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Section 1: Overview

Ohio University Faculty Handbook
Per the Ohio University Faculty Handbook, “The rights, privileges, and responsibilities of the faculty of Ohio University are governed by the statements and bylaws contained in the latest revision of this Faculty Handbook” (Ohio University, 2019, p. 1). Section IV provides information related to academics. The current Handbook can be accessed here: https://www.ohio.edu/faculty-senate/current-handbook

University Graduate Catalog
The Ohio University Graduate Catalog provides descriptions of programs, classes, academic policies, and processes associated with graduate education. The current Graduate Catalog can be accessed here (be sure to use the drop-down menu to select the graduate catalog): https://www.catalogs.ohio.edu/index.php
College of Business Graduate Degrees

Full-time Graduate Degree Programs

One-year MBA
The One-year Master of Business Administration (One-year MBA) is an experiential education based graduate program utilizing live clients and providing students with a strong background in business disciplines. The One-year MBA is comprised of two student populations—MBA Exclusives and First-Year Dual MBA/MSA students.

Director: Dr. Ike Uzuegbunam, Associate Professor
Recruiter: Natalie Wittmann, Assistant Director (wittmann@ohio.edu or 740-593-9520)
Student Services: Jill Nice (nicej@ohio.edu or 740-593-1791)
Program Cost (In state/out of state): $21,981/$33,969
Format: Full-time, Athens
Duration: 2.5 semesters
Credit Hours: 42
Concentrations: N/A

MSA (Master of Sports Administration)
The mission of the Master of Sports Administration (MSA) program is to provide a cutting-edge sports administration education to students interested in pursuing careers in the sports and entertainment industry. This is a full-time residential program on the Athens campus. The curriculum facilitates the connection of classroom knowledge to professional experiences and provides students the opportunity to apply these skills through hands on projects. The MSA cohort is comprised of two student populations: MSA Exclusives and 2nd-year Dual MBA/MSA students.

Director: Matt Cacciato, Executive in Residence
Recruiter: Kris Adams, Associate Director (adamsk2@ohio.edu or 740-593-4323)
Student Services: Jill Nice, Financial & Operations Officer (nicej@ohio.edu or 740-593-1791)
Program Cost (In state/out of state): $18,315/$30,303
Format: Full-time, Athens
Duration: 2.5 semesters
Credit Hours: 36
Concentrations: N/A

MAcc (Master of Accountancy)
The Full-time Master of Accountancy (FTMAcc) seeks to provide the best graduate education for accounting students in the region, by focusing on knowledge acquisition using both systematic and applied learning. The FTMAcc is delivered on the Athens campus. Students take courses in a classroom setting and engage in community and university activities.
Director: Dr. David Stott, O’Bleness Professor of Accountancy and Director, School of Accountancy
Recruiter: Natalie Wittmann, Assistant Director (wittmann@ohio.edu or 740-593-9520)
Student Services: Jill Nice, Financial & Operations Officer (nicej@ohio.edu or 740-593-1791)
Program Cost (In state/out of state): $16,428/$27,396
Format: Full-time, Athens
Duration: 3 semesters
Credit Hours: 30
Concentrations: N/A

Part-time, Hybrid Programs

Professional MBA (PMBA)
The Professional Master of Business Administration (PMBA) provides working professionals with specialized skills to advance their careers. The PMBA is a part-time, non-residential/hybrid program for working professionals. The PMBA is unique in its delivery approach utilizing a blend of virtual classes, online learning modules, and monthly full-day residencies.

Director: Tom Marchese, Executive in Residence
Recruiter: Elana Harnish, Associate Director (harnishe@ohio.edu or 740-593-9067)
Student Services: Jill Nice, Financial & Operations Officer (nicej@ohio.edu or 740-593-1791)
Program Cost (In state/out of state): $35,028/$35,712
Format: Part-time, hybrid, Dublin
Duration: 6 semesters
Credit Hours: 36
Concentrations: 8
Professional Master of Business Analytics (PMBAn)
The Professional Master of Business Analytics (PMBAn) is delivered in a hybrid format. Students are required to attend two Dublin-based Professional Development Workshops (PDWs) and one Athens-based Leadership Development Program (LDP). Content is delivered through online learning modules and synchronous virtual classes and office hours.

Director: Andy Goodnite, Assistant Professor of Instruction
Recruiter: Elana Harnish, Associate Director (harnishe@ohio.edu or 740-593-9067)
Student Services: Jill Nice, Financial & Operations Officer (nicej@ohio.edu or 740-593-1791)
Program Cost (In state/out of state): $32,430/$33,000
Format: Part-time, hybrid, Dublin
Duration: 5 semesters
Credit Hours: 30
Concentrations: N/A

Professional Master of Accountancy (PMAcc)
The Professional Master of Accountancy (PMAcc) is delivered in a hybrid format. Students are required to attend two Dublin-based events per year including Continuing Education Workshops (CEWs) and PDWs. Classes are delivered virtually on several occasions throughout the semester and through online learning modules.

Director: Dr. Jennifer Stevens, Assistant Professor
Recruiter: Elana Harnish, Associate Director (harnishe@ohio.edu or 740-593-9067)
Student Services: Jill Nice, Financial & Operations Officer (nicej@ohio.edu or 740-593-1791)
Program Cost (In state/out of state): $27,870-$41,805/$28,440-$42,660
Format: Part-time, hybrid, Dublin
Duration: 5-8 semesters
Credit Hours: 30-45
Concentrations: Tracks based on undergraduate degree: Accounting, Business, Non-business
Professional Master of Sports Administration (PMSA)
The Professional Master of Sports Administration (PMSA) program provides working professionals in the sports industry with a foundation in leadership, critical decision-making skills and sport-specific knowledge to immediately add value to their organizations. This is hybrid online and residency program with opportunities for in-person coursework and networking approximately four times per year.

Interim Coordinator: Anthony Reynolds, Assistant Professor of Instruction
Recruiter: Kris Adams, Associate Director (adamsk2@ohio.edu or 740-593-4323)
Student Services: Jill Nice, Financial & Operations Officer (nicej@ohio.edu or 740-593-1791)
Program Cost (In state/out of state): $29,808/$30,492
Format: Part-time, online + 5 residencies
Duration: 5 semesters
Credit Hours: 36
Concentrations: N/A

Part-time, Online Programs

Online MBA (OMBA)
The Online Master of Business Administration (OMBA) provides working professionals with specialized skills to advance their careers. The OMBA is a part-time online MBA program that requires attendance at least one Leadership Development Program on the Athens campus. (Pearson Program)

Director: Dr. Bill Young, O’Bleness Associate Professor
Recruiter: admissions@onlineprograms.ohio.edu or 866-226-7643
Program Cost (In state/out of state): $36,120/$36,804
Format: Part-time, online + one, 2-day residency in Athens, Ohio
Duration: 6 semesters
Credit Hours: 36
Concentrations: 8

