

Application for a New Course v9

Course ID <i>Subject and Number</i>	(HIST 410) The Ancient Roman World
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Mark Cullum
2	Course Teacher	Dr. Mark Cullum or other department peers as needed
3	Course Title	The Ancient Roman World
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts & Sciences
6	Department	History
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	Survey of cultural, economic, political, and military developments in ancient Roman

		Republic and Empire
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	No
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	Biennially
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	On demand
23c	How often will it be offered? Fall	
24	Frequency?	Even years
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	We wish to delete HIST 411 and 412 from the catalog.
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	This is not required for any degree, but fulfills upper-level "selections" requirements for the following degrees: HIST, HSTT, HSST
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	For students in HSST and HSTT degree plans who are required to take upper-level courses from among European history selections, this course will fulfill that requirement. For HIST majors, this course will
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		fulfill a 3-hour requirement in the category of upper-level non-U.S. history.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	I have been teaching the histories of Hellenistic and Roman civilizations as separate courses for a few years, having combined the former with my coverage of Ancient Greece (see proposal for new course HIST 409). The subject areas of Hellenism and Rome are currently combined in the catalog as one course, HIST 412, which my dept. wishes to remove from the catalog.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Open to all ACU students.
2	State the overarching course goal(s) in performance terms.	Students completing this course will be able to demonstrate understanding of the development of ancient Greek civilization as outlined in competencies below.

2. Competencies and Measurements

	Competency	Measurement
1	Demonstrate knowledge and understanding of key features of ancient Rome	In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of ancient Rome
2	Analyze causality, continuity and change, and periodization of world history	In five exams, analytical essays require students to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.
3	Evidence an awareness of how economic activity, technological innovation, political forms, and social ideologies relate to & influence each other	In the class presentations students use specific examples of material culture to show influence of trade, cultural artifacts, power hegemonies, ideological evolution, etc.
4	Evaluate the relative merits of Western Civilization	In presentations, classroom discussions, and exam questions students will engage debates over the rise of western civilization, trade networks, empires, military powers, etc.
5		
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Boatwright, Gargola, Talbert, *The Romans: From Village to Empire* (Oxford Univ. Press)

ISBN-10: **0199730571** | ISBN-13: **978-0199730575**

Carcopino, *Daily Life in Ancient Rome*;

ISBN-10: **0300101864** | ISBN-13: **978-0300101867 0**

Virgil, *Aeneid*; (tr. Fitzgerald)

- **ISBN-10:** 0679729526

- **ISBN-13:** 978-0679729525

Seneca: *The Stoic Philosophy of Seneca* (ed., Hadas);

- **ISBN-10:** 0393004597

- **ISBN-13:** 978-0393004595

Augustine, *Confessions* (tr. Chadwick)

- **ISBN-10:** 0199537828

- **ISBN-13:** 978-0199537822

2. For **combined undergraduate/graduate** courses, make two lists: NA

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: _____

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Syllabus for The Ancient Roman World

Fall 2014

HIST410 3 hours credit

MWF 2:00-2:50

AD329

Abilene Christian University

Instructor: Dr. Mark Cullum

Associate Professor of History

Office: AD 324B

Office Hours: MW 3-4; T 4-5; F 3-5 and by appointment

Telephone: (W) 674-2845

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Textbooks

Boatwright, Gargola, Talbert, *The Romans: From Village to Empire* (Oxford Univ. Press)

ISBN-10: **0199730571** | ISBN-13: **978-0199730575**

Carcopino, *Daily Life in Ancient Rome*;

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- **ISBN-13:** 978-0199537822

Other Resources

Other texts will be announced and handouts made available during the semester.

University Mission

Educating students for Christian service and leadership throughout the world.

Departmental Mission The mission of the Department of History is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and the heritage of peoples throughout the world.

Audience

This course can be used to fulfill a requirement for an upper level history, upper level social science, or upper level elective credit depending on one's degree plan.

Scripture

John 18:38 "*dixit ei Pilatus, 'quid est veritas?'*"

Catalog Description

HIST 410 The Ancient Roman World (3-0-3), fall, even years. Survey of cultural, economic, political, and military developments in ancient Roman Republic and Empire, from the eighth century BC to the fall of the empire in the fifth century AD.

