Instructor Resources

What is COAM?
The Committee on Academic Misconduct (COAM) is charged with maintaining the academic integrity of The Ohio State University by establishing procedures for and investigating all reported cases of alleged academic misconduct by students.

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 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 may constitute “Academic Misconduct.”

Defining Academic Misconduct
The University’s Code of Student Conduct defines academic misconduct as "any activity that tends to compromise the academic integrity of the University, or subvert the educational process." While many people associate academic misconduct with "cheating," the term encompasses a wider scope of student behaviors which include, but are not limited to, the following:

- Violation of course rules
- Violation of program regulations
- Knowingly providing or receiving information during a course exam or program assignment
- Possession and/or use of unauthorized materials during a course exam or program assignment
- Knowingly providing or using assistance in the laboratory, on field work, or on a course assignment, unless such assistance has been authorized specifically by the course instructor or, where appropriate, a project/research supervisor
- Submission of work not performed in a course: This includes (but is not limited to) instances where a student fabricates and/or falsifies data or information for a laboratory experiment (i.e., a "dry lab") or other academic assignment. It also includes instances where a student submits data or information (such as a lab report or term paper) from one course to satisfy the requirements of another course, unless submission of such work is permitted by the instructor of the course or supervisor of the research for which the work is being submitted
- Submitting plagiarized work for a course/program assignment
- Falsification, fabrication, or dishonesty in conducting or reporting laboratory (research) results
- Serving as or asking another student to serve as a substitute (a "ringer") while taking an exam
- Alteration of grades in an effort to change earned credit or a grade
- Alteration and/or unauthorized use of university forms or records
Tips for Syllabus

If there are specific procedures for assignments, papers and/or examinations used to determine a student’s grade in the course, it is recommended that those be stated explicitly in the syllabus.

COAM recommends the course syllabus contain a statement regarding academic misconduct and/or academic integrity. A syllabus template is available with crucial policies that may be adjusted by individual instructors. It can be downloaded from keepteaching.osu.edu.

Course instructors are free to use any part of the syllabus template shown to the right or to add any necessary course-specific comments.

Syllabus Template:
Ohio State’s Academic Integrity Policy

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 (studentconduct.osu.edu), 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.”

The Ohio State University’s Code of Student Conduct (Rule 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) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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 could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic integrity to which you can refer include:

- Committee on Academic Misconduct (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Why Report Alleged Academic Misconduct Cases?

It is mandated by faculty rules that information and/or complaints should be referred to the Committee on Academic Misconduct (University Faculty Rule 3335-23-05[A5]). COAM is a standing committee of the University Senate. It has a duty to investigate all reported cases of student academic misconduct.

- COAM employs an impartial hearing panel consisting of both faculty and student members to resolve the case. The instructor is involved in the case and therefore not impartial.
- COAM panels employ a consistent standard in reviewing alleged violations of the Code of Student Conduct and in applying appropriate sanctions when violations have occurred.
- COAM keeps records. It has the authority to determine if a student has a prior history of misconduct and to take this into consideration when sanctioning a student. By resolving issues yourself, you may actually reinforce a pattern of unethical behavior that the student has found successful with previous instructors.
- COAM has the authority to authorize disciplinary sanctions and grade sanctions as necessary to maintain the academic integrity of The Ohio State University. By sanctioning students yourself, you violate the student’s right to due process in resolving the matter.

Visit keepteaching.osu.edu to download syllabus template including the Academic Integrity Policy shown below.
What Should I Do When I Suspect Academic Misconduct for a Submitted Assignment?

1. First, inform your course director of the incident. **DO NOT** discuss the incident with other colleagues or friends. **CONFIDENTIALITY** and the protection of student rights to privacy are paramount. If you are unsure about procedure or whether or not you should even report the incident, the COAM coordinator will be happy to discuss the matter with you.

