

# Rochester College



## Code of Academic Integrity

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# **Rochester College Code of Academic Integrity**

## **Table of Contents**

- I. Academic Pledge
- II. Levels of Violation and Course Consequences
- III. Institutional Sanctions
- IV. Reporting Process
- V. Supplemental Materials
  - A. Christian and Academic Foundation for the Rochester College Code of Academic Integrity
  - B. Definitions
  - C. Who May Report and Why?
  - D. Faculty Rights and Responsibilities
  - E. Student Rights and Responsibilities
  - F. Plagiarism Incident Report
  - G. Report of Student Academic Disciplinary Meeting

## **I. Academic Pledge**

As participants in the Rochester College community, we commit ourselves to the pursuit of truth, to vigorous questioning, to respectful listening, and to the exploration of our world. We will devote our study and activities to things which engender the health of the mind, body, and spirit. In response to the blessings of opportunity, we commit to share with our world the benefits of our study and discipline. And we affirm that, in all we do, we will aspire to the values and godly ideals on which Rochester College was founded.

## **II. Levels of Violation and Course Consequences**

Instructors use the following guidelines to assign a level of violation and course consequences, and can consult with their Dean. As outlined in the next section of this document, students may have additional institutional sanctions. Students who wish to appeal course consequences and/or institutional sanctions must follow the appeals policy outlined in the academic catalog.

### **A. Level One**

These are minor violations that may occur because of inexperience or lack of knowledge of the Code of Academic Integrity. These minor violations occur on a limited portion of a minor assignment. The instructor should take the opportunity to work with the student to help him or her understand the infraction and the Code of Academic Integrity. Instructors must report these violations using the process outlined in this document.

#### A Few Potential Examples:

- Working with another student on a lab or homework assignment when not authorized to do so.
- A minor plagiarism issue involving a minor portion of an assignment.
- Failing to cite a source on a limited part of an assignment, when other parts are cited, or other minor citation and attribution issues.
- Committing what the instructor considers to be other minor and unintentional infractions of academic integrity.

#### Course Consequences for Level One Violations, to be levied by the instructor:

The instructor will report the violation, which will become part of the students academic record.

Additional consequences may include:

- Submission of a re-written assignment.
- Completion of a make-up assignment at a more difficult level than the original.
- Consultation with the instructor and/or the Academic Center for Excellence regarding the Code of Academic Integrity and remediation as appropriate.
- Reduction in grade for the original assignment.
- Receipt of a zero for the original assignment

### **B. Level Two**

These are violations that display dishonesty and misconduct of a more serious nature than a level one violation. These violations may involve a major portion of an assignment that counts toward a significant percentage of the course work and/or final grade. Instructors must report these violations using the process outlined at the end of this document.

#### A Few Potential Examples:

- Plagiarism involving a significant portion of an assignment that counts toward a significant percentage of the course work and/or final grade.
- Original work issues.
- Unauthorized collaboration or assistance on a significant assignment.
- Duplicate submission of a significant portion of academic work completed in a previous course without the permission of the current instructor or permission of both instructors if it is a concurrent course.
- Providing false excuses to postpone tests or due dates.

#### Course Consequences for Level Two Violations, to be levied by the instructor:

The instructor will report the violation, which will become part of the students academic record.

Additional consequences may include:

- Receipt of zero for the assignment.
- Consultation with the instructor and/or the Academic Center for Excellence regarding the Code of Academic Integrity and remediation as appropriate.
- Final course grade is lowered one or more grade levels.
- Final course grade of "F".

### **C. Level Three**

These are violations involving substantial dishonesty, premeditation, and disregard for the Code of Academic Integrity or multiple level one or two offences. Instructors must report these violations using the process outlined at the end of this document.

#### A Few Potential Examples:

- Plagiarism involving a majority of an assignment that counts toward a significant percentage of the course work and/or final grade.
- Repeated original work issues within the course.
- Buying, selling, or giving one's work to another to represent as one's own work.
- Cheating.

- Conspiracy, intimidation, or bribery.
- Fraud.
- Fabrication and lying.
- Providing information dishonestly.

Course Consequences for Level Three Violations, to be levied by the instructor:

The instructor will report the violation, which will become part of the students academic record. Additional consequences may include any of the potential consequences for level two violations.

#### **D. Level Four**

These are violations involving the most serious breaches of intellectual honesty and academic integrity. Instructors must report these violations using the process outlined at the end of this document.

