

Jacksonville State University  
Admissions and Scholarship Committee

**Academic Honesty Policy**

I. The Academic Honesty Policy

A. Background and Philosophy – Historically, a mutual trust exists between a university and those who attend the institution. The assumptions that honor is a prerequisite for society and that honesty is the assumed responsibility of the individual remain as viable today as in the past. Jacksonville State University accepts these concepts of mutual trust and individual honesty. All students at Jacksonville State University agree to the ideals of the honor system upon registration at the University and thereupon assume the responsibility of abiding by the spirit of the Academic Honesty Policy. The establishment of an honor system is not intended to be an indication that academic dishonesty is commonplace at this or any other institution. The Academic Honesty Policy is merely a method of reaffirming the existing informal code of honor which has prevailed at this institution since its inception. Since the success of any policy at a university depends on the cooperation and conscientious effort of students, staff, faculty and administration, this Academic Honesty Policy is intended as the collective and individual responsibility of all persons and groups within the University. Every student has a responsibility to the University to maintain collective honesty. A student should feel compelled not to tolerate dishonesty in others or in himself.

B. Purpose and Application – The general purpose of the Academic Honesty Policy is to provide a framework for continuing the present pursuit of academic honesty at this institution:

1. The Honesty Policy should help deter academic dishonesty.
2. Additionally, this policy will establish definite parameters for students within which to accomplish their academic work without violating the Academic Honesty Policy.
3. Finally, the Academic Honesty Policy will establish procedures for reporting and resolving individual instances of alleged dishonesty in a manner that ensures swift but fair consideration of the relevant information and issues.

The Academic Honesty Policy of this institution shall be applicable to all students enrolled at the University, both full and part time, both graduate and undergraduate. The Honesty Policy shall apply to all work assigned to meet course extra credit; the policy also applies to the use of computing facilities. The term work shall include but not be limited to papers, themes, reports, problem solutions, exercises, tests, examination, programs, and projects.

C. Dissemination and Explication

1. The Academic Honesty Policy shall be part of all relevant University publication to include by not be limited to the Undergraduate and Graduate Catalogues, Student Handbook, and Faculty Handbook. It is the responsibility of the student and faculty to be familiar with this policy.
2. Faculty members should inform students in their courses of the Academic Honesty Policy as part of an orientation at the beginning of every semester; however, the ultimate responsibility for knowing and abiding by the policy lies with the student.

3. The appropriate University officials and offices shall conduct an orientation for all first-year students and incoming faculty at Jacksonville State University to familiarize those individuals with the provisions of the Academic Honesty Policy prior to their attending classes or teaching. First-year students shall include freshmen, transfers, and graduate students who are not familiar with the Honesty Policy. Incoming faculty shall include new faculty and faculty who are returning after an absence during which this policy has been adopted.

## II. Breaches of the Academic Honesty Policy

Violations of the Academic Honesty Policy include but are not limited to the following items:

A. Using unauthorized materials or receiving unauthorized assistance during an examination or in the completion of any other assignment, exercise, experiment, or project for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examination, papers, or other supplementary items.

B. Copying or using information from a paper of another student during an examination.

C. Rendering unauthorized assistance to another student by knowingly permitting him or her to copy and examination, project, paper, assignment, exhibit, exercise, or other material to be submitted for academic credit.

D. Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.

E. Selling or giving to another student unauthorized copies of tests or examination or research assignments.

F. Submitting a term paper or research project, a paper, or experiment completed by someone other than the student.

G. Falsifying class attendance.

H. Falsifying reasons for not attending a required class or scheduled exam.

I. Taking an examination in the place of another student or soliciting such service.

J. Making an unauthorized change in any reported grade or on an official academic report form.

K. Unauthorized collaborating on an examination, paper, or project.

L. Plagiarizing – the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgement of the source.

M. Using computing services or facilities in an illegal or dishonest manner.

A. Procedures for Imposing Penalties 1, 2, and 3 – When a faculty member charges a student with a violation of the Honesty Policy, the following procedural guidelines should be followed.

