



PHOENICIA UNIVERSITY

Quality Assurance Guidelines

College of Law and Political Science – Law Program

The Quality Assurance and Accreditation (QAA) office at PU is in charge of enhancing the quality of education, academic accomplishments, and institutional performance. In addition, the office aims to establish reputable institutional and programmatic accreditations.

Vision:

The QAA ensures that PU excels in the areas of learning and teaching, training, and research at both local and international levels.

Mission:

The QAA's mission is to track, review, and follow up on learning and teaching, training, and research and benchmark such operations to international academic standards.

Strategic Goals for Quality Management:

1. Sustaining and enhancing standards of learning and teaching outcomes, training, and research
2. Tracking, reviewing, and enhancing all the activities related to advancing, sustaining, and creating improvements at an institutional level
3. Providing the colleges with all the support and guidance needed to reach the set quality assurance academic goals

Strategic Goals for Quality Enhancement/Improvement:

1. Collecting and reviewing all the feedback received by PU alumni and creating amendments accordingly with the support of the Alumni Office
2. Implementing recommendations and improvements as directed by the Board of Trustees and the external advisory board of each college
3. Reviewing and enhancing the students' learning outcomes to maintain best practice in learning and teaching and advancing their experiences, ensuring students have the

necessary skills required by the job market and for their future professional careers with the support of the Career Center

4. Highlighting the strengths and areas for improvement to meet international standards.

Phoenicia University (PU), as a not-for-profit higher educational institution, is responsible for all the required internal quality assurance. Quality assurance is maintained in the following fields:

1. Academic criteria and standards: student learning outcomes, suggested degree plans, student assessments, development, and accomplishments.
2. Quality of learning and teaching: learning and teaching approaches and methods adopted by faculty, learning resources, service satisfaction, instructor evaluation, course evaluation, and support to students.
3. Research and professional development: publications, presentations, seminars, and conferences.
4. Community and social engagement and other extra-curricular activities.
5. Efficiency of quality management: management of feedback, self-evaluation, and leadership.

PU's internal quality assurance system and study programs are assessed and monitored through external quality assurance. Institutional associations and agencies carry out the assessment and evaluation at PU in several fields such as university management and networks, learning and teaching, research, professional development, etc.

Quality Assurance at PU:

- Internal quality assurance system: monitoring and evaluating facilities and activities aiming to achieve continuous improvement
- External quality assurance system: benchmark activities, external audit, and/or external quality assessment
- International accreditation bodies

Process for Internal Quality Assurance:

- Implementing and evolving the fundamentals of internal quality assurance sequence: planning, achieving, monitoring, and implementing
- Checking and reporting on whether or not if each element of the internal quality assurance sequence is being properly executed
- Setting out key features for the University quality assurance system based on the University's strategy
- Establishing standards and criteria for staff and academics
- Assessing the quality of learning and teaching practices, research, professional development, etc.

- Monitoring educational resources, teaching methods, course evaluation per semester, students' assessment
- Conducting continuous quality improvement activities
- Assessing parameters to measure the level of agreement with predefined standards. The parameters for improvement are: conducting surveys and collecting data (students' feedback), setting educational policies and procedures, establishing student-centered learning approaches, assessing the achievement of learning outcomes, measuring the graduate employment outcomes, improving resources, working on improving staff skills, and ensuring stakeholders' satisfaction.

Four areas are covered and considered in internal quality assurance:

Area 1: Academic Aspect

Standard 1: Academic Standards

Quality assurance is integrated by the objective which is the quality of learning outcomes.

Learning outcomes:

- Focus on the outcome of learning.
- Align teaching, learning and student assessment.
- Grasp knowledge and advance skills after the completion of teaching units that should be included at the PROGRAMME LEVEL, COURSE/MODULE LEVEL.
- Engage in initiatives for national, international, local recognitions.
- Implement specific, measurable, appropriate, and realistic and time bound parameters.
- Represent the minimally acceptable level of student performance, knowledge, skills, and attitudes.
- Set classifications based on professional and practical skills, intellectual skills, knowledge and understanding, and general and transferable skills.
- Map student outcomes in tables/diagrams. The table summarizes the mapping of learning outcomes with student's outcomes for each course.

