CALL TO ORDER – Michael Ruse, Chair

ROLL CALL – Elizabeth Howie, Acting Secretary

APPROVAL OF MINUTES – April 6, 2011

CONSENT AGENDA – attached for approval

PRESIDENT, PROVOST AND OTHER ADMINISTRATIVE REPORTS

EXECUTIVE COMMITTEE REPORT

Michael Ruse, Chair to present Executive Committee Report.

Executive Committee Elections:

AA 28: All items from the Consent Agenda
AA 29: Amended the University catalog concerning admission requirements for international students
AA 30: Changes to the Economics Minor
AA 31: Changes to the Philosophy Minor
AA 32: Changes to the Psychology program and Minor
AA 33: Change the title of the Actuarial Science P Minor
AA 34: A blanket approval for modifications for changes to the University catalog pertaining to when courses are offered with editorial remarks from Chairs without submission to the Academic Affairs Committee and the Faculty Senate
AA 35: Approved 2012-2013 Academic Calendar

July meeting of the Faculty Senate will be on Wednesday, July 6 at 1:30pm in Wall 309.

COMMITTEE REPORTS

Graduate Council: (For information only)

Graduate Council recommends the creation in each college the designation of Graduate Faculty status with the details of this appointment to be worked out by the Deans and governing bodies of each respective college.

OLD BUSINESS

Academic Affairs Committee:
1. **Motion to correct the November 2010 Minutes and Administrative Action 07 2010-2011, and to approve ANTH 430 Southeastern Archeology with a pre- requisite of ANTH 101/101L (moved and seconded out of Executive Committee).**

The senate approved ANTH 430 Southeastern Archaeology with a prerequisite of ANTH 102 as per the minutes of the Academic Affairs Committee. The official form passed by the committee had a prerequisite of ANTH 101/101L.

**Calendar Committee:**

1. **Motion to reconsider the 2012-2013 Academic Calendar so that Summer II will be a four-week semester instead of a five-week semester (moved and seconded out of committee) Committee).**

The calendar is moving into a phase where the Fall semester is pushing our graduation date further back into December. By 2012 we will be finishing the semester after the 17th which means that grades will be due by the 19th. In subsequent years grades will be due as late as the 21st of December. This does not leave adequate time for the Registrar’s Office to process grades prior to the Winter break for staff. By shortening Summer II by 1 week (same as the maymester schedule), we will end the semester no later than December 15.

IX. **NEW BUSINESS**

Executive Committee Elections

**Academic Affairs Committee:**

1. **Motion to approve changes to the International Studies Minor (moved and seconded out of committee):**

*Department of Politics and Geography*

International Studies Minor

**Proposed changes: Addition of courses to minor:** LATS 399, POLI 346, POLI 347, POLI 348, POLI 334, POLI 335, POLI 336, POLI 355, POLI 327, POLI 328, POLI 329, POLI 330, POLI 331, POLI 333, POLI 425, POLI 410 Other: The courses from the original minor have not been removed, but rather re-organized to better reflect the state of global studies as a discipline/ area of study, and the expertise of the Politics Department, given our recent new hires in Asia, the Middle East, and Africa. The above-listed added courses would have been applicable under the current minor's elective category, but are now clearly placed within area tracks of the new minor. The revised minor is attached and the name will be changed from International Studies to Global Studies.
Proposed catalog description:

Global Studies Minor

The Global Studies Minor offers students a rigorous and multifaceted approach to examine global issues, emphasizing the interactions and interconnections among the various global actors, peoples and their societies. The Global Studies Minor provides a well-rounded instruction, which will help prepare students for a variety of careers in international affairs or allow for specialization in a specific region of interest. It will also prepare students for further graduate study in international studies, international business, peace and world order studies, area studies, and the emergent global civil society. **Date change is to be effective:** Fall 2011

Ad hoc Distance Learning Committee/ Academic Affairs Committee:

1. **Motion to accept the ad hoc Distant Learning Policies Statement** (moved and seconded out of the Academic Affairs Committee).

   Ad Hoc Distance Learning Committee Policy Statement
   Coastal Carolina University

**MISSION**
Recognizing that distance learning is part of the mission of Coastal Carolina University as excerpted below:

"To nurture this active learning community, Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods."

