAO)

120 Schoenbaum Hall | 292-2714 | oneill.139@osu.edu

Lorraine Pennyman, Assistant Director of Undergraduate Leadership and Engagement Office (ULEO)

309/311 Schoenbaum Hall | 292-6694 | pennyman.4@osu.edu

VII. Academic Calendars

Important Dates for AY18-19 (remaining):

April 24–30 th	Final Examinations
May 5 th	Spring Commencement

Important Dates for AY19-20:

August 20 th	First day of classes
September 2 nd	Labor Day – no classes, offices closed
September 3 rd	Enrollment census
October 7 th	Last day of regularly scheduled first-term classes
October 8 –9 th	Final examinations for first-term classes (given during last class session unless other arrangements are made)
October 10 –11 th	Autumn Break – no classes, offices open
October 14 th	Second-term classes begin
October 28 th	Enrollment census
November 11 th	Veteran’s Day – no classes, offices closed
November 27 th	Thanksgiving Break begins – no classes, offices open
November 28 th	Thanksgiving Day – no classes, offices closed
November 29 th	Indigenous People’s/Columbus Day observed – no classes, offices closed
December 4 th	Last day of regularly scheduled classes
December 6–12 th	Final Examinations
December 15 th	Autumn Commencement
December 24 th	President’s Day Observed – offices closed
December 25 th	Christmas holiday – offices closed
January 1 st	New Year’s Day holiday – offices closed
January 6 th	First day of classes
January 20 th	Martin Luther King Day – no classes, offices closed
January 20 th	Enrollment census
February 21 st	Last day of regularly scheduled first-term
February 24-25 th	Final examinations for first-term classes (given during last class session unless other arrangements are made)
February 26 th	Second-term classes begin
March 9–13 th	Spring Break
March 11 th	Enrollment census
April 20 th	Last day of regularly scheduled classes
April 22–28 th	Final Examinations
May 3 rd	Spring Commencement

For additional dates and terms: <http://registrar.osu.edu/staff/bigcal.asp>

VIII. Appendices

APPENDIX A: OSU Code of student conduct

<http://trustees.osu.edu/assets/files/RuleBook/CodeStudentConduct.pdf>

3335-23-01 Introduction and purpose

The code of student conduct is established to foster and protect the core missions of the university; to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. The core missions of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

3335-23-02 Jurisdiction

The code applies to the on-campus conduct of all students and registered student organizations, including conduct using university computing or network resources. The code also applies to the off-campus conduct of students and registered student organizations in direct connection with:

- A. Academic course requirements or any credit-bearing experiences, such as internships, field trips, study abroad, or student teaching;
- B. Any activity supporting pursuit of a degree, such as research at another institution or a professional practice assignment;
- C. Any activity sponsored, conducted, or authorized by the university or by registered student organizations;
- D. Any activity that causes substantial destruction of property belonging to the university or members of the university community, or causes or threatens serious harm to the safety or security of members of the university community; or
- E. Any activity in which a police report has been filed, a summons or indictment has been issued, or an arrest has occurred for a crime of violence.

The code governs all campuses of the university. However, students attending at regional campuses, centers, or institutes are advised to consult their local resources for additional information or rules pertaining to those locations, which may create hearing boards or processes for the locations, consistent with these rules.

The university reserves the right to administer the code and proceed with the hearing process even if the student withdraws from the university, is no longer enrolled in classes, or subsequently fails to meet the definition of a student while a disciplinary matter is pending.

Students continue to be subject to city, state, and federal laws while at the university, and violations of those laws may also constitute violations of the code. In such instances, the university may proceed with university disciplinary action under the code independently of any criminal proceeding involving the same conduct and may impose sanctions for violation of the code even if such criminal proceeding is not yet resolved or is resolved in the student's favor.

3335-23-03 Definitions

As used in the code,

- A. "University premises" includes all lands, buildings, facilities, and resources owned, leased, managed, or operated by the university.

- B. "Student" includes an individual who has paid an acceptance fee, registered for classes, or otherwise entered into any other contractual relationship with the university to take instruction.
 - 1. It further includes persons who are eligible to receive any of the rights and privileges afforded a person who is enrolled at the university, including, but not limited to, those individuals admitted to the University and attending orientation programs.
 - 2. Student status lasts until an individual graduates, is dismissed, or is not in attendance for two (2) complete, consecutive terms.
 - 3. "Student" also includes registered student organizations.
- C. "Members of the university community" include, but are not limited to, students, faculty, staff, and visitors to the campus.
- D. "Complaint" includes a written statement, alleging a violation of the code of student conduct or other published rule applicable to students at the university, provided to an authorized university official, per section 3335-23-05 A. Information submitted by other means will be reviewed and may, at the university's discretion, be acted upon but will not be treated as a formal complaint.
- E. "Crime of violence" includes the offenses stated in Ohio revised code § 2901.01.

3335-23-04 Prohibited conduct

Any student found to have engaged, or attempted to engage, in any of the following conduct while within the university's jurisdiction, as set forth in section 3335-23-02, will be subject to disciplinary action by the university. For the purposes of this section, attempt shall be defined as conduct that, if successful, would constitute or result in the prohibited conduct. Any student who abandons an attempt or prevents the prohibited conduct from occurring under circumstances that demonstrate a complete and voluntary renunciation of the prohibited conduct will not be subject to disciplinary action by the university.

- A. **Academic misconduct:** Any activity that tends to compromise the academic integrity of the university or subvert the educational process. Examples of academic misconduct include, but are not limited to:
 - 1. Violation of course rules as contained in the course syllabus or other information provided to the student;
 - 2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
 - 3. Knowingly providing or using unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment;
 - 4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
 - 5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
 - 6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
 - 7. Serving as, or enlisting the assistance of, a substitute for a student in any graded assignments;
 - 8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
 - 9. Alteration of academically related university forms or records, or unauthorized use of those forms or records;
 - 10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system; and
 - 11. Violation of program regulations as established by departmental committees and made available to students.

B. Endangering health or safety

1. **Endangering behavior:** Taking or threatening action that endangers the safety, physical or mental health, or life of any person, or creates a reasonable fear of such action. Relationship violence or intimate partner abuse may constitute endangering behavior.
2. **Stalking:** Engaging in a pattern of unwanted conduct directed at another person that threatens or endangers the safety, physical or mental health, or life or property of that person, or creates a reasonable fear of such a threat or action.