The example below demonstrate the mapping process in the College of Engineering:

CLO/SO	SO1	SO2	SO3	SO4	SO5	SO6	SO7
CLO1	X						X
CLO2	X						
CLO3	X						
CLO4	X						X
CLO5	X						

Standard 2: Curriculum and Program Design

1. Are planned and continuously reviewed to reflect, stress, and meet the intended learning results/outcomes.
2. State the program qualifications clearly and must refer to national and international qualifications.
3. Stress the foundational knowledge, skills, and qualifications required by alumni.
4. Ensure that instructing strategies are constructively aligned with the proposed learning result.
5. Enable academic coordinators to either develop an alternative educational plan or to modify the current one after consulting the advisory committee, partners, or colleagues.

Standard 3: Student-Centered Learning & Teaching Approach

1. Prompts student-centeredness, where students exercise their ownership in the learning and teaching process.
2. Develops students' skills in an effective, efficient, and sustainable manner.
3. Urges faculty members to advice, guide, and encourage students for the purpose of developing a sense of autonomy.

Standard 4: Student Assessment

1. Assessors must be acquainted with the university's assessment strategies.
2. Faculty members need to abide by the college's guidelines and strategies of assessment.
3. Students must be able to assess the extent to which the learning outcomes have been accomplished.

Standard 5: Student Progression and Achievement

1. Coordinators in each college should gather and follow up on students' progression.
2. Students should develop portfolios which portrays accomplished outcomes, including third-party documentation/reports (e.g., accreditation agencies).
3. The program should be designed to facilitate and support smooth progression of students.

Area 2: Quality of learning opportunities

Standard 1: Teaching faculty members

1. Faculty should be knowledgeable and acquainted with the courses they are teaching.
2. Faculty should have the necessary skills and expertise to deliver the information and knowledge to students.
3. Faculty members should strive for continuous professional development by attending conferences, workshops, and seminars and conducting research.

Standard 2: Learning Resources and Student Support

1. Faculty should provide students with the support needed to overcome academic challenges and ensure that they can make progress in their respective programs.
2. Faculty should ensure that the resources available to achieve the learning outcomes are aligned with the program offered.
3. Faculty should ensure that the facilities for learning are used effectively.
4. Faculty should ensure that the academic staff are competent to effectively teach, facilitate learning, and maintain a scholarly approach to teaching.
5. Faculty should ensure that students are satisfied with the facilities to improve student life on campus.

Area 3: Research & Other Academic Activities

Standard: Research & Other Scholarly Activities

1. Faculty should be responsible for assuring that the system, which organizes scientific research and other academic activities, reflects the mission of the University.
2. Faculty have to focus on research and other academic activities.

Area 4: Community Involvement

Standard: Community Involvement

1. Faculty should adopt the concept of integrated community participation in the whole process of learning and teaching to achieve the desired level of quality assurance.
2. The system of quality assurance should ensure that the faculty, informed by the university mission, make contributions to their local community and society at large.

Quality Assurance Policies and Procedures College of Law and Political Science – Law Program

Admissions Policy and Procedure to the Law Program

Undergraduate:

- Applicant must fill an application form and submit it to the Admissions Office.
- Applicant must submit along with the application form: one passport-sized photo, a copy of the identity or passport, a sealed and stamped envelope from the school that includes the official transcript of grades 10 and 11, official certificate for the Lebanese Baccalaureate or its equivalent as recognized by the Lebanese Ministry of Education and Higher Education.
- Applicant must pay a non-refundable application fee of LL 75,000 (The admission fee is required to cover the application and PU Placement Test).
- Applicant, with the help of the Admissions Office, must choose a date for the PU Placement Test.
- Applicant must sit for the test as per the date scheduled.
- The Admissions Committee at PU assesses each application on a case-by-case basis informed by secondary school grades, the PU Placement Test results, and the Lebanese Baccalaureate official exam results or the equivalent (when available).
- The final decision of the committee is communicated to the applicant by the Admissions Office.

PU English Language Criteria:

Applicants to PU are required to meet the University English language requirements. They can do so by either sitting for the PU English Placement Test (PU EPT) or taking one of the internationally recognized English language tests (TOEFL/ SAT/ IELTS).