Online Master of Business Analytics (OMBAn)
The Master of Business Analytics (MBAn) provides graduates of bachelor programs who may, or may not, have professional working experience with specialized skills to advance their careers. The MBAn is designed to help career seeking or established working professionals to find careers within the domain of business analytics. The MBAn focuses on applied applications of analytics within various business contexts. (Pearson Program)

Director: Dr. Bill Young, O’Bleness Associate Professor
Recruiter: admissions@onlineprograms.ohio.edu or 866-226-7643
Program Cost (In state/out of state): $35,370/$35,940
Format: Part-time, online + one, 2-day residency in Athens, Ohio
Duration: 5 semesters
Credit Hours: 30
Online Master of Accountancy (OMAcc)
The Online Master of Accountancy (OMAcc) is delivered through online modules and virtual classes. Students are required to attend a minimum of one weekend residency in Athens, Ohio over the course of the program. (Pearson Program)

Director: Dr. Jennifer Stevens, Assistant Professor
Recruiter: admissions@onlineprograms.ohio.edu or 866-226-7643
Program Cost (In state/out of state): $28,620-42,930/$29,190-$43,785
Format: Part-time, online + one, 2-day residency in Athens
Duration: 5-8 semesters
Credit Hours: 30-45
Concentrations: Tracks based on undergraduate degree: Accounting, Business, Non-business

Master of Athletic Administration (MAA)
The Master of Athletic Administration (MAA) program prepares students for leadership roles in interscholastic athletic administration. Students who complete the MAA program will earn a Master of Science in Athletic Administration degree. This online degree program specifically designed to prepare teachers, coaches and athletic professionals for a career in middle school or high school athletic administration. (Pearson Program)

Director: Kelley Walton, J.D., Assistant Professor of Instruction
Recruiter: admissions@onlineprograms.ohio.edu or 866-226-7643
Program Cost (In state/out of state): $20,808/$21,492
Format: online + one, 2-day residency in Athens
Duration: 6 semesters
Credit Hours: 36
Concentrations: N/A

Master of Science in Management (MSM)
The Master of Science in Management (MSM) is an online flexible degree featuring a stackable certificate model. The program allows students to add value in the areas most critical to their organizations and their own talent portfolios while providing all graduates with the key knowledge, skills and abilities specifically related to managing people and process in and across organizations. (Pearson Program)

Director: Dr. Amy Taylor-Bianco, Associate Professor
Recruiter: admissions@onlineprograms.ohio.edu or 866-226-7643
Program Cost (In state/out of state): $34,344/35,028
Format: online + one, 2-day residency in Athens
Duration: 6 semesters
Credit Hours: 36
Concentrations: N/A
Graduate Certificates

Online Graduate Certificate Programs
Recuriter: admissions@onlineprograms.ohio.edu or 866-226-7643

Management and Leadership Certificate
The Management & Leadership Certificate addresses critical skills in-career professionals need to possess to successfully lead people and projects. This certificate will develop leaders, prepare them for the challenges of management, teach the students how to make strategic decisions, and deepen their understanding of their capabilities and their surrounding environment.

Program Cost (In state/out of state): $8,136/$8,307
Format: Online
Duration: 1.5 semesters
Credit Hours: 9

Business Analytics Certificate
The Business Analytics Certificate is designed to be beneficial for students at all levels of data analytics understanding. A certificate in business analytics will prepare students for careers in a growing and vital part of today’s business environment. At the end of the certificate, students will be confident in analyzing, interpreting, and discovering insights within data sets.

Program Cost (In state/out of state): $8,136/$8,307
Format: Online
Duration: 1.5 semesters
Credit Hours: 9

Advanced Business Analytics Certificate
The Advanced Business Analytics Certificate will provide students with a deep understanding of current and important data analytics topics in today’s business environment. Upon earning the certificate, the students will be confident enough in their data analyzation abilities to make informed decisions and implement analytical solutions. Students that possess advanced analytical skills are in high demand and with this certificate, students will be prepared for today’s business setting as well as hold the necessary tools to be a leader in their organization.

Program Cost (In state/out of state): $8,136/$8,307
Format: Online
Duration: 1.5 semesters
Credit Hours: 9
**Strategic Selling & Sales Leadership Certificate**

The Strategic Selling & Sales Leadership Certificate allows students to develop their sales and leadership skills while gaining cutting-edge knowledge and experience. This program will not only develop students into young sales professionals, but the knowledge gained from this program will result in more efficient, productive, and experienced leaders in the workplace.

Program Cost (In state/out of state): $8,136/$8,307  
Format: online  
Duration: 1.5 semesters  
Credit Hours: 9

**Finance Certificate**

The Finance Certificate is designed to teach any student the value of understanding finance and to aid the decision making of professionals in the workplace. This certificate will provide a real-world understanding of finance, financial processes, and industry standard tools that will supply the student with the knowledge, experience, expertise, and the confidence to be a successful financial leader in their firm.

Program Cost (In state/out of state): $10,848/$11,076  
Format: online  
Duration: 2 semesters  
Credit Hours: 12

**Business Venturing Certificate**

The Business Venturing Certificate creates a real-world entrepreneurship setting inspiring a place of innovation and creativity. The students earning this certificate will experience an overwhelming amount of growth, an influx of knowledge, experience, and the confidence to explore their professional entrepreneurial aspirations that will carry them into their careers.

Program Cost (In state/out of state): $8,136/$8,307  
Format: online  
Duration: 1.5 semesters  
Credit Hours: 9
Human Resources Management Certificate

The Human Resources Management Certificate provides students with a comprehensive understanding of human resources management which leads to a more confident and knowledgeable individual in the workplace. This certificate will improve their future career opportunities and prepare the students to recognize the complex intersection of strategy and human resource processes.

Program Cost (In state/out of state): $8,136/$8,307
Format: online
Duration: 1.5 semesters
Credit Hours: 9

Operations & Supply Chain Management

The Operations & Supply Chain Management Certificate provides a well-rounded experience exploring topics transferable to many areas of management, business, and operations. The students will increase their knowledge and understanding of the complexity, interdependence, and importance of operations and supply management within an organization. At the end of the certificate, the students will be confident in thinking outside of the box, thinking on their feet, and be able to confidently rely on their problem solving skills to make important and necessary business decisions.

Program Cost (In state/out of state): $8,136/$8,307
Format: online
Duration: 1.5 semesters
Credit Hours: 9
Section 2: Teaching and Learning Standards

Graduate Academic and Professionalism Committee

The Graduate Academic and Professionalism Committee (GAPC) is appointed annually by the Associate Dean for Graduate and Professional Programs. The GAPC is responsible for issues associated with graduate student academic standing, professional conduct and ethics*, and special requests from students that deviate from normal graduate program operations.

*Pending approval of professional conduct and ethics code

Please note that the Department Chair or their designee serves as the Program Director for all issues associated with graduate students enrolled in stand-alone certificates.