Coastal Carolina University will design and implement new distance learning opportunities aligned to its mission and strategic plan, as well as maintain and advance existing distance learning courses and programs. Toward these ends, the university is committed to the following goals:

1. Providing students and faculty with adequate services and resources that support distance learning.
2. Implementing authentication technologies and processes to maximize academic integrity.
3. Evaluating the effectiveness of distance learning programming to ensure continuous improvement.

**Definition:** Distance education or distance learning refers to the interaction of students and instructors separated by time and/or place in educational processes that leverage instructional technologies and strategies to maximize learning.
A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD’s, and CD-ROMs if used as part of the distance learning course or program.

POLICIES

I. Curriculum and Instruction

I.1 Distance Learning instructors are responsible for the integrity of all content used in distance learning course materials, including accuracy, currency, and compliance with copyright laws.

I.2 Distance Learning instructors hold intellectual property rights on all materials that they create, unless otherwise contracted by the university.

I.3 The development of new distance learning courses and/or programs should follow the same procedures of academic review as other courses at the university.

I.4 Distance learning courses should not exceed enrollment caps in comparable face-to-face course sections. Courses offered in multiple formats must have consistent course descriptions and student learning outcomes.

I.5 To protect student identities and maintain academic confidentiality, distance learning course materials, communications, and assessments should be delivered within online systems that use a secure login and pass code, such as Blackboard.

I.6 To maximize academic integrity, instructors are expected to implement reliable measures of verifying student identification during course assessments.

I.7 Distance learning course syllabi should reflect that the distance learning course is comparable to a course delivered using more traditional face-to-face instruction to include student time involvement to successfully complete the course, text and readings, student learning outcomes, instructional activities, and assessments used for determining student grades.

I.8 Course suitability for distance learning delivery is the responsibility of the academic unit where the course is housed. The academic unit, through unit faculty and unit leadership, must determine suitability to include comparability of the distance learning course to courses taught through face-to-face instruction and length of time needed for high quality instruction to take place.

II. Distance Learning Instructors

II.1 College Deans must approve instructor eligibility for teaching distance learning courses. Criteria for eligibility may include completion of university sponsored distance learning training workshops or prior experiences.

II.2 Training in technology tools and teaching strategies will be continually offered to provide instructors professional development and ensure best practices in distance learning. Instructors are encouraged to work with the TEAL Center when developing their first online course.

II.3 Instructors may be eligible for remuneration and/or load reduction for the development of new distance learning courses in cases of significant institutional need, such as new academic programs. Such remuneration does not preclude ownership of the course content, unless otherwise stated in contractual arrangements.
II.4 Materials that instructors develop within distance learning environments will be eligible for review for tenure and promotion purposes.

II.5 Instructors teaching distance learning courses will be evaluated by students using instruments that include items relevant to the distance learning modality.

III. **Institutional Effectiveness**

III.1 Course and program offerings in a distance learning format will be identified clearly in the course catalog and during registration periods.

III.2 Students have access to advising services in an on-line format, such as Web-advisor e-advising, advisor e-mail and phone for program development toward graduation and other requirements.

III.3 ITS-Student Computing Services is dedicated to providing a variety of support services to the students, including distance learning students, of Coastal Carolina University per the following guidelines: [http://www.coastal.edu/scs](http://www.coastal.edu/scs).

III.4 Students in distance learning programs will be provided with appropriate library and research resources that assist in program completion as specified at: [http://www.coastal.edu/library/subindex.html?page=pageContent/distanceeducation/index.html](http://www.coastal.edu/library/subindex.html?page=pageContent/distanceeducation/index.html).

III.5 Students in distance learning programs will be provided with appropriate support services such as phone consultations through Counseling Services, an after-hours consulting nurse program through Student Health Services and an online search mechanism for off-campus students looking for area housing.

IV. **Learning Resources**

IV.1 Distance Learning courses and programs must align to the university mission and strategic plan, including relevant college and departmental criteria, as well as undergo systematic assessment and evaluation for continuous improvement.

IV.2 The university will provide appropriate distance learning resources for students and instructors that reflect the unique needs of different programs and research agendas.

IV.3 A standing distance learning committee with a representative from each college will review distance learning resources and policies annually to provide feedback to the administration.