PU English Placement Test:

- Applicants who obtain at least 132 out of 150 are exempted from any intensive/remedial English courses and are admitted into ENGL 201.
- Applicants who score between 102 and 131 out of 150 with at least a “34” on each of speaking, writing, and grammar and vocabulary are required to take remedial English 101 (ENGL 101) course.
- Applicants who obtain between 75 and 101 out of 150 with at least a “25” on each of speaking, writing, and grammar and vocabulary are required to take intensive English 300 (INEG 300) course.

- Applicants who obtain between 45 and 74 out of 150 with at least a “15” on each of speaking, writing, and grammar and vocabulary are required to take intensive English 200 (INEG 200) course.
- Applicants who score less than 45 out of 150 and/or obtain a mark of less than “15” on any of the components are denied admission into PU.

TOEFL/ SAT/ IELTS Language Assessment:

PU English Level	TOEFL (IBT)	SAT (Evidence-Based Reading and Writing)	IELTS (Academic)
PU-INEG 200	55-69	Needs to sit PU EPT if scoring less than 540	Overall band of 4.5-5.5
PU-INEG 300	70-89	Needs to sit PU EPT if scoring less than 540	Overall band of 6-6.5
PU-ENGL 101	90-110	540-590 plus an interview is required	Overall band of 7-7.5 with a minimum of 7 on each skill
PU-ENGL 201	111 or higher	600 or higher plus an interview is required	Overall band of 8 or higher with a minimum of 8 on each skill

Admissions Appeal Policy and Procedure to the Law Program

- An applicant queries the rejection decision at the Admissions Office
- The Admissions Committee reviews the application.
- The final decision is communicated to the applicant via the Admissions Office.

Transfer of Credits from Other Institution Policy and Procedure

Phoenicia University accepts a diverse range of qualifications; this includes considering prior learning as credit towards a PU degree. PU accepts courses successfully completed at other higher education institutes subject to:

- Being evaluated by the Law Department.
- Being recognized by the Credit Transfer Committee that assesses each individual application on a case by case basis informed by the educational background of the applicant and the university offering/awarding the courses/degree.
- The final decision of the Committee is communicated to the applicants via the Admissions Office.

Internal Transfer of Credits within PU Policy and Procedure

Students who wish to apply for an internal transfer will have their applications assessed by the Credit Transfer Committee informed by their GPA, academic performance, and the nature of courses completed.

Graduation Clearance Policy and Procedure

- Senior students after completing all their degree requirements fill a graduation clearance form.
- Once the form is signed by the Dean, Program Coordinator, IT Director, Library, Finance Director, Registrar Director, Career Center, Head of the Exit Interview Committee, President, and Chancellor, a student will be cleared.
- Once cleared, a student may request a letter of completion.

Process of Recruitment Policy and Procedure for Teaching Staff

- The candidate fills an online job employment form (the form includes several structured and open-ended questions)
- The candidate uploads their resume
- The application and the resume of the candidate are directed to the Dean of the College of Law and Political Science and the Law Program Coordinator.
- Shortlisted applicants are contacted and an official meeting is arranged with the Dean of College of Law on campus.

Process of Recruitment Policy and Procedure for Administrative Staff

- The candidate fills the online job employment form (the form includes several structured and open-ended questions along with uploading their CV).
- The HR Department calls for an interview with the candidate if his/her profile suits an available administrative job vacancy (some departments require the candidate to sit for an assessment such as job vacancies in the Finance Department).
- If the qualifications and skills of the candidate are up to par, they will be recruited.

Methods for Student Evaluation of Teaching

1. Periodic Meetings with the Dean of the College of Law and Political Science:

- The Dean of the College of Law organizes a student meeting on a semester basis (towards the end of each semester).
- During the meeting, the Dean provides students with general feedback on progress.
- The Dean receives student feedback on quality of learning and teaching, learning resources, semester progression etc.

- The Dean of the College of Law and Political Science meets with the Law Program Coordinator and discusses student feedback.
- Specific developmental actions are taken accordingly.

