

Community College *of* Philadelphia

AGENDA
Institution-Wide Committee
Monday,
March 28, 2022
2:30 pm

ZOOM meeting

- I. Call to Order**
- II. Attendance**
- III. Approval of Minutes**
 - a. Minutes of February 28, 2022**
- IV. Old Business**
- V. New Business**
 - a. Academic Integrity Policy**
 - b. Authentication In Distance Education Policy**
- VI. Information**
- VII. Adjournment**

Institution Wide Committee

Monday February 28, 2022 2:30pm

Zoom Meeting

I. Call to Order - The meeting was called to order at 2:33 p.m. by Sam Hirsch.

II. Attendance

Federation Voting Delegates: Stan Walling, Jacquelyn Bryant, Karima Bouchenafa; Federation Voting Alternates: Elisa King; Federation Alternate: Cynthia Paul

Administration Voting Delegate: Sam Hirsch (Co-chair), Carol de Fries (Secretary); Administration Voting Alternates: Leila Lawrence, Vijay Sonty ; Administration Alternate: Vishal Shah

Student Voting Delegates: Ahmad Mitchell, Jawaad Benson

Guests: Kara Crombie, Chae Sweet, Pamela Carter, Rich Saxton, Laurence Liss, Charles Herbert, Amy Birge-Caracappa

III. Approval of minutes – The minutes from Monday, January 31, 2022 meeting were presented. Stan Walling moved to approve the minutes, and Leila Lawrence seconded the motion. The meeting minutes were approved.

IV. Old Business – No items were discussed.

V. New Business – Dr. Hirsch opened with the three programs being presented for approval and noted that all had gone through the College's curriculum committee and were being recommended for IWC's consideration.

a. Photography AAS revision (was Photographic Imaging)

Kara Crombie presented on the program changes. The first was to note the change of the name to Photography from Photographic Imaging. She stated that photography is more concise and better reflects the industry. She noted the old name was overly technical and specific. The new structure includes three new required courses, revisions to three existing courses, and three course eliminations. Kara Crombie explained that the structure maintains the first year as all 100 courses. The program minimum credits are changing from 60 to 61. New courses include an advanced Photoshop class (PHOT251); a class that introduces a photography community-based project (PHOT 297) in alignment with the College's community engagement mission; and a course (PHOT298) that allows students to develop a professional portfolio that supports their efforts to find employment in specific areas and is important for their resume. PHOT201 was revised to combine two current courses Commercial Photography Studio and Commercial Photography Portrait, and includes an increased focus on studio lighting.

Additional changes include the elimination of a course in corporate and event photography which was unpopular with students and frequently did not run. A course in architectural and landscape photography was eliminated as a requirement, but will be available as an elective. An additional photography elective

was added in place of US History 20th century or Human Geography in the 4th semester. Course sequencing was adjusted to increase retention primarily by making it less dependent on course pre-requisites and upper level courses not running consistently so that it is difficult for students to complete in 2 years affecting graduation and completion. The upper level courses offer more of an array of electives allowing students to customize more specifically around their area of interest. The new structure allows some flexibility to focus on areas where new fields emerge such as Drone Photography and Fine Art and reflects how the industry is more in alignment with new technology in the field. Kara Crombie also noted that PHOT 299 is business practice and reflects the increasing entrepreneurship of the industry.

Carol de Fries asked if students transfer to 4-year programs, and Kara Crombie indicated many do transfer, but most are looking to be employable upon graduation. A question was asked about whether videography or if we offer anything around Digital Video. Kara Crombie responded that we are competing against 4-year programs, which is why Video and Photography are separate in the major. Our Student representatives asked about whether there is any additional financial burden with the added equipment and software the new courses require. Kara Crombie added that laptops for the program come loaded with all the software, and many of the courses eliminated materials and equipment costs. If anything, there is a reduction in expenses. Students do need to supply their own digital storage media/hard drive, which is their primary expense; cameras are paid for by the program. Kara Crombie noted that there are 3FT faculty in the department, which is adequate for both the video and photography programs, and that the new courses allow the College to utilize exciting new adjuncts. A question was asked about whether there are many individuals in the courses that only want some of the courses, and it was noted that some of the new courses will likely be of interest to non-major students as well. For example, PhotoShop is an important skill in many industries. The student representatives asked if there was student input for the restructuring and Kara Crombie indicated that almost all of the changes were in response to our student assessment, student surveys and research. In addition, the IWC asked how students are prepared for careers – the cameras are paid for by the program and is provided, 2 years of buying a camera; buy more with their money when they graduate