C. Sexual misconduct: Physical contact or other non-physical conduct of a sexual nature in the absence of clear, knowing and voluntary consent, including but not limited to:

1. Non-consensual sexual intercourse, defined as any sexual penetration (anal, oral, or vaginal), however slight, with any body part or object by any person upon any person without consent.
2. Non-consensual sexual contact, defined as any intentional sexual touching, with any body part or object by any person upon any person without consent.
3. Sexual exploitation, defined as taking non-consensual, unjust or abusive sexual advantage of another. Examples include, but are not limited to, prostituting another student, non-consensual video or audio-taping of sexual activity, going beyond the boundaries of consent (such as knowingly allowing another to surreptitiously watch otherwise consensual sexual activity), engaging in non-consensual voyeurism, and knowingly transmitting or exposing another person to a sexually transmitted infection (STI) without the knowledge of the person.
4. Sexual harassment, as defined in applicable university policy.
5. Indecent exposure, defined as the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.

For the purposes of this rule, consent shall be defined as the act of knowingly and affirmatively agreeing to engage in a sexual activity. Consent must be voluntary. An individual cannot consent who is substantially impaired by any drug or intoxicant; or who has been compelled by force, threat of force, or deception; or who is unaware that the act is being committed; or whose ability to consent is impaired because of a mental or physical condition; or who is coerced by supervisory or disciplinary authority. Consent may be withdrawn at any time. Prior sexual activity or relationship does not, in and of itself, constitute consent.

D. Destruction of property: Actual or threatened damage to or destruction of university property or property of others, whether done intentionally or with reckless disregard.

E. Dangerous weapons or devices: Storage or possession of dangerous weapons, devices, or substances including, but not limited to, firearms, ammunition, or fireworks, unless authorized by an appropriate university official or permitted by a university policy, even if otherwise permitted by law. Use or misuse of weapons, devices, or substances in a manner that causes or threatens serious harm to the safety or security of others.

F. Dishonest conduct: Dishonest conduct, including, but not limited to: knowingly reporting a false emergency; knowingly making false accusation of misconduct; misuse or falsification of university or related documents by actions such as forgery, alteration, or improper transfer; submission of information known by the submitter to be false to a university official.

G. Theft or unauthorized use of property: Theft, or the unauthorized use or possession of university property, services, resources, or the property of others.

H. Failure to comply with university or civil authority: Failure to comply with legitimate directives of authorized university officials, law enforcement or emergency personnel, identified as such, in the performance of their duties, including failure to identify oneself when so requested; or violation of the terms of a disciplinary sanction.

- I. **Drugs:** Use, production, distribution, sale, or possession of drugs in a manner prohibited under law. This includes, but is not limited to, the misuse of prescription drugs.
- J. **Alcohol:** Use, production, distribution, sale, or possession of alcohol in a manner prohibited under law or applicable university policy or facility policy.
- K. **Unauthorized presence:** Unauthorized entrance to or presence in or on university premises.
- L. **Disorderly or disruptive conduct:** Disorderly or disruptive conduct that unreasonably interferes with university activities or with the legitimate activities of any member of the university community.
- M. **Hazing:** Doing, requiring, or encouraging any act, whether or not the act is voluntarily agreed upon, in conjunction with initiation or continued membership or participation in any group, that causes or creates a substantial risk of causing mental or physical harm or humiliation. Such acts may include, but are not limited to, use of alcohol, creation of excessive fatigue, and paddling, punching or kicking in any form.
- N. **Student conduct system abuse:** Abuse of any university student conduct system, including but not limited to:
 - 1. Failure to obey the summons or directives of a student conduct body or university official;
 - 2. Falsification, distortion, or misrepresentation of information before a student conduct body;
 - 3. Disruption or interference with the orderly conduct of a student conduct proceeding;
 - 4. Knowingly instituting of a student conduct proceeding without cause;
 - 5. Discouraging an individual's proper participation in, or use of, a university student conduct system;
 - 6. Influencing the impartiality of a member of a student conduct body prior to, and/or during the course of a student conduct proceeding;
 - 7. Harassment and/or intimidation of a member of a student conduct body prior to, during, and/or after a student conduct proceeding;
 - 8. Failure to comply with one or more sanctions imposed under the code of student conduct; and
 - 9. Influencing another person to commit an abuse of a university student conduct system.
- O. **Violation of university rules or federal, state, and local laws:** Violation of other published university regulations, guidelines, policies, or rules, or violations of federal, state, or local law. These university regulations, guidelines, policies, or rules include, but are not limited to, those which prohibit the misuse of computing resources, sexual harassment, rules for student groups or organizations, and residence hall rules and regulations.
- P. **Riotous behavior:**
 - 1. Participation in a disturbance with the purpose to commit or incite any action that presents a clear and present danger to others, causes physical harm to others, or damages property.
 - 2. Proscribed behavior in the context of a riot includes, but is not limited to:
 - a. Knowingly engaging in conduct designed to incite another to engage in riotous behavior; and
 - b. Actual or threatened damage to or destruction of university property or property of others, whether done intentionally or with reckless disregard; and
 - c. Failing to comply with a directive to disperse by university officials, law enforcement, or emergency personnel; and
 - d. Intimidating, impeding, hindering or obstructing a university official, law enforcement, or emergency personnel in the performance of their duties.
 - 3. This rule shall not be interpreted as proscribing peaceful demonstrations, peaceful picketing, a call for a peaceful boycott, or other forms of peaceful dissent.
- Q. **Recording of images without knowledge:** Using electronic or other means to make a video or photographic record of any person in a location where there is a reasonable expectation of privacy without the person's prior knowledge, when such a recording is likely to cause injury, distress, or damage to reputation. This includes, but is not limited to, taking video or photographic images in shower/locker rooms, residence hall rooms, and restrooms. The storing, sharing, and/or distributing of such unauthorized records by any means is also prohibited.