2. Course and Instructor Evaluation Survey:

- Course and Instructor Evaluation Surveys are individually completed by students twice per semester for each registered course (the first instance towards the mid of the semester and the second time towards the end of the semester). The Course and Instructor Evaluation Survey comprises of both structured and open-ended questions which focus on intentional measures of both general instructor attributes and specific instructor behaviors, and uses a consistent scale.
- Surveys are made available to student via PUSIS.
- Students are invited via email to complete the survey before a specified date. Courtesy reminder emails are sent to students who have not completed and submitted the survey, urging them to do so as participation in the survey is one of the important avenues for them to exercise their ownership of the learning and teaching process and reflect their voice.
- Survey results are automatically translated into graphs. Furthermore, open-ended answers are coded and analyzed.
- Results are communicated to the Dean of the College and Law Program Coordinator for further elaboration.
- Meetings are arranged with the instructors to discuss results:

→ Post- Mid-Semester Survey: The Dean of the College and Law Program Coordinator meet the instructor to discuss survey results. If the survey reflects notable issues, gaps are identified and communicated to the instructor who is then given advice on how to constructively address valid student concerns.

→ Post- End of Semester Survey: The Dean of the College and Law Program Coordinator meet with the instructor to discuss survey results. If unsatisfactory results persist, the University may choose not to renew for the relevant instructor.

Methods for Internal and External Evaluation of the Study Program

1. Periodic Faculty Meetings:

- A meeting is arranged by Dean of the College meets with the faculty members once per semester.
- The meeting aims to acquire feedback from faculty members on course offerings, degree plan, potential areas for improvement etc.

- A follow up meeting is then arranged between the Dean of the College of Law and Political Science and the Law Program Coordinator to address any concerns and to develop action plans.

2. External Advisory Board Meetings:

- The Dean of the College of the Law and Political Science meets with the external advisory board (EAB).
- The external advisory board lends advice, guides, and provides feedback on various academic operations such as the degree plan, vision, mission, Program Educational Objectives (PEOs), and Student Outcomes (SOs) of the College of Law and Political Sciences at PU.
- A follow-up meeting is arranged between the Dean of the College and the internal full-time faculty members and an action plan developed accordingly.

3. Employer Survey:

- The employer survey is to be completed by employers of Phoenicia University law graduates after their integration into the job market. The survey comprises of structured and open-ended questions, intentional measures of the PEOs and SLOs via a consistent scale.
- A link to the survey is sent via email to the employer, followed by a phone call aiming at encouraging employers to complete the survey.
- The results of the surveys are collected and automatically translated into graphs and charts. Furthermore, open-ended answers are coded.
- The results are communicated to the Alumni Office and QAA Office via the IT Department.
- A meeting is held by the Alumni Office, Dean of the College, Law Program Coordinator, and QAA Office to assess survey results.

Methods for Student and Graduate Evaluation of the Study Program

1. Exit Survey:

- The exit survey is to be completed by a senior student as a requirement for graduation. The survey includes structured and open-ended questions and intentional measures of the program educational objectives using a consistent scale.
- The online survey is posted to PUSIS.
- An email is sent to students by the Office of the Registrar requesting to fill the survey before the due date.
- The results of the surveys are collected automatically by the system as graphs and charts. Also, open-ended answers are made available are coded.

- The IT department sends the results to the QAA Office, Dean of the College, and Law Program Coordinator.
 - A meeting is held by the three parties to evaluate the results against students' learning outcomes.
- If any major issues materialize, the College of Law and Political Science and the QAA Office develop an action plan.

2. Alumni Survey:

- The alumni survey is to be completed by the Law Alumni after employment. The survey includes open and close-ended questions, intentional measures of the program educational objectives and student's learning outcomes using a consistent scale.
- The online survey is posted to the Alumni Portal by the IT Department.
- An email is sent to the alumni by the Alumni Office to fill the survey, followed by a phone call to encourage alumni to complete the survey.
- The results of the surveys are collected and automatically translated into graphs. Also, open-ended answers are coded. The analysis of results objectively considers alumni's written comments and takes into account the representative population.
- Results are communicated to the Alumni Office and QAA Office.
- A meeting is held between the Alumni Office, Dean of the College, Law Program Coordinator, and QAA Office to assess survey results.
- If any major issues materialize, the College of Law and Political Science and the QAA Office develop an action plan.

