

Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- ☒ Course is **currently** a “General Education” course
 - ☐ Course is listed in the current catalog, but is **NOT** a “General Education” course
 - ☐ New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 18, 2018**
- B. Department: **ART**
- C. College: **Arts and Sciences**
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:
Click or tap here to enter text.
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):
Dr. Li-Lin Tseng
(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)
- E. Course prefix: **ART**
- F. Course number: **178**
- G. Credit hours: **3**
- H. Title of course: **Introduction to the Visual Arts**
Is this a change in the title of the course? **No**
(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)
- I. Will this course require a new course description? **No**
(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process)
Click or tap here to enter text.
- J. Does this course include a co-requisite laboratory course: **No**
If “Yes”, please provide the co-requisite course name and number:
Click or tap here to enter text.
- K. Will this course be available on-line: **No**
If “Yes”, please provide a detailed explanation:
- L. Semester(s) course will be offered (choose all that apply): **Fall and Spring**
- M. Prerequisite(s): **None**
- N. Co-requisite(s) —other than lab course named above: **None**

- O. Select the *Pitt State Pathway Core Element* or *Essential Studies Element* based on the identified Learning Outcome to be covered in the course (choose only **one** set):
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element


- Communication
 - **Written Communication**
 - Students will communicate effectively.
- Communication
 - **Verbal Communication**
 - Students will communicate effectively.
- Quantitative/Analytic Methods and Scientific Literacy
 - **Quantitative/Analytic Methods**
 - Students will analyze data logically.
- Global Understanding and Civic Engagement
 - **Human Experience within a Global Context**
 - Students will explore global systems conscientiously.
- Global Understanding and Civic Engagement
 - **Human Systems within a Global Context**
 - Students will explore global systems conscientiously.
- Global Understanding and Civic Engagement
 - **Natural World within a Global Context**
 - Students will explore global systems conscientiously.
- Personal and Professional Behavior
 - **Wellness Strategies**
 - Students will model productive behaviors purposefully.

- P. Will the course address a **Companion Element**? **Yes**
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If "Yes," please select one: Non-verbal and Creative Expression

- Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Milestone II
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)
- R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

Legislative Process
Authorization and Notification Signatures
(Electronic signatures accepted)

Department Chairperson Approved ☒ Not Approved ☐


Department Chairperson Signature
12/18/18

Date

Faculty Senate General Education Committee Approved ☐ Not Approved ☐

Faculty Senate General Education Chairperson Signature

Date

Faculty Senate Approved ☐ Not Approved ☐

Faculty Senate Recording Secretary Signature

Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to psupathway@pittstate.edu.

Naming convention: PSP.ABC123.Form PSP = Pitt State Pathway. ABC123 = Course abbreviation and number

ART 178 SYLLABUS

DEPARTMENT OF ART
College of Arts and Sciences
Pittsburg State University
Fall 2018

Course Number: ART178

Title: Introduction to the Visual Arts

Credit Hours: 3

Art 178*01: 308 Hughes Hall (9:00-9:50 a.m.)

Art 178*02: 308 Hughes Hall (10:00-10:50 a.m.)

Office hours: M.W.: 11:00-12:00 a.m.; 1:00-3:00 p.m.;

F: 11:00-12:00 a.m.; 1:00-4:00 p.m.

E-mail (the best way to reach me): ltseng@pittstate.edu

Professor: Dr. Li-Lin Tseng

Office: 104 Porter Hall

Office Phone: 620-235-4308

Teaching Assistant & Tutor: Ms. Sophia Stapleton

Email: " Sophia Stapleton" <ssstapleton@gus.pittstate.edu>

Please take note of the following information as well as the regulations. They have been established for prior versions of the course and remain in effect.

I. Course Description:

Slide lectures presenting principles of art from a non-chronological, multi-cultural perspective. This course emphasizes the various roles played by the artists in diverse societies while analyzing art objects as items of material culture.

General Education: This course counts toward the requirements in General Education for your degree program. General Education is an important part of your educational program at Pittsburg State University that has been designed to implement the following philosophy.