IV.4 Coastal Carolina University will coordinate with state, national, and international constituents on distance learning initiatives.

VI. **Facilities and Finances**

VI.1 Coastal Carolina University will commit appropriate finances for the development, implementation, management and maintenance of distance learning programming and related materials and resources.

VI.2 The university will develop a budget based on technology funds and other institutional processes.

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Policy Title: Faculty Qualifications for Online learning
Policy Number: 
Revised: March, 2011
Responsible Office: Provost
Summary: To ensure that Coastal Carolina University faculty develops effective online courses, faculty participating in distance learning or hybrid learning must meet certain criteria in addition to academic qualifications. These criteria include knowledge of the delivery format of the University’s course management system (currently Blackboard) and basic principles of instructional design for online courses.

Policy:
Faculty participating in distance learning or hybrid courses must demonstrate knowledge of the functions of the University’s course management system and online instructional design principles through either prior experience or attendance at workshops. Faculty members who have had prior experience in teaching distance learning courses are expected to verify the success of this experience by submitting course information, e.g., course syllabi, course evaluations, etc., to their department chair. Unless exempted by their department chair, faculty members who have never taught online must attend A) Blackboard and B) instructional design training provided by the TEAL (Technology in Education to Advance Learning) Center. The TEAL Center will provide the department chair workshop completion information in the form of certificates of successful workshop completion. The department chair will then determine the faculty member’s readiness to teach a distance learning or hybrid course.

A) Blackboard training will be provided through workshops and will be available in an online format. Training in Blackboard includes (1) Beginning Blackboard which includes BB navigation and managing course materials, (2) using Blackboard to provide feedback using audio, digital or written comments, (3) developing assignments and using assessment tools, including Respondus and SafeAssign, (4) using Blackboard communication tools, including discussion groups and chat, and (5) using Blackboard gradebook. Copyright compliance will be addressed throughout the workshops.

B) Training in instructional design includes (1) creating an effective distance learning syllabus. As identified in the Faculty Manual and with courses taught using a more traditional face-to-face approach, the syllabus must include, minimally, instructional objectives, student learning outcomes, grading procedures, and attendance policies, (2) course design for distance learning, and (3) assessing quality in a distance learning course. Faculty are encouraged to work with the TEAL Center when designing their first distance learning course.

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Distance Learning Sample Syllabus
(Compiled from Coastal Carolina University syllabi and other institutions)

<table>
<thead>
<tr>
<th>Coastal Carolina University</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Insert College]</td>
</tr>
<tr>
<td>[Insert Department]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title, Number and Section Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours:</td>
</tr>
<tr>
<td>Course description: [Catalog Course Description]</td>
</tr>
<tr>
<td>Instructor Name:</td>
</tr>
</tbody>
</table>

**Instructor Contact Information**
- **Office Location:**
- **Office Hours:** [Specify traditional office hours or online (chat, IM, Skype, etc)]
- **Office Phone:**
- **Email:**
- **Website:**
- **IM:**
- **Skype:**
- **Twitter:**

**Communication Policy:** [Detailed policy of how and when students should contact you. Explanation of how to contact you for emergencies. Turnaround time for emails, messages and grading.]

**Intended Audience:** [Who is expected to take or will be taking this course]

**Nature of the Course:** [Purpose of the Course and/or Instructor's Elaboration of the Course Description]

**Instructor's (Online) Teaching Philosophy:** [Explanation of how you teach and propose to teach this course.]

**Instructional Objectives [Required by CCU Faculty Handbook]**

**Student Learning Outcomes: [Required by CCU Faculty Handbook]**

**Course Resources and Materials**

1. **Textbook:** [Insert textbook citation]
   CCU’s bookstore is located in Bill Baxley Hall, and the phone number is 843.349.2360. Textbooks may also be purchased from the website at [http://www.coastal.bkstr.com](http://www.coastal.bkstr.com).