2. COAM recommends that you inform the student(s) of your suspicions of academic misconduct before submitting the allegation to the Committee and that you submit your report promptly. **INSTRUCTORS MUST REPORT THE INCIDENT TO COAM WITHIN ONE MONTH OF THE INCIDENT.**

3. If possible, contact the student and make arrangements to meet with them. You may also inform the student of your suspicions through email. A template for notifying the student can be found to the right. You must use your osu.edu email account and send to the student’s osu.edu email address for all official business. If you meet with the student in person, the meeting should be held in private, and a trusted witness (e.g., another faculty member, a department/college administrator, a teaching associate, etc.) should be present. Explain to the student that you believe that they have violated the Code of Student Conduct, and explain the basis of your suspicion. For example, “I believe that you violated the Code of Student Conduct by altering your exam and turning it in for re-grading.” Tell the student that you are required by University Rules to refer these allegations to COAM, and that the Committee will determine whether or not they have violated the Code of Student Conduct.

4. If the student wishes to comment on the allegations of academic misconduct during the meeting, they should be permitted to do so. You can include in your report to the Committee any comments or email correspondence that the student makes. However, the primary purpose of the communication between you and the student is to inform the student of the allegation of academic misconduct; you should not interrogate the student. The Committee also realizes that it is sometimes difficult to contact students, especially if the student has completed the course, project, or activity in which the misconduct allegedly occurred. Therefore, the meeting with a student is not mandatory. COAM will accept and adjudicate cases of alleged academic misconduct even if this preliminary meeting between student and instructor is not held. In cases involving alleged academic misconduct by a graduate student, consultation with the chairperson of the student’s graduate program and/or the Graduate School might be warranted prior to contacting the student or COAM.

5. Students often want to know how an allegation of academic misconduct will affect their enrollment or grade in a course. Thus, for allegations related to a course, you should tell the student that 1) they are permitted and encouraged to continue in the course without prejudice—students are assumed to be “Not in Violation” unless it has been determined otherwise; and 2) the student’s final grade will be determined after the allegations of academic misconduct are adjudicated. Refer students to COAM if they have concerns or questions once the case has been submitted.

### Template for Notifying Students via Email

I believe that you violated the Code of Student Conduct by using unauthorized materials during an examination. I am required by university rules to report these allegations to the Committee on Academic Misconduct (COAM). The Committee will determine whether or not you have violated the Code of Student Conduct. You are assumed to be **Not in Violation** of the Code of Student Conduct until the case is resolved. If the allegation of academic misconduct is not resolved before the end of the semester, I will report a final grade of Incomplete (I) with the alternate lapse grade being the grade that you would have received in the absence of allegations. You should continue in the course without prejudice and your final grade will be determined after the allegations of academic misconduct are adjudicated. If you need additional information, you may contact COAM.”
Steps for Prevention of Academic Misconduct

Faculty and students at The Ohio State University come from diverse academic, ethnic, and cultural backgrounds, and their interests cover hundreds of academic disciplines. Thus, it's not surprising to find that faculty and students often have different ideas of which types of student behavior constitute academic misconduct, so COAM believes firmly in the adage: An ounce of prevention is worth a pound of cure. Faculty must be proactive in promoting academic integrity and in explaining and raising student awareness about the types of behavior that constitute academic misconduct in each course, laboratory, field setting, academic program/discipline, and/or other research or scholarly activity.

The following list includes some, but certainly not all, of the things an instructor might do to increase students' awareness and understanding of academic integrity and discourage misconduct:

1. Clearly define academic integrity policy for university and course in syllabus.
2. Be transparent about course expectations by communicating clearly to students the types of behavior that are and are not permissible in your course.
3. Provide academic integrity expectations for all assignments which includes:
   - Getting help on the assignment [is, is not] permitted.
   - Collaborating, or completing the assignment with others [is, is not] permitted.
   - Copying or reusing previous work [is, is not] permitted.
   - Open-book research for the assignment [is, is not] permitted.
4. Provide resources for proper citations. For writing assignments, including master’s theses, doctoral dissertations, or other graduate-level documents, review with students the definition of plagiarism found in the Code of Student Conduct. If possible, provide students with explicit information regarding why proper citation is important in all academic work. If you use a grading rubric, include a category for proper citation technique. Explain the use of quotations, proper paraphrasing or summarizing; which resources they can and cannot use; and how each of these resources should be cited in a writing assignment.
5. Check out CarmenCanvas Instructional Guides when using Turnitin, Proctorio, and Respondus LockDown Browser for Students. Read the valuable “best practices” information regarding Turnitin and also find Turnitin and Plagiarism statements for syllabi.
6. In many courses or other assignments/projects, collaboration among students is permissible and expected. Norms of youth culture and the social media world also influence students’ conceptions about how work gets done. For those courses or assignments in which collaboration among students is permissible, faculty should explain carefully where acceptable collaboration ends and academic misconduct (collusion) begins. Don’t assume that students share your assumptions about the goals and appropriate ways of completing assignments. Tell students what you, as the instructor, learn by reading and evaluating their work.
7. Administer examinations and quizzes in such a manner that minimizes the possibility of students copying from each other and/or using unauthorized materials.
8. If you post information on the Internet, delete the files when they are no longer needed. Even if you remove the links to old files, the files might be found using a search engine.
9. Encourage your students to ask if they are unsure about course policies or procedures, particularly regarding collaboration or sharing of information during assignments. Post a link to the Code of Student Conduct (studentconduct.osu.edu) or to COAM (go.osu.edu/coam) on your Carmen course site.
Allegations of Misconduct Involving a Graduating Senior

If allegations of misconduct are made against a graduating senior, especially if it is late in the semester, inform COAM immediately by email (coam@osu.edu) or phone (614.292.7262). COAM can expedite the hearing process. Even if the allegations are made during the final week of the semester, the Committee can hear and resolve the case during the early part of the following week.

How to Report a Student’s Course Grade

The student should be allowed to continue in the course without prejudice. However, if the allegation of academic misconduct is not resolved before the end of the semester, you should report a final grade of Incomplete (I). For the “alternate grade,” you should report the grade the student would have received if they had not been accused of academic misconduct.

“An ounce of prevention is worth a pound of cure”
Benjamin Franklin, The Pennsylvania Gazette, February 4, 1735

Tips for Suspicious Behavior Occurring During an Exam

If you suspect that a student is violating the Code of Student Conduct while completing an exam, you should take the following steps:

- If the suspicious behavior has just begun, make an announcement to class to remind students of proper exam behavior (e.g., that they should do their own work, that talking during exams is prohibited, that all cell phones should be put away).
- Move the student to another seat in the classroom (“I think you’ll be more comfortable here.”).

If the behavior persists, you should:

- Observe the suspicious behavior carefully and write down what you saw.
- If possible, have another person verify your observations, especially in an exam situation. The witness should document what they saw. Include in the observations the date, location, and time of the alleged misconduct, as well as the name of the student(s) involved, students sitting in proximity if necessary, and question/page number of the exam.
- Collect any other information that might be relevant to the alleged academic misconduct, such as examinations, answer sheets, notes, or other materials.
- It’s ok to use your cell phone camera to document any suspicious behavior including photographs and video. It is also ok to ask the student to show you what is on a cell phone screen, for you to photograph or to ask the student to surrender a device until the test is over.
- If the faculty member teaching the course is not present when the alleged misconduct occurs, contact the faculty member immediately.
Preparing COAM Evidence

The materials submitted constitute the evidence that COAM will consider in determining whether or not the student has violated the Code of Student Conduct.

The committee members evaluating a case of alleged misconduct may come from diverse academic disciplines. If the allegation involves technical or specialized subject matter, you should provide in your report a concise explanation or clarification for non-technical audiences.

The student is provided with a copy of the instructor’s report and all accompanying materials unless the instructor indicates that the material (e.g., a secure exam) is intended for viewing under supervision in COAM offices only. New evidence may not be introduced during a hearing.

Ten Suggestions for Preserving Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will help students preserve academic integrity by avoiding situations where they might be tempted to cheat or you might be perceived to be cheating. These suggestions are adapted from Northwestern University’s Eight Cardinal Rules of Academic Integrity. [https://go.osu.edu/ten-suggestions]

1. Acknowledge the sources that you use when completing assignments
2. Avoid suspicious behavior
3. Do not fabricate information
4. Do not falsify any type of record
5. Do not give in to peer pressure
6. Do not submit the same work for credit in two courses
7. Do your own work
8. Manage your time
9. Protect your work and the work of others
10. Read the syllabus and ask questions

Instructors have one month from discovery of suspected academic misconduct to submit completed incident report to COAM.

Tips for Exams in a Remote Context

If you’re offering a midterm or final exam remotely through CarmenCanvas, you may find it helpful to review the following topics. Your remote exam approach will be a balance of your assessment goals, the student experience, technology tradeoffs, and your own time for grading or for reviewing proctoring results. ([teaching.resources.osu.edu/teaching-topics/keep-teaching/adapting-remote-assessments])

Remember that exams—and especially remote-proctored exams—may cause anxiety for students. Communicate regularly with your students to assess their changing needs.

- **Adjusting the format for a remote exam.** The remote context for the exam may include some adjustments to its format, length, and overall expectations. Some of these strategies may help you avoid the need for remote proctoring or other elements of high-stakes in-person testing that may be problematic online.

- **Setting up the Carmen Quiz tool.** Create either a midterm or final exam in Carmen using the Quiz tool and adapt any pre-existing questions and quiz settings as necessary to accommodate the online modality.

- **Considering remote proctoring.** Before implementing a virtual proctoring tool, understand the student experience and learn about the limitations of Proctorio and ExamSoft. Even if students have used digital proctoring before, provide additional support for tool use, practice, and reassurance to help them prepare.

- **Planning ahead for alternative forms of assessment.** Any high-stakes, closed-book exam is prone to attempts at cheating, and virtual proctoring tools are imperfect and will not address all factors related to the integrity of the exam (for example, sharing information about questions online after the exam). If an emergency situation spans multiple semesters and remote assessments might still be required, consider the possibilities of changing your assessment approach.
Tips for Designing and Administering In-Person Exams

Administer examinations and quizzes in such a manner that minimizes the possibility of students copying from each other and/or using unauthorized materials.

- Separate students during examinations. If necessary, schedule your examinations in a different room with a larger capacity from that in which you normally hold class.
- Use multiple versions of the same test, making sure that adjacent students have different versions. Change the content of your exams from section to section and term to term. This is especially important for large- or multi-section courses.
- At the start of the exam, remind students that protecting academic integrity is everyone’s concern and that you expect the highest degree of integrity from them. Remind students of basic exam rules that you can post to Carmen in advance of exam day such as:
  - Keep their eyes on their own papers at all times and to protect their work from the eyes of others. Some instructors restrict the wearing of baseball caps or sunglasses during exams to discourage “wandering eyes” and facilitate proctoring.
  - Refrain from talking or communicating with other students for any reason during the exam. Raise their hands if they have a question and a proctor will come to them.
  - Turn off all electronic devices (cell phones, watches, earbuds, etc.) and put them away as well as all books, notes, or other materials. Tell students ahead of time and put a statement on your syllabus informing students that cell phones and smart watches will not be permitted during the exam. Instructors can place an electronic clock fullscreen on projectors by using www.timeanddate.com/worldclock/usa/columbus.
  - Bring their own pencils and erasers; you can bring extra pencils and erasers to the exam to obviate the need for interaction or “borrowing” among students.
  - Identify if a calculator is necessary to bring to the exam and what model is permitted.
- In larger courses where you might not recognize all of the students, check students’ IDs to verify identities.
- Take care when distributing examinations or quizzes. Distribute exams individually or count everything carefully before passing the exams down a row. Pay particular attention to the number of students taking the examination and the number of examinations turned in for grading. Make sure that there are no extra copies left in the room.
- If you are administering an exam in a large-section course, arrange for additional proctors to help you monitor students’ behavior during the examinations and quizzes.
- Proctor the exam actively. Move about the room and make your presence known. Exam time is not the time to grade papers or get caught up on your email. Do not leave the room during the exam and do not allow students to leave the room once the exam has started. Announce to your students in advance that once they leave the room, their exam is over.
- Scan or photocopy examinations or answer sheets before returning them to students.
- Include an integrity compliance statement on the exam and have students sign it. An example is shown.

Academic integrity is essential for protecting the value and meaningfulness of the degrees earned at OSU. With my signature, I certify that I have adhered to the highest ethical standards in completing this exam. The work represents my work alone. I have neither shared nor received answers from others, nor have I used any unauthorized materials such as smart phones, notes, or any other materials that would give me an unfair advantage over other students.