Philosophy of General Education: General education is the study of humans in their global setting. The general education curriculum, therefore, acts as the heart of a university education by developing the capacities that typify the educated person and providing a basis for life-long learning and intellectual, ethical, and aesthetic fulfillment. General Education examines the world around us and fosters an understanding of our place in the universe. General Education celebrates the creative capacities of humankind and helps to preserve and transmit to future generations the values, knowledge, wisdom, and sense of history that are our cultural heritage.

Goals of General Education for this Course: This course will help you to accomplish several of the Goals and Objectives of General Education, including the development of your ability to apply the principles of effective oral communication either in group or individual presentations (I.1), apply the principles of effective writing and other forms of communication (I, 2), articulate a problem and develop a logical and reasonable response to it using appropriate sources (II, 2), and demonstrate your ability to analyze and synthesize information (II, 4), recognize the value of diverse cultural, national, and ethnic backgrounds (III, 1), demonstrate an understanding of the relationships among gender, race, and class within and across cultures (III, 3).

However, a special emphasis of this course is to help you to fulfill the following objectives for social issues (IV, ii, 1, 3), aesthetics (IV, vi 1-3), and comprehensive knowledge (IV, vii, 1-2). Upon successful completion of this course, you will be able to:

1. Demonstrate an understanding of contemporary social issues.
2. Demonstrate an understanding of cultural diversity within the United States and in the world at large.
3. Demonstrate an understanding of creative processes, both practical and theoretical, and their relationships to an audience or viewers.
4. Make informed critical responses when exposed to artistic endeavors.

5. Understand the relationship between the arts and society in multicultural environments.
6. Demonstrate an understanding of the dynamic interrelationship between economic, political, cultural, social, aesthetic, and technological issues and systems.
7. Demonstrate an understanding of how economic, political, cultural, social, aesthetic, and technological issues and systems drive environmental change.

II. Purposes:

This course will examine art within its socio-historical (cultural) context using methodologies such as: style, iconography, patronage, and art production. The goal of this course is to provide the student with art history terminology and concepts that they can use to discuss and enjoy works of art. This course will not provide a definitive answer to the question "What is art?" but will help the student make better judgments about what art is *for them*.

III. Course Objectives:

This course will meet the Pitt State Pathway Essential Studies Elements for Global Understanding and Civic Engagement: Human Experience within a Global Context. *Students will explore global systems conscientiously.* This course addresses the Companion Element: Non-verbal and Creative Expression.

Upon completion of the course the student will be able to:

- A. Describe how visual arts function within diverse societies at different historical moments.
- B. Analyze the relationships between art objects and the economic, social, political and historical cultural values they represent.
- C. Recognize some of the common media and techniques used in making art.
- D. Appreciate ways various cultures have contributed to achievements in art.
- E. Explain ways design elements and principles function in art objects across different times and cultures.
- F. Illustrate and describe characteristics of various styles according to major periods, cultural traditions, and aesthetic qualities.
- G. Use physical evidence to support an interpretive argument.
- H. Make critical judgments about art based on a variety of aesthetic theories.

IV. Importance of Lectures and Assigned Reading

Looking at great art seems easy; reading, writing and discussing it presents the greater challenge. The students who meet this challenge will be those who attend class, participate in discussions, stay current with the readings, and complete assignments on time. Lecture material does not replicate the readings. Therefore, it is imperative that students attend class regularly and take good notes. Classroom lectures assume the student has already completed the reading assigned for that week.

V. Required Textbook:

Henry M. Sayre, *A World of Art*, 7th edition. New Jersey: Prentice Hall, 2012.

All recommended readings can be found on Canvas.

VI. Teaching Strategies:

Course material will be presented by the instructor in slide lectures, class discussions, videos, and assigned readings. Students will build skills by taking exams and writing short essays.

VII. Content:

This course introduces the student to the understanding and enjoyment of the visual arts. Art terms and applications will provide knowledge of how art is mediated through techniques like painting, sculpture, film, and photography. Art forms and classifications will be introduced to help the student become familiar with diverse styles and various periods. Finally, since art is primarily shaped by the social, political, economic and religious forces surrounding it, this course takes a multi-cultural and inter-disciplinary approach that places works within their various social contexts.