2. **Blackboard Course Management System**
### Instructional Activities:

1. **Readings**
2. **Homework**
3. **Papers**
4. **Threaded Discussion**
5. **PowerPoint Lectures**
6. **Blogs**
7. **Reflective Activities**
8. **Concept Mapping**

### Assessments and Evaluations

1. **Exams**
2. **Quizzes**
3. **Projects**

**Grading Procedures [Required by CCU Faculty Handbook]**

1. **Grading Scale**
2. **Attendance (if graded)**
3. **Late Work Policies/Make-up Work Policy**
4. [Explanation of how each item in your course is graded]

### Policies and Procedures

1. **Instructor's Expectations for Students**
2. **What Students Can Expect From the Instructor**
3. **Technology Requirements:** [Detailed explanation of the technologies you will use and require for the course such as pdfs, use of MS Word, specific software for your course, plugins such as Flash Player, use of Blackboard]
4. **Blackboard Support for Students**
   a. [http://www.coastal.edu/blackboard/](http://www.coastal.edu/blackboard/) (Main Page)
   b. **Getting Started with Blackboard**
   c. **Blackboard Student Orientation and Tutorial**
   d. **Blackboard for Students Resource Guide**
5. **Technical Support from Student Computing Services.**
   a. Check the website for hours, locations and other services ([http://www.coastal.edu/scs](http://www.coastal.edu/scs)).
   b. **Student Computing Services Main Help Desk:** 843.349.2908
   c. **Student Computing Services Tech Support Center:** 843.349.2220
   d. A list of on-campus HelpDesks and the Help Request Form can be found at this link: ([http://www.coastal.edu/scs/index.html?type=helpdesk](http://www.coastal.edu/scs/index.html?type=helpdesk)).
6. **Library Services:**
   a. **Kimbel Library Website** ([http://www.coastal.edu/library](http://www.coastal.edu/library))
   b. [http://www.coastal.edu/library/distanceed.html](http://www.coastal.edu/library/distanceed.html)
7. **Learning Assistance Center**
   a. **Website:** [http://www.coastal.edu/lac](http://www.coastal.edu/lac)
   b. Phone number: 843.349.6536 for information about services
8. Statement for Students Who Require Accommodations
   a. Disability Services
      i. Website: http://www.coastal.edu/disabilityservices
      ii. Phone number: 843.349.6561

9. Counseling Services
   a. Website: http://www.coastal.edu/counseling
   b. Phone number: 843.349.2305

10. Code of Conduct with Netiquette [Expectations for student communication]

11. How Assignments, Activities, Assessments and Projects will be submitted
   a. Taking a Quiz
   b. Handing in homework
   c. Submitting Assignments
   d. Responding to Threaded Discussion

**Statement of Academic Honesty**

Coastal Carolina University Code of Student Conduct establishes the rights and responsibilities of students attending the University. As such, expectations are established and students are held accountable for academic honesty and integrity.

**[IF YOU HAVE A SPECIFIC POLICY FOR ACADEMIC HONESTY, INSERT YOUR COURSE POLICY FOR ACADEMIC HONESTY/CHEATING/PLAGIARISM HERE]**


**A. Statement of Community Standards**

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.

**D. Prohibited Conduct**

1. Plagiarism, cheating and all other forms of academic dishonesty

   a. Examples of plagiarism include, but are not limited to, the following:
      (i) borrowing words, sentences, ideas, conclusions, examples and/or organization of an assignment without proper acknowledgment from a source (for example, a book, article, electronic documents, or another student’s paper);
      (ii) submitting another person’s work in place of his/her own;
      (iii) allowing someone else to revise, correct or edit an assignment without explicit permission of the instructor;
      (iv) submitting work without proper acknowledgment from commercial firms, websites, fraternity or sorority files or any other outside sources, whether purchased or not;
      (v) allowing another person to substitute for them any part of a course for them, including quizzes, tests, and final examinations;
      (vi) submitting any written assignments done with the assistance of another without the explicit permission of the instructor;
(vii) submitting work that was originally prepared for another class without the explicit permission of the instructor;

(viii) knowingly aiding another student who is engaged in plagiarism.

b. Examples of cheating include, but are not limited to, the following:

(i) using unauthorized information, materials or assistance of any kind for an assignment, quiz, test, or final examination;

(ii) knowingly aiding another student who is engaged in cheating.

2. Furnishing false information to any University official, faculty member or University office to obtain academic advantage.