Grade Composition

Exams	40 %
Final Exam	20 %
Class Presentation	20 %
Quizzes and Class Participation	20 %

Grade scale

A	92-100
B	84-91
C	76-83
D	68-75
F	0-67

Weekly Topics

1. The Hellenistic Age (hand-out reading assignment from Dunstan, *Ancient Greece*)
2. Hellenistic Art; Early Rome (chptr 2 in Boatwright, et al)
3. Regal Rome and Early Roman Republic (chptr 3 in Boatwright); Exam One (In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of ancient Rome. Further, students will be required to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.)
4. Virgil, *Aeneid* (Books 1-6); Roman Religion (Carcopino, 121-127)
5. The Punic Wars (chptr 4 in Boatwright); Ancient slavery (Carcopino, 56-61)
6. Later Roman Republic; the Gracchi (chptrs 4-5 in Boatwright); Exam Two (In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of ancient Rome. Further, students will be required to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.)
7. The End of the Republic (chptrs 6-7 in Boatwright) (Carcopino, 3-21)
8. Augustus (chptr 8 in Boatwright); Women in Ancient Rome (Carcopino, 76-100)
9. The Early Principate (chptr 9 in Boatwright) (Carcopino, 22-51); Exam Three (In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their

significance for a deeper understanding of ancient Rome. Further, students will be required to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.)

10. Rome and the Barbarians; Gladiatorial Games (chptr 10 in Boatwright) (Carcopino, 202-247)

11. Seneca and Stoicism; Marcus Aurelius (chptr 11 in Boatwright)

12. Rise of Christianity (Carcopino, 121-140); Constantine (chptr 12 in Boatwright); Exam Four (In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of ancient Rome. Further, students will be required to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.)

13. Crisis in the Empire (Augustine, *The Confessions*, Books 1-3); Class presentations

14. Class presentations (In the class presentations students use specific examples of material culture to show influence of trade, cultural artifacts, power hegemonies, ideological evolution, etc.)

15. Class Presentations; Fall of the Roman Empire (*Confessions*, Books 6-9); Exam Five

Competencies and Assignments providing Measurements

Competency	Assignments and Measurements
Demonstrate knowledge and understanding of key features of ancient Rome	In five written exams, identify and describe key persons, events, concepts, or movements, with analysis of their significance for a deeper understanding of ancient Rome
Analyze causality, continuity and change, and periodization of world history	In five exams, analytical essays require students to compare and contrast developments in this period, distinguish between stages of its history, and argue for how each stage reflects elements of continuity and change from previous periods.
Evidence an awareness of how economic activity, technological innovation, political forms, and social ideologies relate to & influence each other	In the class presentations students use specific examples of material culture to show influence of trade, cultural artifacts, power hegemonies, ideological evolution, etc.
Evaluate the relative merits of Western Civilization	In presentations, classroom discussions, and exam questions students will engage debates over the rise of western civilization, trade networks, empires, military powers, etc.

The Role of Faith in Education

This class is based on the beliefs that intellectual development is valuable in and of itself, and that, for those of us called to a university education, it is a matter of faithful stewardship of gifts.

Christian faith should influence our academic strivings not by making them less intellectual – mingling a Sunday school atmosphere with that of a university classroom – but by inspiring us to ever greater intellectual achievements, to the glory of God.

Classroom Lectures

This course is intended to help students develop an understanding of Hellenistic and Roman civilizations. The first 12 weeks of the course will be lecture- and reading-intensive, albeit with opportunities for classroom discussion. Four of the five regular exams, as well as the final exam in December, will be made up questions mostly from these lectures, along with some material from assigned readings. Some guidance will be given as to how to prepare for each exam.

Class Presentations

The final three weeks of this course will be devoted primarily to student classroom presentations on various related topics. The presentations will be expected to demonstrate a considerable degree of research and effort, as each student will be producing only a single presentation during the course, and as it will comprise 20% of the student's final grade. An exam in week 15 will include questions over the various student presentations and the classroom discussions relating to them.

Exams

Exams will be given every third Friday, and they will be based primarily on material from lectures, but information from readings and discussion groups will also sometimes be included. Students will be told before each exam what the questions will cover. Exams will have both multiple choice questions and discussion questions. These tri-weekly exams will count for 40% of the students' final grade.

Final Exam

The final exam will be comprehensive and primarily essay. It will count for 20% of the final grade. More information on its contents will be given in due course.