1. The instructor must notify the student of the alleged offense and of the intended remedial action. This notification must be both verbal and written, with the student signing the instructor's copy, thereby acknowledging receipt of the notification. The signing of the notification is not essential and is not an admission of guilt.

2. After notification, the student has a right to:

a. admit the offense and accept the remedial action; or, (b) request, in writing, a review by the Department Head and Dean of the instructor's College.

3. Either action must be taken within 48 hours of notification and should be in the form of a signed admission or request from the student. All statements, requests, and/or remedial actions will be filed with the Department Head and Dean of the instructor's College

4. When a review is requested, the Department Head can dispose of the matter by mutual consent of the parties. If the student requests further review, the matter shall be referred to the Dean of the College, who can settle the matter with consent of the parties. In addition, recommendations by the instructor or the Department Head for more severe action will be made to the Dean.

5. The review will occur as soon as possible after a request has been made. The student may choose an advisor to assist in his defense and present any witnesses or other evidence relevant to the charge.

B. Procedures for Imposing Penalties 4, 5, and 6 – If the instructor requests probation, suspension, or expulsion, he shall submit his recommendations to the Department Head or Dean (if there is no Department Head). The Department Head reviews the request and writes his or her recommendation. The recommendation then goes to the Dean, who shall review the recommendation for action and submit this recommendation to the Vice-President for Academic Affairs. The complaint or allegation is filed with the Dean of Student Affairs, who initiates the University's judicial procedure.

Jacksonville State University  
Admissions and Scholarship Committee

**Second Chance Provision Proposal**

March 23, 1994

Undergraduate students who have interrupted their college career for a period of at least two consecutive calendar years, and initially entered or reentered JSU in Fall 1993 or thereafter, may apply for the Second Chance Provision. Under this policy all course work completed at an earlier date is eliminated from computation of grade-point average and cannot be applied toward a degree at JSU. Such work will remain on the student's academic record, but will not be used in the computation of grade-point average for degree requirements of honors. It may, however, be used to compute the grade-point average for admission to graduate studies. Some undergraduate professional programs may require inclusion of all coursework for admission to, continuation in, and graduation from the program. Students should seek advice from the appropriate college dean or designated person.

Students seeking Second Chance status will be required to follow the catalogue in effect at the time of re-enrollment. Second Chance status may be granted only once and is irreversible. Students seeking to apply for Second Chance status can obtain a form in the Office of Admissions and Records.

The subcommittee reviewing this policy recommends that students entering or reentering JSU in the Fall of 1993 and meeting the time requirement of two years be eligible to apply for the Second Chance Provision.

Jacksonville State University  
Admissions and Scholarship Committee

**Proposed Core Curriculum**

<u>Hours</u>	
8	<u>I. Communication</u> EH 101-English Composition EH 102-English Composition, and EH 141-Oral Communication
6	<u>II. Analysis</u> <sup>1</sup> MS 133-Mathematics Concepts <sup>2</sup> CS 201-Introduction to Data Processing
6	<u>III. Fine Arts and Humanities</u> A. Select two: At least one of which must be in Art, Drama, or Music. <sup>4</sup> Art 301-Art Appreciation <sup>4</sup> DR 242-Introduction to the Theatre <sup>4</sup> MU 233-Introduction to Music <sup>1</sup> FL 101-Beginner's German, Spanish, French PHY 202-Principles of Logic
6	B. Select two: EH 201-American Literature EH 202-American Literature EH 301-English Literature EH 302-English Literature EH 319-Honors Literature EH 320-Honors Literature EH 331-World Literature EH 332-World Literature
6	C. Select one of the two SEQUENCES: HY 101 and HY 102-Western Civilization or HY 201 and HY 202 American History
9	<u>IV. Social and Behavioral Sciences</u> Select three: AN 224-Introduction to Anthropology <sup>4&amp;5</sup> EC 224-Survey of Principles of Economics <sup>4</sup> GY 120-World Regional Geography LE 101-Introduction to Criminal Justice PSC 201-Government of the United States <sup>3</sup> PSY 101-Psychology of Everyday Life