3. Forging, altering or misusing any University document or record to obtain academic advantage.

Attendance Policy [Required by CCU Faculty Manual]

[IF YOU HAVE AN ATTENDANCE POLICY, INSERT YOUR COURSE REQUIREMENTS FOR ATTENDANCE HERE]

SAMPLE  Distance Learning Course Attendance Policy

Course attendance is an important aspect of success in any distance learning course. In this course, attendance and active participation is defined by the following:

   a)  Check-in to Blackboard course room at least three (3) times per week
   b)  Completing assigned quizzes
   c)  Participating in threaded discussions
   d)  Submitting and completing assignments
   e)  Attending synchronous chat rooms
   f)  Communication with the instructor

From Class Attendance section Coastal Carolina University Catalog 2010-2011, p. 41


CLASS ATTENDANCE

Students are obligated to attend class regularly. Absences, excused or not, do not absolve a student from the responsibility of completing all assigned work promptly. Students who miss assignments, announced quizzes, or other course work obligations due to excused absences will be allowed to make up the work in a manner deemed appropriate by the instructor. It will be the responsibility of the student to contact the instructor and make arrangements at the convenience of the instructor. The instructor is not obligated to allow a student to make up work missed due to an unexcused absence.

Absences will be excused for documented cases of:

a) incapacitating illness,

b) official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity),

c) death of a close relative, and
d) religious holidays. (A list of primary sacred times for world religions can be found online at www.interfaithcalendar.org.)

The instructor will determine whether other absences from class should be excused or unexcused. In the event of an impasse between the student and the instructor, the department chair and/or the dean of the college shall make the final decision as to whether an absence is to be considered excused. An instructor is permitted to impose a penalty, including assigning the grade of F, for unexcused absences in excess of 25% of the regularly scheduled class meetings. An instructor may require a more stringent class attendance policy. In such cases, the instructor will make this additional attendance requirement known to his/her dean. All instructors should state their class attendance and grading policy in the course syllabus.

**Intercollegiate Athletic Committee**

1. **Motion to make a change to the Department of Athletics Mission statement** (moved and seconded out of committee).

   **From:** “The Coastal Carolina University Department of Athletics supports the University mission by providing opportunities for the student-athletes to reach their potential and experience success academically, athletically and personally. In providing student-athletes the opportunity to achieve excellence in these three areas we are developing **Champions for Life**.”

   **To:** “The Coastal Carolina University Department of Athletics provides our student-athletes the opportunities and preparation to reach their potential as responsible and productive citizens through academic, athletic and personal success. In providing student-athletes the opportunity to achieve excellence in these three areas we are developing **Champions for Life**.”

**Calendar Committee:**

1. **Motion to return to the practice of having all four-week and three-week semesters meet five days a week effective summer 2012** (moved and seconded out of committee).

   Prior to the creation of the four-day work week during summer, our four-week and three-week semesters held during May met five days a week. Now that the university has returned to the five-day work-week for the summer we should return to our original schedule as well.

2. **Motion to have all summer session courses meet five days a week effective summer 2012** (moved and seconded out of committee).
Student Life Committee:

1. **Motion to change the charge of the Student Life Committee to the language below (moved and seconded out of committee):**

   Student Life Committee

   Membership: Six faculty (four elected and two appointed by the Chair of the Faculty Senate). Six students (four of whom will be the SGA Executive Committee). Ex Officio: Dean of Students. Purpose: This committee considers policies and issues affecting student life and makes recommendations to the appropriate individuals and/or action groups. In addition, the committee makes a continuing study of the operations and effectiveness of the Code of Student Conduct in consultation with the Office of Student Conduct and Office of Academic Integrity.

2. **Motion to amend the student code of conduct reflecting the changes listed below (moved and seconded out of committee):**

   2011-2012 Changes to the Code of Student Conduct
   Changes are underlined

   - Clarify the definition of personal adviser (CSC II.B.1g)
     
     B.1g. **The right to a personal adviser whose role is to advise the student rather than actively represent.**

   - Change terminology from evidence to information

   - Add “No Contact” order sanction
     
     A no contact order is a University directive that restricts contact between individuals in any way, including in person, via e-mail, telephone, text messaging, social networking or any other method of communication. Direct or indirect contact would be considered a violation of harassment (CSC.IV.C.5) and failure to comply (CSC.IV.C.8). This violation could be grounds for suspension or permanent dismissal.

   - Enhance the Vandalism definition to include tampering with emergency buttons
     
     Vandalism - The University prohibits the willful abuse or damage of property owned, occupied, leased by the University or the property of others. This includes tampering with emergency buttons.
Enhance the language referencing FERPA and file storage (CSC IV.A.6)

The Office of Student Conduct will maintain student disciplinary files, which are considered education records as defined by The Family Education Rights and Privacy Act (FERPA). The current or former student’s conduct file may contain copies of all necessary and appropriate correspondence, name(s) of the conduct officer(s), Student Conduct Board and appeal decisions, recorded sessions, as well as other documentation pertinent to any case for which a student was found responsible for a violation of the Code of Student Conduct. The term “file” or “record” means any information relating to a current or former student which is stored in a fashion that facilitates recovery of that information by reference to the individual in whatever form or medium such gathering of information is created, kept, or maintained. A password-protected, electronic software system is used to maintain the student conduct records. Hard copy files are stored in a locked file cabinet that can only be accessed by authorized University personnel. Disciplinary records will be maintained for a period of seven years. The University reserves the right to retain any disciplinary records for longer periods.

Broaden the definition of Unauthorized entry or usage (CSC IV.C.16)

Unauthorized entry or usage - The University prohibits unauthorized entry into or usage of a University facility and/or property or elsewhere. This includes unauthorized solicitation and/or the distribution of marketing materials. Additionally, this policy applies to unauthorized possession, duplication or use of keys or access cards to any University premise.

Provide appeal timeline: (CSC IV.G.2)

The appeal must be submitted within three (3) business days of the decision.

Enhance definition of Disorderly conduct: (CSC IV.C.6)

a. Disruptive behavior or other conduct that, taken alone or considered in the aggregate, interferes with the institution’s operations or with the ability of faculty, staff, or students to work or learn.

b. Conduct that disrupts the academic and social environment of the campus or surrounding areas may be deemed disorderly. Examples include but are not limited to obscene conduct and/or indecent exposure, disruption of social and/or academic functions, excessive vulgarity, and the use of fighting words.

Add FERPA Right of the Accused (CSC.II.B.2)

The University will make every effort to protect the rights and dignity of persons accused or victims of violations of this code within limits provided by FERPA and other federal, state, and local law. In accordance with FERPA, prior consent is not required to disclose
personally identifiable information to schools in which a student seeks or intends to enroll. Regarding these requests, the University will make an attempt to notify the student that records are being provided.

3. **Motion to amend the Academic Integrity Code as follows (moved and seconded out of committee):**

Proposed Revisions to the Academic Integrity Code

III. Academic Integrity Code

A. Statement of Community Standards

B. Expectations of Community Members

C. Honor Pledge

D. Prohibited Conduct

E. Resolution Process for Academic Violations

F. Academic Sanctions

**III. Academic Integrity Code**

A. **Statement of Community Standards**

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.

B. **Expectations of Community Members**

All members of our community – students, faculty, staff and administrators – share responsibility for promoting a culture of academic integrity. Each group plays a different role and, together, cultivates mutual respect and ethical behavior.

Students

- Understand and abide by the Code of Student Conduct
- Take responsibility for personal behavior
- Actively oppose every instance of academic dishonesty

Faculty Members
• Serve as mentors, advisors and educators for students
• Uphold and enforce University rules and guidelines
• Clarify academic expectations for students

Administrators and Staff

• Educate the campus and surrounding communities about academic integrity
• Ensure reasonable and consistent enforcement of standards

C. Honor Pledge

Students will receive copies of the Honor Pledge, learn what it means and commit to the statement of community standards.

Students will take the following pledge:

_Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. As members of this community, we are accountable for our actions and are committed to creating an atmosphere of mutual respect and trust._

_On my honor, I pledge:_

• That I will take responsibility for my personal behavior; and
• That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct.