Student conduct procedures

3335-23-05 Initiation and investigation of code violations

- A. **Initiation:** Person(s) witnessing or experiencing what they believe to be a possible code violation should provide an authorized university official with the information.
1. Information and/or complaints about possible code violations occurring in residence halls should be provided to the residence hall director.
 2. Information and/or complaints about possible non-residence hall related code violations should be provided to the director of student conduct, or chief student conduct officer for the regional campuses.
 3. Information and/or complaints regarding academic misconduct should be referred to the coordinator of the committee on academic misconduct.
 4. In cases where the alleged activity may involve a violation of criminal law in addition to a violation of the code, information and/or complaints should be provided to the Ohio State University police or other appropriate law enforcement agency. The university will review all information and/or complaints received and may conduct a preliminary investigation of the alleged violation.
- B. **Investigation**
1. **Role of the university**
 - a. The Ohio State University police or other appropriate law enforcement agency shall have primary responsibility for the investigation of acts that involve suspected violation of federal, state, local laws, or applicable university policies.
 - b. Residence hall directors, assistant hall directors, the director of student conduct, the chief conduct officer for the regional campuses, and other designated university personnel are authorized to investigate alleged violations other than those involving academic misconduct.
 - c. The coordinator of the committee on academic misconduct is authorized to investigate allegations involving academic misconduct.
 2. **Role of other participants**
 - a. During the investigation, the student allegedly involved in misconduct may be:
 - i. notified of the alleged violation,
 - ii. requested to make an appointment to discuss the matter, and
 - iii. provided a date by which the appointment must be made.
 - b. Any person believed to have information relevant to an investigation may also be contacted and requested to make an appointment to discuss the matter.
 3. Failure to comply with a request to make and keep an appointment relevant to an investigation may result in a disciplinary hold being placed on a student's registration and records and/or the initiation of charges for student conduct system abuse.
 4. Upon completion of an investigation, the investigator will decide upon an appropriate course of action, which may include, but is not limited to:
 - a. Taking no further action,
 - b. Deferring further action with or without conditions, or
 - c. Initiating charges with the appropriate university student conduct body.

3335-23-06 Filing of complaint and initiation of charges

A written complaint alleging a violation of the *Code of Student Conduct* should be filed with the university as soon as practicable following the discovery of the alleged violation. Absent extraordinary circumstances, the written complaint must be filed within six (6) months for cases of non-academic misconduct (3335-23-04 (B-Q)), and one (1) month for academic misconduct (3335-23-04 (A)), from the date upon which a university official becomes aware of the alleged violation and identifies the student(s) who allegedly committed the

violation. Absent extraordinary circumstances, the university must initiate charges, if any, within one (1) year of the filing of the complaint.

3335-23-07 Notice of charges

- A. **Notification:** Students shall be notified of university charges in writing, unless a more effective form of notification is deemed appropriate. Charges may be presented in person, by placement in a student's residence hall mailbox, by email to the accused student's official university email address (which may direct the student to view the notice on a secure website) or by mail to the accused student's local or permanent address on file in the office of the university registrar.
- B. **Current address:** All students are required to maintain an accurate and current local and permanent address with the University Registrar.
- C. **Meeting with university official:** Following notification of charges, students are strongly encouraged to and shall be afforded the opportunity to meet with a university official for the purpose of explaining the university student conduct process and discussion of the charges.
- D. **Failure to respond:** Failure of the accused student to respond to the initiation of charges or schedule a preliminary meeting shall in no way prevent the university from scheduling and conducting a hearing in the absence of the accused student.

3335-23-08 Administrative decision

In all cases, a student charged with one or more violations of the *Code of Student Conduct* has the right to a hearing. However, in a case where a charged student admits to such violation(s) in writing, the student may request in writing to have a decision as to appropriate action made administratively by a hearing officer rather than have the charges referred to a hearing officer or board for a hearing. In such situations, the student waives the right to a hearing and the related procedural guarantees provided by a hearing officer or board hearing. Administrative decisions in academic misconduct cases involving graduate students are to be made in consultation with the graduate school. Following an administrative decision, the student retains the right to request an appeal of the original decision, but may do so only upon the ground that the sanction is grossly disproportionate to the violation committed.

3335-23-09 Notice of hearing & request for postponement

- A. **Notice:** If a hearing is to be held, written notification will be provided. The notice may be hand delivered; placed into a student's residence hall mailbox; sent by email to the accused student's official university email address, which may direct the student to view the notice on a secure website; or mailed to the last known address of the student, by first class mail, no fewer than ten (10) calendar days prior to the hearing. Unless already provided to the student, the notification will include the charge(s), date, time, and location of the hearing, the designated hearing officer or board, a statement of the student's rights, and information on the hearing procedures.
- B. **Postponement:** The accused student may request a postponement for reasonable cause or a separate hearing from other accused persons. A request for a postponement for reasonable cause must be made in writing, include supporting rationale, and be received by the person sending the hearing notification at least two (2) business days before the scheduled hearing.

3335-23-10 Hearing procedures

Although the procedural requirements are not as formal as those existing in criminal or civil courts of law, to ensure fairness, the following procedures will apply and, unless already provided to the student, be included within the hearing notice:

- A. **Attendance:** Attendance at hearings is limited to those directly involved or those requested by the hearing officer or board to attend. The hearing officer or board will take reasonable measures to assure an orderly hearing, including removal of persons who impede or disrupt proceedings.
- B. **Advisor:** The accused student may have an advisor throughout the disciplinary process. The advisor may only counsel the student and may not actively participate in the disciplinary process, unless clarification is needed as determined by the hearing officer or board.
- C. **Written statements & witnesses:** The accused may: submit a written statement, invite relevant factual witnesses to attend, invite character witnesses to submit written statements, ask questions of witnesses called by others, and will be notified of potential witnesses to be called. The accused must submit a list of potential witnesses to the hearing officer at least two (2) business days prior to the hearing. The university may present witnesses as well as question those presented by the accused.
- D. **Witness absence:** The hearing officer or board coordinator may allow written statements if, for good reason, a fact witness cannot attend the hearing.
- E. **Consultants:** In cases requiring special expertise, the board coordinator may appoint individuals with appropriate expertise to serve as consultants to the board. The consultants may be present and provide information as called upon during the hearing but will not vote.
- F. **Standard of evidence:** A student will only be found in violation if a preponderance of evidence supports the charges. In the event of a tie, the board will continue to deliberate. If after the board determines that exhaustive deliberations have occurred and a majority decision is not reached, the student will be found not in violation.
- G. In cases where prompt review is essential (e.g., when graduation or the end of the academic year is imminent) the accused may be offered the option of an expedited administrative review consisting of an administrative decision or administrative hearing. The accused student may decline such expedited review without the expectation that the process can be completed on an expedited timeline.

3335-23-11 Attendance

Because the most accurate and fair review of the facts can best be accomplished when all parties are present, the accused is expected to attend and participate. If an individual does not choose to attend a hearing, the charges will be reviewed as scheduled on the basis of the information available, and a decision will be made. Although no inference may be drawn against a student for failing to attend a hearing or remaining silent, the hearing will proceed and the conclusion will be based on the evidence presented. No decision shall be based solely on the failure of the accused student to attend the hearing or answer the charges.