SY 221-Introduction to Sociology

V. Natural Sciences

- 8 Select any two, plus two corresponding labs:
- <sup>3</sup> BY 101-General Biology
  - <sup>3</sup> BY 102-General Biology
  - <sup>6</sup> CY 105-General Chemistry
  - <sup>6</sup> CY 106-General Chemistry
  - <sup>6&1</sup> CY 201-Chemistry for the Consumer
  - <sup>6&1</sup> CY 202-Chemistry for the Consumer
  - <sup>6</sup> GL 241-Physical Geology
  - <sup>6</sup> GL 242-Historical Geology
  - <sup>6</sup> GS 201-Elements of Astronomy
  - <sup>6</sup> GS 202-IntroStellar Astronomy (will probably be 4 hours)
  - <sup>6&7</sup> GS 221-General Science
  - <sup>6</sup> GS 222-General Science
  - <sup>6</sup> GY 110-Physical Geography
  - <sup>6</sup> GY 111-Physical Geography
  - <sup>6</sup> PHS 201-College Physics
  - <sup>6</sup> PHS 202-College Physics

VI. Life Enrichment

- 3 Select one:
- A. Social Awareness
    - COM 101-Understanding the Media
    - ED 101-Appreciation of American Education
    - FSC 355-Family Living and Parenthood Education or SY 310 Marriage and the Family.
    - SY 223-Social Problems
  - B. Business Perspectives
    - FIN 211-Personal Finance
    - MGT 115-Introduction to Business
  - C. Health and Nutrition
    - FSC 315-Introductory Nutrition
    - HLT 213-Personal Health
    - PE 101-Introduction and Foundations of Health and Physical Education
    - NU 130-Epidemiological Aspects of Common Health Stressors

52 Semester Hours Total

<sup>1</sup> Or as specified by departmental placement procedures.

<sup>2</sup> Or computer skills class approved by student's academic major. (A committee appointed by VPAA, composed of members from CSIS as well as departments offering courses, will review each academically-based course annually.)

<sup>3</sup> And/Or above, as specified by major

<sup>4</sup> Or as specified by Education Major to satisfy accreditation agencies.

<sup>5</sup> EC 220 + 221 for business majors

<sup>6</sup> And/Or as specified major

<sup>7</sup> To be combined with PHS 101 and PHS 102 for new course

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**Proposed Core Curriculum for Education Majors Only**

<u>Hours</u>	
8	<u>I. Communication</u> EH 101-English Composition EH102-English Composition, and EH 141-Oral Communication
6	<u>II. Analysis</u> A. MS 133-Mathematics Concepts Or as specified by departmental placement procedure. SED majors will need to note particular areas of concentration for MS core requirements, i.e., Math and Science majors will need considerably different math requirements than Social Science, etc.  B. ED 450-Computers in Education should be taken instead of CS 201.
6	<u>III. Fine Arts and Humanities</u> A. Select two: At least one of which must be in Art, Drama, or Music. Art 301-Art Appreciation or above – EED and ECE majors must take Art 301. FCS must take Art 233-Design I. DR 242-Introduction to the Theatre or above – EED and ECE majors must may select DR 383-Puppetry or DR 445 as electives. MU 233-Introduction to Music – EED and ECE majors must take this course. FL 101-Beginner’s German, Spanish, French – May be required in certain SED majors only. PHY 202-Principles of Logic of PHY 321-Introduction to Philosophy – Not a requirement in any education major. Would be elective credit only.
6	B. Select two: EH 201-American Literature EH 202-American Literature – Take either EH 201 or EH 202, not both. EH 301-English Literature EH 302-English Literature – Take either EH 301 of EH 302, not both. EH 319-Honors Literature EH 320-Honors Literature EH 331-World Literature EH 332-World Literature – EH 319, 320, 331, would be electives only for most ED majors.