_From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade is a confirmation of this honor pledge._

D. Prohibited Conduct

1. Plagiarism, cheating and all other forms of academic dishonesty
   a. Examples of plagiarism include, but are not limited to, the following:
      (i) borrowing words, sentences, ideas, conclusions, examples and/or organization of an assignment without proper acknowledgment from a source (for example, a book, article, electronic documents, or another student’s paper);

      (ii) submitting another person’s work in place of his/her own;

      (iii) allowing someone else to revise, correct or edit an assignment without explicit permission of the instructor;
(iv) submitting work without proper acknowledgment from commercial firms, Web sites, fraternity or sorority files or any other outside sources, whether purchased or not;

(v) allowing another person to substitute for them any part of a course for them, including quizzes, tests, and final examinations;

(vi) submitting any written assignments done with the assistance of another without the explicit permission of the instructor;

(vii) submitting work that was originally prepared for another class without the explicit permission of the instructor;

(viii) knowingly aiding another student who is engaged in plagiarism.

b. Examples of cheating include, but are not limited to, the following:
   (i) using unauthorized information, materials or assistance of any kind for an assignment, quiz, test, or final examination;

   (ii) knowingly aiding another student who is engaged in cheating.

2. Furnishing false information to any University official, faculty member or University office to obtain academic advantage.

3. Forging, altering or misusing any University document or record to obtain academic advantage.

**E. Resolution Process for Academic Violations**

1. Alleged academic violations should be reported in writing to the instructor of the class or the Office of Academic Integrity within ten (10) business days of receiving knowledge of a possible violation. The report may be submitted by anyone who is aware of the violation, including the student who committed the violation or any student, faculty or staff member who observed or has knowledge of the violation. The faculty member will report the alleged violation through the Academic Integrity on-line reporting system. (Case files will be maintained by the Office of Academic Integrity.)

2. Reports of academic violations should include the following information:
- name of the accused student,
- type of violation,
- name(s) of witness(es), and
- name of person filing the complaint.

Note: Anonymous written reports may alert a faculty member to an existing problem in the classroom, but these reports cannot serve as the sole basis for disciplinary action. Intentionally making a false accusation may also be an integrity code violation.

3. A student who has been charged with an academic violation may not withdraw from the class or the University without the permission of the Academic Integrity Officer or designee.

4. Hearing Process
   a. Student-Faculty Hearing
      (i) Within ten (10) business days of receiving knowledge of a possible violation, the student will receive notice in writing of:
         - the alleged violation,
         - a summary of student rights and responsibilities, and
         - the date, time, and location of student-faculty hearing, which will take place no later than ten (10) business days from the date of notice. If the violation occurs within the last two weeks of a semester or during a period between semesters, the hearing will occur as soon as practical the following semester. Faculty may give an Incomplete for the course if a violation is pending.
         - Unusual circumstances may warrant adjustments in the timeline.

      (ii) At the student-faculty hearing, the alleged violation(s) and possible sanction(s) will be reviewed. The student may respond to the charge(s) in writing in advance of the hearing and/or may respond verbally at the hearing. If a student does not attend the hearing, the hearing may proceed in the student’s absence.

      (iii) Participants at a student-faculty hearing will include the instructor and the accused student, and may also include the student(s), faculty or staff member(s) who observed and reported the infraction. At the request of the faculty member or student, an Academic Integrity Officer may be present at this meeting.

Proposed change:
(iii) Participants at a student-faculty hearing will include the instructor and the
accused student, and may also include the student(s), faculty or staff member(s) who observed and reported the infraction. At the request of the faculty member or student, an Academic Integrity Officer may be present at this meeting. The Chair of the Department of the course in which the incident occurred should not attend this meeting as they may be involved in the resolution process if the student decides to appeal the decision of the instructor.

(iv) At the student-faculty hearing, the faculty member will determine if the student is in violation of the alleged misconduct.

(v) If the student is found in violation, the faculty member will determine a sanction (see Section F). One of the following will occur:
   a. the student agrees with the faculty member’s decision; or
   b. the student does not agree with the faculty member’s decision or believes that the University process has been violated. The student may submit a written request for an appeal hearing with the College Academic Integrity Committee (CAIC).

Proposed change:
   b. the student does not agree with the faculty member’s decision or believes that the University process has been violated. The student may submit a written request for an appeal hearing to the Academic Integrity Officer. This letter will include a brief explanation of the alleged violation and the specific reason for requesting the appeal. The request for an appeal hearing must be made within five (5) business days of receiving the decision of the instructor from the student-faculty hearing.

(vi) The Office of Academic Integrity will receive all reports of alleged violations. Students who have been found in violation of a previous offense (academic or non-academic) will be referred to the CAIC for sanctioning. More serious sanctions will automatically be considered for students with more than one violation.

b. College Academic Integrity Committee (CAIC)

(i) The CAIC will consist of the department chairperson (or a representative appointed by the college dean if there is no chairperson), a faculty member (appointed by the college dean) and a student (appointed by the college dean.) The college dean will select the student from a list of nominees developed by the Student Government Association. The student appointee must be in good disciplinary standing, meaning
that he/she is not on probation or has no incomplete sanctions. Also, the student member must have completed at least 60 credit hours, be a full-time student and have a GPA of 2.5 or better.

**Proposed change:**

(i) *The CAIC will consist of both faculty and student representatives (2 faculty members for every student representative). Each college will determine the procedures for committee representation and publish this information on the Office of Academic Integrity webpage ([http://www.coastal.edu/aic](http://www.coastal.edu/aic)).* The student representative will be selected from a list of nominees developed by the Student Government Association. The student appointee must be in good disciplinary standing, meaning that he/she is not on probation and/or has no incomplete sanctions. Also, the student member must have completed at least 60 credit hours, be a full-time student and have a GPA of 2.5 or better.

(ii) The CAIC will notify the accused student in writing of the date, time, location, and purpose of the hearing. At the hearing, the CAIC will review the case and the student will have an opportunity to respond. If the student does not respond to the notification, the hearing may proceed in the student’s absence.

**Proposed change:**

(ii) *The Office of Academic integrity will notify the accused student in writing of the date, time, location and purpose of the hearing. At the hearing, the CAIC will review the case. The instructor of the course will be present to summarize the incident and the student will have an opportunity to respond. If the student does not respond to the notification the hearing may proceed in the student’s absence.*

(iii) The CAIC may uphold or modify the decision from the student-faculty hearing. In second-offense cases, the CAIC will not issue a lower-level sanction than was assigned in the faculty hearing.

c. Appeal Process

If the student does not agree with the decision of the CAIC or believes that the University process has been violated, he/she may submit a written appeal to the Office of the Provost. The decision from the Provost is the final step in the process. Grades that result
from a violation of the academic integrity code are not subject to the general petition process or the repeat forgiveness option.

**Proposed change:**

c. Appeal Process

*If the student believes that due process has failed or that substantive issues related to the case were not reviewed at the CAIC hearing, he/she may submit a written appeal to the Office of the College Dean within 5 days of receiving the decision of the CAIC. The decision from the Dean is the final step in the resolution process.*

**F. Academic Sanctions**

1. Following the student-faculty hearing, the faculty member may impose one (1) or more of the following sanctions when a student is found in violation:
   a. Written warning
   b. Grade of F on the assignment
   c. Grade of FX in the course- (If a penalty grade of FX is imposed in the course, the student will not be able to drop the course, petition a grade change or use the grade forgiveness policy.)
   d. Required to attend an academic integrity workshop
   e. Other educational sanctions (in consultation with the Academic Integrity Officer)

2. The CAIC, Provost or designee may impose one (1) or more of the following sanctions when a student is found in violation:
   a. Any student-faculty hearing sanctions
   b. Loss of privileges
   c. Disciplinary suspension from the University
   d. Permanent Dismissal from the University
Students who do not complete required sanctions may be referred to the CAIC for additional sanctions.

Executive Committee

1. Motion to perform administrator evaluations on an annual basis (moved and seconded out of committee).

IX. QUASI COMMITTEE OF THE WHOLE

Quality Enhancement Plan:

DEFINITION:

Experiential learning is the direct discovery of knowledge and the development of skills through the intentional selection of and participation in applied activities, and the reflective demonstration of learning.

MAJOR GOAL STATEMENT:

The goal of the QEP is to have Coastal Carolina University students explore and critically reflect upon the relationship between their university education and the world in which they live.

X. OTHER

XII. ANNOUNCEMENTS

XI. GOOD OF THE ORDER

XIV. ADJOURNMENT