The GAPC generally consists of:

A. Associate Dean for Graduate & Professional Programs
B. One Department Chair/School Director
C. One graduate qualified faculty member that is also a member of Graduate CIT (non-Department Chair)
D. One graduate qualified faculty member (non-Department Chair)
E. Program Director for the student under consideration*
F. For professional conduct violations, a graduate student (not from the same program)

* Please note that three non-voting members of the committee include: Senior Director, Instructional Operations, Technology, and Learner Success; Financial and Operations Officer; and Student Success Coordinator.
The recommendations below were developed using AACSB, Higher Learning Commission, and State of Ohio Guidelines for qualification to teach in graduate programs and are tied to the CoB Standard for Faculty Qualification.

**Qualifications for Graduate Instructors:**

1. Faculty teaching in graduate programs should typically meet qualifications set forth by the CoB Standard for Faculty Qualification for Scholarly Academic (SA) or Practice Academic (PA), having earned a terminal degree in the field of instruction or a related field.
2. Faculty should typically hold terminal degrees from an accredited institution recognized by the U.S. Department of Education, Council for Higher Education Accreditation, or equivalent non-U.S. accrediting body.
3. Faculty must show evidence of active and current professional engagement – such as intellectual contributions, training, or advanced credentials – in their discipline.

**Exceptions by course for Scholarly Practitioner (SP) and Instructional Practitioner (IP) Faculty Members:**

1. Faculty that qualify as Scholarly Practitioner (SP) or Instructional Practitioner (IP) under the CoB Standard for Faculty Qualification may teach in graduate programs through consultation with SA or PA faculty serving as curriculum content advisors. Curriculum content advisors will approve course curriculum and may aid in the development of course curriculum.
2. At minimum, SP and IP faculty will have five or more years of tested experience, as determined by the appropriate Department Chair, or hold professional credential(s) appropriate to the field. Tested experience is defined as a significant breadth and depth of industry experience relevant to the course to be taught. Professional credentials are defined as a one or more significant, professional certifications or advanced trainings that demonstrate expertise. Teaching experience in the field of study is not considered tested experience or an equivalent credential.

**Graduate Instructor Expectations:**

1. Faculty are expected to be active in curriculum and content delivery and development at both course and program levels.
2. Faculty are expected to deliver content with academic substance and rigor consistent with the mission of the program(s) in which they teach.
3. Faculty are expected to be, or become, well versed in technology used in program(s) in which they teach.
4. Faculty are expected to assess student achievement of learning goals and objectives in support of the CoB Assurance of Learning processes (as necessary).
5. Faculty are expected to participate in graduate program activities including (but not limited to) interviews, orientation events, and graduation ceremonies.
Ensuring Qualification of Faculty:
1. Department Chairs are responsible for ensuring faculty meet qualifications and expectations listed in this document.
2. Judgments related to the definition of related fields for terminal degrees are made by Department Chairs.
3. Faculty qualifications and meeting of expectations, on an individual faculty basis, will be reviewed each year using activities from the most recent five years.
4. Department Chairs in consultation with the Dean of Graduate Programs and Graduate Programs directors have ultimate discretion in selecting faculty to teach in graduate programs.

Assurance of Learning

Assurance of Learning
Process and Responsibilities

Background
The OHIO College of Business follows the formal process of assessing learning using the recommended cycle of
1. Developing learning goals, outcomes, performance dimensions, and curriculum mapping
2. Measuring student achievement of learning, collecting results, and reporting results
3. Improving the curriculum through long-term (program-level) revisions and incremental (course-level) implementations (as necessary)
4. Measuring student achievement of learning, collecting results, and reporting results
5. Revising goals, outcomes, performance dimensions, and curriculum mapping

Exhibit 1: AOL Steps in the AOL Cycle

<table>
<thead>
<tr>
<th></th>
<th>Develop</th>
<th>Measure 1</th>
<th>Improve</th>
<th>Measure 2</th>
<th>Revise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals</td>
<td>•Assess</td>
<td>•Plan</td>
<td>•Assess</td>
<td>•Goals</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>•Collect</td>
<td>•Implement</td>
<td>•Collect</td>
<td>•Outcomes</td>
<td></td>
</tr>
<tr>
<td>Dimensions</td>
<td>•Report</td>
<td></td>
<td>•Report</td>
<td>•Dimensions</td>
<td></td>
</tr>
</tbody>
</table>

Roles & Responsibilities
Assurance of Learning is a collective effort led by the faculty and supported by administration. The following summarizes the primary responsibilities of persons and groups.

<table>
<thead>
<tr>
<th></th>
<th>Develop</th>
<th>Measure 1</th>
<th>Improve</th>
<th>Measure 2</th>
<th>Revise</th>
</tr>
</thead>
<tbody>
<tr>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Curriculum Committees¹</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

¹ Curriculum Committees refer to the UG-CIT, Grad-CIT, Sports Curriculum Committee, Accounting Curriculum Committee, Management Curriculum Committee, and Analytics Curriculum Committee. In some situations, multiple committees may hold responsibilities.
Assessment Directors: ✓ ✓ ✓ ✓ ✓
Student Services or Program Admin ✓ ✓ ✓ ✓
Chairs or Program Directors ✓ ✓ ✓ ✓
Academic Dean ✓ ✓ ✓ ✓

Step 1: Develop
- **Program Faculty** have final determination of the learning goals, learning outcomes, performance dimensions, and curriculum map. Development of these can be done by a designated task force or by the faculty as a collective. Final approval should be done via faculty vote.
- **Curriculum Committees** serve as a first review of the development process and outcomes to provide suggestions for revision.
- **Assessment Directors** guide the process of development, recommend or create measurement instruments, and plan an assessment cycle.
- **Chairs or Program Directors** provide administrative input to support faculty efforts.
- **Academic Deans** provide oversight to support faculty efforts.

Step 2: Measurement 1
- **Program Faculty** are responsible for collecting and reporting direct assessment data from courses.
- **UG Student Services or Grad Program Administrators** are responsible for collecting and sharing indirect assessment data (e.g., from employers, student surveys, etc.)
- **Assessment Directors** are responsible for requesting assessment data from faculty, working with faculty to use measurement instruments, collecting and aggregating assessment results, reporting the aggregate results, and maintaining assessment results records. Results should be reported to the appropriate curriculum committee and Academic Dean.

Step 3: Improve
- **Program Faculty** are responsible for reviewing assessment results and implementing incremental (course-level) improvements in core curriculum courses.
- **Curriculum Committees** are responsible for reviewing assessment results, communicating results to faculty, organizing faculty task forces to plan incremental (course-level) improvements (if necessary), and planning / recommending long-term (program-level) revisions.
- **Assessment Directors** are responsible for documenting and maintaining records of both incremental (course-level) improvements and long-term (program-level) improvements.
- **Chairs or Program Directors** are responsible for providing leadership of curriculum improvements by individual faculty, faculty task forces, and CITs and for maintaining records of improvements.
- **Academic Deans** are responsible for planning and managing the structure, timing, and documentation of curriculum improvements by individual faculty, faculty task forces, and CITs.