Methods for Student Satisfaction Evaluation of Services

1. Service Satisfaction Survey:

- The service satisfaction survey is to be completed by each student once per academic year. The survey includes structured and open-ended questions, intentional measures of academic services, student support services, and facilities services using a consistent scale.
- The survey is created to assess the students' level of satisfaction with the facilities and services available at PU. Based on the data collected, the Quality Assurance and Accreditation Office will be able to make necessary improvements to accommodate students' needs.
- An email is sent to students requesting the completion of the satisfaction survey.
- The results of the surveys are collected automatically by the system and translated into charts and graphs. Also, open-ended answers are coded.
- Actions are taken to accommodate the students' needs.

Methods for Program Academic Monitoring

1. Course Planning:

- **Syllabus Design:** A syllabus provides students with a clear understanding of: the course learning outcomes, student learning outcomes, the mapping between student learning outcomes and course learning outcomes, teaching methods, assignments, evaluation/assessment criteria, and required readings. The QAA has developed a unified a syllabus template against which courses should be designed. The Coordinator of the Law Program forwards the syllabus template to each course instructor prior to the commencement date of the semester. Once approved by the College, the syllabus is sent to the Office of the Registrar.
- **New Course suggestions:** Any proposal for a new course by faculty members should be submitted for review to the Dean of the College and the Law Program Coordinator. Any new courses should fill an important educational gap and should not overlap with the content of existing courses.

2. Course Delivery:

- Prior to the first session of each course, the Coordinator of the Law Program gives the instructors a brief overview on the general expectations in relation to their courses and emphasizes the criteria and methods of assessment.
- The overview covers types of exam questions, teaching methods (e.g., context-based learning and argumentation), and the importance of providing feedback.

3. Training of Instructors:

- At the beginning of each semester, the Program Coordinator provides each new instructor with training on the online systems adopted by the University, such as LMS, PUSIS, etc.
- Tutorial guidelines are sent to instructors summarizing steps for using online platforms.
- All new instructors receive one-on-one IT training, facilitated by the IT department.

4. LawSharedFolder:

The LawSharedFolder is a common folder developed for tracking and monitoring courses for the Law Program. The folder is shared between the College of Law and Political Science and the QAA Office. It comprises of two sub-folders: the flowchart for the Law Program, and the semester and year. Each academic semester and year folder comprises of a separate folders for all courses that will be offered during a given semester in addition to the SO Matrix sheet. The SO Matrix is an excel sheet that summarizes the level of attainment of the student learning outcomes after mapping it with the respective course learning outcomes.

For each course, the following documents should be added to the shared folder:

- 1- **Course Syllabus:** The syllabus of the course.
- 2- **Course Teaching Methods:** The teaching methods that the instructor has used during the semester to deliver the course content.
- 3- **Samples of Teaching Modules:** Samples of the lectures or modules explained during the semester.
- 4- **Copies of Assessments and Answer Keys:** All the assessments (exams, quizzes, midterms and finals) that took place during the semester along with their answer keys.
- 5- **Graded Samples of Student's Work:** For each assessment, a scanned copy of the assessment tasks of low, average, and high achieving students.
- 6- **Course Learning Outcomes Attainment Report:** A report should be completed by the instructor analyzing the attainment of the course learning outcomes. In addition, it should include the instructor's feedback to any recommendations adopted since the previous semester, their implementation, and impact on the current semester and overall recommendations for the upcoming semesters of this course.
- 7- **Reflections on Course Improvement:** The course progress report should be completed by the instructor.
- 8- **Course Outcome Assessment Matrix:** An excel sheet summarizing course learning outcome attainment.
- 9- **Travaux Dirigés (TD):** Several law modules include a compulsory practical component represented by assigned practical cases to be completed by students. All cases should be uploaded to the LawSharedFolder.

➤ At the beginning of each semester:

- All faculty members (part-timers and full-timers) are given access to the "LawSharedFolder".
- All faculty members are required to upload all accreditation related documents to a subfolder that holds the title of their course(s) (e.g., an instructor teaching LAW 201 will be required to upload all accreditation related documents to a subfolder named LAW 201 in the main "LawSharedFolder").
- The Coordinator is required to brief, follow up, and ensure that all the instructors comply with the aforementioned procedure.

➤ Toward the end of the semester:

- All faculty members (part-timers and full-timers) should have uploaded required accreditation related documents to the "LawSharedFolder" (as detailed above).
- All hard copies of exam answer booklets should be submitted to the College of Law and Political Science.
- The Assistant to the Dean of the College of Law and Political Science should ensure that all the required accreditation related documents have been successfully uploaded to the "LawSharedFolder".