Signature: ________________________ Date: _______

Ten Principles of Academic Integrity for Instructors

1. Recognize and affirm academic integrity as a core institutional value.
2. Foster a lifelong commitment to learning.
3. Affirm the role of teacher as guide and mentor.
4. Help students understand the potential of the Internet and how that potential can be lost if online resources are used for fraud, theft, and deception.
5. Encourage student responsibility for academic integrity.
6. Clarify expectations for students.
7. Develop fair and creative forms of assessment.
8. Reduce opportunities to engage in academic dishonesty.
9. Respond to academic dishonesty when it occurs.
10. Help define and support campus-wide academic integrity standards.

Learning about Chegg

Chegg (chegg.com) offers various services to students including textbooks rentals, textbook solutions, video explanations, practice problems, and online tutoring help. By using Chegg’s Expert Q&A, students can post questions and receive answers within minutes. This can be problematic during online exams when instructors have clearly stated getting help on the exam is not permitted.

Requesting a Chegg Investigation

If you believe that a student has misused Chegg services, Chegg can help determine the nature of the misuse and the identities of those involved in committing such fraud. The Chegg website (www.chegg.com/honorcode) specifies the following:

“If you are an instructor, you can request an honor code investigation to access information on what accounts posted or accessed specific questions and solutions. To initiate an honor code investigation and request our assistance in identifying the nature of misuse or any information about users, you must be working with the office of the dean or the body in charge of handling matters of academic integrity at your university or institution. You will need to submit a signed copy of your request on official institution letterhead. You agree that your institution requires the personal information requested for the purposes of (i) investigating a breach of an agreement or a contravention of the laws of Canada or a province that has been, if your institution is located in Canada, is being or is about to be committed and the institution is concerned that if Chegg were to seek consent of the individual(s) involved, this would compromise the institution’s investigation and/or (ii) detecting or suppressing fraud or of preventing fraud that is likely to be committed and the institution is concerned that if Chegg were to seek consent of the individual(s) involved, this would compromise the institution’s ability to prevent, detect or suppress the fraud. This step cannot be waived or circumvented, as it is part of Chegg’s commitment to student privacy.”

Instructors can request an honor code investigation by following the directions below.
1. Open an Honor Code Investigation with Chegg (www.chegg.com/honorcode/investigation-request). Please note that all dates and times given to Chegg should be expressed in Pacific Time (PT).
2. COAM will supply you with a letter to accompany your request to Chegg. Please send the following information to COAM so that a letter can be provided to you: (1) Name of course; (2) Semester; (3) Instructor Name; (4) Name of assignment; (5) Dates & timeframes which material was posted, accessed or viewed. You may have separate dates and times ranges for these. Please remember to provide dates and times in Pacific Time (PT). Here is an example of what your letter will contain. It will be customized for your course: The names of and any additional information about students who posted material related to the COURSE XXXX NAME OF ASSIGNMENT between 12:00 a.m. EDT on July 22, 2021 (9:00 p.m. PDT on July 21, 2021) and 12:00 a.m. EDT on August 1, 2021 (9:00 p.m. PDT on July 31, 2021). The names of and any additional information about students who accessed or viewed any material related to the COURSE XXXX NAME OF ASSIGNMENT between 12:00 a.m. EDT on July 22, 2021 (9:00 p.m. PDT on July 21, 2021) and 12:00 a.m. EDT on August 1, 2021 (9:00 p.m. PDT on July 31, 2021). (6)Description of specific allegations; (7) Content to be investigated: URLs of the content.
3. Upon receiving information from Chegg, your department can verify email addresses in the Student Information System. If you can’t verify an email address, please contact our office so that we may submit IP verification to OSU IT Security.
Plagiarism: Definition & Forms

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 (Code of Student Conduct Rule 3335-23-04).

Forms of Plagiarism

The most obvious form of plagiarism is a word-for-word copying of someone else’s work, in whole or in part, without acknowledgment, whether that work is a magazine or newspaper article, a portion of a book, something cut and pasted from an internet site, another student’s essay, or any other composition not your own. Any such verbatim use of another’s work must be acknowledged by (1) enclosing all such copied portions in quotation marks and by (2) giving the original source either in the body of your assignment or in a footnote or literature cited section.