A Few Potential Examples:

- Any violation occurring after return from suspension for a previous violation of the Code of Academic Integrity.
- Circumstances whereby an original violation is made more severe by the student who engages in subsequent continued acts of dishonesty, thus compounding the severity of their original offense.
- Conspiracy, intimidation, or bribery.
- Destruction, alteration, or unauthorized possession.
- Fraud.
- Fabrication and lying.
- Providing information dishonestly.

Course Consequences for Level Four Violations, to be levied by the instructor:

The instructor will report the violation, which will become part of the students academic record. Additional consequences may include any of the potential consequences for level two violations.

### **III. Institutional Sanctions**

In addition to the course consequences levied by the instructor, Deans may levy institutional sanctions. Institutional sanctions are determined by the Dean who oversees the student's declared major. In the case of undecided majors, institutional sanctions are determined by the Dean to whom the reporting instructor reports. Students who wish to appeal institutional sanctions must follow the appeals policy outlined in the academic catalog.

#### **A. Academic disciplinary probation for one or more semesters**

- This sanction is appropriate for Level 2 violations and higher
- This consequence is especially appropriate if the student has previous violations of academic integrity.

#### **B. Academic disciplinary suspension for one or more semesters.**

- This sanction is appropriate for level 3 violations
- This consequence is especially appropriate if the student has previous violations of academic integrity
- This consequence is expected if the student has previously been placed on academic disciplinary probation.
- This sanction is permanently reflected on the student's academic transcript.

#### **C. Academic disciplinary expulsion from the college**

- This sanction is expected if the student has had an academic suspension for violation(s) of academic integrity
- This sanction is permanently reflected on the student's academic transcript.

## IV. Reporting Process

- A. After determining the violation level and course consequences, the instructor will communicate them to the student and submit a Plagiarism Incident Report to the Registrar's Office. These reports become part of the student's academic record.
- The instructor will communicate with the student via e-mail and, when possible, in an in-person meeting. In-person meetings are documented with the Report of Student Academic Disciplinary Meeting.
  - The instructor will submit all documentation to [registrar@rc.edu](mailto:registrar@rc.edu). This includes the Plagiarism Incident Report, pertinent e-mails, and (when used) the Report of Student Academic Disciplinary Meeting.
  - The Registrar's Office will update the student's academic record.
  - Students who wish to appeal course consequences must follow the appeals policy outlined in the academic catalog.
- B. The Registrar's Office will share records, including past offenses, with the Dean over the student's declared major. In the case of undecided majors, the registrar's office will share records with the Dean to whom the instructor reports.
- C. If the Dean determines that institutional sanctions are warranted, the Dean will communicate sanctions to the student via a mailed letter.
- The Dean will submit a copy of the letter to the Registrar's Office
  - The Registrar's Office will update the student's academic record and, if necessary, transcript
  - Students who wish to appeal institutional sanctions must follow the appeals policy outlined in the academic catalog.

## V. Supplemental Materials

### A. Christian and Academic Foundations for the Rochester College Code of Academic Integrity

At Rochester College, higher education is valued not only as a means to professional and financial success, but also as an opportunity for personal growth that is intellectual, social, moral, and spiritual. Rochester College faculty and students are expected to maintain academic integrity throughout the entire educational process.

From a Christian perspective, academic integrity is not simply the observance of a list of rules. Rather, it is the result of seeking to reflect the character of God, which includes holiness, righteousness, faithfulness, and steadfast love. Drawing upon these divine qualities, academic integrity means the following:

1. Holiness requires that one must strive for excellence in all he/she does and not be enticed by the easier but less satisfying path of mediocrity and dishonesty. The quest for excellence is the mark of true professionalism.
2. Righteousness requires that one must carry out academic work in a manner that is morally beyond reproach and completely truthful both in how the work is done and in the content of the work itself. God calls people to do what is right, honest, and just in their pursuit of truth.
3. Faithfulness requires that one not only agree to the obligations and responsibilities of being a part of academic community, but also make every effort to fulfill those obligations and

responsibilities. Such an attitude of commitment is essential, particularly when courses and/or assignments seem unpleasant, and when time is limited.

4. Steadfast love requires that one carry out academic work in full awareness and appreciation of the contributions of others. Steadfast love also considers the needs of fellow students/colleagues, takes no unfair advantage, and strives to make a positive difference in the world.

