

Academic Integrity

State University of New York at Canton



The State University of New York at Canton is an institution of higher learning where faculty, staff, and students work together to provide a hands-on educational environment where academic excellence is embraced and the highest standards of academic integrity are practiced.



POLICY STATEMENT

The State University of New York at Canton is dedicated to holding its academic community to the highest standards of academic integrity. It is our belief that in order for students to have successful careers in their chosen fields, they must master their own course work and not imitate or copy another person's ideas or work and claim it as their own. Academic integrity is essential to the success of the college's educational mission, and violations of this policy are addressed expediently.

"I didn't mean to cheat" or "I didn't realize that was plagiarism," are not excuses that will be acceptable to the faculty or staff on this campus, and all violations of the academic integrity policy will be handled in a consistent and fair fashion.

REASON FOR POLICY

The academic integrity policy was created to:

- Establish the College's set of rules and principles governing academic integrity;
- Ensure that faculty and students are aware of and understand their responsibilities with respect to academic integrity; and
- Ensure that there is a clear framework with respect to the processes and procedure for investigation and resolution of charges emanating from breaches of the academic integrity policy.

ENTITIES AFFECTED BY THIS POLICY

- Students
- Faculty
- Dean of Students/Conduct Officers
- Academic affairs division
- Student affairs division

WHO SHOULD BE FAMILIAR WITH THIS POLICY

- Students
- Faculty
- Dean of Students/Conduct Officers
- Academic deans
- Department chairs
- College administration
- Staff (including coaches, advising professionals, library staff)

Adapted from: Fashion Institute of Technology: Academic Honor Code, Policy AA007 and Westchester University: Office of the Associate Vice President for Academic Affairs, Academic Integrity.

STUDENT RIGHTS & RESPONSIBILITIES

Student rights relative to the educational experience include:

- **Academic pursuits:** Students have the right to accurate and plainly stated information regarding maintenance of acceptable academic standing, graduation requirements, and understanding individual course objectives and requirements. Students can expect instruction from competent instructors and reasonable access to those instructors. Students have the right to a productive learning environment and bear the responsibility to attend class and know their academic requirements.
- **Quality environment:** Students have the right to expect a safe environment supportive of the College's mission and their own educational goals. Students have the responsibility to protect and maintain that environment and to protect themselves from all hazards to the extent that reasonable behavior and precaution can avoid risk.
- **Due process:** Students have the right to due process before and after formal disciplinary sanctions are imposed by the College for violations of the Code of Student Conduct – as provided in the published procedures of this Code or other official College publications. No change in the status of any student shall occur for disciplinary reasons until after the student has been given notice of, and opportunity for, a formal hearing- except instances in which the student's conduct constitutes a threat to persons or property as deemed by the Office of the Dean of Students, President of the College, University Police, or a combination therein.

Student responsibilities relative to the educational experience include:

- **Demonstrate academic honesty:** Students must avoid dishonest practice, including plagiarism and cheating, and other forms of academic misconduct. Examples of academic dishonesty might include misuse of software, data, equipment, or networks, or any act that compromises academic integrity.
- **Know policies and expectations:** It is each student's responsibility to be familiar with College regulations and to abide by them. The complete guidelines for academic and social conduct for all students attending the College are found in the SUNY Canton Student Handbook, located on the college website at: http://www.canton.edu/student_affairs/pdf/handbook.pdf and also located in hard copy within the Office of the Dean of Students.
- **Report academic integrity violations:** Dishonest actions, by even one individual, erode the very foundation of SUNY Canton's integrity as an institution. All members of the SUNY Canton community must take action when the College's collective honor is threatened or compromised. Violations of academic integrity can be reported directly to instructors, department chairs, the academic Dean, or the Office of the Dean of Students, who will then determine the validity of the claim and report to the Provost.

FACULTY RIGHTS & RESPONSIBILITIES

Faculty rights relative to the educational experience include:

- **Quality environment:** Faculty members have the right to a productive teaching and learning environment. Faculty members have the right to expect a safe environment supportive of the College's mission and their own scholarly goals.
- **Clear expectations:** Faculty members have the right to clear articulation of their role in promoting academic integrity.
- **Support and assistance:** Faculty members have the right to obtain support and assistance from the administration as they endeavor to facilitate an educational environment characterized by academic integrity.
- **Respect:** Faculty members have the right to be treated with respect by students and to expect appropriate behavior from them.