3335-23-12 Record of proceedings

A single record consisting of written notes, tape recording, or other method selected by the hearing board or officer, will be made of all hearings. Such record will remain the property of the university but will be made available to the accused for review during the appeal period. A written notice of the decision and, if found in violation, information regarding appeal procedures will be provided to the accused student.

3335-23-13 Hearing bodies

- A. In addition to the Committee on Academic Misconduct, student conduct boards for residence life, ~~and~~ the university conduct board, the director of student conduct, hearing officers within the office of student conduct, the coordinator of the committee on academic misconduct, and university housing professional staff are to be considered as official university hearing officers, and may hear cases of alleged violations of the code affording accused students the same procedural guarantees as provided in hearings by a committee or board.
- B. The accused student has the right to accept responsibility for the charges, which will result in an administrative decision, or choose to have a hearing.

- C. Students will generally be afforded the right to choose an administrative or board hearing, except under special circumstances where, in order to ensure a fair and just process, the hearing officer may determine the appropriate hearing venue.

3335-23-14 Committee on Academic Misconduct

- A. On behalf of the committee, the coordinator may investigate and resolve all reported cases of student academic misconduct that fall under the committee's jurisdiction. The coordinator and chair shall establish procedure for the investigation and resolution of cases. The committee does not hear cases involving academic misconduct in professional colleges having a published honor code. These colleges shall follow their own codes and procedures which can be obtained in their respective central offices. Some allegations against graduate students that fall under the committee's jurisdiction may also implicate the university policy and procedures concerning research misconduct and/or graduate school policy on the investigation of allegations of research misconduct by a graduate student. Upon receipt of such an allegation, the coordinator shall meet with the dean of the graduate school or designee, and/or the senior vice president for research or designee, and these parties shall mutually agree on the appropriate procedure for adjudicating the case. Notice of this decision and a description of the procedure to be used shall promptly be given to the student who has been charged. The coordinator or chair may refer complaints to the office of student conduct if it is determined that the academic misconduct allegation is incidental to some other misconduct.
- B. The Committee on Academic Misconduct is constituted according to rule 3335-5-48.7 of the administrative code.
- C. All complaints of academic misconduct shall be reported to the coordinator of the committee.
- D. Students have an obligation to report suspected misconduct.
- E. A quorum for a hearing shall be no fewer than four voting members of the committee which shall include no less than one student member and two faculty members.

For cases involving graduate students, reasonable efforts will be made to have graduate students serve as the student members of the hearing committee.

3335-23-15 Student conduct boards for residence life

The boards may hear only those cases that involve code violations that occur within university housing, whether committed by residents or nonresidents. The boards are comprised of students who currently reside or have resided in university residence halls within the previous academic year. The boards may initiate any sanction with the exception of suspension or dismissal. If it appears during the hearing, to the board or to the board advisor, that the violation may be serious enough to warrant suspension or dismissal, the board will adjourn and refer the case back to the hearing officer for referral to the office of student conduct.

3335-23-16 University conduct board

- A. **Membership:** The university conduct board is responsible for adjudicating allegations of non-academic misconduct referred by student conduct hearing officers, The board consists of:
 1. Fifteen (15) faculty and/or administrative members recommended by the director of student conduct to the vice president for student life for three-year terms which begin with the autumn term;
 2. Twelve (12) undergraduate student members, appointed by undergraduate student government;
 3. Six (6) graduate student members, appointed by the council of graduate students;
 4. Two (2) professional student members, appointed by the inter-professional council; and
 5. The director of student conduct or designee shall serve as board coordinator ex-officio without vote.

- B. **Quorum:** A quorum for a hearing shall be no fewer than four (4) voting members of the board which shall include no fewer than two (2) student members. A hearing board shall consist of no more than eight (8) voting members.
- C. **Appointment:** All student appointments shall be for staggered two-year terms beginning in the autumn term. Six (6) of the undergraduate student members, three (3) of the graduate student members, and one (1) of the professional student members shall be appointed in odd-numbered years, with the remainder appointed in even-numbered years.
 - 1. To be eligible for appointment or service, a student must possess a minimum 2.5 cumulative grade point average and not be under current disciplinary sanction from the university.
 - 2. Additional alternate members may be appointed as needed.
- D. **Removal:** The director of student conduct may remove university conduct board members for cause, including but not limited to, not attending training, falling below the minimum grade point average, repeated absences, violating the code of student conduct or other applicable laws or policies, or not responding to repeated attempts at communication. Notification shall be made in writing to the university conduct board member prior to removal, whenever possible.

University sanctions

3335-23-17 General guidelines for sanctions

Sanctions should be commensurate with the violations found to have occurred. In determining the sanction(s) to be imposed, the hearing officer or board should take into account any mitigating circumstances and any aggravating factors including, but not limited to, any provocation by the subject of the conduct that constituted the violation, any past misconduct by the student, any failure of the student to comply fully with previous sanctions, the actual and potential harm caused by the violation, the degree of intent and motivation of the student in committing the violation, and the severity and pervasiveness of the conduct that constituted the violation. Misconduct, other than constitutionally protected expression, motivated by bias based on age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status may be considered an aggravating factor for sanctioning. Impairment resulting from voluntary use of alcohol or drugs (i.e., other than medically necessary) will also be considered an aggravating, and not a mitigating, factor. One or more of the following courses of action may be taken when a student has been found to have violated the code of student conduct:

- A. **Informal admonition:** An oral or written admonition issued by a hearing officer or residence hall advisor resulting from the student's misconduct. No formal charges are required before the issuance of an informal admonition. However, following issuance of an informal admonition, the student shall be entitled to a hearing upon written request, under the procedures provided in the code of student conduct. A written request for such a hearing must be filed with the university official who administered the informal admonition, within five (5) working days of the student's receipt of the informal admonition. An informal admonition shall not be considered a disciplinary sanction, but may be considered in any subsequent hearings.
- B. **Disciplinary sanctions**
 - 1. **Formal reprimand:** A written letter of reprimand resulting from a student's misconduct.
 - 2. **Disciplinary probation:** This probationary condition is in effect for a specified period of time and may involve the loss of specified privileges. Further violation of university policies during the probationary period will additionally be viewed as a violation of the probation, which shall result in further action up to and including suspension or dismissal.
 - 3. **Suspension:** Suspension is a sanction that terminates the student's enrollment at the university for a specified period of time. Satisfactory completion of specified stipulations may be required for readmission at the end of the suspension period.
 - 4. **Dismissal:** Dismissal is a sanction which permanently separates a student from the university without opportunity to re-enroll in the future.