Reading Assignments, Quizzes, and Class Participation

Students will be assigned regular readings in class texts and other material made available by the instructor. Regular reading quizzes will be given – especially over the Stiebing assignments - with two bonus questions per quiz. A few other quizzes may be given relating to other reading assignments. The average quiz grade will make up 20% each student's final grade.

Regular and timely attendance, civil behavior and a reasonable degree of attention and participation in class (where appropriate) are all expected as a matter of course. If there is a problem in this area, points will be deducted from the student's "Homework and Class

Participation" grade. (Other disciplinary measures may be taken, as well.) Absent such problems (and they are rare among ACU students), this 20% segment of each student's grade will be determined strictly by quizzes.

Make-up Work

Make-up exams will be offered only with a 50-point penalty, unless the exam was missed because of a university-sponsored event, illness (a note from your doctor will be required), or a serious personal problem.

Professor's Open Door

Serious thought about historical issues and Christian principles should prompt reflection about the nature of one's personal faith and standing before God. Faith-related issues will be discussed in class, of course, but you are more than welcome to visit me in my office (during office hours or by appointment) if you would rather discuss such things privately.

Americans with Disabilities Act Compliance Statement

"Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667."

Abilene Christian University

Academic Integrity and Honesty

Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Its educational programs, faculty and staff, administration, and student environment all exist to educate students for Christian service and leadership throughout the world.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying. As Christians, the norms for our behavior flow from the nature of God (Deuteronomy 6:4-5). God does not lie (1 Samuel 15:29, Titus 1:2); therefore, those who claim His name should not lie. God is described as the one whose Son is "*the way, the truth, and the life*" (John 14:6) and as one whose Spirit is "*the Spirit of truth*" who guides "*into all truth*" (John 16:13). If we, as people of God, strive to be like Him, then we will be

about truth and truthfulness (Ephesians 4:20-25).

The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Academic integrity is essential to the most effective development of a person's intellectual skills and abilities. In its work to prepare students for the future, ACU must introduce students to the kind of professional censure they will encounter in the workforce. The university's enforcement of standards of academic integrity and academic consequences are set as a way of drawing students' attention to the greater consequences they will find in the professional world.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

DEFINITION OF ACADEMIC INTEGRITY

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

The following examples of **academic dishonesty** include:

- ☐ Acquiring answers for any assigned work or examination from any source not authorized by the instructor for the specific assignment, such as opening the book on a closed book test or using notes on a test when not authorized.
- ☐ Observing the work of other students during any examination or other assignments where inappropriate.
- ☐ Claiming credit for an attendance or service activity without attending or performing the activity.
- ☐ Gaining access to the content of any examination prior to its being given.
- ☐ Receiving, giving, or using unauthorized aid on an examination.
- ☐ Informing any person(s) of the contents of any examination prior to its being given.
- ☐ Providing answers for any examination or assigned work when not specifically authorized to do so by the instructor(s).
- ☐ Offering to sell or buy unauthorized aids or information for an assignment or examination.
- ☐ Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- ☐ Collusion with (an)other person(s) on an assignment for which the instructor has specified independent work.
- ☐ Using the work of (an)other person(s) in place of independent work.
- ☐ Permitting formal or informal tutors or editors to provide more than tutoring or editing, such as completing or rewriting work assigned by the instructor for the individual student to complete or write, or telling the student the steps in solving a problem rather than guiding the student to discover the proper steps.
- ☐ Altering, misrepresenting, or falsifying a transcript, course record or graded work to gain unearned academic credit.
- ☐ Agreeing to change or have changed academic records, including arranging for a grade or

credit not earned.

- ☐ Offering or accepting a bribe related to academic work or records.
- ☐ Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.
- ☐ Written or oral presentation of the results of research or laboratory experiments without the research or experiment having been performed.

Plagiarism includes, but is not limited to, the following:

- ☐ Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.
- ☐ Submitting for credit in whole or in part the work of others.
- ☐ Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

NON-ACADEMIC INTEGRITY VIOLATIONS

Integrity violations that occur beyond the context of a particular course and in other campus offices are typically investigated and processed within the Office of Student Life. When a member of the university community suspects a violation of integrity beyond the context of a course, he or she should contact the Dean of Students, who may consult with other faculty and staff to determine whether the incident should be pursued under the Student Conduct section of the Student Handbook. The decision of the Dean of Students regarding the choice of process is final, and may not be appealed.