VIII. Assessment/Evaluation:

There will be four tests to assess whether students have acquired detailed, specific knowledge of art fundamentals. **A First Hour Exam, a Second Hour Exam, a Third Hour Exam, and a Final Exam:** Exams will presume that students are familiar with course lectures, discussions and readings. Students will be expected to identify images and discuss their significance within the history of art and the culture of that period. Questions may take a variety of forms, but the basic format of the examinations will be:

- A. Multiple Choice.
- B. Slide Identification [noting artist, title, and date]. Analyze or comment on the work in terms of its technique and style, iconography, art-historical significance, and/or cultural and sociopolitical meanings.
- C. Exam Dates. First Hour Exam: 9/12. Second Hour Exam: 10/17.
Third Hour Exam: 11/12.
Final Exam: 12/7.

GRADING:

1.	4 sets of discussion questions (5% each)	20%
2.	The first exam	20%
3.	The second exam	20%
4.	The third exam	20%
5.	Final	20%

IX. Attendance:

Since the lectures do not replicate the readings, most of the information you will be tested on will be offered during class sessions. Therefore, attendance at all lectures is significant. Attendance will be taken daily.

No penalty for the first three absences.

Four absences will lower the final grade by 15%. In other words, 100 points would be reduced to 85, resulting in a final grade of B instead of an A.

Five absences will lower the final grade by 30%. In other words, 100 points would be reduced to 70, resulting in a final grade of C instead of an A.

Six absences will lower the final grade by 45%. In this example the final grade would be 55 which is a failing grade. Therefore, any student who has more than five absences will not pass this course.

X. Special Needs:

If you have learning disabilities or other problems that make class participation difficult, please let me know as soon as possible. In addition, refer to the PSU Student Handbook where you will find resources for students with special needs.

XI. Academic Honesty and Integrity Policy:

Please see **ARTICLE 30. ACADEMIC MISCONDUCT on page 10-11 of this syllabus or at the PSU website:** <http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>

XII. Concealed Carry Weapons Policy

In this class, students will be asked on a regular basis to participate in activities, such as engaging in group work, using the board, testing without personal properties in close proximity, or performing short skits or role-playing scenarios. These activities may require students to either be separated from their bags or be prepared to keep their bags with them at all times during such activities. Students are encouraged to read the online weapons policy (<http://pittstate.edu/dotAsset/ca5f2c95-67c7-426d-8da9-b42f5d00a936.pdf>) to ensure they understand the requirements related to concealed carry.

XIII. Note: *"This course counts towards the academic component of the IKE Certificate of International Knowledge and Experience. The IKE Certificate may be earned by students in any major. The academic component consists of five courses - two semesters of a foreign language, and three courses with international content in three different disciplines. To receive the certificate, students must also complete a second component, either by studying abroad, or by participating in co-curricular*

activities on campus. Completion of the IKE certificate as an undergraduate is noted on a student's PSU undergraduate transcript, although graduate students may also earn the certificate. To be added to the IKE Canvas group and start tracking your progress towards the certificate, please e-mail your GUS number in a request to ike@pittstate.edu."

--by Alexandria Mott, IKE Assistant

***Please come see me during office hours, or contact me by e-mail, if you have questions about any aspect of this course. I am happy to address queries and concerns.

COURSE SCHEDULE

WEEK ONE

M 8/20 INTRODUCTION

PART I THE VISUAL WORLD: UNDERSTANDING THE ART YOU SEE

W 8/22 Chapter One: A World of Art

Reading:

1. *A World of Art*, pp. 1-10.

F 8/24 Chapter One: A World of Art

Reading:

1. *A World of Art*, pp. 10-19.
2. "Development in Asia" in *A World of Art*, pp. 435-437.

WEEK TWO

M 8/27 Chapter Two: Developing Visual Literacy

Reading:

1. *A World of Art*, pp. 20-29.
2. "The Rise of Islam" in *A World of Art*, pp. 443-447.

Recommended:

"Profile: Shirin Neshat," in *Themes of Contemporary Art: Visual Art after 1980*, pp.65-71. (On Canvas)

W 8/29 Chapter Two: Developing Visual Literacy

Reading:

1. *A World of Art*, pp. 30-41.
2. "Development in Asia" in *A World of Art*, pp. 454-459.

F 8/31 Chapter Three: Seeing the Value in Art

Reading:

1. *A World of Art*, pp. 42-45.
2. "Postmodern Directions" in *A World of Art*, pp. 527-543.