- C. **Conditions of suspension and dismissal:** A student who has been dismissed or suspended from the university shall be denied all privileges afforded a student and shall be required to vacate campus at a time determined by the hearing officer or board. In addition, after vacating campus property, a suspended or dismissed student may not enter campus and/or other university property at any time, for any purpose, in the absence of expressed written permission from the vice president for student life or designee. To seek such permission, a suspended or dismissed student must file a written petition to the vice president for student life for entrance to the campus for a limited, specified purpose or to have the terms of this condition modified or reduced.
- D. **Failing or lowered grades:** In cases of academic misconduct, a hearing officer or board may authorize the instructor to award a failing or lowered grade in the course, a loss of credit on the graded coursework, and impose any of the above-listed sanctions including suspension or dismissal from the university.
- E. **Other sanctions:** Other appropriate sanctions may be imposed by a hearing officer or board singularly or in combination with any of the above-listed sanctions. Examples include, but are not limited to, making restitution for property damage or misappropriation of university property or services, or the property of any person, residence hall contract termination or reassignment to another room, restriction of access to specified campus facilities and/or property, research assignments, community service projects, special workshop participation, and/or referral to medical resources or counseling personnel.

Appeal process

3335-23-18 Appellate process

- A. **Right to appeal:**
 1. A student found to have violated the *Code of Student Conduct* has the right to appeal the original decision. The appeal is not intended to re-hear or re-argue the same case, and is limited to the specific grounds outlined below. The appeal must state the specific grounds for the appeal and should include all supporting documentation. The appeal must be postmarked or hand delivered to the appropriate appeal officer, or sent via email as provided below, within five (5) working days after the date on which notice of the decision is sent to the student. Each student shall be limited to one appeal. The decision of the appeal officer is final.
 2. In cases involving charges relating to sexual harassment as defined in applicable university policy, the victim may appeal the original decision in accordance with the appeals procedures provided in this section. Such charges include, but are not limited to, sexual misconduct and stalking.
 3. A student who has accepted responsibility for violating the *Code of Student Conduct* waives the right to appeal, except on the basis that the disciplinary sanction is grossly disproportionate to the violation(s) committed.
 4. Each party shall be limited to one appeal. The decision of the appeal officer is final.
- B. **Grounds for appeal:** An appeal may be based only upon one or more of the following grounds:
 1. Procedural error that resulted in material harm or prejudice to the student (i.e., by preventing a fair, impartial, or proper hearing). Deviations from the designated procedures will not be a basis for sustaining an appeal unless material harm or prejudice results;
 2. Discovery of substantial new evidence that was unavailable at the time of the hearing and which reasonably could have affected the decision of the hearing body; or
 3. Disciplinary sanction imposed is grossly disproportionate to the violation(s) committed, considering the relevant aggravating and/or mitigating factors.

Non-attendance by the accused student may not be the sole grounds for an appeal.

C. Appropriate appeal officers

1. Appeals from residence hall hearings:
 - a. All appeals from residence hall hearings, other than contract terminations, shall be submitted to the director of residence life or designee.
 - b. All appeals where the sanction imposed by the residence hall hearing is contract termination shall be submitted to the director of student conduct or designee.
 2. Appeals of a decision of a student conduct hearing officer or from the university conduct boards will be submitted for decision to the vice president for student life or the designee.
 3. Appeals of decisions of the committee on academic misconduct or its coordinator will be submitted for decision to the executive vice president and provost or designee.
- D. Appeal proceedings:**
1. The appeal officer will dismiss the appeal if the appeal is not based upon one or more of the grounds set forth in section (B) above.
 2. The appeal officer will decide the appeal based upon a review of the record and supporting documents (e.g. prior disciplinary history).
 3. The appeal officer may consider additional relevant information from any party to the proceeding and then decide the appeal based upon the enhanced record.
- E. Possible dispositions by the appeal officer:** The appeal officer may, after a review of the record:
- A. Uphold the original decision and/or sanction(s);
 - B. Dismiss the case or individual charge(s) against the student and vacate any portion or all of the sanction(s);
 - C. Modify or reduce the sanction(s); or, in cases involving charges relating to sexual harassment as defined in applicable university policy, enhance the sanction; or
 - D. Remand the case to the original hearing body or refer the case to a new hearing officer or board to be reheard. If possible, a new hearing officer or board should be different from the one that originally decided the case. If a case is reheard by a hearing officer or board, the sanction imposed can be greater than that imposed at the original hearing.

3335-23-19 Minor deviations from procedure

A student and hearing officer may agree in advance to minor deviations from procedure. Such deviations are not then subject to appeal. Other minor deviations are acceptable as long as such deviations are not found upon appeal to be materially harmful to the accused student.

3335-23-20 Interim suspension

When the vice president for student life or designee has reasonable cause to believe that the student's presence on university premises or at a university-related or registered student organization activity poses a significant risk of substantial harm to the safety or security of themselves, others, or to property, the student may be immediately suspended from all or any portion of university premises, university-related activities, or registered student organization activities. This temporary suspension will be confirmed by a written statement and shall remain in effect until the conclusion of a full hearing or administrative decision, without undue delay, in accordance with the rules of the Ohio State University. The student may, within three (3) working days of the imposition of the suspension, petition the vice president for student life for reinstatement. The petition must be in writing, and must include supporting documentation or evidence that the student does not pose, or no longer poses, a significant risk of substantial harm to the safety or security of themselves, others, or to property. A decision on such petition will be made without undue delay by the vice president for student life or designee.

3335-23-21 Administrative dis-enrollment and other restrictions

- A. A student may be dis-enrolled from the university, prohibited from all or any portion of university premises, university-related activities, registered student organization activities, and/or permitted to remain only under specified conditions when the vice president for student affairs or designee finds

that there is clear and convincing evidence that the student's continued presence poses a significant risk of substantial harm to the health or safety of themselves, others, or to property.

- B. In those cases under paragraph (A)(1) of this rule in which it appears that the risk posed by the student is a result of a health condition or a disability as defined by the Americans With Disabilities Act, the vice president for student life or designee shall also determine whether the risk or disruption can be eliminated or sufficiently reduced through reasonable accommodation and, if so, shall take appropriate steps to ensure that accommodation is made. The vice president for student life or designee may request the student to undergo an appropriate examination, as specified by the vice president for student life or designee, to determine whether any such condition exists and whether any such accommodation is possible. If the student fails to undergo such an examination, and if the other available evidence supports a finding under paragraph (A), the vice president for student life or designee shall, to the extent reasonably possible, take the least restrictive measure or combination of measures necessary to resolve the risk or disruption.
- C. A student who has been dis-enrolled; prohibited from university premises, university-related activities, registered student organization activities, or permitted to remain only under specified conditions may petition the vice president for student life for revision of that status. The petition must include supporting documentation or evidence that:
 - 1. The conditions found to have existed under paragraph (A) no longer exist and will not recur, and
 - 2. The student meets all normal and appropriate standards for admission and enrollment in any academic unit in which the student seeks to re-enroll. Upon receipt of such a petition, the vice president for student life or the vice president's designee shall evaluate the evidence and may consult with the student, any appropriate university personnel, and any other persons whom the vice president for student life or designee deems appropriate. The vice president for student life or designee may deny the petition, grant the petition in whole or in part under specified conditions, or grant the petition in whole or in part without condition.