2 Assessment Directors include Business Undergraduate Programs, Business Graduate Programs (MBA, MiM, and Analytics), Sports (COSMA accredited), and Accounting. For Sports & Accounting, director responsibilities may also include accreditation documents.
Step 4: Measurement 2

- **Program Faculty** are responsible for collecting and reporting assessment data from courses.
- **UG Student Services or Grad Program Administrators** are responsible for collecting and sharing indirect assessment data (e.g., from employers, student surveys, etc.)
- **Assessment Directors** are responsible for requesting assessment data from faculty, working with faculty to use measurement instruments, collecting and aggregating assessment results, reporting the aggregate results, and maintaining assessment results records. Results should be reported to the appropriate CIT and Academic Dean.

Step 1 (Revisited): Revise

The final step is to repeat Step 1 (Develop) through a process of revising goals, outcomes, dimensions, curriculum maps, measurement instruments, and reporting systems.

Student Academic Success Roles and Processes

The intent of the College of Business Student Success process is to support students throughout their time in a graduate program. Specifically, this document outlines the individuals, their roles, and processes that guide academic status monitoring and evaluation as well as academic status. This policy does not address academic misconduct or course grade appeals.

Graduate Academic and Professionalism Committee

The College of Business Graduate Academic and Professionalism Committee (GAPC) is responsible for issues associated with graduate student academic standing, professional conduct and ethics, and special requests from students that deviate from normal graduate program operations.

Faculty responsibilities for student success include a responsibility to:

A. Respond to requests associated with student progress.
B. Submit grades no later than noon (12:00 PM) on the Wednesday following the final day of class.
C. Monitor student progress, support student success by working with underperforming students, and notify the program director when appropriate (i.e., student is not receptive to assistance, student is not responsive, student is at-risk of earning a “C” or below).

Program Directors will:

A. Remain aware of, and monitor, at-risk students. Respond to any faculty-initiated contact about underperforming students.
B. Provide information to the Student Success Coordinator based on the schedule.
C. Provide anticipated final grades for at-risk students to the Student Success Coordinator as grading is completed. Work with faculty to get at-risk student final grades before the rest of the class if course structure allows.

Student Success Coordinator will:

A. Maintain database of current at-risk students with appropriate detail.
B. Maintain historical data related to student success.
C. Maintain standard academic standing letter templates (see attached).
D. Initiate and track communication with students
E. Generate academic summary/student history email to be sent to GAPC.
E. Generate, send, and track all student communications (probation, continuing probation, dismissal, appeal decision).

Financial and Operations Officer will:
A. With the Student Success Coordinator, coordinate holds on student accounts.
B. Liaise with University units on issues of program enrollment and course registration.
C. Generate student re-entry academic plans for program completion.
D. Oversight of Student Success Coordinator

Associate Dean for Graduate & Professional Programs:
A. Annually establish the GAPC.
B. With support from the Financial and Operations Officer, coordinate operations of the GAPC.

Associate Dean for Undergraduate Programs:
A. Manage the appeal process of GAPC.

Student Success Timeline

Week 1:
A. Student Success Coordinator provides a list of at-risk students to Program Directors.

Monday of the Last Week of the Course:
A. Student Success Coordinator provides a list of at-risk students to program directors.
B. Program Directors collaborate with faculty to review at-risk student anticipated final grades.
C. Program Directors provide grades to Student Success Coordinator and Financial and Operations Officer for at-risk students (i.e., student is not receptive to assistance, student is not responsive, student is at-risk of earning a “C” or below).
D. Program Directors communicate to each student that will likely change academic status.

Wednesday Following the Close of the Course:
A. Faculty submit final grades no later than noon (12:00 PM) in the Faculty and Advising Center.

Immediately Following Grades Becoming Official:
A. Student Success Coordinator verifies official grades against anticipated grades and sends official letter reflective of academic standing. Students are asked to appeal any decision within 30 days.
B. Dismissal letters must be sent Friday (or prior) before the next class begins to avoid the need to have the registration withdrawal/cancellation go before the Tuition Appeals
committee. This will also avoid the student being enrolled for an extended length of time following a dismissal notification.

C. During terms in which there is no break into between terms A and B, dismissal letters are dated and sent no later than the day after final grades are posted by term A faculty. These dismissals are presented to the Tuition Appeals panel for the cancellations of registration to be processed.

**Ongoing:**

A. Associate Dean for Graduate & Professional Programs coordinates appeal decisions with the GAPC.
B. Student Success Coordinator coordinates all communication.
C. Student Success Coordinator updates all academic standing spreadsheets and provides a copy to Associate Dean for Graduate & Professional Programs.
Section 4: General Course Policies

Course Syllabus and Schedule
Course syllabi and schedules will be created using program specific templates being developed (as of January 2020) from the Program Director and Instructional Technology staff.

Course Syllabus Content
The Ohio University Faculty Handbook provides guidance related to required syllabus content. Please refer to the current Faculty Handbook for specific requirements located in Section IV here: https://www.ohio.edu/faculty-senate/current-handbook

University Calendar and Closures
The official Ohio University calendar guides College of Business graduate programs operations (i.e., winter closure dates, holiday observances). However, COB graduate course calendars differ from the University calendar within the terms (i.e., Fall A Term is 7-weeks and Fall B Term is 7-weeks). Most online and professional programs begin one week early in Spring and Summer semesters. Instructors are required to abide by the pre-determined Program Calendar published well in advance of each semester.

Classes, virtual sessions, residencies, and/or required attendance events may not be held on official closure dates. Conversely, scheduled classes or virtual sessions should not be cancelled without extenuating circumstances and with notification to the Program Director and Chair/School Director. The academic calendar can be found here: https://www.ohio.edu/registrar/calendar

Grading
Every COB course will use the grading scale as established in the Graduate Catalog (https://www.catalogs.ohio.edu/index.php; section 8) and per Ohio University Policy 12.040.

Faculty policies on curving and rounding of grades must be included in the syllabus. Faculty may choose to round or curve grades on assignments or on final course grades. Curving should be sensitive to grade inflation and demonstrate reasonable expectations for students. Faculty are encouraged to discuss specific class policies with the program director.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Minimally Acceptable</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Minimally Acceptable</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Minimally Acceptable</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>Not Acceptable</td>
</tr>
</tbody>
</table>
Textbooks/Required Materials
Approximately 8 weeks prior to the start of the semester, textbook and required materials information must be submitted via the COB Services app at: https://cobservices.com/forms/course-textbook-submission/
Please note that all textbook and required materials must match those approved for the course.

Inclusive access is an available technology solution that promotes affordable, digital content like ebooks and courseware for students. Detailed information on this program can be found at https://www.ohio.edu/oit/teaching/teaching-and-learning-tools/digital-course-materials
Interested faculty should work with their program director and Senior Director, Instructional Operations, Technology, and Learner Success to learn more.

Day of Week and Time Zone
Weeks beginning on Mondays and Eastern Time (ET) is assumed for all schedules. Instructors may provide other time zone information as well, but ET is the standard and must be provided.

Assignment Deadlines
In general, course assignments are due at 11:59pm ET on the due date. This time is established to allow most students evening hours for assignment completion. Faculty should note that that Blackboard will identify the due date as the following day for any times set after midnight, therefore the strong recommendation is to use 11:59pm ET as the standard and then to make exceptions for specific students that may be well behind ET.