Jacquelyn Bryant made a motion to recommend the revision of Photographic Imaging to Photography as presented; Ahmad Mitchell seconded the motion. There was no opposition and no abstentions. The revision as presented was recommended by all voting members of the IWC.

b. Toyota T-TEN AAS (new)

Dr. Carter and Rich Saxton presented the newly created partnership with Toyota for a T-TEN AAS degree preparing students in the transportation technology field by repairing Toyota and Lexus vehicles. T-TEN stands for Technician Training and Education Network. The structure is in alignment with the College's mission to provide more experiential and work-based learning educational models. Students will be employed at area Toyota and Lexus dealerships across the region. To date we have 23 dealerships, many based in Philadelphia partnering in the program. The students will work specific days, and take classes the other days allowing students to earn while they learn and minimize their debt upon graduation. The first class will only be able to take 20 students, who will start working at the beginning. The program is select as the student must be accepted into the internship by the dealership prior to the start of the program. It is likely that the program will have classes Monday, Tuesday and Wednesday, and work on Thursday and Friday allowing them to apply what they learn in class. The program is structured so that students can be done in 2 years; if a student falls out of this program than the curriculum is relevant to our general program

and they can opt into that in its place. The program will be located at the new expanded facility at the Career and Advanced Technology Center. Toyota will be providing over 23 cars for the program.

Stan Walling asked what is transferability of the skills these students develop to other areas of the auto industry. Rich Saxton noted that the labs for this program are almost identical to the general program, but it is specific to Toyota vehicles. Rich Saxton noted that students can take what they learn on Toyota and go anywhere. Currently Toyota outsells GM in the USA and is the number one manufacturer for passenger cars. Elisa King asked about the scheduling flexibility for the students versus working as it appears this will move as a cohort. Dr. Carter and Rich Saxton emphasized that the program is highly structured and students will need to understand and accept that structure for admission. If that doesn't work for their situation the general program is better suited. The plan for the 1st year cohort will be Monday, Tuesday, and Wednesday Class and work on Thursday, Friday, and Saturday. The dealerships are onboard with this structure. It is expected that in the 2nd year this schedule flips to class on Wed, Thursday, Friday and work Saturday, Monday, and Tuesday. This set schedule gives students the ability to plan around and the dealership understands the schedule as well. Students are there for a whole year; Dr. Carter and Rich Saxton noted internships are hard in the general program because these students' schedules change so much.

Elisa King also asked about the logic for the program's availability to students outside of Philadelphia and getting the in-county tuition rates. Will we monitor those that come from out of county vs. prioritizing in county students with our mission to support Philadelphians. Both Rich Saxton and Dr. Carter noted that many of the dealerships are inside Philadelphia and we anticipate that this will enable many students from Philadelphia to take advantage of the opportunity. However, many of the dealerships are outside of Philadelphia and from all over the area and it is anticipated that students will come from the area closer to some of these other dealerships as most will want to work near where they live Sam Hirsch also noted this is a regionally based program with no other programs like it in the area. It was asked whether it will that be a challenge getting students with the math needed to enter this program. Because this is a select program, students won't be able to go right in to the program and there will be pre-courses in the Summer so that students can be prepared for the fall. Toyota pushed for the select aspect of the program and are committed to this for 2 years. Rich Saxton noted that if a student successfully completes, there is a high likelihood that they will stay in that position or move to another dealership that will pay more. The program is a way for Toyota to grow their own talent with over 90% staying in their role. Pam Carter noted that where this program is running elsewhere they know students have earned up to \$80-\$100,000 within two years. This can be very lucrative employment.