3335-23-22 Authority

The bylaws of the university board of trustees and rules of the university faculty provide that the university president shall have the final responsibility and authority for the discipline of all students of the university (see Rule 3335-11-01 (A) of the administrative code). This responsibility and authority has been delegated by the president to the vice president for student life, whose office is also charged with responsibility for promulgation of rules governing student conduct (see rule 3335-1-03 (H) of the administrative code).

The deans of colleges and of the graduate school, the directors of schools, and the chairpersons of departments, respectively, are responsible to the president through regular disciplinary channels for the discipline of all students in the activities of their respective colleges, schools, and departments (see rule 3335-11-01 (B) of the administrative code). Likewise, the deans and directors of the regional campuses are responsible to the president through the executive vice president and provost for the discipline of all students in the activities of their respective campuses.

The Ohio State University *Code of Student Conduct* is an official publication of the university board of trustees. All petitions for revision and amendment of this *Code of Student Conduct* should be submitted through the office of the vice president for student life. Proposed revisions to the code shall be reviewed, in draft form, by the office of the president, the office of academic affairs, and the steering committee of the university senate before being presented for approval to the university senate by the council on student affairs. No revision shall become effective unless approved by the university board of trustees and until printed notice of such revisions is made available to students.

APPENDIX B: FCOB Examination Rescheduling Process

On occasion, faculty is asked to reschedule exams either during the semester or during the final exam period. While the decision to grant a student's request to reschedule an exam is a decision for the faculty member teaching the course, the following guidelines have been developed to assist in making that decision. We want to be respectful of the unanticipated situations that arise in the lives of our students while balancing fairness to their fellow classmates and the workload demands of faculty.

Approved reasons for exam rescheduling: This is not a comprehensive list but can provide examples of when it would be appropriate to reschedule an exam for a student:

1. Serious illness of the student or close family member
2. Death or significant event in the student's family
3. Emergency (fire, burglary, auto accident)
4. Representing Fisher at an authorized event such as a Case Competition, National Career Event (Career Mgt. will provide info in advance of these events for syllabus preparation purposes)
5. A second round interview with a prospective employer
6. Student stranded due to bad weather

Students will be advised to always provide documentation to support their need for rescheduling. If you are in doubt whether to grant a student's request contact the following resources that can work with you to discuss the specific situation:

Graduate Programs Margo Lipps lipps.40@osu.edu 614-292-8532

Undergraduate Programs: Melinda McDonald mcdonald.18@osu.edu or 614-688-4231

Steps to reschedule the exam with proctor, time and location:

Notify the office administrator in your department. He/She can assist you. They will find a proctor for the rescheduled exam and will work with the student to arrange a time and location within the guidelines that you provide to them.

Proctor: For undergraduate students, a suitable proctor might be a graduate teaching assistant or graduate student assigned to work in your department. For graduate students, the proctor cannot be a fellow graduate student but could be a PhD student in your department.

Testing Guidelines: Please make sure to advise your office administrator of any restrictions regarding the use of books, notes or technology as well as the maximum length of the exam.

Recommended steps to reschedule multiple exams:

If you learn that a student must reschedule multiple examinations in many of their classes please notify the Graduate Programs or Undergraduate Programs Directors listed above who will then take the responsibility to work with the faculty, departments and the student. An example of this might be a student who has become seriously ill or who is unable to return to Columbus due to a major weather event.

If you become aware of a situation that will requires a student to reschedule exams for all of their courses (for instance in the case of hospitalization), please notify the Graduate Programs or Undergraduate Programs Directors listed above.

APPENDIX C: FCOB Absentee Policy

On occasion students miss class due to unanticipated situations that arise in their lives. While the decision of how to address students missing class meetings is a decision for the faculty member teaching the course, the following guidelines has been developed to be of assistance in making that decision. We want to be respectful of the unanticipated situations that arise in the lives of our students while balancing fairness to their fellow classmates and the workload demands of faculty.

Approved reasons for missing class: This is not a comprehensive list but can provide examples of when it would be acceptable for a student to miss class:

When a student is sick and his/her presence would put others at risk of getting sick

Death or significant event in the student's family

Emergency (fire, burglary, auto accident)

Representing Fisher at an authorized event or competition

A second round interview with a prospective employer

Student stranded due to: bad weather or restrictions by their government

Students will be advised to provide documentation to support their need for missing class. If you are in doubt whether to grant a student's request contact the following resources that can work with you to discuss the specific situation:

Graduate Programs: Margo Lipps lipps.40@osu.edu 614-292-8532

Undergraduate Programs: Melinda McDonald mcdonald.18@osu.edu or 614-688-4231

Procedure for missing class:

If a student is unable to attend class due to a planned event, it is the individual's responsibility to contact the instructor in advance to receive permission. The student is responsible for everything covered, discussed or announced in class, as well as any assignments due on that date. The student is encouraged to make arrangements with a fellow student to find out what was discussed and announced in class. Arrangements for completing an assignment due on that day must be made with the instructor.

If a student is unable to attend class due to an unplanned event, it is the individual's responsibility to provide the instructor documentation supporting the reason for the absence on his/her return. The student is responsible for everything covered, discussed or announced in class, as well as, any assignments due on that date. The student is encouraged to make arrangements with a fellow student to find out what was discussed and announced in class. Arrangements for completing an assignment due on that day must be made with the instructor.

Missing the first week of class:

A student who misses the first week of class without contacting the instructor in advance can be dis-enrolled by the instructor.

With seven-week classes it is imperative that students be more mindful of not missing class. A student who misses the first week of a 7-week class can be dis-enrolled by the instructor.

