Academic Integrity Standards

Faculty Guidelines for Encouraging Academic Honesty

August 5, 2005

Note: A PDF copy of these guidelines is accessible on-line via the intranet page under Faculty Resources. For further assistance, please contact Student Development at Ext. 2048.
Faculty Guidelines for Encouraging Academic Honesty

I. Introduction

Students at the College of Lake County are expected to be honest in their academic endeavors. All acts or attempted acts of alleged academic dishonesty should be reported to the Division Dean or Director or, when deemed valid, be reported to the Vice President for Student Development for disposition under the Student Rights and Responsibilities Policy.

II. Definitions

Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; unauthorized copying.

Fabrication – intentional and unauthorized falsification or invention of any information or citation such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

Academic Dishonesty – intentionally or knowingly helping or attempting to help another to violate college policies, such as tampering with grades, misrepresenting one’s identity, or taking part in obtaining or distributing any part of a test or any information about the test.

Plagiarism – the deliberate adoption or reproduction of ideas, words, phrases, statistics from books, journals, or the Internet, or statements of another person as one’s own without appropriate acknowledgment, such as copying another’s work, buying a paper from another student or other source, presenting someone else’s opinions and theories as one’s own, fabricating sources to cover up plagiarism, or working jointly on a project then submitting it as one’s own.

Unauthorized Collaboration – intentionally assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one’s own benefit.
III. **Faculty Guidelines For Encouraging Academic Honesty Among Students**

**Due Process**

The principle of due process means that faculty, staff and administrators apply a systematic method to ensure that students are treated fairly in resolving academic dishonesty complaints. As an example, it is always advisable to meet with the student to review the problem and allow the student to respond to the problem before action is taken or recommended against the student.

Due process also provides students with a legitimate opportunity to appeal disciplinary actions. According to Stevens (1999), approaching disputes from the perspective of due process not only protects educational professionals from legal liability, but also provides a method whereby the resolution of disputes can serve pedagogical and therapeutic purposes.

**Communicating with Students about Cheating/Plagiarism**

1. Include a statement in the course syllabus regarding academic honesty. This should include both your personal policies regarding shared work, outside assignments, and a reference to the official college-wide policy (a sample statement follows).

<table>
<thead>
<tr>
<th>Sample Statement for Course Syllabus</th>
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<tbody>
<tr>
<td>The very nature of higher education requires that students adhere to accepted standards of academic integrity. Therefore, the College of Lake County has adopted the Student Rights and Responsibilities Policy (#403) and a Statement of Student Academic Integrity. These may be found in the Student Handbook. Among the violations of academic integrity listed and defined are: cheating, plagiarism, falsification and fabrication, unauthorized complicity, abuse of academic materials, complicity in academic dishonesty, falsification of records and official documents, personal misrepresentation and proxy, and bribes, favors, and threats.</td>
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It is the student’s responsibility to be aware of behaviors that constitute academic dishonesty.

Pursuant to the due process guarantees contained in the Student Rights and Responsibilities Policy and Procedures on Student Academic Integrity, the minimum punishment for the first offense for a student found in violation of the standards of academic integrity is failure in the assignment. In addition, a disciplinary record will be established and kept on file in the office of the Vice President for Student Development.
2. Discuss the issue of cheating, academic misconduct, fabrication, and plagiarism at the beginning of each semester and before examinations.

3. Discuss the issue of term papers and plagiarism. Make certain that students understand referencing requirements and the specific extent of collaboration allowed on class/term projects.

NOTE:
Know that in some cultures students are instructed not to change the words of a respected source when relating that information to another person. Be aware that citation and referencing requirements are academic cultural conventions. Also know that considerations of the severity of cheating are culture bound. Therefore, faculty should clearly explain institutional policies.

Avoiding Cheating During Tests

1. Require positive identification (student identification card, driver’s license), either at the time they enter the classroom or when they turn in their answer sheets. This is particularly important in large classes.

2. Design a pre-arranged seating plan or sign-in sheet by seat number, so that the location of each student may be determined.

3. Seat students so that at least one seat exists between students during an examination, if possible.

4. Specify before the exam as to whether or not students may have materials in their possession, e.g., books, notes, cell phones, scrap paper, calculators, and programmable portable computers. Scrap papers should be turned in with the examination so that information related to the examination may not be taken from the classroom. Faculty members may wish to supply the scrap paper as a part of the examination packet.