C. Select on of the two SEQUENCES:

- 6 HY 101-Western Civilization and HY 102 Western Civilization or  
HY 201-American History and HY 202-American History

IV. Social and Behavioral Sciences

9 Select three:

A. REQUIRED

EC 224-Survey of Principles of Economics or above – FCS majors need  
EC 354-Introduction to Consumer Economics.

B. Select 1 course from:

GY 120-World Regional Geography or above – Other approved courses  
are GY 220-Cultural Geography and GY 390-Geography of North  
America.

PSC 201-Government of the United State or above

PSY 201-Principles of Psychology should be taken instead of PSY 101-  
Psychology of Everyday Life

SY 221-Introduction to Sociology

C. Select 1 course from this category or from category B:

SY 224-Introduction to Anthropology – used for elective credit only

LE 101-Introduction to Criminal Justice – used for elective credit only

V. Natural Sciences

Education majors need varying combination of Physical and Natural  
Sciences.

EED and ECE majors: Biological Science – 4 (by advisement)

Physical Science – 4 (by advisement)

Earth Science – 4 (by advisement)

SED majors: Twelve semester hours from the following:

Biology – 4 to 8

Physical Science – 4 to 8 (by advisement)

Mathematics – 3 to 6 (must be 3 impact number of  
hours taken in biology and physical science)

SPE and PE majors: Biology – 4 to 8 hours

Physical Science – 4 to 8 hours (by advisement)

8 Select any two plus labs:

BY 101-General Biology

BY 102-General Biology

BY 221-General Botany

BY 241-General Zoology

BY 242-General Zoology

CY 105-General Chemistry

CY 106-General Chemistry

CY 201-Chemistry fro the Consumer – CY201 are not approved ED  
courses – elective credit only

GL 241-Physical Geology

GL 242-Historical Geology  
GS 201-Elements of Astronomy  
GS 202-IntroStellar Astronomy (this will probably be 4 hours)  
GS 221-General Science (to be combined with PHS 101 and 102)  
GS 222-General Science  
GY 110- Physical Geography  
GY 111-Physical Geography  
PHS 201-College Physics  
PHS 202-College Physics

VI. Life Enrichment

3

Select one:

A. Social Awareness

COM 101-Understanding the Media  
ED 101 Appreciation of American Education – recommended for  
undecided majors of for Education majors as an elective only  
FSC 355-Family Living and Parenthood Education of SY 310-Marriage  
and the Family  
SY 223-Social Problems

B. Business Perspectives

FIN 211-Personal Finance  
MGT 115-Introduction to Business

C. Health and Nutrition

PE 101-Introduction and Foundations of Health and Physical Education –  
EED and ECE majors need this course  
HLT 213-Personal Health  
FSC 315-Introductory Nutrition  
NU 130-Epidemiological Aspects of Common Health Stressors

52 Total Semester Hours

January 1989

Jacksonville State University  
Admissions and Scholarship Committee

**Survey on Core Curriculum**

A survey conducted in January, 1988, drew approximately one hundred responses from faculty members. Departments responded as follows:

English	10	Math/Computer Science	13
Physics	2	Foreign Language, Music	5
Biology	4	History	5
Engineering	1	Art	3
Nursing	3	Criminal Justice	1
Psychology	2	CII	4
Pol. Science	4	Science	3
Business	15	Sociology	8
Education	15		

There were many particular and individualized wishes that are not represented in the following summation. The information below is based on general trends and repeated concerns.

The majority of those responding desired a system whereby students must complete all courses in the core before completing a specified number of hours in electives and upper-level coursework.

We present these figures for informational purposes, emphasizing that the faculty are interested in a strong core curriculum that would effectively meet the needs of our students and promote the long-range purposes of Jacksonville State University.