1. If the Dean of Students or designee determines that the incident is best pursued in the context of a class-related incident, then the faculty member teaching that class will be responsible for pursuing the matter as outlined below.
2. If the Dean of Students or designee determines that the incident is best pursued in the context of a non class-related incident, then the Director of Judicial Affairs will be responsible for pursuing the matter as outlined in the Student Conduct section of the Student Handbook.

PROCESS FOR ACADEMIC INTEGRITY VIOLATIONS

All alleged violations of academic integrity trigger a three-phase university response. The first phase – the investigation phase – involves determining whether an academic integrity violation occurred within the department. The second phase – deliberation and notification of consequences – outlines the determination of the consequences and processes for notifying the student(s) involved. The third phase – reporting an academic integrity violation – outlines how the department will report the violation to Student Life, the examination of the student's record for evidence of previous violations of integrity and/or student conduct, and, if necessary, assessing penalty for any recurring problems. The Dean of each college, the Dean of Students and the Provost may designate a person within his/her office to represent the respective office in the process.

Investigation of an Academic Integrity Violation

If faculty, staff or a student suspects a violation of integrity related to a specific class, he or she should contact the faculty member teaching that class as soon as possible, and the faculty member will be responsible for following up on the matter.

With consultation from the department chair, the faculty member will ask at least two colleagues in the department to review the situation without, in so far as is possible, revealing the names of the student(s) involved.

Deliberation and Notification of Consequences

If the colleagues give a mixed response, some believing that an integrity violation occurred, and others believing it did not occur, the faculty member will, in the presence of the department chair or

a second faculty member, visit with the student(s) involved to gather additional information. The faculty members must, in a timely manner, conclude that the student did or did not violate the academic integrity policy.

If the colleagues respond unanimously that an integrity violation did not occur, the faculty member should visit with the student about the behavior or other evidence that led to the perception of academic dishonesty in order to educate the student about conduct and practices that clearly establish one's integrity rather than creating suspicion. The matter is closed and appropriately documented.

If the colleagues respond unanimously that an integrity violation did occur, the faculty member will meet with the student in the presence of the department chair or a second faculty member. If the student admits guilt or if the student denies guilt but the evidence indicates otherwise, then the faculty member will convey orally and in writing the consequence determined in accordance with university policy, departmental policy and/or the class syllabus. The faculty member is responsible for forwarding paperwork describing the incident and penalty to the department Chair who will forward the paperwork to the Dean of the college. The Dean will then forward the paperwork to the Office of the Dean of Student Life as an informational record of discipline. If the student accepts the incident phase penalty, then the university response is concluded.

Examples of consequences determined by the faculty member may include, but are not limited to:

- ☐ Lowering the grade on the assignment up to and including an F in the course for a first offense, based on policies included in the syllabus;
- ☐ Should the student be permitted to remain in the class after being found in violation of the academic integrity policy, the instructor may also require the student to retake the exam or an alternate exam, resubmit the course work, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- ☐ A second violation in a class will result in an F in the course and immediate referral to the Dean of Student Life.

Reporting an Academic Integrity Violation to Student Life

It is recommended that the Dean of each college and/or designees report academic integrity violations to the Dean of Students at the conclusion of the department's process and after all appeals have been exhausted. It is important to note that while the department may consider the consequences to be final, faculty may not be aware of previous integrity violations in other departments.

THE ROLE OF STUDENT LIFE IN RESPONDING TO ACADEMIC INTEGRITY VIOLATIONS

In many cases, Student Life may have a more holistic picture of the student's conduct and behavior throughout the campus. Incidents of academic integrity violations in other departments, chapel integrity violations, disrespectful behavior towards others, and providing misleading information to other university authorities are typically located in the discipline file and document a pattern of behavior not otherwise expected from an ACU student. Once a department has forwarded the academic integrity violation to Student Life, the Dean of Students and/or designee reserves the right to further investigate, deliberate, and sanction a student if it is determined the student has a documented pattern of misconduct.

Multiple Violations of Academic Integrity

Once the written findings are forwarded to the Dean of Student Life, he/she or designee will review the records of each student found in violation of the academic integrity policy and determine if

previous integrity violations or related student conduct violations have occurred. As is the case with all university disciplinary responses, a student's entire disciplinary record will be considered when making decisions regarding appropriate sanctions.