A question was raised about the cost of the program and whether students will be supplied with a tool kit; Rich Saxton indicated they will be able to develop their own toolkit; and SnapOn is our tool manufacturer, which provides a 55% discount for our students. Additionally, it was asked whether there was a specific career ladder or pay increases tied to students meeting specific program objectives. Rich Saxton said that it did not include that at this point. Most dealers will be paying approximately \$17-18/hour starting out and whether they receive a bump in pay will likely be dependent on the number of certifications they receive. Students will earn a variety of certifications including all ASE certifications to be fully T-Ten certified; each one is more and more valuable to the dealership. IWC members asked about how the College will be advertising the program and how we will be helping to raise a greater

understanding of the profession itself. The College is working on its marketing plan which will begin to roll out soon. Another question raised was whether students from the general program could migrate into the T-Ten program. Rich Saxton said that they could but they might need to give up credits if they transfer over due to the Toyota specific curriculum.

The student representatives were concerned about what will happen if a student can't make it to work or school and if there are opportunities to make up for the lost work or class. It was noted that there will be support for students that miss a class due to unforeseen circumstances; the college will be providing academic instructors and tutors; however, if they start missing work that is an employment issue with the dealership and the faculty and dealership may need to have a conversation with the student about whether the General Program is a better fit. Rich Saxton noted that not all students are going to fit into Toyota structure. The advantage to this program is the hybrid of job/internship with the program that allows students to work and pay for school at the same time; this will give them a leg up; Toyota will have preferences for a T-Ten graduate and there is a huge difference in salary after 5 years for a T-Ten graduate vs. general program. Students employability is much higher with those completing earning \$25-26/hour.

Leila Lawrence observed that this structure and program is a ticket out of poverty for some of our students; and we want to make sure that we target Philadelphia to recruit for the program to capture a diverse demographic.

Stan Walling made a motion to recommend the new Toyota T-TEN AAS program as presented; Carol de Fries seconded the motion. There was no opposition and no abstentions. The new Toyota T-Ten AAS as presented was recommended by all voting members of the IWC.

c. Web and Mobile Application Development AAS (new)

Laurence Liss, Faculty Developer and Chuck Herbert, Department Head and Pamela Carter, Dean participated in the presentation of the new Web and Mobile Application Development AAS degree. Laurence Liss noted the program is key to growing technology jobs available in the Philadelphia regional market. This AAS degree that is targeted to interested students who wish to become programmers that are web developers, but who are likely not planning to earn a 4-year degree. It will provide a fast track to employment. The program has a less stringent math requirement, is more practical and relevant to programming careers. Many programming jobs, particularly those focused on what is referred to as "front end" web development, which includes the creation and management of web-based user interfaces, require little mathematical knowledge. Students begin the program with no assumed programming experience and little assumed computer experience. Through coursework they are introduced to the operating system and common business applications while enhancing communication skills. Student progress to basic programming of web sites and learn to make these sites interactive using JavaScript while learning core programming concepts. The structure progresses from there. A total of 65 credits is required, with students exposed to mobile development concepts, and statically-typed compiled programming languages that are common in the field. The program gives hands on exposure to a bunch of technologies that are essential including java script; cloud technologies, azure, and others. This addition provides skills that make students more job-ready.

As noted, this is a high demand area, with our region having a serious mis-match between demand for the skills and the labor market. The pandemic accelerated this mismatch with salaries in the industry very good right now for people with these skills. It is not anticipated to have a significant financial impact for the students as the programming language used is mostly open source software with no license restrictions to downloading.

The program's course sequence is designed so that the General Education requirements align with CIS and the IT degree so that students who may want to switch in/out lose very little in terms of their Gen Ed or other coursework. In addition, these classes count as electives in CIS/IT, which is a reasonable cross over if a student is interested.

It was asked if there are there opportunities for students to participate in internships, perhaps pair internally within the College; because of barriers of academics and our IT Department, it is not foreseen as a possibility at this time. It is hoped that in time as the program grows, we may be able to create internships. There is the possibility of evaluating prior learning experience in certain ways for this program as well.

IWC members asked how accessible the instructors will be at the learning labs since many of the courses are running continuously; Laurence Liss indicated that the learning lab will have the ability to tutor for the earlier courses; and for higher courses, instructors are always the best resource for students seeking help. Most of the higher classes have fewer students, enabling instructors to have more time for the students.

Ahmad Mitchell made a motion to recommend the new Web and Mobile Application Development AAS as presented; Stan Walling seconded the motion. There was no opposition and no abstentions. The new Web and Mobile Application Development AAS as presented was recommended by all voting members of the IWC.

VI. Information

Sam Hirsch noted that there was good discussion and questions raised during all three presentations.