1- Grade Appeal:

- Students fill and submit the “Grade Appeal Form” to the Office of the Registrar.
- The deadline for completing and returning the form is 7 working days from when the final grade of the concerned course is posted on PUSIS.
- The form is evaluated by a committee.
- Grade appeal requests will be accepted when substantiated evidence is provided and/or valid reasons apply.
- The final decision is communicated to the student via the Office of the Registrar.

2- Secondary Marking (*According to General Provisions in Higher Education and the Regulation of Private Higher Education, Law n.285*)

- In line with the above provision, specific law courses should be audited by representatives from the Lebanese University.
- Exam schedules are communicated to the above institution and an external auditor is appointed to officially stamp exam booklets.
- After exams are marked internally, they are sent to the Lebanese University for secondary assessment.

3- Exams Monitoring:

- Exam questions along with answer keys are submitted to the College of Law and Political Science five working days prior to the exam for review.
- All exam questions should be aligned with course learning outcomes, should be innovative and should target students’ critical thinking, logical reasoning, and analytical skills.
- Once approved, exams are sent by the College to the Photocopying Office for printing.

4- Syllabus Implementation Monitoring:

- On a monthly basis, the Dean of the College of Law and Political Science holds one-on-one informal meetings with course instructors to ensure efficient and effective implementation of syllabus.

5- Course Advising:

- Before the commencement of the new semester, the names and office hours of each instructor are posted on LMS by the Registrar Office.
- The student is requested to meet with the advisor and get a signed advising sheet specifying courses to be registered.

6- One-on-One Coordinator Advising:

- After the midterm period, student grades are assessed and evaluated by the Law Program Coordinator individually.
- Students who did not score well are invited to a one-on-one meeting with the Coordinator to discuss challenges and possible means for improvement.

Academic Regulations for the College of Law and Political Science

- The College fully abides by the academic regulatory framework set by the Board of Deans and approved by the President and Chancellor of the University.
- Applicants to the College of Law and Political Science for the Bachelor of Law program should:
 - Meet the PU English language criteria as set in the admission policy
 - Sit for the general Arabic placement test
- Satisfactory progress in the College is met with a cumulative GPA of 2.0 or above.
- Warnings and/or disciplinary actions for academic and/or general student misconduct should be assigned as stated in the Student Conduct Policy.
- In terms of assessment practices, all faculty members of the College should not default to one method of assessment but employ a variety of methods to ensure that the students are properly and fairly evaluated. Additionally, any assessment task must be constructively aligned with the course learning outcomes and content covered.
- Students applying for extensions, re-sits, and/or retakes must provide valid reasons and supporting documentation such as a medical certificate, a death certificate, and/or a supporting letter from the University Counselor. The only accepted medical certificate is the unified medical prescription form (وصفة طبية موحدة) signed and stamped by the medical practitioner/specialist and the pharmacist after detailing the treatment/drug(s) given to the patient (the student in this instance). Any other documentation presented by the student should be considered and approved by the Academic Committee. The instructor and the coordinator of the department can at their own discretion approve extensions, re-sits, and/or retakes of assessment tasks whose weight does not exceed 20% of the overall average of the course, excluding term, midterm, and final exams. For term, midterm, final exams, and assessment tasks whose weight exceeds 20%, the approval of the Dean of the College is required in addition to that of the instructor and the chair of the concerned department.

Student Code of Conduct

Section 1 - Purpose/Objectives

(1) This policy expresses Phoenicia University's (PU's) commitment as a higher education institution that values equality, equity, fairness, and transparency to:

- a. Encourage all students to excel in a friendly, peaceful, discrimination-free, violence-free, highly-ethical, diverse, and inclusive environment;
- b. Define student behavioral standards and expectations and ensure they are met;
- c. Ensure the transparency of the student discipline procedures and that such procedures are consistent, fair, and equitable, adhering to the principles of natural justice;
- d. Create a set of standards and principles which identify responsibilities and accountabilities to inform grievance procedures and disciplinary actions; and
- e. Set a proportionate, appropriate, and consistent framework of penalties which may be imposed in cases of substantiated misconduct.