5. Have each student sign his/her answer sheet. Signatures can be compared if a question arises over who actually took the examination.

6. Collect examination material after students have had an opportunity to review examination results.

Preventing and Combating Plagiarism

1. Make the assignment clear and be specific about expectations.

2. Provide a list of specific assignment topics and require students to choose one of them.
3. Require specific components in the paper (i.e., must make use of specific article, specific date of source, personal interview with expert or authority, etc.).

4. Require process steps for the paper with a series of due dates throughout.

5. Require oral reports of student papers.

6. Have students include an annotated bibliography.

7. Require most references to be up-to-date.

8. Require a meta-learning essay where students write an in-class essay about what they learned from the assignment.

**General Advice**

1. Number exams and count the number distributed and returned.

2. Give essay tests, instead of multiple-choice tests, when appropriate and where class size permits.

3. Change examination questions periodically.

4. Randomize test questions for online test items.

5. Use alternate versions of tests when possible, particularly when sending tests to the Testing Center or when classrooms are crowded.

6. Keep examinations in a secure location, e.g., locked desks, locked files, etc. Faculty offices may not be a secure location for examinations.

7. Destroy all waste copies of an examination.

8. Know the types of cheating that exist, both high-tech and low-tech (e.g., cell phones, calculators, gum wrappers, water bottles, etc.).

9. Look for clues in paper that indicate plagiarism (mixed citation styles, unusual formatting, signs of datedness, anachronisms, web printouts with URL in corner).

10. Know how to locate sources to obtain online papers.

11. Use an internet search engine to search for evidence of plagiarism (e.g., placement of a questionable phrase, bracketed by quotation marks, into an internet search engine).
IV. **Steps To Follow When You Suspect That A Student Has Committed An Act of Academic Dishonesty**

1. Review the material to ensure that there is sufficient evidence to warrant a charge of academic dishonesty.

2. Refer to the chart and consider the criteria for each category (option A, B, or C). In addition, please consider:
   
   - How extensive is the problem?
   - How much is the assignment/exam worth?
   - Is it a major or minor assignment?
   - What does your syllabus say about how you will file complaints of alleged dishonesty?
   - What is your department's policy/stance regarding academic dishonesty?
   - Do you need to consult with your Division Dean or Director?

3. Consult with your Division Dean or Director to ascertain whether the student has a prior history of academic dishonesty. *Note that a student who has a prior history of academic dishonesty must be brought in under either Category B or Category C, depending on the number and type of previous offenses.*

4. Report Category A offenses at your discretion to the Division Dean or Director. Keep a record of these incidents in conjunction with supporting documents in your class files.

5. Report all Category B offenses to the Division Dean or Director, using a hard-copy or electronic copy of the college’s behavioral complaint form.

6. Report all Category C offenses both to the Division Dean or Director and to the Office of the Vice President for Student Development using either a hard-copy or electronic copy of the college’s behavioral complaint form. Disposition of the case will then be coordinated by the Vice President for Student Development and the Judicial Board.

7. Meet with any student charged with a Category C offense to inform him/her of the pending case of academic dishonesty. Let the student know that the Vice President for Student Development will be in contact with him/her. The faculty member should continue to work with the student on course work.
8. Keep the original copy of the assignment, test, or examination in question.

9. Provide the Vice President for Student Development with evidence in order to start the judicial process. A photocopy of the same materials should be made available to the student(s) involved.

   • In a plagiarism case, the case materials should include:
     a. A copy of the student's work and
     b. A copy of the text or website that the student's work matches.
     c. A copy of the instructions for the assignment.

   • In a cheating case, the case materials should include:
     a. A copy of the work of the student giving the unauthorized assistance, as well as
     b. A copy of the work of the student receiving the unauthorized assistance.
     c. A copy of the instructions for the assignment.

10. Assign a student an “I” grade if the disposition of a Category C offense will not be completed prior to the end of the term. Assign a final grade when the case has been resolved.