Sam Hirsch requested an expedited process so that these new programs and the revised program can be added to the upcoming catalog by our deadline. All members agreed to the expedited process.

Stan Walling asked if we will meet in person or online and Sam Hirsch noted he would get back to the group on that issue.

VII. Adjournment – The meeting was adjourned at 4:05 p.m.

Community College *of* Philadelphia

SIGN-IN SHEET

Institution-Wide Committee

Monday, February 28, 2022

2:30 p.m.

Meeting on Zoom Platform

NAME PRINT	SIGNATURE PLEASE
1. Karima Bouchenafa, Federation	Present via Zoom
2. Stan Walling, Federation	Present via Zoom
3. Jacqueline Bryant, Federation	Present Via Zoom
4. Sean Sauer, Federation	Not present
5. Elisa King, Federation (A)	Present via Zoom as alternate, voting
6. Dr. Cynthia Paul, Federation (A)	Present Via Zoom as alternate
7. Raquel Wheelings, Federation (A)	Not present
8. Samuel Hirsch, Administration, Co-Chair	Present Via Zoom
9. Carol de Fries, Administration	Present via Zoom
10. Leila Lawrence, Administration (A)	Present via Zoom as alternate, voting
11. Vijay Sonty, Administration (A)	Present via Zoom as alternate, voting
12. Jacob Eapen, Administration	Not present
13. Dave Thomas, Administration	Not present
14. Vishal Shah, Administration (A)	Not present
15. Lisa Hutcherson, Administration (A)	Not present
16. Ahmad Mitchell, Student Representative	Present Via Zoom
17. Jawaad Benson, Student Representative (A)	Present via Zoom as alternate, voting
18. Justice Passe, Student Representative (A)	Not Present
19. Kara Crombie, Chae Sweet, Pamela Carter, Rich Saxton, Laurence Liss, Charles Herbert, Amy Birge-Caracappa	Guests

Community College *of* Philadelphia

Administration Voting Representatives: Sam Hirsch, Carol de Fries

Administration Voting Alternates: Vijay Sonty, Leila Lawrence

Federation Voting Representatives: Karima Bouchenafa, Stan Walling,
Jaqueline Bryant

Federation Voting Alternates: Elisa King

Federation Representative: Dr. Cynthia Paul

Student Voting Representatives: Ahmad Mitchell, Jawaad Benson

Guests: Kara Crombie, Chae Sweet, Pamela Carter, Rich Saxton, Laurence
Liss, Charles Herbert, Amy Birge-Caracappa

ACADEMIC INTEGRITY POLICY

Academic integrity emphasizes fairness and honesty in academic study and communication and is a shared commitment and responsibility of students, faculty, and administrators.

The faculty and staff of Community College of Philadelphia are dedicated to helping students learn about academic integrity and to develop their abilities to engage in academic study fairly and honestly. These abilities include respecting others' work through correct citations, learning to quote, paraphrase, and summarize accurately and appropriately, and taking responsibility for doing your own work rather than cheating on a test or assignment or deceiving a professor to get more time on an assignment. For academic support, students are encouraged to use the [Learning Lab](#) and [Library Services](#) to their advantage. These services are free and very helpful resources. Please visit the [Virtual Student Resource Center](#) website for more information.

RIGHTS AND RESPONSIBILITIES

STUDENTS

- i. The student has the responsibility to familiarize themselves with and comply with College and class policies on academic integrity, and to seek clarification if needed.
- ii. The student has the right to be informed of any alleged violations and possible sanctions concerning academic integrity and to receive due process (fair treatment) concerning those allegations.

VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity can include, but are not limited to, cheating and plagiarism. Cheating is an intentional effort to deceive or gain an unfair advantage in completing academic work. Plagiarism is the act of using the work of another person and passing it off as your own. Any violation may lead to disciplinary action. Here are common examples of academic integrity violations. Including but not limited to:

- i. copying original ideas, images, words or design elements and using them without proper citation or permission of the author
- ii. unauthorized collaboration on an assignment
- iii. deceiving the instructor to get more time for an assignment or examination
- iv. using unauthorized electronic devices or software during an examination
- v. allowing other students to copy exam responses or homework assignment answers so that they can pass it off as their own work
- vi. stealing an exam and selling it to fellow students
- vii. substantial and deliberate plagiarism on a project or paper
- viii. having a substitute take an exam

JUDICIAL PROCEDURES

The judicial process for issues involving academic integrity follows the standard judicial process detailed in Article IV of the [Student Code of Conduct](#).