Content and course pacing should drive any adjustments to the standard due date/time. Flexibility of due dates/times is provided for assignments that precede specific guest speakers, virtual session content (i.e., a case response prior to a session), and/or for final course projects that should align with course closing days/times.

University Email Use
Ohio University provided email addresses should be used for all student course related email communication.

Progress and Incomplete Grades
Progress, or “PR” grades are not permitted to be awarded for College of Business graduate courses. Under extenuating circumstances, Incomplete, or “I” grades may be submitted. Faculty should notify the program director and Financial and Operations Officer of students receiving an “I”.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>D+</td>
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<tr>
<td>D</td>
<td>1.00</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>D-</td>
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</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failing</td>
</tr>
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</table>
Submission of Grades
Faculty are required to submit final grades no later than noon (12:00 PM ET) on Wednesday following the close of the course. Grades are submitted to the Faculty and Advising Center accessible here: https://www.ohio.edu/registrar/academic-advisee-list-and-dars-reports

Student Grade Appeals
Faculty should be aware of Ohio University processes and procedures related to student grade appeals. Details are provided in the Faculty Handbook which can be accessed here: https://www.ohio.edu/faculty-senate/current-handbook

Student Academic Misconduct
The Student Code of Conduct at Ohio University is the guiding policy for all misconduct cases. Faculty and students should be familiar with the policy located at https://www.ohio.edu/student-affairs/students/notifications/student-code-conduct. Additionally, the College of Business is establishing a Student Professionalism Policy that is anticipated to in place by Fall 2020.

Archiving of Syllabi
Faculty will submit course syllabi to the Student Success Coordinator each term by the course opening date. Files should be named as program, course number, and faculty name. Example: “OMBA MBA 6525 Name”.
Section 5. Teaching Expectations

Faculty Role in Graduate Programs
As evidenced by the successes of College of Business graduate programs and courses, the College has outstanding teachers that also excel in research and service. Due to the complexity of graduate program design and delivery in the College, teaching in graduate programs requires a willingness to collaborate across departments, work with program directors and/or certificate leaders, and adhere to program standards for class delivery. All faculty are expected to be committed to upholding rigorous graduate academic standards, student-centered in their teaching, current in their field, and to reflect their relevancy and expertise through their teaching.

Most non-Athens based graduate students are working professionals with industry experience that are also balancing family and personal obligations while furthering their education. Athens based students, in general, more closely resemble a traditional graduate student profile and the vast majority are full-time students.

Each program relies on a collaborative leadership model that includes the department chair, program director, and graduate administrators. In this way, the uniqueness of each program is recognized while providing standardizations across graduate programs that provide efficiency in teaching and a common student experience. The selection of faculty is led by department chairs with input from program directors.

Teaching Professional Development
Prior to the start of the semester, required onboarding sessions are provided in a partnership between the Office of Instructional Innovation, COB Graduate Administration, and program directors. Sessions are provided for faculty teaching their first course in a COB online or professional programs. During these sessions, faculty will acquire a bigger picture understanding of the program including student demographics, program standards, and key program technologies. Additional sessions covering the finer details of virtual session software, best practices for running virtual sessions, and Blackboard onboarding are also available. Please contact Senior Director, Instructional Operations, Technology, and Learner Success to learn more, or to schedule a session.

Faculty interested in additional professional development should work collaboratively with the program director, department chair, and the Senior Director, Instructional Operations, Technology, and Learner Success to identify other opportunities.

Course Availability
Online course delivery requires collaboration between the Instructor of Record and Instructional Technology staff to ensure a successful launch each term.

Course launches are managed to ensure a consistent and excellent student experience. A successful course launch means that all course content is complete and tested, the course is available, and a welcome announcement has been posted. New course launches are part of the
standard OII course development process (see Section 7 for details) and occur as the delivery phase is completed. For all existing courses, Instructional Technology staff will work with faculty to ensure a successful course launch. This process involves collaboratively updating a master course, copying the master course to the official Blackboard course, performing course merge operations to add sibling course section enrollments into parent course sections, making post-course copy adjustments, and testing course content. This process kicks off 3-4 weeks before the course start date to have most courses ready for launch early in the week and all courses launched by 5pm Friday prior to the course start date.

All courses “go live” on Blackboard by 5pm EST on the Friday prior to the official start date of the course. If courses are not made available by this time, technology staff with make them available. It is recommended that faculty provide course overview information (i.e., syllabus and schedule) to students one week before the official start date.

Course Introduction
Every course will have a course introduction in the form of a recorded video or written document (established during course design and consistent with templates provided by program directors) that includes:
  • General overview of the course
  • Narrative summary of the course
  • Course structure and any distinctive components of the course
  • Course learning outcomes

Course Delivery
Every course will have an in-person or virtual class (recorded for students unable to attend) early the first week of the course that includes:
  • Instructor introduction
  • Review of course introduction
  • Review of course syllabus while the syllabus is visible to students (in classroom or virtually)
  • Review of all key dates for the course while the schedule is visible to students (in classroom or virtually)
  • Expectations for students related to participation (student to student, instructor to student, student to instructor)
  • Faculty tips for student success in the course
  • How to appropriately contact the faculty member and expected response time
  • Student Q&A

Timely Feedback
Assignments should be graded and returned to students within 5 days of the assignment due date.

Course Evaluations
Program Directors will remind students to complete course evaluations as follows:
  • Students will receive an email on the final Wednesday of the course with a link to the evaluation.
• Students will receive a reminder 1 week later.
• Evaluations will be open for 14 days.
• Students can complete course evaluations by using this link
don't edit this line: http://cob.ohio.edu/evaluation

Instructors can access their course evaluations at http://cob.ohio.edu/gradEvaluationResults
Section 6. Faculty Engagement

Engagement Expectations
Faculty are expected to understand constraints facing students within the program they are teaching. To facilitate productive progression of students through programs, a high level of availability and addressing student questions and concerns quickly in a way commensurate with their schedules is expected.

Student emails should be addressed within 24 hours for 7-and 8-week courses and 48 hours for 15-and 16-week courses unless the instructor has otherwise communicated a lack of availability for a specific reason.

It is recognized that texting and other apps may provide additional opportunities for instructor/student engagement. Instructors may establish their own preferred guidelines with respect to sharing cell phone numbers and permitting such communication.

Synchronous Learning
Each 7-week course will offer synchronous learning opportunities (online courses should refer to Section 6: Virtual Sessions for details).

Graduate Programs Events & Residencies - Faculty Obligations
Faculty are expected to attend and participate in graduate program activities. At a minimum, and in accordance with COB faculty contracts, this includes attendance at all of their own scheduled class sessions (in person and virtually) and at least one graduation event per academic year. Program directors are required to attend all program specific interview dates, residencies, and graduation events.

Additionally, all graduate faculty should attend a reasonable amount of key program events (i.e., interview days, LDP, networking lunches, graduation celebrations, Leadership Forum, alumni events, etc.). It is the responsibility of the Program Director to provide residency and event schedules to faculty well in advance (calendar invitations with a detailed email agenda preferred).