Based on these biblical principles, the following may be concluded regarding the absolute necessity for academic integrity at Rochester College:

1. Academic integrity involves telling the truth. Whether it is the documentation of sources, the description of information from a source, or the representation of any work as honestly produced, integrity is vital for work to have credibility and for genuine learning to take place.
2. Academic integrity means taking full responsibility by doing what is required, doing it honestly, and doing it to the best of his or her ability.
3. Academic integrity means respecting the property of others, whether it is library materials, school computer systems, or a fellow student's work.
4. Academic integrity means following the biblical mandate of giving honor, respect, and credit to whom it is due, especially as it pertains to a scholar's theories, ideas, or words.
5. Ultimately, academic integrity means honoring God by seeking to reflect the majestic, righteous, faithful, and loving character of God—qualities most clearly seen in the person of Jesus of Nazareth.

## **B. Definitions**

### **Academic Integrity**

Webster's dictionary defines integrity as "the state of being entire; wholeness; probity; honesty; uprightness." (1997) *New Webster's Dictionary and Roget's Thesaurus*. Ashland, OH: Landoll, Inc.

Rochester College views academic integrity as a manifestation of honesty and responsibility in scholarship and as an essential part of the education process. It affirms that the academic work of every member of the community is based in truth, honesty, respect, and trust.

### **Academic Dishonesty and Misconduct**

Is any action on the part of the individual that violates the trust and respect that should exist between students, teachers, and the academic community of which he or she is a part. It is any act that improperly, falsely, or deceptively impacts a truthful evaluation of one's academic performance or achievement.

### **Cheating**

Acts of deception, fraud, or trickery designed to circumvent truth and honesty. May include improper use of unauthorized materials, methods, or information.

### **Destruction, Alteration, or Unauthorized Possession**

Includes electronic or physical destruction, alteration, addition, deletion, or unauthorized possession of exams, assignments, papers, grades, records, academic product, or academic property of the college, teachers, or students.

### **Duplicate Submission**

Submitting academic work that was previously submitted in other courses without permission from the current instructor or from both instructors if it is a concurrent course.

### **Fabrication and Lying**

Includes the falsification, misrepresentation, or invention of any information or citation in an academic exercise and subsequent false statements intended to deny or cover up such activity.

by one's self or others.

### **Fraud**

The falsification, forgery, or misrepresentation of academic work or the communication of false or misleading information for the purpose of gaining academic advantage or to avoid academic penalty.

### **Conspiracy, Intimidation, or Bribery**

Involves any actions or conduct that compels another to violate the code of academic integrity due to fear, coercion, temptation, reward, or personal gain, including planning or agreeing with other person(s) to commit a violation of the code of academic integrity.

### **Plagiarism and Failure to Produce Original Work**

Plagiarism in its various forms is perhaps the most common act of academic dishonesty in American education today and due to the complexities involved it requires greater explanation. In its simplest form, plagiarism is presenting the ideas, words, or product of another (written or otherwise) in such a manner that it is represented as one's own work. Plagiarism includes selecting and using someone else's work or ideas without giving that person appropriate attribution (in-text or in whatever form the presentation takes). Whether it is by direct quotation, paraphrasing, rephrasing, condensing, copying and pasting, or selecting from another person's work; the ideas, knowledge, information, or data are still the other person's. Failure to give appropriate attribution constitutes misrepresentation of one's own work and plagiarism of another's.

Understanding the various forms of plagiarism is critical to avoiding, detecting, and preventing it.

Following are common violations that occur (this is not an all-inclusive list):

- a. Copying and pasting material into a submission without appropriate attribution, downloading a paper from the internet, or otherwise dishonestly obtaining and using source material and turning it in as fulfillment of one's own work for an academic assignment.
- b. Including another's work in the submission after having altered it by changing key words or phrases. This is still plagiarism!
- c. Failing to put word-for-word material in quotations thus giving the impression that it is original presentation and/or interpretation of the information, rather than representing it as a direct quote. Citations may or may not be included in these types of violations.
- d. Submitting work that includes significant citation/attribution omissions, inconsistencies and errors. Examples of this include failing to cite sources, providing inaccurate information about sources making them impossible to find, referencing an author's name in the text without including a citation or reference, in-text citations with no corresponding reference on the reference page, or items on the reference page that were not used or cited in the paper.

### Expectation of Original Work at Rochester College

Closely related to the issue of plagiarism but just as serious is the issue of "original work" and in some cases, the issues are inseparable.

It is expected that in completing academic assignments students will seek and use credible sources, information, and/or data in papers and presentations and use appropriate attribution. Students are also expected to present original work and discussion of what he or she understands about the material and sources that have been included, and/or explanation for its inclusion, and/or how it is related to the subject.