A second form of plagiarism is the unacknowledged paraphrasing of the structure and language of another person’s work. Changing a few words of another’s composition, omitting a few sentences, or changing their order does not constitute original composition. If such borrowing or paraphrasing is ever necessary, the source must be indicated by footnotes or in the body of your assignment.

Still another form of plagiarism consists of writing an assignment based solely on the ideas of another. Even though the language is not the same, if the thinking is clearly not your own, then you have committed plagiarism. If, for example, in writing an essay you reproduce the structure and progression of ideas in an essay you have read, or a speech you have heard, you are not engaging your own mind and experience enough to claim credit for writing your own composition.—Adapted from the College of Nursing website

Academic misconduct is “any activity that tends to compromise the academic integrity of the university or subvert the educational process.”

What do I submit for alleged cases of academic misconduct?

This depends on the nature of the alleged misconduct, but you should submit the following:

- A completed incident report via the Incident Reporting System
- Assignment guidelines
- Original documents of the evidence (e.g., examinations, answer sheets, lab reports, “cheat sheets”, photos or screen captures, etc.)
- Source information
- Course syllabus
- A letter from your department chairperson/program director indicating that they are aware that the allegations are being forwarded.
- Consult COAM webpage or contact the COAM for specific instructions when preparing materials for submission related to the following: (1) Plagiarism using Turnitin; (2) Copying or unauthorized collaboration during multiple-choice exams using Proctorio; (3) Copying of computer code.

All materials should be attached with the incident report preferably as PDFs. Any additional material may be submitted electronically to coam@osu.edu. Contact COAM if you wish to submit large electronic files.
**Possible COAM Sanctions**

**Disciplinary Sanctions**
- Formal Reprimand
- Disciplinary Probation
- Suspension
- Dismissal
- No opportunity for re-enrollment at OSU

**Grade Sanctions**
- Zero “0” on assignment or part of assignment
- Reduction of final course letter grade
- Failing grade of “E” in the course
- Students who withdrawal can be re-enrolled by COAM
- Other grade sanctions are possible

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**COAM Review Process**

In the Code of Student Conduct, Ohio State defines “academic misconduct” as “any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Cases of misconduct range from deliberate acts of cheating to unintended missteps, in which students fail to distinguish their work from someone else’s. By university rule, an instructor must report any suspected instance of academic misconduct to COAM. A review panel of the committee will investigate the charges, decide whether or not a violation has occurred, and if the panel finds there has been an offense, determine an appropriate penalty.

When an instructor reports a case of alleged misconduct to COAM, the office notifies the student, explains the charges, and provides information about the process. Students who admit to the charges can choose to have an administrative decision to determine appropriate sanctions, but any student charged has the right to a hearing before a panel of faculty and student representatives. After hearing the facts of the case, the panel will decide whether or not the student has violated the Code of Student Conduct and, in cases where there has been a violation, set fair, consistent, and appropriate sanctions. The process is educational and aims to hold students accountable for their actions in fair, reasonable, and proportional ways. After the panel has made its determinations, students do have recourse to a formal, written appeal, in which all the facts of the case are independently reviewed and a final decision is rendered by the Provost.

**COAM Sanctions and Consequences**
Sanctions will depend on the circumstances and severity of the offense. Though it strives to ensure that sanctions are proportional under comparable circumstances, the panel also recognizes that no two cases are exactly the same. Sanctions vary from the relatively light (an “informal reprimand”) to severe (dismissal from the university) and involve both a grade sanction (a grade of 0 on the assignment, for example—regardless of the overall weight of the assignment or the extent of the compromised work within the assignment—or a failing grade in the course) and a disciplinary sanction (disciplinary probation until graduation, for example). Sanctions may be more severe for students previously found in violation of the Code of Student Conduct for an academic misconduct offense. A record of the finding will be retained in the Office of Student Conduct. Students may need to acknowledge a record of academic misconduct to employers, graduate schools, and professional schools as part of their application.