Section 2 - Scope/Application

(2) This policy applies to:

- a. All members of the University community;
- b. Students alleged with general misconduct; and
- c. Students alleged with academic misconduct

(3) The scope of this policy covers students' conduct on campus and online via distance education. The scope also covers students' conduct outside the campus, as they engage with approved extra-curricular activities, internships experiences, field trips, and/or any other University-related academic or non-academic activities, including physical and virtual behaviors via electronic devices and across social media platforms

Section 3 - Accountability

Accountable/ Responsible Officer	Role
Accountable Officers	The President and the Concerned Dean
Responsible Officer	The Director of the Office of the Registrar

Section 4 - Definitions

(4) General misconduct describes unacceptable behavior and includes—but is not limited to—conduct by a student who knowingly or recklessly:

- a. Causes harm of any kind (physical, psychological, other)
- b. Threatens, attacks, harasses, intimidates, stalks, victimizes, vilifies and/or bullies another person
- c. Engages in consensual or non-consensual sexual activity on campus or during any university-related activities outside campus
- d. Breaches the law or a University statute
- e. Disrupts the orderly conduct of the University.

(5) Academic misconduct describes any action or attempted action that may result in granting an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. It includes—but is not limited to—inappropriate and unacceptable academic conduct by a student who knowingly or recklessly:

- a. Cheats during exams, tests, or quizzes
- b. Plagiarizes
- c. Free-rides on the efforts of others, particularly in group work and presentations
- d. Uses in an unauthorized manner or abuses course materials:
 - ⇒ Defacing, removing, or intentionally denying other students to access course/library materials
 - ⇒ Contaminating laboratory samples or altering indicators during a practical exam
 - ⇒ Publishing, distributing, website posting, selling, and/or commercially using course lecture handouts, notes, readers, recordings, and/or other information provided by an instructor without the permission of the instructor and the University
- e. Provides false information and representation, fabricates data, and/or alters information:
 - ⇒ Delivering false information in an academic assignment context
 - ⇒ Failing to honestly identify himself/herself in an academic obligation context
 - ⇒ Fabricating data or altering information and presenting it as legitimate
 - ⇒ Furnishing misleading or false information to an instructor or other University personnel
- f. Damages or steals intellectual property:
 - ⇒ Stealing or sabotaging another person's book, assignment, project, notes, experiment, paper, electronic hardware, and/or software
 - ⇒ Improperly accessing and/or electronically interfering with the property of another person or the University via digital or other means
 - ⇒ Obtaining a copy of an assessment task (e.g., assignment, quiz, or exam) prior to its approved release date and time by the instructor
- g. Alters or amends University documents:
 - ⇒ Committing forgery of an instructor's signature on any document, including reference letters
 - ⇒ Submitting an altered transcript of grades to or from another institution or employer
 - ⇒ Inserting the student's name on another person's exam or assignment
 - ⇒ Altering a previously graded assignment, report, paper, quiz, or exam for the purpose of gaining points in a grade appeal process
- h. Causes classroom disruption:
 - ⇒ Interfering with the course of instruction, disadvantaging other students
 - ⇒ Disrupting classes, discussions, and/or other academic activities, attempting to suppress others' views

⇒ Failing to abide with the instructions of the course instructor

(6) Student Discipline Committee is the committee that deals with all students' general and/or academic misconduct. It comprises three permanent members:

- ⇒ The President
- ⇒ The concerned dean
- ⇒ The Director of the Office of the Registrar

The committee may include an additional member(s) (e.g., legal advisor, psychologists, etc.) as deemed necessary by the aforementioned permanent members of the committee or upon the request of the Chancellor of the University.

Section 5 - Policy Statement

Description

(7) This policy sets out key principles underpinning the relationship between students and the University.

(8) This policy aligns with the University's values in making certain that the rights and responsibilities of both the students and the University are acknowledged and respected.

University Commitment

(9) PU is an accessible and friendly higher education institution to students, faculty, and staff from diverse cultures, backgrounds, and socioeconomic status, as well as to our industry and community partners.

(10) PU is strongly committed to providing quality education, informed by research and best learning and teaching practices.

(11) PU is firmly committed to the ethical values of fairness, honesty, respect, trust, and responsibility.