Teachers generally expect to see demonstration of understanding that goes beyond basic copying-and-pasting of source material into a submission. Such demonstration of understanding should accompany the source material that has been included in the submission. Submissions that fail to include original discussion from the student and in essence are compilations of copy-and-pasted material cannot be considered original work.

Such submissions sometimes are referred to as extreme academic laziness but may be considered an attempt to circumvent academic expectations through willful submission of the work of others with intent for it to be fulfillment of one's own academic assignment.

The only time that such a submission is permissible is when the teacher has specifically assigned a strict literature review or fact-finding assignment that requires no discussion, nor any demonstration of understanding by the student of the source material that is included in the submission. This rarely occurs with academic assignments and students should seek written clarification before turning in such a submission.

### **Providing Information Dishonestly**

Examples of this activity include but are not limited to the following: Providing answers for any academic assignment when not authorized to do so by the instructor, informing others of the content of any examination prior to its being given, claiming credit for an attendance or service activity without attending or performing the activity, or "signing in" or representing someone else's participation when he or she was not present.

### **Unauthorized Collaboration or Assistance**

Working with or gaining assistance from any other person(s) on an academic assignment without authorization from the instructor. Individual work on academic assignments is expected and assumed unless the instructor specifically authorizes otherwise.

Students are encouraged to gain assistance from academic labs, tutors, or other academic resources for purposes of learning and gaining understanding of an academic discipline or function; however, students must be careful to ensure that the academic product that they are producing and submitting is their own work and that they are not gaining assistance from others to do their work for them. This is a critical distinction that students must understand and should consult their instructors if they have questions.

## **C. Who May Report and Why?**

Faculty members are responsible for reporting violations of the Code of Academic Integrity in their classes. Any other member of the Rochester College community who is aware of a problem with academic integrity should report it to the relevant faculty member or administrator.

Because academic misconduct may cumulatively lead to academic disciplinary suspension or expulsion, faculty are required to report each case using the process below.

## **D. Faculty Rights and Responsibilities**

- Faculty should actively educate students about academic integrity and its importance.
- Faculty should pursue and report incidents of academic misconduct as described under the appropriate levels of violation.
- Faculty who suspect academic misconduct should gather and examine evidence carefully to determine whether or not a violation has occurred. When needed, faculty should consult with peers or administrators.
- Faculty should notify the student of a suspected violation and include evidence. Faculty should give the student opportunity to respond for the purpose of determining whether there is some acceptable explanation for the apparent violation.
- Faculty must report substantiated violations to using the process below.

## **E. Student Rights and Responsibilities**

- Students are responsible to understand the Code of Academic Integrity, practice the highest standards of academic honesty and scholarship, and avoid even the appearance of misconduct.



- Students have the responsibility to communicate with teachers about their instructions on assignments, exams, etc. for the purpose of avoiding inadvertent misconduct.
- A student who has allegedly engaged in academic misconduct has the right and responsibility to meet with the instructor or Academic Dean to discuss the matter. Refusal to discuss or communicate with the instructor or academic dean about alleged misconduct will be interpreted as an admission of guilt.
- A student who has allegedly engaged in academic misconduct has a right to review the evidence and present counter evidence.
- A student who has allegedly engaged in academic misconduct has a right to admit guilt and seek reparation for their conduct.
- A student who has allegedly engaged in academic misconduct has a right to have a college representative of his or her choosing (administrator, faculty, or staff) present during meetings with instructors or academic deans about the matter. NOTE: Since this is an academic community rather than a legal or governmental entity, this privilege does not include an attorney.
- Students who wish to appeal the decision of the faculty or dean must follow the "Academic Appeals" process as described in the Rochester College Catalog.

## F. Plagiarism Incident Report

### Plagiarism Incident Report Used to Document all Breaches of the Code of Academic Integrity

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Does this student have accommodations for the current semester? If yes, please describe:

Reporting Faculty Name: \_\_\_\_\_

Faculty Phone and Email: \_\_\_\_\_

Incident Date: \_\_\_\_\_

Level of Violation: \_\_\_\_\_

Course Name and Number: \_\_\_\_\_

Incident Description:

Please attach supporting documentation (e.g., copies of the student work and the source from which it was plagiarized) and send a copy of this report to the Registrar, The Chair of the Academic Department of the course in which the incident occurred and the Dean or Director responsible for that department.

## G. Report of Student Academic Disciplinary Meeting

### Report of Student Academic Disciplinary Meeting

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Reporting Faculty: \_\_\_\_\_

Others Present: \_\_\_\_\_

Reason For Disciplinary Meeting and Discussion Summary (including level of violation):

Academic Discipline Decision and Plan: