Academic Integrity Guidelines for DSC Faculty

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Encouraging Academic Integrity:

We want to build and maintain a culture of integrity at Daytona State College. Beyond teaching our students specific knowledge and useful skills, we should also be shaping their character. We do this by upholding high standards of integrity for ourselves and for our students. We do this by acting with integrity ourselves, thus modeling character for our students. We do this by establishing policies that encourage and reward students who act with integrity, honesty and fairness. And we do this by appropriately sanctioning those who violate standards of integrity.

If we simply ignore lapses in integrity, we are accepting that behavior. We cannot teach and encourage students to act with integrity if we ignore and thus accept their unethical behavior. That is why Daytona State College and institutions around the nation have established Honor Codes and processes for dealing with violations of academic integrity. “Maintaining high standards of academic honesty and integrity in higher education is a shared responsibility and an excellent foundation for assisting you in making honorable and ethical contributions to the profession for which you are preparing. In order to preserve academic excellence and integrity, the college prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism.” (DSC Student Handbook)

We want all DSC Faculty to take Academic Integrity very seriously: To that end, please:

- Teach your students about Academic Integrity; encourage students to behave with integrity; and report violations of academic integrity.
- Design tests and assignments that minimize the temptation and/or opportunity to cheat or to plagiarize.
- Establish policies and procedures within your courses that discourage students from cheating.
- Clearly and explicitly state your intended penalties, those “Academic Consequences,” for violations of Academic Integrity in your course syllabus.
- Make integrity an integral part of your teaching and take advantage of opportunities to discuss and highlight ethical issues as they relate to our personal and professional lives.
- Proctor your tests, use Turn-It-In and other means to identify violations.
- Identify and discipline students who choose to violate academic integrity.
- Understand that reporting a Violation of Academic Integrity is a serious matter. While this does not become part of the regular student’s record, the Judicial Affairs Office will keep these records on file, and they will be considered if and when the student violates academic integrity standards in the future.
- **DSC Faculty have a professional obligation to report Violations of Academic Integrity using the process set out by the College.**
How to Report Violations of Academic Integrity (VAI)

**The Faculty Role in Brief: How to Report Violations of Academic Integrity:**

1. **Establish the Allegation**: Begin the VAI #1: Instructor’s Report; provide documentation; assign an Academic Consequence in keeping with policies that are clearly explained and established in your syllabus.
   - **Contact Judicial Affairs for a HOLD (optional)**: If you’re concerned that a student may withdraw to avoid the consequences of a violation, you may contact Judicial Affairs to ask for a HOLD on the student’s enrollment while you process the VAI.

2. **Contact & then Meet with the Student**: Explain the allegation; hear the student; explain the Academic Consequence and VAI Process. You and your student both sign VAI Form. The student should sign to indicate that he/she:
   - *admits* the violation and *accepts* the academic penalty assigned by the instructor, or
   - *wishes to appeal* by denying the allegation and/or protesting the academic consequence assigned by the instructor. Remind the student to continue attending class and completing work while the appeal is processed.
   - *If a student refuses to sign or to respond to the instructor’s allegations within seven calendar days, the instructor should explain what efforts have been made on the VAI #1: Instructor’s Report.*

3. **Send the Completed File directly to your Supervisor / Department Chair**: Include the completed VAI #1: Instructor’s Report and all appropriate documentation.

**Establishing Penalties for Violations of Academic Integrity:**

In their course syllabi, faculty are encouraged to specify how they will penalize students who violate academic integrity, what **Academic Consequences** they will impose. Any and all Academic Consequences for Violations of Academic Integrity must be consistent with policies explicitly stated in that instructor’s course syllabus.

- The instructor may require the student to:
  - Re-Take a test.
  - Take a zero on the test or paper.
  - Prepare a new or revised paper.
  - Take a set amount of points away from the student’s grade calculation.
  - Drop a final grade by a given amount.
  - **Most Severe Penalty**: Accept a Failing Grade for the whole course.

- While faculty may recommend penalties beyond failure for the course, those further sanctions can only be assigned by Judicial Affairs.
What to Report / What Not to Report

The most common violations of Academic Integrity that faculty must deal with are instances of student cheating and plagiarism. Cheating, plagiarism and other violations of integrity are defined in the Student Handbook (28-29) and under Academic Integrity / Forms of Academic Dishonesty on the DSC WebSite.