ACADEMIC PENALTIES/DISCIPLINARY SANCTIONS

Academic penalties and disciplinary sanctions are progressive. In other words, students who violate the Student Code of Conduct on separate occasions are subject to more severe sanctions with each repeated offense, whether or not the violations are similar in nature.

Any one or more of the following academic penalties or disciplinary sanctions may be imposed upon any student found to have committed an academic integrity violation (*sanctions ii-vi may be imposed by the Judicial Board/Judicial Affairs Officer):

- i. Academic sanctions - the faculty member may impose an academic penalty as articulated in the class syllabus. These penalties may vary based on the number or severity of the violation(s). Examples of these penalties include but are not limited to receiving no credit for an assignment or failing the class.

- ii. Warning – Judicial Affairs may issue a verbal or written warning to the student that they are violating or have violated institutional regulations.
- iii. Probation – Probation lasts for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any institutional regulation(s) during the probationary period.
- iv. Discretionary Sanctions – Work assignments, service to the College or other related discretionary assignments (Such assignments must have the prior approval of the Judicial Affairs Officer).
- v. College Suspension – Separation of the student from the College for a designated period of time, after which the student may apply for readmission to the College. The College will then decide on the conditions for readmission.
- vi. College Expulsion – Permanent separation of the student from the College. Expulsion requires the approval of the College President.

APPEALS PROCEDURE

The Appeals Procedure for issues involving academic integrity follows the standard appeals process detailed in Article IV of the [Student Code of Conduct](#).

FACULTY

- i. It is the responsibility of faculty to know and execute College policies regarding academic integrity in a fair, timely and diligent manner.
- ii. It is the responsibility of faculty to inform students of class expectations and assessment guidelines in a timely manner and to include these expectations and assessment guidelines on their class syllabi.
- iii. It is the right and responsibility of faculty to participate in a fair and equitable process concerning any allegations of violations of academic integrity.

REPORTING

When a faculty member believes that a student is deliberately violating the academic integrity policy, it is their responsibility to do the following:

- i. contact the student concerning the suspected violation. Remind student about the consequences of violations with the student as outlined in the course syllabus. Allow the student time to respond.
- ii. document evidence of suspected wrongdoing and keep records of relevant communications with the student.
- iii. faculty may choose to notify their department head and/or the Judicial Affairs Officer about any academic integrity violation. The faculty may choose to report an academic integrity violation to the judicial affairs officer with no sanctions requested. However, faculty should always notify the Judicial Affairs Officer about a severe academic integrity violation. Examples of severe violations include stealing an exam, extensive and deliberate plagiarism or repeated acts of plagiarism or unauthorized use of a device during a test or exam.
- iv. inform the student that the alleged violation has been reported to the College.

Other than College expulsion, disciplinary sanctions shall **not** be made part of the student's permanent academic record, but shall become part of the confidential disciplinary record. Cases involving the imposition of sanctions other than College suspension or expulsion shall be expunged from the student's confidential disciplinary record five (5) years from graduation or last date of attendance.

The sanctions above may also be imposed upon student groups or organizations. In addition, student groups or organizations may be deactivated and lose all privileges for academic integrity violations, including College recognition for a specified period of time and/or have their charter revoked.

AUTHENTICATION IN DISTANCE EDUCATION POLICY

I. Introduction

The purpose of this policy on authentication in distance education is to establish identity verification procedures for students enrolled in online and hybrid courses, as well as for all students who access personal, identifiable information via the student portal at myccp.ccp.edu. This policy is to ensure that Community College of Philadelphia operates in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the acceptable verification of student identity in distance education.

II. Compliance

The Code of Federal Regulations 34 CFR §602.17(g) requires institutions that offer distance education to have processes in place by which the institution establishes that the student who registers in a distance education or correspondence course or program is the same student who participates in, completes the course of program, and receives the academic credit. The institution meets this requirement if it:

- A. Requires verification of the identity of a student who participates in class or coursework by using methods such as
 - i. A secure login and pass code;
 - ii. Proctored examinations;
 - iii. New or other technologies and practices that are effective in verifying student identity

- B. Makes clear in writing processes that protect student privacy and notify students of any projected additional student charges associated with the verification of student identity at the time of registration or enrollment.