(12) PU is strongly committed to providing a safe, diverse, inclusive, friendly, discrimination-free, and harassment-free environment for all students, staff, faculty members, and the entire University community.

Student Conduct

(13) It is expected that PU students:

- a. Engage and participate actively with the rich academic and social life of the University;
- b. Exercise their ownership in the learning and teaching process by fully committing to their own learning journey and monitoring their own academic progress;
- c. Respect and cherish the diversity of the PU community (students, faculty, and staff) and actively support and contribute to an environment free from discrimination and harassment;
- d. Acknowledge that membership of the Phoenicia University community demands a commitment to the ethical values of trust, honesty, fairness, responsibility, and mutual respect;

- e. Respect and maintain a professional rapport with all University personnel;
- f. Respect all University property and facilities;
- g. Acquaint themselves with University policies and procedures relevant to their enrollment and course of study and adhere to the rules and regulations of the University as they apply to them;
- h. Meet reasonable attendance requirements;
- i. Keep their own record of submitted work;
- j. Activate and utilize the PU student email account for the duration of enrollment to ensure timely and accurate communication;
- k. Demonstrate respect for the natural environment;
- l. Refrain from engaging in or committing any general misconduct; and
- m. Refrain from engaging in or committing any academic misconduct.

Investigating Misconduct

(14) Allegations of general and/or academic misconduct are initiated and investigated in accordance with the procedures prescribed in this policy.

(15) In addressing allegations of misconduct, the University follows fair, transparent, and timely procedures to ensure the equal and fair treatment of all parties involved in compliance with principles of natural justice.

(16) The University grants the party who makes an allegation of misconduct the opportunity to present their cases, and the University will ensure that they will not be subject to any form of reprisal or discrimination as a consequence of raising—in good faith—an allegation.

(17) The Student Discipline Committee is responsible for handling and investigating allegations of general and/or academic misconduct. In doing so, the committee must reach conclusions based on a fair hearing of all parties involved and must—at all times—maintain their privacy and confidentiality.

(18) During and following the investigation process, the concerned student(s) can seek the support of the Student Counselling Service.

Penalties

(19) Penalties for misconduct issued by the Student Discipline Committee must be appropriate, proportionate, and consistent.

(20) Decisions/Penalties issued by the Student Discipline Committee should be referred to the Chancellor of the University for final approval, where the Chancellor has the right to revoke any issued decision and refer the matter back to the committee for reconsideration.

Section 6 - Procedures

Committee Procedure

(21) In determining an allegation of misconduct, the committee:

- a. May follow any procedure it considers fit;
- b. Is not bound by legal forms, technicalities, or the rules of evidence, and may inform itself in relation to any matter in any manner it deems appropriate;

- c. Must act fairly in all the circumstances, endeavoring the requirements of natural justice; and
- d. Must give the student the opportunity to present his/her case and respond to any relevant evidence or allegations orally and/or in writing.

Outcomes of Investigations

(22) The committee must either dismiss or uphold each allegation of misconduct.

(23) Where the committee upholds an allegation of misconduct, it may impose a penalty on the student.

(24) Within three working days of any decision being made:

- a. The student must be provided with:
 - ⇒ notice of the terms of the decision and
 - ⇒ any penalty imposed or recommended.
- b. The Office of the Registrar must be provided with a copy of the notice.

Notices and General Provisions

(25) Any notice to a student for the purposes of this policy is sufficient if it is in writing and is:

- (a) given to the student in person or
- (b) emailed to the student's University-assigned email account

(26) When communicated via email, a notice is deemed to have been received 24 hours after the time it was sent.

Penalties for Misconduct

(27) The penalties for misconduct (general and/or academic) issued by the Student Discipline Committee must be appropriate, proportionate, and consistent, ranging from:

- a. imposing corrective education procedures (e.g., additional assignments);
- b. denying the student to access certain facilities;
- c. suspending the student's membership in the University's clubs and societies and/or associated extra-curricular activities;
- d. reducing the student's grade on a specific assessment task or reducing the cumulative course average;
- e. failing the student on a specific task, project, test, and/or exam;
- f. failing the student on a specific course (cumulative course average);
- g. suspending the student's enrollment for one or two semesters; to
- h. terminating the student's enrollment at PU.

(28) No fees paid by a student shall be refunded to the student upon or by reason of termination.