Here we need to distinguish between:

- **Do Not Report:** Honest errors on the part of unaware, ill-informed or unprepared students. *Teach them how to do it properly.*
- **Do Report:** Deliberate efforts to cheat on tests or to present someone else’s work as one’s own. *Report these as Violations of Academic Integrity.*

Cheating on Quizzes or Tests: We encourage faculty to document and report cheating.

- Instructors should always make it clear that students taking a test should not look on another student’s paper, search Google on an I-Phone, or use other unauthorized resources to complete their work.
- Nevertheless, even if not explicitly reminded verbally or in writing, students in a test-taking situation are assumed to understand that use of outside resources is prohibited.
- Instructors should proctor in-class tests carefully, watching for signs of cheating. Instructors should document and report any cheating they observe.
- If you observe cheating, you should allow the student to continue taking the test, but increase your watchfulness and create a written record to document exactly what you have observed. It is best not to interrupt the test taking situation at the time. You may address the student about the cheating when the student has submitted his/her test, or at a later time. Perhaps analyzing the test will add to the evidence of cheating that you have already observed.
- Instructors who test students online are encouraged to use the appropriate “Lock-Down Browser” provided in Falcon OnLine to discourage access to other sources. Be aware, however, that the Lock-Down Browser may interfere with applications needed by some students with disabilities, so appropriate accommodations may be necessary.
- Alternatively, online instructors can design tests and projects as “open book” assignments in which students are expected to take advantage of resources.
- **Cheating on quizzes or tests should always be reported as a Violation of AI.**

Plagiarism is well–defined in the DSC Student Handbook as “Submitting work in which words, facts or ideas from another source are used without acknowledging that the material is borrowed, whether from a published or unpublished source.” (p. 28) The student who deliberately plagiarizes intends for the instructor to give him/her credit for work done by someone else. However, when students are asked to complete research assignments, they sometimes commit plagiarism unintentionally and inadvertently simply because they do not understand and conform to the expected processes for citing and documenting their use of
other sources. Therefore, we must distinguish between Accidental / Technical Plagiarism and Deliberate Plagiarism.

**Accidental / Technical Plagiarism:** The student has clearly made an effort to identify that portions of her work come from sources, even though her management of citation and documentation leave much to be desired. She may take passages word for word without identifying this with quotation marks. She may repeat ideas that come from a source without citing clearly. Her list of “Works Cited” or “References” may be incomplete and improperly formatted. Nevertheless, the student has explicitly indicated that she has taken from a source or sources and has made an effort, no matter how poor or incomplete, to document that use.
- **Accidental / Technical Plagiarism should NOT be reported as a Violation of AI.**
- It certainly may and should earn a poor grade, for it reflects poor writing and the failure to recognize, master and apply the expected writing format.
- It is primarily an opportunity for instruction, to teach the student how to correctly use, cite and document sources, or to send the student to resources that can help.

**Deliberate Plagiarism:** The student has used source material without providing any evidence or indication that the material does not reflect his own ideas or his own language. The student who submits someone else's paper as his own is deliberately plagiarizing. The student who copies language and ideas from online sources with no effort to cite and document is clearly guilty of such deliberate plagiarism.
- **Deliberate Plagiarism should always be reported as a Violation of AI.**
- We encourage faculty to require students to submit papers and projects in the Falcon OnLine DropBox/Assignments using Turn-It-In to help faculty recognize when students are misusing sources.

**Do Not Report mere “Suspicions.”** Unless you can provide direct observations or convincing documentation, you should not report VAI. Remember that a student may appeal your decision. If you have not provided convincing evidence, the student may persuade your chair, or the Judicial Affairs Committee to overturn that decision. We recommend that you only report VAI when you are sure and you can provide convincing documentation and evidence.

**Academic Integrity and the “I Didn’t Know” Defense:**

When we accuse students of cheating or plagiarism, they often defend themselves by claiming ignorance. “I didn’t know that I had to cite and document any sources.” “You never said I couldn’t use my cell phone to check Wikipedia during the test.” And so on.