With prior approval and in accordance with COB policy, mileage will be provided to faculty attending non-Athens based graduate events. Hotel accommodations are not provided to faculty associated with graduate events unless there is justification (i.e., residencies outside of Ohio) and prior approval through the COB spending approval process.

Residencies - Student Obligations
Each program has defined residency opportunities and requirements. Students are required to attend appropriate residential experiences for their program of study and be familiar with the consequences of failing to meet this obligation. In the event of an unavoidable conflict (e.g., military obligation, family emergency, documented illness, unexpected severe weather, etc.), students can request an exemption by communicating with their Program Director. All residency absences require the completion of a make-up assignment regardless of the reason for the
absence. Cases of excessive absences will be referred to the Graduate Academic and Professionalism Committee for review.

Severe Weather
Severe weather may impact the physical location of an academic experience and/or the home location of students and faculty. Weather may also impact the ability of some virtual experiences to occur.

With safety of faculty, staff, and students as our priority, decisions regarding weather related schedule changes will typically occur 12 hours prior to the scheduled start time of events.

College of Business graduate events will typically be cancelled when the forecast calls for a temperature below -10 degrees F, snow accumulations over 4”, or any ice accumulation during anticipated faculty/staff/student travel times to/from the event and/or during the scheduled event. College of Business leadership retains the right to declare an emergency cancellation within 12 hours of any event independent of forecasts based upon real-time weather.

Students and faculty purchasing flights or making overnight reservations associated with events should purchase refundable tickets/reservations. The College of Business will not reimburse for any expenses associated with weather cancellations. Faculty will typically not be reimbursed for voluntary hotel accommodations associated with travel around events based on weather. Exceptions may be made by approval from the Associate Dean for Graduate and Professional Programs.

In the event of a cancellation, every effort will be made by the College and faculty to transition the experience to virtual delivery (if applicable). In the event that virtual delivery is deemed impossible, the Program Director will communicate with faculty, staff, and students about make-up sessions.

In the event a faculty member is unable to deliver a scheduled virtual session due to severe weather, power outage, or internet outage at their home, they are required to deliver the session from campus (if this is reasonable based on travel conditions and time). If delivery of the virtual session is not possible, the Program Director will work with the faculty member to establish an alternative experience for students (i.e., recorded content or lengthening future virtual sessions).

Virtual Sessions
Virtual sessions are software mediated, faculty led, synchronous engagement with students. All College of Business graduate courses will have regular synchronous face-to-face engagement, regular synchronous virtual sessions, or a combination of both. Virtual sessions typically take one of two forms: 1) virtual class or 2) virtual office hours.

Adobe Connect and GoToMeeting/Training are the primary virtual session software platforms in College of Business graduate programs. Virtual class sessions differ from virtual office hours just as face-to-face class sessions differ from face-to-face office hours.
*Athens based graduate program faculty are encouraged to use virtual sessions to supplement classroom learning, but in general, the face-to-face component required of Athens based classes replaces all references to virtual experiences within this policy.

**Virtual Classes**

Virtual classes are primarily used to deliver new course content. This can be achieved through a variety of delivery methodologies including, but not limited to, lecture, guest lecture, student debate, faculty led discussion, case study, exam prep, guided problem solving, student presentations, etc. Students are responsible for the material delivered during Virtual Classes (whether through live attendance or via viewing of recordings).

**Virtual Office Hours**

Virtual office hours are primarily used to enhance student understanding of course material that was previously covered synchronously or asynchronously. Generally, virtual office hours are unstructured time for students to ask questions, for faculty to respond to questions known before the sessions, and/or for students to work on sample problems from course material with faculty support, etc. Students are encouraged to take advantage of Virtual Office Hours but are not required to attend, nor are they required to view recordings. Faculty are responsible for clearly stating their policy regarding recording of Virtual Office Hours in the syllabus.

**Location of Virtual Sessions**

In order to provide the highest quality learning experience for our students, faculty are expected to deliver virtual sessions from locations with reliable high-speed internet connectivity that are quiet, free of background noise, and provide a professional backdrop when webcams are used. Sessions are typically conducted from one's home or office. In cases where a session is more technically demanding and/or requires in-person technical support, Instructional Technology staff will attempt to schedule Copeland 520 or CBA 333 for your session.

**Hardware and Software Needed for Virtual Sessions**

Instructional Technology staff will install software and provide hands-on training and documentation to ensure that your virtual sessions run successfully. Faculty who do not possess a headset will be provided with one to maximize audio quality and clarity.

**Technical Support for Virtual Sessions**

Technical support such as student operators is available by request at least 4 weeks prior to the beginning of the official course start date. In general, a student operator is only available for Virtual Class sessions and for faculty that use student audio and/or student video functionality of the software in Virtual Office Hours. The student operator will support the muting/unmuting of student microphones, forming breakout groups, necessary management of students entering sessions, and all other functions necessary to support faculty in running a smooth session.

**Scheduling Virtual Sessions**

The Syllabus/Course Schedule will clearly outline dates, times, and type of session for all virtual sessions. Faculty should consult the Ohio University academic calendar to ensure virtual sessions are not scheduled on University holidays.
Virtual sessions should be offered on a consistent schedule and spaced appropriately based on content timing. For example, a Virtual Class with new content the night before an exam does not provide sufficient time for students to absorb the material. For weekday sessions, it is recommended that 8:00 p.m. ET is the earliest start time to accommodate student schedules and time zones. For weekend virtual sessions, especially virtual office hours, earlier start times may be appropriate with program director and instructional technology approval.

**Frequency of Virtual Sessions**

Each 7- or 8-week course will include a minimum average of one virtual session per week. Each 15- or 16-week course will include a minimum average one virtual session every two weeks. The program specific appendices to this handbook provide additional program-specific guidance.
Section 7: Instructional Policies

Enrollment Calculations
Enrollment is calculated based on student enrollment on Monday of Week 2 for all delivery formats (this ensures prompt overload payment for faculty). Sibling section enrollment is included in enrollment totals.

Required Graduate Courses
Most graduate courses are required for one or more graduate degree or certificate.

Elective Graduate Courses
For graduate elective courses, the Department Chair and Program Director will monitor enrollment. If enrollment (including sibling sections) is anticipated to be under the College of Business definition of a full course, the graduate associate dean will be notified, and a collaborative decision will be made as to whether to offer the course.

Faculty Assignments and Course Sizes
Onload teaching of required graduate courses typically occurs only if enrollment meets the College of Business definition of a full course. Extra care should be taken when planning for onload teaching of elective courses with limited enrollment history to support onload teaching. Exceptions may be made in extenuating circumstances.

Grader Policies and Requesting Graders
Grading support is available for graduate courses (typically available for courses with a demonstrated need and enrollment over 45 students). Questions related to whether a course qualifies should be directed to the Program Director at least 8 weeks before the course begins. The Program Director collaborates with the Financial and Operations Officer and Associate Director, HR & Operations to ensure consistent application of grading support and adherence to HR policy.