III. Practices for Verification of Student Identity

A. Secure Login and Password

Students are responsible for providing their complete and true identity information in any identification verification process. Students seeking registration in online courses will be required to provide appropriate identification to establish their identity.

During the application for admission process, student identity is vetted in accordance with standard practices. A network account is created for all students and initial login information is provided to students via email. The login screen reminds students that by logging in they agree to the Acceptable Use Policy for Interactive Systems found on the website <https://www.myccp.online/college-policies-and-procedures/acceptable-use-policy-interactive-systems>.

The network account in the single sign-on (SSO) system is a College authentication and security measure to ensure that accounts are managed securely across College campuses. All students at the Community College of Philadelphia are provided credentials for secure access to College systems, including for the learning management system used in distance learning. It is against Policy for Responsible Computing for a user to give someone their password or to allow others to use their account. <https://www.myccp.online/college-policies-and-procedures/policy-responsible-computing>.

New students claim their network login through the SSO system after providing their unique "Student ID" number (or J#) and their date of birth. As part of this set-up, the active directory identity management system requires that the student create two secure questions and answers to be used in the event that students need to change their password or reclaim their network credentials.

B. Learning Management System

The Community College of Philadelphia uses a learning management system which integrates with the College's SSO authentication services to ensure appropriate and secure student access to courses and other student information systems. All users of the College's learning management system are responsible for maintaining the security of usernames and passwords, or any other access credentials as required.

Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.

Course sections and rosters are populated automatically by the student information system. Student enrollment in distance learning information is loaded every four hours to account for section changes or student adds and drops. All credit courses and vocational sections for non-credit courses are included. Non-credit courses considered personal interest courses are not included. Users may not create their own courses or accounts in the learning management system, ensuring that only those with valid network user accounts may access the system and that users may only access sections for which they are enrolled.

C. **Lockdown Browser**

The Community College of Philadelphia subscribes to a custom internet browser that locks down the testing environment within the learning management system. When this is deployed, students are unable to copy, print, access other applications, or visit other websites during the online quiz or exam. The browser can also be installed on a student's personal computer and is available in the computer labs on campus.

D. **Proctored Examinations**

Currently, the Community College of Philadelphia uses software to proctor online assessments via a web camera. Irregularities are flagged and these videos can be reviewed later by the instructor. Faculty and departments may elect to use proctored exams. Students are notified through various channels prior to registering for a class if the exams will be proctored online. However, faculty are encouraged to use authentic assessments to deter academic dishonesty.

E. **Charges for identity verification**

At this time there are no additional student fees associated with student verification.

F. **FERPA**

The Community College of Philadelphia complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. This act protects the privacy of student information in distance education by requiring, with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records. Additional information on FERPA can be found here <https://www.myccp.online/starfish-connect/ferpa-and-privacy>.

IV. Enforcement

Any online student work, assessments or activities that are graded or contribute to a student's grade must be submitted via a system that verifies the student's identity as noted above.

Failure of students to comply with this policy will be addressed through the College's Policy on Academic Integrity and the Code of Conduct system as noted in the College's Student Handbook.

V. Responsibilities

All users of the College's information systems including the learning management system are responsible for maintaining the security of usernames, passwords, and other access credentials as required. An account is given to an individual for exclusive use by that individual. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or mail is prohibited. It is against College policy for a user to give someone their password or allow others to use their account. Users are responsible for all activity on their accounts.

A. Faculty

Faculty teaching courses through distance education methods also play role in ensuring that students comply with identify verification policy. As technology and personal accountability are not absolute in determining a student's identity, faculty members are encouraged to design courses that use assignments and evaluations that support academic integrity. Plagiarism detection software is also available for use in determining academic integrity.

B. Administration

The Vice President of Academic and Student Success is responsible for ensuring compliance with this policy, and that deans, department chairs, and program coordinators are informed of any changes in the policy in a timely fashion.

VI. Review

This policy is reviewed regularly under the normal policy review process at the College. The Vice President of Academic and Student Success office will inform deans, department chairs, and program coordinators when changes are made to this policy.