APPENDIX D: FCOB Grading Guidelines (updated 4/19/2019)

After careful consideration of: data regarding course grade distributions, input from faculty members, undergraduate students, undergraduate leadership, and a review of peer institution grade guidelines, the Undergraduate Programs Committee has approved the following guidelines for grading undergraduate business courses in Fisher. It is recommended that faculty strive to adhere to these guidelines. Absent thoughtful guidance on grade expectations, faculty members are forced to either guess what “appropriate” grading metrics are, or seek out departmental norms for their classes. This is inefficient, creates inconsistency in grading among faculty teaching the same course, and causes frustration among students.

We believe the college, its faculty, and students would be well served by adopting grade guidelines that produce an average GPA for each class taught (across all sections). We are choosing not to recommend a particular grade distribution to achieve the desired results, believing that different distributions will make better sense for different classes. Additionally, we acknowledge that exceptions for an unusually good or poor class will occur and such decisions are at the discretion of the faculty member, provided they are in consultation with the faculty member’s department chair.

The recommended range of average class GPA is based on the nature of the class. We have identified three categories of classes, which include:

Business Core Classes

2.7 – 3.0

Rationale: All BSBA students, regardless of their specialization, take these courses. Accordingly, instructors typically observe a wider range of effort and aptitude. That being said, Fisher is a very selective program that attracts very strong students. In 2013, less than 25% of those who applied were admitted to major and the average composite ACT of our freshman class was 28.4 (between the 90th and 93rd percentile of all test takers). To ensure the extent to which core coursework is critical to the educational experience, and to ensure rigorous attention to this content, a grade of C+, or slightly above, should reflect the ‘average’ performance for our student population in each core course. Note: Students pursuing a specific specialization must perform at a “C-” level or above in order to continue with that major.

Non-Core Specialization Required Classes, except Capstones

2.9 – 3.3

Rationale: These are classes taken by all BSBA students within a particular specialization. It is assumed that some self-selection for interest and aptitude has taken place and therefore the grades are expected to be slightly higher. An average grade across students, in such courses, slightly higher than a “B-” (2.9), but no higher than a “B+”, reflects the competitive selection process within specializations.

Business Electives and Capstone Classes

3.2 – 3.6

Rationale: Elective and capstone classes typically have higher average GPAs, often resulting from smaller class sizes, highly immersive assignments and project work. An average grade across students, in such courses, slightly higher than a “B” (3.2), and slightly lower than an “A-” (3.6), reflects the nature of these classes, the composition and maturity of the students.

Notes and exceptions:

- Our Honors Programs have different grading norms in classes due to the high ability level of students. Grading in these classes will be overseen by the Faculty Director of the program in consultation with the department chairs and Associate Dean of Undergraduate Programs.
- In support of this process:
 - The UGPAO will provide annual feedback to the college leadership and department chairs regarding course and instructor grades assigned

APPENDIX E: Freshman Survey Case on Academic Conduct

Jenna is a third year business student studying finance. She is taking her core finance class, BUSFIN 3220, this semester and is excited to get started on her major classes. During the second week of the semester, her friend added her to a GroupMe group that was created by a bunch of her classmates who are also in the class. Jenna was okay with this because she typically uses GroupMe to coordinate with her classmates to get help with difficult concepts or to get caught up if she misses a class.

During the fifth week of the semester, Jenna noticed that one of her classmates posted the answers to the online midterm exam in the GroupMe. She still needed to take the midterm exam but didn't want to use these answers because it would obviously be cheating. She immediately left the GroupMe group so she would not be a part of it and took the midterm on her own. She did not mention this to anyone and continued with the class like normal.

Notes from Fall 2017 use: "This case has definitely been generating a LOT of discussion in our classes, and it is definitely getting the point across that "not telling" makes you just as guilty as if you used the answers. A lot of the students are really *bothered* by this case, because while they understand that using the answers is cheating, they don't agree that they are guilty if they know about the postings and don't report it."

.... This gets at a broader societal / cultural issue, perhaps generational. The idea that "knowing" and "not reporting" is a violation; Many students instinctively feel that 'silent witness' roles are acceptable.

APPENDIX F: Sample Comprehension Checks

- (A) Select all possible penalties that can result from academic misconduct:
- a. **Suspension from OSU**
 - b. **Dismissal from the University**
 - c. **Failure in the course**
 - d. **Zero credit on the item in question**
 - e. Social media profile flagging
- (B) Select all actions that are considered academic misconduct:
- a. **Copying the work of another student**
 - b. **Sharing answers that you have come up with in independent work**
 - c. **Plagiarism (presenting the work of another as your own)**
 - d. **Unauthorized access to course material**
 - e. Failing to submit an assignment
- (C) If you *witness* academic misconduct...
- a. **You must report it**
 - b. You may ignore it
 - c. You must try to stop it
- (D) If you *suspect* academic misconduct, and report it to the course instructor...
- a. **Your identity will remain confidential**
 - b. Nothing will happen
 - c. You will receive documentation on the incident
- (E) Failure to report observed academic misconduct is a violation of the code of conduct
- a. **True**
 - b. False
- (F) Instructors are required to report observed academic misconduct to COAM.
- a. **True**
 - b. False

APPENDIX G: Course-level Integrity Statements

As a student in the Fisher College of Business at the Ohio State University, you are an important member of this academic community. In our community, we celebrate the values of integrity, transparency, and trust. While high academic integrity is the norm in our community, academic misconduct is a threat to our shared values, devalues our shared purpose, and diminishes the hard work and integrity of your fellow students.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) unauthorized access to class-related information, unauthorized sharing of class-related information, plagiarism, collusion (unauthorized collaboration), copying the work of another student, and misrepresenting the originality of work. Ignorance of the University's Code of Student Conduct is never an "excuse" for academic misconduct. OSU and the Committee on Academic Misconduct (COAM) assume that all students have read and understand the Code of Student Conduct and expects that all students will complete all academic and scholarly assignments with fairness and honesty.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct reflect the severity of the violation and range from a warning to a failing grade in this course and suspension or dismissal from the University.

Similarly, if you witness academic misconduct, you are obligated to report it. If you suspect academic misconduct is occurring, you may report it to me and I will keep your identity strictly confidential. If you feel uncomfortable reporting to me, you may also report it to another instructor, a dean, or COAM. Reporting your suspicions is a service to you and your community as it helps protect the value of your hard work as well as that of your fellow classmates. Not reporting academic misconduct is also a violation of the Code of Student Conduct and can lead to academic sanctions. Please contact me if you have any questions about this policy or about what constitutes academic misconduct.

SIGNATURE I hereby affirm that I have read the syllabus for this course and understand the policies outlined in the syllabus. I pledge to abide by the *Code of Student Conduct*. I agree that I will not engage in academic misconduct and will report any academic misconduct that I witness.