The Dean of Students or designee will, in consultation with the Dean of the college, determine an appropriate consequence. The Dean or designee may choose to meet with the student to convey orally and in writing the disciplinary action.

Disciplinary actions sanctioned by Student Life may include, but are not limited to: a formal warning, conduct probation, suspension or dismissal. Refer to the Student Conduct section of the Student Handbook for a full description of each sanction.

Disciplinary Records

Any sanction given to a student may be documented in the student's discipline file in the Office of Student Life. It is recommended that each Dean of the college, department chair and/or faculty members maintain copies of the violations for their own records as well. Matters involving testing organizations or local, state, or national legal issues may be reported to the appropriate authorities. According to the Student Handbook, "The Dean of Students retains responsibility for the maintenance, storage and release of student records related to disciplinary proceedings in keeping with FERPA. In most cases, student disciplinary records may be kept for a period of five years upon separation from the university, at which time minimal statistics may be retained and the full document may be destroyed." For a full description of FERPA policy, refer to the University Catalog.

APPEAL PROCESS

ACU gives each student the right to a single appeal to the next highest level. Under normal circumstances, imposition of disciplinary responses will be deferred pending the review of the appeal.

Appealing the Consequence Determined by the Faculty Member

A student may appeal the faculty member's consequence for a class-related incident to the Dean of the college by filing a written appeal within five business days of receiving the written disciplinary action from the faculty member. Appeals will not be accepted after this deadline. These forms are available in the Office of the Dean of the college and will be filed along with the student's response, including his or her statement of the facts, reasons for the appeal and such other statements and documents he or she believes are relevant to the appeal. Faculty and other appropriate university personnel will be notified of the appeal and will have five business days from notification to prepare statements to be included in the student's record.

Within five business days after receiving the appeal, the Dean of the college will review the appeal notice and may decide to meet with the student to further discuss his or her grounds for appeal. The Dean of the college may meet with only the student. No one else may represent the student during the appeal process. Prior to this meeting and in order to reach a decision, the Dean of the college will, in consultation with the involved faculty member, review the appeal and support materials (for example, plagiarized sources, tests from which answers were copied, etc.). The Dean of the college may also confer with the student in the process of coming to a final decision. The Dean of the college will consider the appeal and uphold, reverse or otherwise modify the previous decision. The decision of the Dean of the college may not be appealed. The Dean of the college will convey orally and/or in writing the final decision to the student and the faculty member involved. The Dean of the college is responsible for forwarding paperwork describing the result of the appeal to the Dean of Students.

Appealing a Student Life Decision

Should a decision be made by Student Life as a result of multiple academic integrity violations, the student has the right to appeal the decision to the Provost. A written appeal within five business

days of receiving the written disciplinary action from the Dean of Students or designee is required. Appeals will not be accepted after this deadline. Appeal forms are available in the Office of the Dean of Students and should be submitted to the Office of the Provost.

Within five business days after receiving the appeal, the Provost or designee will review the appeal notice and may decide to meet with the student to further discuss his or her grounds for appeal.

The Provost or designee may meet with only the student. No one else may represent the student during the appeal process. Prior to this meeting and in order to reach a decision, the Provost will, in consultation with the involved faculty member and/or the Dean of Students, review the appeal, the student's discipline file, and support materials (for example, plagiarized sources, tests from which answers were copied, etc.). The Provost may also confer with the student in the process of coming to a final decision. The Provost will consider the appeal and uphold, reverse or otherwise modify the previous decision. The appeal decision of the Provost may not be appealed. The Provost will convey orally and/or in writing the final decision to the student, the faculty member involved, and the Dean of Students.

RIGHTS AND RESPONSIBILITIES

Faculty rights and responsibilities

- ☐ Actively educate toward and encourage academic honesty and integrity.
- ☐ Consciously avoid conditions that encourage or excuse academic dishonesty and fraud.
- ☐ Faculty may require that a student present his or her ACU-issued photo ID in order to accept an examination or other item for evaluation.
- ☐ Determine whether the act is a violation of academic integrity or failure to understand the standards for academic integrity.
- ☐ Faculty must report and pursue all alleged violations of academic integrity.
- ☐ If it is determined that an instructor provided unfair advantage to a student by failing to report a violation of the academic integrity policy, this act may be reported to the Dean of the instructor's college.

Student rights and responsibilities

Abilene Christian University provides each student the following rights for a hearing conducted at the departmental, college, or university level.