When the police stop you for going 45 mph in a 30 mph zone, they will write you up a ticket even if you insist that you did not know the proper speed limit. If you’re driving there, it’s your job to read the signs, it’s your job to know.

The police do not accept ignorance as an excuse. Neither should we.

Our students have been in school for years, and over those years they have been told many times, even before they reach us, that they should not cheat on tests and that they need to indicate when they take material from other sources. They are reminded of these expectations at the start of
nearly every class they take here at DSC and in the syllabi of our instructors. Academic Integrity is also stressed in SLS1122 which is now required of all AA students. Our efforts to emphasize Academic Integrity at DSC will make this even more prominent in our institutional culture.

Therefore, we urge all faculty:

- **Do not accept** “I didn’t know,” as an excuse.
  - Report the Violation of Academic Integrity so that they will know from now on.
- **Do not accept** “I never did this before; this is the first time,” as an excuse either. You are expected to report any violation of academic integrity, even if it is a “first offense.” If it truly is a first offense, there will be no penalty beyond what the instructor has imposed. If this is a repeat offender, on the other hand, Judicial Affairs may impose further penalties. Violations must be reported so that we can identify those repeat offenders.

**Self-Plagiarism: A Special Case:**

**What is Self-Plagiarism?**

- The student submits a paper for your class that she wrote last year for a different class. Another student may re-write an old paper a little bit to make it conform to your assignment, but much of the paper is the same. A third student may design a single paper to satisfy writing assignments in two different courses.
  - No effort is made to cite and document the student’s own earlier work.
  - Nothing indicates that this work was not completed as a learning activity assigned in this course.
- This is NOT what we normally think of as plagiarism because the work submitted is still the student’s own work. She is NOT presenting someone else’s work as her own.
- However, by recycling work already done, the student is skipping the learning activity designed by the teacher to achieve the stated student learning outcomes. While the student skips work, the instructor must still read, grade and provide feedback. **Normally, students who choose not to complete an assigned learning activity get a grade of zero for that activity.**
- The student who properly cites and documents her use of her own work is not guilty of self-plagiarism, although she may be opting out of an assigned learning activity. Most documentation styles offer models for citing and documenting unpublished work. If you do allow students to re-use their own work, you should insist that they properly cite and document their own prior work.
- If submitted for an earlier class through Turn-It-In, a recycled paper will appear as 97% taken from a single other source. If that source is a paper submitted at DSC, then you have identified either self-plagiarism or deliberate plagiarism.

**Why would faculty be concerned with “Self-Plagiarism”?**

Assignments and projects are intended to be significant learning activities within their courses. (None of us ask for papers because we’re just short of good reading material.) A student who submits last year’s paper for a class this year is essentially skipping that learning activity, just like the student who doesn’t do it at all. Even a student who revises and updates a project is skipping parts of the process. Furthermore, the student who fails to reference his/her earlier work is failing to conform to expectations regarding proper citation and documentation. For this reason, many faculty choose to establish clear policies regarding “Self-Plagiarism.”
• Some require students to seek approval from the instructor to use any work prepared for a prior or concurrent class.
• Some allow limited use of prior work, but not the submission of whole papers or significant parts of papers. Again this is only by permission of the instructor and the prior work must be properly cited and documented.
• Others explicitly prohibit any and all “Self Plagiarism.”

**How does “Self-Plagiarism” fit into an Academic Integrity Policy?**

There is no “College Wide” policy at DSC with respect to “Self-Plagiarism.” This is left to the discretion of departments or the individual faculty member. Therefore, individual faculty members are encouraged to establish their own policies

• If your syllabus includes no explicit policy regarding “self-plagiarism,” your students and the College will assume that you accept such work and will attach no penalties to it.
• If you offer an explicit policy regarding “self-plagiarism” in your syllabus, the College will support that policy.
• The most severe penalty appropriate for “self-plagiarism,” if clearly noted in the syllabus, would be a 0% for that assignment, since the student is choosing not to complete that assignment as given by submitting earlier work.

**Do Not Report instances of Self-Plagiarism as a Violation of Academic Integrity.** Students who self-plagiarize are NOT actually submitting someone else’s work as their own. They are offering their own work but skipping out of the learning experiences the faculty member has designed. Therefore, self-plagiarism is not the same violation of academic integrity.