If approved to receive grading support, the faculty member is required to engage in a thorough and timely review of candidate applications, seek candidate pool approval, schedule and conduct interviews, comply with all required hiring paperwork, provide grading training, and provide effective supervision of the grader.

Graders may be used to help faculty grade assignments, review discussion boards, or assist with virtual sessions. However, if a student has a grading dispute or requests clarification regarding a grade, it is the responsibility of the instructor to communicate directly with the student. Faculty should note that the graders performance likely will impact the faculty member’s course evaluations.
Although the process may seem cumbersome, effective selection, training, and supervision often yield a long-term grader that can be a tremendous asset to the faculty member and student experience.

Please be aware that:

- Undergraduate students cannot be hired as graders.
- Graduate students not enrolled in COB programs may be hired as Graders but are most likely not eligible if they are receiving any other funding (i.e. stipends) from Ohio University.
- Current College of Business graduate students CANNOT be hired as Graders or grade graduate assignments as a part of GA duties.
- If a Grader is not an Ohio University employee or graduate student, they will need to apply for the official position.
- Questions about a Grader’s eligibility or other questions related to Graders, should be directed to the Program Director.

Course Content Ownership

COB graduate programs seek to create a culture of sharing and collaboration across and within graduate degree and certificate programs. As such, the general expectation is that all course material, whether development was compensated or not – is to be used for the betterment of the student experience. It is expected that faculty responsible for course development are also provided the opportunity to teach that course per the collaborative efforts of department chairs and programs directors in faculty scheduling.

In accordance with University Policy 15.006, course materials created under a course development contract will be owned by the University and become part of the Graduate Programs catalog of course content and used by other instructors. Please see the entire policy for more details.

Questions about this policy or request to deviate from the above should be directed to the Program Director and Department Chair who will then engage the Associate Dean if needed.

New Course Development Key Personnel/Definitions

The Subject Matter Expert (SME) is involved in all phases of development. This is the faculty member that has been assigned to create and deliver the course for at least the first time.

The Instructional Designer (ID) is also involved in all phases. The College of Business has an embedded Instructional Designer assigned to the College by the Office of Instructional Innovation (OII). The embedded Instructional Designer is part of a team of instructional designers who work to support the evolving programs of OHIO University. The embedded Instructional Designer also serves as a liaison with key OII staff including the Production Services Team and Project Manager.

The Project Manager (PM) is involved beginning in Phase III in the creation of the course development process. The Office of Instructional Innovations strives to assign a single PM to work on CoB course and program design projects. The PM works with the SME to establish
realistic milestones and deadlines in their project management system and tracks the pipeline of current projects.

**Production Services** is a large team of OII staff and students who help to bring the course vision to life through audio and video production, creating complex interactive learning objects, and implementing course content, activities, and assessments in the Blackboard learning management system. Production Services schedules resources based on the timeline and deadlines set forth in the course development plan. The instructional designer works closely with the production services team to ensure the work performed matches the vision of the subject matter expert as articulated in the course scope and course map documents.

**Course Design, Redesign, and Update Proposals**

Faculty are expected to maintain up to date content within their courses. As such, approximately 20% of course content should be updated by the faculty member each time the course is offered. For courses offered more once per year, the expectation is to update the course annually. Instructional designers are available for faculty seeking assistance with these updates and program directors and department chairs may also be involved in providing course update feedback. Requests should be made via the Course Development Request Form ([https://ohio.qualtrics.com/jfe/form/SV_ba4odpf0fzDErI](https://ohio.qualtrics.com/jfe/form/SV_ba4odpf0fzDErI)).

Faculty teaching existing courses in need of more than a 20% update will submit a proposal to the Course Development Request Form ([https://ohio.qualtrics.com/jfe/form/SV_ba4odpf0fzDErI](https://ohio.qualtrics.com/jfe/form/SV_ba4odpf0fzDErI)) with the rationale for updating the course. Proposals will be reviewed by the Senior Director, Instructional Operations, Technology, and Learner Success in conjunction with the Program Director and Department Chair. When the proposal is from a Department Chair, the Associate Dean for Graduate and Professional Programs will serve in the Chair’s role for review purposes.

Based on the percentage of content identified as needing revision, compensation will be prorated by the same percentage on a per credit hour basis. A contract will be issued upon approval and prior to beginning course development. Course development will not begin until all necessary academic and budgetary approvals are granted at Department, College, and University levels. No payment will be made until the course is fully developed and approved.

**New Course Development**

All new courses will be designed to allow for online and face-to-face delivery. The identification of subject matter experts is led by the Associate Dean for Graduate and Professional Programs working with department chairs and program directors.

Compensation for developing new (not previously offered online) online graduate courses is outline in the teaching compensation policy.

All requests for new course development must be submitted at least two full semesters prior to the course launch date through the Course Development Request Form ([https://ohio.qualtrics.com/jfe/form/SV_ba4odpf0fzDErI](https://ohio.qualtrics.com/jfe/form/SV_ba4odpf0fzDErI)). Proposals will be reviewed by the
Senior Director, Instructional Operations, Technology, and Learner Success in conjunction with the Program Director and Department Chair. When the proposal is from a Department Chair, the Associate Dean for Graduate and Professional Programs will serve in the Chair’s role for review purposes. A contract will be issued upon approval and prior beginning course development. Course development will not begin until all necessary academic and budgetary approvals are granted at Department, College, and University levels. No payment will be made until the course is fully developed and approved.

It is expected that the subject matter expert will also be the instructor for at least the first course offering (and longer whenever possible). There may be special circumstances when a College of Business subject matter expert is not available to develop a necessary course, or the subject matter expert will not be the instructor for the first delivery of a course. In these situations, the identification and selection of subject matter experts is led by the Associate Dean for Graduate and Professional Programs working with Department Chairs and Program Director.

New Course Development Process

The image below shows the modified version of OII’s course development process which is followed for the development of all COB graduate courses. The process is comprised of eight phases, each with a unique deliverable that marks the completion of that phase. For example, the concept phase ends with the completion of the course scope document. Similarly, the design phase concludes with a finalized course map. While the picture shows a simple linear process, deliverables like the course map are documents that evolve through the development process. Beneath the phases are the resources utilized in each phase of the course development.

Course development for all online and blended-online COB graduate courses is required to follow the above process. The three milestones (M1, M2, M3) have been established to:

1) effectively allocate course development resources,
2) proactively collect information for accreditation, and
3) review the course for quality.

Milestone 1 includes a formal request and approval via the Course Development Request Form (https://ohio.qualtrics.com/jfe/form/SV_ba4odpf0fzDErIN). Completion of this milestone ensures that all course design work properly enters the course development pipeline and resources are properly allocated.

Milestone 2 requires a review and approval of the course map and course scope documents by the instructional designer, program director, and department chair. The final versions of these deliverables are also collected to support accreditation and future course updates. The timing of resource allocation is based up on the course development plan.

Milestone 3 requires a quality review by the instructional designer.
Section 8: Graduate Assistants

Graduate Assistantship Program Overview
The Graduate Assistantship Program benefits the College of Business and its residential graduate students. It provides funding opportunities and work experience for graduate students while providing a resource to complete work that otherwise would require hiring additional personnel. The program supports the recruitment of higher quality students and provides opportunities to enrich the graduate experience and develop meaningful relationships.