11. Choose the appropriate category and/or academic penalty for each student separately in cases involving multiple students. This should be based on both the nature of the incident and the prior history of academic dishonesty for each student involved.
<table>
<thead>
<tr>
<th>Criteria (The incident can meet one or more of the criteria within a category.)</th>
<th>CATEGORY A</th>
<th>CATEGORY B</th>
<th>CATEGORY C</th>
</tr>
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<tbody>
<tr>
<td>• Minor assignment&lt;sup&gt;1&lt;/sup&gt;</td>
<td>• Second Minor Offense</td>
<td>• Third Minor Offense</td>
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<tr>
<td>• Teaching assignment&lt;sup&gt;2&lt;/sup&gt;</td>
<td>• Significant assignment&lt;sup&gt;1&lt;/sup&gt;</td>
<td>• Major assignment&lt;sup&gt;1&lt;/sup&gt;</td>
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<tr>
<td>• First writing assignment requiring use of sources.</td>
<td>• Skill-building assignment&lt;sup&gt;2&lt;/sup&gt;</td>
<td>• Proficiency assignment&lt;sup&gt;2&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>• Student has submitted and received feedback on at least one writing assignment requiring use of sources within the course.</td>
<td>• Student has submitted and received feedback on a number of other writing assignments requiring use of sources within the course.</td>
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<td></td>
<td>• Unauthorized assistance on an assignment or during a test or quiz.</td>
<td>• Final paper/final exam</td>
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<td>• Paper retrieved/purchased from a paper mill site.</td>
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<td></td>
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<td>• Significant fabrication of sources.</td>
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<td>• Multiple students have nearly identical papers.</td>
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<td></td>
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<td>• Unauthorized assistance on a major assignment or during a major exam.</td>
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<td>• Theft of testing material.</td>
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<tr>
<th>Disposition</th>
<th>Faculty discretion, Division Dean or Director may be consulted</th>
<th>Determined by faculty in consultation with Division Dean or Director</th>
<th>Consultation with Vice President for Student Development and/or Judicial Board</th>
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<tr>
<th>Academic Penalty</th>
<th>The student is asked to re-do the work either with or without academic penalty.</th>
<th>The faculty member can choose a lower or failing grade on the assignment, a lower or failing grade in the course, or removal from the course (withdrawal from the course without penalty).</th>
<th>The student will be assessed penalties following investigation by Vice President, Student Development and Judicial Board action.</th>
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<td>● Reprimand</td>
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<td>● Restitution for Damages</td>
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<td>● Behavioral Contract</td>
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<td>● Suspension</td>
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<td>● Expulsion</td>
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<sup>1</sup> Consider the point of value of the assignment as it relates to the course grading system.

<sup>2</sup> Consider the goal of the assignment.
• A teaching assignment should teach a new skill and allow a student to learn the process. Consider whether the violation is due to dishonesty or skill deficiency. Skill deficiency is not an act of academic dishonesty and should be resolved in the classroom through remedial help.
• A skill-building assignment assumes a student has the basic skill base and challenges him/her to further apply the skill.
• A proficiency assignment allows a student to demonstrate mastery of skill.
Resources


Teachopolis: A compilation by a faculty member of ways students cheat (gathered through cheating websites) http://teachopolis.org/justice/cheating/cheating_how_to.htm


22 Ways to Handle Technology-Enhanced Cheating. http://tl.t.suny.edu/cheating.htm

Education World—Cheating in the Classroom: How to Prevent It (and How to Handle it if it Happens). http://www.education-world.com/a_curr/profdev045.shtml

Handling Academic Dishonesty (University of Tennessee at Chattanooga) http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/Cheating/


Acknowledgements

With permission, contents of this policy were adapted from “Guidelines For Encouraging Academic Honesty Among Students” and “Course Of Action For Faculty When A Student Is Suspected Of Committing An Academically Dishonest Act,” University of Delaware, Newark, Delaware; “Procedures for Code of Academic Integrity Investigations.” Pima Community College, Tucson, Arizona; and “Policy on Academic Dishonesty for Undergraduate Students.” Western Illinois University, Macomb, Illinois.
SAMPLE
Behavioral Complaint Form

Filed Against:

Last: ___________________  First: ___________________  Middle: ___________________

CLC ID: ___________________

Phone: ___________________

Incident Information:

Location: ___________________  Date: ___________  Time: ___________

Alleged violation: ___________________________________________

Complaint Category:  A _______  B_______  C_______

Describe basis for complaint. Provide detailed, accurate information including names of
witnesses and all other relevant documentation.

Describe resolution sought.

Report or summary prepared by:

Name: ___________________

Department: ___________________  Phone: ___________________

Date prepared: ___________

Complaint initiated by:

- SELECT ONE -

Disposition of Complaints