Name (Print)

Signature

Date

Please sign, date, and return a copy of this last page to your professor by the second class. Failure to return this signed statement may lead to a drop from the course and/or a failing grade.

**A course level pledge of this type may be implemented in the LMS and may be accompanied by comprehension questions. See Appendix B for sample questions and Appendix C for possible LMS implementation notes.*

APPENDIX H: Component-Specific Integrity Statements

The following language is available for those interested in integrity statements at the graded component level.

In the case of exam or quiz statements, it is advised that these are placed at the front, **requiring a signature in advance** of all exam/questions (provided at the time of exams/quizzes either as printed top sheets, preambles on the same first page of questions, or requirements prior to the display of other on-line exam/quiz content).

For group cases, projects or individual assignments, it is recommended that instructors provide these statements when assignment details are distributed, noting the required signing of these item at the point of submission, and requiring signed materials to **accompany all submissions**.

Exam/Quiz (N)

I have read and understand all instructions [*above, below*]. Further, I pledge that the work I will do and the answers that I will give on this exam will be mine and mine alone. I will not copy others' work and/or answers, nor will I allow others to copy my work and/or answers. I will not utilize or provide for others [*unauthorized resources*]. I understand that violations of this pledge will result in a suspected case of academic misconduct.

Signature _____

Date _____

Group "Case" or "Practical Exercise"

As a member of the [*University, College, other*], I will not participate in nor will I tolerate academic dishonesty. By signing below, I accept responsibility for my role in ensuring the integrity of the work submitted by the group in which I participated. I affirm that we have completed this assignment without [*receiving or giving unauthorized assistance*]. I understand that any violation of this statement constitutes academic misconduct.

Group Signatures _____

Date _____

Date _____

Date _____

Example:

As a member of the Fisher College of Business, I will not participate in nor will I tolerate academic dishonesty. By signing below, I accept responsibility for my role in ensuring the integrity of the work submitted by the group in which I participated. I affirm that we have completed this assignment without sharing information about this assignment with individuals outside of our group, other than the BUS MGT 2320 staff. I understand that any violation of this statement by handing in any portion of another individual's or group's work as our own constitutes academic misconduct. I understand that giving any portion of my group's work to another individual or group constitutes academic misconduct.

Individual Assignment (N)

As a member of the [*University, College, other*], I will not participate in nor will I tolerate academic dishonesty in members of our academic community. By signing below, I attest that the work I am submitting is my work and not the work of others; I have not received or used any unauthorized assistance. I understand that any violation of this statement constitutes academic misconduct.

Signature _____

Date _____

APPENDIX I: Technical considerations on implementations

Integrity Statements/Honor Pledges

Research and practice show agreeing to an honor code will decrease likelihood of Academic Misconduct. <https://tilt.colostate.edu/integrity/resourcesFaculty/pledge/doesUsing.cfm>

Pledges and comprehension checks at the course level can be implemented in the LMS. It is recommended that these be the first items students see when attempting to access course materials on the LMS, and that additional course content not become accessible until students have completed these (signed and sufficiently completed any comprehension checks). Ideally, the questions on these checks would be a random selection from a bank – some suggestions are provided in Appendix B.

OPTION	PRO	CON
Integrity Statement simply embedded within the syllabus (in LMS or a posted document), and/or accompanying each assessment (as in examples provided in this document).	Easy to post.	May be ignored unless instructor explicitly requires signed forms to be submitted, which can also be a fair amount of work (however this has been done successfully with 700 students in a semester at Fisher)
Use DocuSign at the start of course, and/or accompanying each assessment.	Seems formal / Official	May be technically onerous; Tech integration with LMS unclear.
Pre-req Release Module Control *	Moderately Easy in itself.	Forces faculty to use modules in LMS. Late Adds may have disadvantages in access.

[* = Pre-req release module control is a way in Carmen to only release modules after students have completed a task -- in this case sign-off before getting access to course content. This could be repeated throughout the course. NOTE: They will still have access to the course but not to content.]

Use the [prerequisite and requirement features](#) of the Modules tool so that students are forced to agree with the statement in some other way. Following are some of the options, each of which could be placed in a "course orientation" module used as a prerequisite for all other modules in the class:

1. Require students to **view** a content page "CRC Honor Code"
2. Require students to **mark as read** a content page "CRC Honor Code"
3. Require students to **attempt** a quiz that includes a true/false or single-option multiple choice question that asks them to agree with the statement
4. Require students to **get a perfect score** on a single-question quiz asking students to agree with the statement
5. Require students to **submit** an assignment writing a paragraph reflecting on what they think the code means to them

[See additional LMS resource notes relating to Advised Best Practices](#)

Appropriate Quiz setting strategies decrease opportunities for Academic Misconduct

- [Use Question Groups to Randomize Quiz Questions](#)
Use large question banks to reduce the frequency of the same question appearing on every student's quiz

- Have Canvas Quiz Shuffle Answers (on the Details tab of Quiz settings)
Note: Be aware of “all of the above” or “both a and c” answer types
- Time limits on LMS managed assessments (not per question) are also possible

Quiz Type

Assignment Group

Options

Shuffle Answers

Time Limit Minutes

Allow Multiple Attempts

- Limit the amount of time a Quiz or Assignment is available to be submitted.

Assign

Assign to

Everyone

Due

Feb 4 11:59pm

Mon Feb 4, 2019 11:59pm

Available from **Until**

Jan 29 12am Feb 7 11:59pm

Tue Jan 29, 2019 Thu Feb 7, 2019 11:59pm

+ Add

Additional Technology to Help Maintain Academic Integrity

Turnitin: Turnitin compares student work to a database of books, journal articles, websites, and other student papers. This creates an opportunity for students to improve their academic writing skills, by ensuring that other sources have been properly cited and attributed.

Respondus LockDown Browser is an internet browser that takes the place of Firefox/Safari/Chrome/Edge and locks students into Carmen for taking an assessment. This is software that requires administrative access to each computer and must be installed in advance of the assessment. LockDown Browser closes all other open applications upon launch to prevent student access to other content stored on the device. LockDown Browser may be taken out of service in 1-2 years, but not until there is an iPad proctoring solution in place.

Proctorio is an online proctoring tool with identity verification, test monitoring, and a number of other features to ensure academic integrity. Since it is software based, students will not need to schedule for exams or quizzes, but a webcam-with-microphone (USB mounted or built into the computer) will be required. Faculty will have a variety of options for how they can setup their online proctored exams and a report will be provided flagging any suspicious behavior. Students are video recorded during the exam, and an automated report is generated for the instructor.