Recommended:

Peter Schjeldahl, "Those Nasty Brits" in *The New Yorker*, Oct. 11, 1999: 104-105. (On Canvas)

WEEK THREE

M 9/3 LABOR DAY: NO CLASS

W 9/5 Chapter Three: Seeing the Value in Art

Reading:

1. *A World of Art*, pp. 46-49.
2. "Futurism" in *A World of Art*, pp. 516-517.

Recommended:

Theodore Roosevelt, "A Layman's Views of an Art Exhibition," in *Documents of The 1913 Armory Show* (Arizona: Hol Art Books, 2009), pp. 49-54. (On Canvas)

F 9/7 Chapter Three: Seeing the Value in Art

Reading:

1. *A World of Art*, pp. 49-57.
2. "Pop Art and Minimalism" in *A World of Art*, pp. 526-527.

Recommended:

Maya Lin, "Making the Memorial" in *The New York Review of the Books*, Nov.2, 2000: 33-35. (On Canvas)

WEEK FOUR

M 9/10 Review for Exam I

W 9/12 Exam I

Written responses to the first set of discussion questions must be completed and posted on Canvas by 9:00 a.m.

**PART II THE FORMAL ELEMENTS AND THEIR DESIGN:
DESCRIBING THE ART YOU SEE**

F 9/14 Chapter Four: Line

Reading:

1. *A World of Art*, pp. 58-65.
2. "The High Renaissance" in *A World of Art*, pp. 466-472.

WEEK FIVE

M 9/17 Chapter Four: Line

Reading:

1. *A World of Art*, pp. 65-77.
2. "Post-Impressionism" in *A World of Art*, pp. 509-511.
3. "Neoclassicism" in *A World of Art*, pp. 495-498.

W 9/19 Chapter Five: Space

Reading:

1. *A World of Art*, pp. 78-89.
2. "The Early Renaissance" in *A World of Art*, pp. 462-466.
3. "The Fauves" in *A World of Art*, pp. 514.

F 9/21 Reading: TBA

WEEK SIX

M 9/24 Chapter Five: Space

Reading:

1. *A World of Art*, pp. 90-99.
2. "Romanticism" in *A World of Art*, pp. 498-501.
3. "Baroque" in *A World of Art*, pp. 483-489.

W 9/26 Chapter Six: Light and Color

Reading:

1. *A World of Art*, pp. 100-105.
2. "The Mannerist Style in Europe" in *A World of Art*, pp. 481-483.

F 9/28 Chapter Six: Light and Color

Reading:

1. *A World of Art*, pp. 106-113.
2. "German Expressionism" in *A World of Art*, pp. 514-515.

WEEK SEVEN

M 10/1 Chapter Six: Light and Color

Reading:

1. *A World of Art*, pp. 114-131.

W 10/3 Chapter Seven: Other Formal Elements

Reading:

- A World of Art*, pp. 132-141.

F 10/5 Chapter Seven: Other Formal Elements

Reading:

1. *A World of Art*, pp. 142-149.
2. "American Modernism and Abstract Expressionism" in *A World of Art*, pp. 523-526.

WEEK EIGHT

M 10/8 Chapter Eight: The Principles of Design

Reading:

1. *A World of Art*, pp. 150-161.
2. "Gothic Art" in *A World of Art*, pp. 451-453.

W 10/10 Chapter Eight: The Principles of Design

Reading:

1. *A World of Art*, pp. 162-175.
2. "Impressionism" in *A World of Art*, pp. 506-508.

F 10/12 FALL BREAK: NO CLASS

WEEK NINE

M 10/15 Review for Exam II

W 10/17 Exam II

Written responses to the second set of discussion questions must be completed and posted on Canvas by 9:00 a.m.

F 10/19 Reading: TBA

WEEK TEN: PART III: THE FINE ARTS MEDIA: LEARNING HOW ART IS MADE

M 10/22 Chapter Nine: Drawing

Reading:

A World of Art, pp. 176-185.

W 10/24 Chapter Nine: Drawing

Reading:

A World of Art, pp. 185-197.

F 10/26 Chapter Ten: Printmaking

Reading:

A World of Art, pp. 198-203.