- ☐ Right to meet with the faculty member or other university official responsible for investigating and making decisions with regard to violations of academic integrity.
 - ☐ Right to admit guilt and seek reparation.
 - ☐ Right to reasonable access to the information in the case file.
 - ☐ Right to review evidence.
 - ☐ Right to present counter evidence and/or witnesses on student's own behalf.
 - ☐ Right to have a non-representative and non-witnessing observer present during all meetings.
- A student may not be represented by an attorney at a departmental, college, or university hearing.

- ☐ Right to continue in affected classes until all appeals have been exhausted.

Departmental responsibilities

Departments may adopt specific departmental academic integrity policies in consultation with their Dean of the college.

Department chair responsibilities

- ☐ Ensure that faculty are aware of departmental policies, with particular attention given to new and adjunct faculty.
- ☐ Ensure that statements of appropriate departmental policies are included in course syllabi.

□ Consult with faculty who suspect a violation of academic integrity.

Student Life responsibilities

□ Determine if an incident is processed through the academic department or through the Office of Student Life if the alleged violation occurred outside of a course context.

□ Further investigate, deliberate and sanction a student if the student has a documented history of multiple integrity violations and/or a pattern of misconduct.

□ Consult with appropriate faculty and staff as needed.

□ Ensure each student's discipline file is accurate and up-to-date.

Works Cited

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Cole, Sally, and Elizabeth Kiss. "What Can We Do About Student Cheating?" *About Student*. May-June 2000, 5-12.

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National Council of Teachers of English, "College Level: Plagiarism—Detecting It and Deterring It." *Cyber Briefs*. 2.2 (December 2000).

Gary Pavela, "Cheating and Social Darwinism." *ASJA Law and Policy Report*, April 10, 2002. No. 55.

Young, Jeffrey R. "The Cat-and-Mouse Game of Plagiarism Detection." *The Chronicle of Higher Education*. July 6, 2001. A26-27.

University Policies Consulted

Oakton Community College.

Oregon State

"Seaver College Code Academic Ethics," Pepperdine University

Texas A&M University

University of Pittsburgh

Handouts Consulted

Donald L. McCabe and Sally Cole, "Student Collaboration: Not Always What the Instructor Wants."

Donald L. McCabe and Gary Pavela, "The Principled Pursuit of Academic Integrity" w/ "Ten Principles of Academic Integrity for Faculty."

Bill Taylor, "Integrity: Academic and Political, A Letter to My Students."

Web Sites

Center for Academic Integrity (<http://www.academicintegrity.org/>)

turnitin.com (<http://www.turnitin.com/>)

ABILENE CHRISTIAN UNIVERSITY
Educating Students for Christian Service and Leadership Throughout the World

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November 5, 2013

Mark Cullum, DPhil.
Associate Professor of History
Hardin Admin 321
Abilene Christian University
325-674-2845

Re: HIST 410 application

Dear Dr. Cullum,

Thank you for submitting a new course application. The course evaluation team in the Adams Center has had the pleasure of reviewing History 410: The Ancient Roman World.

We reviewed the syllabus based on the [ACU Syllabus Guidelines](#) and found the syllabus to meet the guidelines. The following items will align your syllabus fully with these standards: Year needs to be updated. Catalog description will be helpful. Linking measurements to assignments and exam dates will benefit student understanding of what is being measured. Also, inclusion of ADA policy is needed.

In the course application under "Systems and Catalog Information," you may want to fill in items 3 & 4 and under "Curriculum" items 1 & 2. Sometimes this information is listed in other parts of the application, but it is always helpful to have the information in all areas of the application.

Please consider revising these items if you believe they benefit your students and/or your application process. If there are reasons that would justify not making the recommended changes, please prepare them for council when your course is reviewed. You do not need to resubmit the syllabus and application again.

If there is any aspect of the syllabus or course application that you would like to discuss further, please let me now and we can schedule a time. The Adams Center team is here to serve you in any aspect of the course development, implementation, and/or ongoing teaching of the course. Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: November 1, 2013
TO: Dr. Mark Cullum, Dr. Ron Morgan
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for HIST 410 – Ancient Roman World

After reviewing the course proposal and syllabus, the library can support the proposed course. Your library liaison Karen Hendrick (hendrick@acu.edu) is available to do instructional sessions for your students or provide additional resources in support of the class. Thank you for letting us review the course application.