GA Assignments

Graduate assistant positions fall into three categories:

- Positions with stipends funded from sources outside the COB. In these situations, the outside entity, whether another unit on campus or external to the University, funds the stipend and COB funds the waiver. This may be a University unit such as Athletics or through a research grant that can be used to support a GA.
- Positions to support the operations of the COB that would otherwise require additional staffing.
- GA Special Projects Team (also known as the GA Pool), which is accessible to all COB faculty and staff to use for short-term, well-defined projects.

Supervisors for all graduate assistant positions must submit an accurate job description in advance of the placement process which begins early Spring semester.

Work requirements
Each program has set an allowable work requirement fit into constraints for that program. Assistantships are offered during Fall and Spring semesters. GAs have a set work requirement during the weeks of the semester EXCEPT finals week. Should the position require work beyond what is allowable by the assistantship it must be detailed in the job description. In these situations, the student will be hired as an hourly employee for work beyond the graduate assistantship and paid from the requesting unit’s budget.

In accordance with University policy, students on graduate assistantships may not work more than a total of 20 hours per week on or off campus, including their assistantship hours. Students may not accept full-time employment on or off campus, nor can they have two full-time Graduate Appointments.

The standard work requirements, by program, are as follows:

- MBA GAs, including first-year Dual MBA/MSA students, are eligible for GA assignments of up to 10 hours per week.
• MAcc GA assignments within the College of Business are typically 10 hours per week. MAcc students are permitted to take GA assignments of up to 20 hours per week outside the College of Business.
• MSA GAs are eligible for GA assignments of up to 20 hours per week.

**Expectations of Graduate Assistants**

Graduate assistants are required to abide by all University, College, and Program Policies. In addition, they are expected to perform their GA duties as outlined in their job description and established by their GA supervisor satisfactorily. Specific requirements fall into three categories:

**Policy Information**

Graduate Assistants are required to abide by the policies set forth in this document as well as the

- Ohio University Graduate College Appointment Information and Policies ([https://www.ohio.edu/graduate/current-students/appointments-details](https://www.ohio.edu/graduate/current-students/appointments-details))
- Ohio University College of Business Graduate Student Handbook (anticipated to be in place by Fall 2020)

**Academic standing**

- Graduate Assistants must remain in good academic standing as defined by their program throughout the duration of their appointment, including maintaining a cumulative GPA of 3.0 in all graduate courses.

**Performance**

- Graduate Assistants must complete employment paperwork by the timeline outlined in the university policy.
- Graduate Assistants are required to attend Graduate Assistant Orientation that is conducted by the College of Business Graduate Programs office.
- Graduate Assistants are expected to participate in an introductory meeting with their supervisor in the first week of the semester. During this meeting Graduate Assistants will be provided expectations and requirements of the position. If the Graduate Assistant cannot meet these expectations or feels that the expectations are unreasonable, they should speak with the Graduate Programs Team as soon as possible.
- Graduate Assistants are required to work the number of hours required by their Graduate Appointment.
- Graduate Assistants are expected to abide by the College of Business Student Professionalism policy and conduct themselves in a professional manner representative of the Graduate Program and the College of Business including but not limited to effective and respectful communication, punctuality, and personal accountability.
- Graduate Assistants are expected to perform duties as laid out by their supervisor in a satisfactory and timely manner.
- Graduate Assistants are NOT permitted to grade any College of Business Graduate coursework.
Expectations of Graduate Assistant Supervisors

- Supervisors are expected to submit an accurate job description prior to the communicated deadline and participate in the placement process as outlined by the Graduate Programs Office in early Spring Semester. The job description must include assignment details including tasks the Graduate Assistant will be performing and preferred skills or competencies. Any requirement of off-campus work must be clearly stated in the job description and approved by the Graduate Programs Office.

- Supervisors are expected to conduct an introductory meeting with the Graduate Assistant(s) assigned to them no later than the first week of Fall semester. During this meeting, supervisors should set expectations for their position including scheduling and tasks required. This meeting should also be used as an initial skills and interest assessment.

- Supervisors are expected to address work performance issues with the Graduate Assistant(s) directly at any point at which they arise, as well as inform the Assistant Dean of Graduate & Professional Programs Administration of said issues and resolution.

- Supervisors are expected to provide enough work each week to fill the required number of work hours for the Graduate Assistant(s).

- Graduate Assistants are NOT permitted to grade any College of Business Graduate coursework.

Process for Reassigning a Graduate Assistant

- If an issue arises indicating an unsatisfactory assignment or utilization of GA, the Graduate Programs Office will conduct a review of the position and assignment.
  - This review would consist of meeting with the Graduate Assistant and the supervisor to evaluate the issue.
  - Based on the review, the GA may be reassigned and the position may or may not be backfilled with another GA.

Process for Revoking a Graduate Assistantship:
If the Graduate Assistant fails to abide by the policies set forth in this document their Graduate Assistantship including any associated tuition waiver and stipend may be revoked. The process for revoking a Graduate Assistantship follows.

If a Graduate Assistant fails to abide by policy:

- A Graduate Assistantship can be revoked at any time, without warning, for violating Ohio University’s Graduate Assistant Policies.
- For Student Code of Conduct or College of Business Student Professionalism violations, the Graduate Assistant will have their Assistantship revoked and the student will be referred to Community Standards.

If a Graduate Assistant fails to maintain good academic standing:

- Being placed on academic probation will result in the automatic revocation of a graduate assistantship. Students whose cumulative GPA falls below a 3.0 will be placed on academic probation.
If a Graduate Assistant fails to meet performance expectations:

- Prior to beginning the process to revoke a graduate assistantship, the GA Supervisor must have attempted to resolve performance issues directly with the GA and notified the Assistant Dean of Graduate & Professional Programs Administration.
- If the GA’s performance continues to be unsatisfactory, the Supervisor should refer the situation to the Assistant Dean of Graduate & Professional Programs Administration.
- The Graduate Assistant will be notified in writing by the Graduate Programs office that they have failed to perform the requirements of their role, are on probation for the remainder of their time as a Graduate Assistant associated with the College of Business, and that any further infraction will result in the revocation of their Graduate Assistantship and its associated waiver and stipend.
- Should the Graduate Assistant continue to fail to perform, their Graduate Assistantship will be revoked. The Graduate Assistant will receive a formal letter notifying them that their assistantship has been revoked and the process to appeal.

**Process for Appealing a Revoked Graduate Assistantship:**

- The Graduate Assistant will be required to send an appeal letter to the GA Appeal Committee and will be consider on the merits of the case.
  
  o The committee will be comprised of the Program Director, the Associate Dean of Graduate and Professional Programs, the Department Chair, and the Financial and Operations Officer.
- Once the letter has been received, the GA Appeal Committee will review.
- The committee will make a recommendation accept or deny the appeal.
- The student will receive a formal letter via email notifying the student of the status of their assistantship.