WEEK ELEVEN

M 10/29 Chapter Ten: Printmaking

Reading:

A World of Art, pp. 204-214.

W 10/31 Chapter Ten: Printmaking

Reading:

A World of Art, pp. 215-225.

F 11/2 Chapter Eleven: Painting

Reading:

A World of Art, pp. 226-233.

WEEK TWELVE

M 11/5 Chapter Eleven: Painting

Reading:

A World of Art, pp. 233-243.

W 11/7 Chapter Eleven: Painting

Reading:

A World of Art, pp. 244-259.

F 11/9 Review for Exam III

WEEK THIRTEEN

M 11/12 Exam III

Written responses to the third set of discussion questions must be completed and posted on Canvas by 9:00 a.m.

W 11/14 Film Screening: The Gold Rush (1925) by Charlie Chaplin

F 11/16 Chapter Twelve: Photography and Time-Based Media

Reading:

A World of Art, pp. 260-273.

WEEK FOURTEEN

M 11/19 Chapter Twelve: Photography and Time-Based Media

Reading:

A World of Art, pp. 274-283.

W 11/21 THANKSGIVING BREAK: NO CLASS

F 11/23 THANKSGIVING BREAK: NO CLASS

WEEK FIFTEEN

M 11/26 Chapter Twelve: Photography and Time-Based Media

Reading:

A World of Art, pp. 284-293.

W 11/28 Chapter Thirteen: Sculpture

Reading:

1. *A World of Art*, pp. 294-317.

2. "Egyptian Civilization" in *A World of Art*, pp. 420-423.

F 11/30 Chapter Thirteen: Sculpture

Reading:

A World of Art, pp. 318-327.

WEEK SIXTEEN

M 12/3 Chapter Fourteen: The Crafts as Fine Art

Reading:

A World of Art, pp. 328-355.

W 12/5 Review for Final

F 12/7 FINAL

Written responses to the fourth set of discussion questions must be completed and posted on Canvas by 9:00 a.m.

"ARTICLE 30. ACADEMIC MISCONDUCT

Education at the university level requires intellectual integrity and trust between faculty and students. Professors are obliged to master their subject and present as fair an account of it as possible. For their part, students are obliged to make an honest effort to fulfill both the letter and the spirit of course requirements. Academic dishonesty violates both integrity and trust. It jeopardizes the effectiveness of the educational process and the reliability of publicly reported records of achievement.

Academic dishonesty by a student is defined as unethical activity associated with course work or grades.

It includes, but is not limited to:

Giving or receiving unauthorized aid on examinations,

Giving or receiving unauthorized aid in the preparation of notebooks, themes, reports, papers or any other assignments,

Submitting the same work for more than one course without the instructor's permission, and,

Plagiarism. Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individuals' ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered.

Unless otherwise stated by the instructor, exams, quizzes, and out-of-class assignments are meant to be individual, rather than group, work. Hence, copying from other students' quizzes or exams, as well as presenting as one's own work an assignment prepared wholly or in part by another is in violation of academic honesty.

The above guidelines do not preclude group study for exams, sharing of sources for research projects, or students discussing their ideas with other members of the class unless explicitly prohibited by the instructor. Since the violation of academic honesty strikes at the heart of the educational process, it is subject to the severest sanctions, up to and including receiving an "F" or "XF" (an "XF" indicates the "F" was the result of academic dishonesty) for the entire class and dismissal from the university.

When an instructor has a reasonable good faith belief that a student(s) has committed academic misconduct, that instructor has the sole discretion to give the student an F on the assignment/test to which the student committed academic misconduct or an F for the entire course. If such an F negatively affects the student's final grade in the course, that student(s) may appeal the final grade pursuant to the current Pittsburg State University Catalog's Grade Appeal process.

When the instructor wishes to impose an "XF", and/or more severe sanctions, he or she must first notify their department chair, dean, and the University's Academic Honesty Committee Chairperson in writing. In addition, the same procedure applies if similar sanctions seem warranted for a student(s) or former student(s) who have assisted in a serious act of academic dishonesty.