	Hours
English (as in catalogue)	14
History (as in catalogue)	6
Social Sciences*	9
World Geography	3
Computer Literacy**	3
Math***	3
Natural Sciences/Math (as in catalogue)****	12-14
Cultural Requirement*****	12

\*Psychology, Sociology, Political Science, Economics. The 3-hour Psychology requirement would be eliminated.

\*\*A challenge system would be available.

\*\*\*A practical, non-theory course

\*\*\*\*Some faculty members expressed concern over the students' concentrating too heavily in one area to the exclusion of all others, as in the physical or biological sciences.

\*\*\*\*\*Either 12 hours of foreign language or 12 hours from a pool consisting of art/music courses, anthropology, philosophy, religion, ethics, logic. A 6 hour cross-disciplinary humanities course might be a part of this pool.

January 1988

Jacksonville State University  
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**Limiting Freshman Class**

Each year the University enrolls approximately 1200 freshmen, one-half of whom have marginal academic ability based on ACT scores and high school GPA's.

Annually the University experiences high attrition from the freshman class, with estimates running as high as 40%. It is estimated by the Student Affairs Office that 25-28% of our entering freshmen actually earn a degree from Jacksonville State. The net result is that we have to recruit AT LEAST "two-for-one."

The Admissions and Scholarship Committee recommends that study be given to establishing a limited freshman class enrollment and providing adequate resources for expanded recruitment activities so that if the "best" applicants are enrolled, we will experience a higher overall preparation level, while at the same time leaving the door open through "conditional admission" of a small percentage.

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**Investigation of the Curriculum change wherein Chemistry was Deleted as a Requirement for some Biology Majors**

The change applies to 1 of 5 optional programs for a degree in Biology. The basic reason for the change is to allow students who cannot succeed in Chemistry to obtain a Biology degree.

From a strictly technical view, the required procedure was eventually fulfilled. The proposal for change was approved by a Biology Department Curriculum Committee (appointed by the Department Chairman), then by the Chairman of the Department, the College Curriculum Committee (which is also the College Council consisting of Dean and Department Heads), Dean of the College, the Curriculum Committee of the Council of Deans, the Council of Deans, and the V.P.A.A.

However, there appears to have been no effort made on the departmental level to receive and reflect the views of the faculty as a whole. This was not a procedural requirement. Apparent, most members were unaware of the proposal until it had proceeded up the "chain of command." Although a majority of the Biology Department (7 out of 13) and the College then expressed verbal and written opposition to the change, it was adopted.

Also, no written impact statements regarding the effects of this change on other departments within the College accompanied the proposal. The current procedure did not require this.

It seems likely that the resulting conflict could have been avoided had the entire faculty of the Biology Department participated in the original decision-making process.

Strong differences of opinion exist within the Biology Department and the College as to whether or not this change will result in a detrimental lowering of academic standards. Only one other college in Mississippi and Alabama has removed chemistry from a Biology major. The trend in some schools is toward increasing requirements. Some contend that the change will graduate students who are not competitive in the scientific job market. Clearly, this matter needs more careful study and analysis.

The controversy surrounding the curriculum change has inflamed passions on both sides. And the job of balancing reason and passion is difficult one. But we all have an obligation to be as intelligent as possible.

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**Academic Advisement**

The Admissions and Scholarship committee has spent the major portion of its time dealing with the area of academic advisement of students. As a result of our study, we make the following observations:

- 1) That there is a definite need for a more adequate and uniform program of student advisement;
- 2) That the optimum solution to the academic advisement problem would incorporate the advisor's use of accurate records of (1) course completion and (2) remaining course requirements, for a given advisee,
- 3) That such information could be obtained most readily through the use of printouts from a permanent student record file in the Data Processing Center;
- 4) That the present capacity of our data processing center is limited to the extent that the building of such a record file is impossible.

Based on these observations, we recommend that steps be taken to insure that the capacity of our data processing centers will be increased in the near future so that such a record file can be built.