University Academic Honesty Committee

The Academic Honesty Committee is convened under the auspices of the Provost. It is composed of nine members. The Faculty Senate Executive Committee is responsible for appointing six of these members. All must be full-time members of the teaching faculty. Members chosen by the Executive Committee serve staggered two-year terms. The Faculty Senate Executive Committee shall make its appointments at the beginning of the academic year. In addition to its six faculty members, the Academic Honesty Committee shall include three student members. Two (2) students of senior status shall be appointed by the Student Government Association. An additional (1) student shall be appointed by the Graduate Student Association. The students from both organizations will be appointed annually and at the beginning of the Fall semester.

The Vice President of the Faculty Senate will serve as the Academic Honesty Committee Chairperson. If the Vice President of the Faculty Senate is excluded because of possible bias, the President of the Faculty Senate will appoint a temporary chair. The Academic Honesty Committee Chairperson is responsible for advising the Provost on cases involving alleged student academic dishonesty.

The committee may impose one or more of the following sanction(s):

The imposition of a grade of "XF"

The addition of a permanent note on the student's transcript indicating his/her participation in a serious act of academic dishonesty (such as taking an exam for another student)

Disciplinary probation

Suspension

Expulsion from the university

The decision made by the Academic Honesty Committee may be appealed to the Provost. The following procedures shall be adhered to:

Step 1: The instructor charging a student with academic dishonesty shall submit a written request for hearing to the Chairperson of the Academic Honesty Committee, giving full detail of the alleged act(s) of academic dishonesty and send copies of the request to their department chair and dean. The Chairperson of the Academic Honesty Committee will then convene the committee and inform its members of the details of the incident. The aforementioned request shall be forwarded by the Chairperson of the Academic Honesty Committee to the student(s) charged with academic dishonesty. The committee shall then schedule a hearing to be held within fifteen (15) class days from the time of the instructor's request.

Step 2: The instructor, and student(s) charged with academic dishonesty, will be notified of the time and date of the said hearing at least five (5) class days before the hearing is to be held. The instructor, and student(s) charged with academic dishonesty may seek advice concerning the hearing from any person such as a faculty member or department chairperson. The instructor and each student(s) may also be accompanied to the hearings by an advisor. The student(s), at their own cost, has the right to provide a transcriptionist at their hearing. Note: The university attorney has the right to be present at any Academic Honesty Committee hearing.

The two parties, the instructor and student(s) charged with academic dishonesty, may each request removal of any one member of the committee. This request shall be presented to the chairperson of the committee in writing at least two (2) class days prior to the time of the hearing. After the request for removal has been made the chairperson will notify the individual and the respective individual will be removed from the hearing.

Step 3: The Academic Honesty Committee will conduct an appropriate hearing and may gather additional evidence pertaining to the issue.

During the hearing, the instructor, student(s) charged with academic dishonesty, and witnesses with direct firsthand knowledge of the incident shall have the opportunity to testify (within the guidelines and time frames established by the committee). Hearings are evaluations by members of the university community and are not legal proceedings. Cross-examination is the prerogative of the instructor, the student(s) charged with academic dishonesty, and the committee. For future reference, the hearing shall be audio tape recorded (Committee deliberations on sanctions shall not be recorded). During the entire process the proceedings of the committee shall be closed and confidential, unless the matter becomes the subject of litigation.

Step 4: Within five (5) class days of the conclusion of the hearing, the committee will render a written opinion concerning its findings, as well as a written verdict which the Provost will impose.

Step 5: Upon notification of the imposed sanction, the student(s) will have five (5) class days to appeal to the Provost. This appeal must be in a written format and must provide detail for the reason of the appeal.

Step 6: Once the Provost receives the appeal, he/she will have 8 class days to review the hearing and, in consultation with the President, render a decision. The Provost may uphold, or overturn the Academic Honesty Committee's sanction(s) or propose an alternate penalty which the student may accept.

Removal of Sanctions

After two (2) years have elapsed, the student may present a written request for removal of the imposed sanctions to the Provost. If the request is not granted, the student may present up to 4 more requests for removal but in no case can the student present more than 1 request per year academic year.

If the request is granted, the student will be returned to good standing with the university and /or have the notification of the disciplinary action removed from their transcript, provided that no other sanction for academic dishonesty has been imposed in the interim. It shall be at the Provost's discretion to determine what fairness requires."

--This quote is directly taken from the PSU Website at

<http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot>