Faculty responsibilities relative to the educational experience include:

- **Affirm the importance of academic integrity:** Faculty have the responsibility to make clear, in words and actions, that as an institution of higher learning, SUNY Canton is committed to the pursuit of truth. This pursuit is grounded in core values of integrity and honesty which faculty members must address and model with students.
- **Clarify expectations of students:** The primary responsibility of designing and delivering the SUNY Canton educational experience rests with the faculty. Expectations about honesty in academic work must be communicated clearly and early. **Faculty are expected to include a statement about academic integrity in syllabi and review in class.**
- **Know policies and expectations:** Faculty are expected to be familiar with College regulations. The complete guidelines for academic and social conduct for all students attending the college are found in the SUNY Canton Handbook, which is available on the college website at: http://www.canton.edu/student_affairs/pdf/handbook.pdf and in hard copy within the Office of the Dean of Students.
- **Monitor student behavior:** Faculty members are expected to monitor student behavior and, in a timely fashion, address concerns about behavior that might be considered dishonest or inappropriate. The Office of the Dean of Student is a resource for dealing with student behavioral issues as warranted.
- **Report academic integrity violations:** Dishonest actions, by even one individual, erode the very foundation of SUNY Canton's integrity as an institution. All members of the SUNY Canton community must take action when the College's collective honor is threatened or compromised. Faculty members who ignore violations or academic integrity send the message that the values of academia are not important. Violations of academic integrity should be reported to the faculty member's department chair, academic dean, and the Office of the Provost.

DEFINITIONS OF ACADEMIC DISHONESTY

1. Plagiarism: Presenting as one's own words, ideas, or products of another without providing a standard form of documentation, such as footnotes, endnotes, or bibliographic documentation.
2. Fabricating facts, statistics, or other forms of evidence in papers, laboratory experiments, or other assignments.
3. Presenting someone else's paper, computer work, or other material as one's own work.
4. Writing, or attempting to write, an examination, paper, computer work, or other material for another student; allowing someone else to take one's examination.
5. Buying and selling of examinations: Possession of examinations or answers to examinations without permission of the instructor.
6. Using "cheat sheets," looking onto another's paper, or talking to someone other than the instructor or proctor during an examination, without the instructor's permission.
7. Failing to follow the rules of conduct for taking an examination as stipulated by the instructor prior to the examination or as stated by him/her in a written course syllabus.
8. Presenting work for which credit has been received or will be received in another course without the consent of the instructor(s).
9. Forging of official College documents, which includes, but is not limited to, grade sheets, change of grade forms, and transcripts.
10. Facilitating Academic Dishonesty: If you allow another individual to cheat, you too are guilty of academic dishonesty. Students facilitate academic dishonesty when they allow another student to copy an assignment that was given as individual work, when they allow another to copy exam answers, when they take exams or complete assignments for another student, or when they provide their completed work to another in order for that student to submit the work as his/her own.



AVOIDING ACADEMIC DISHONESTY

Citing Sources

Citing sources is what allows one individual to use the words or ideas of another. If you quote a source, you must use quotation marks and you must cite it. If you paraphrase or summarize from a source, you must cite it. In writing a paper you show, in the body of the paper, the source of your information (using an appropriate format) and you provide detailed information about the sources in a bibliography or footnote (again, using appropriate formatting). In a formal presentation, you acknowledge the work of others and the source on your exhibit (slide, graph, chart).

Citing sources serves many functions: it demonstrates that you have completed your research, it gives credit to the work completed by others, it provides additional information to others for their research and/or additional questions. You should always cite: printed materials, electronic (internet) sources, recorded materials, the spoken word (including interviews and conversations with experts), and images.

Special note regarding the internet: Everything printed on the internet has been written by someone and the information should be cited as you would printed sources. Be aware, however, that anyone can post on the internet and not all information is valid or reliable. If you cannot find author's name and credentials, or the sponsoring organization isn't credible, do not use the information.

Note: Every discipline has a preferred formatting style. Ask your instructors about their preferences. Styles include: Modern Language Association Style (MLA); American Psychological Association (APA); Chicago Manual or Style (CMS); Council of Editors Style (CBE). This website provides information on styles: <http://www.bedfordstmartins.com/online/citex.html>

For a complete guide on how to cite sources (including electronic sources), refer to Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success (2004) by Charles Lipson.

Quoting and Paraphrasing

Quoting: Quoting the words of an expert or authority is not only recommended for when the message is particularly clear or expressive- quotes should be reserved for those instances in which the words are particularly powerful. Quotes should be used when exact wording is needed for accuracy, when the message of another lends weight to an argument, and/or when the language is especially descriptive. Authors show that they are quoting when: they name the source in an introductory phrase, use quotation marks or indent long quotes, and cite sources appropriately. IF YOU DON'T DO THESE THINGS, IT IS PLAGIARISM!

Paraphrasing: Paraphrasing is actually using your own words to restate the words of another. Using synonyms, changing sentence structures, and modifying the tense and parts of speech are strategies for paraphrasing. Even if you use the above strategies, you must still cite your source. IF YOU DO NOT, IT IS PLAGIARISM! Note: You should follow these guidelines for summarizing as well.

Adapted from: The College of Environmental Science and Forestry: Academic Integrity at ESF Policy

Original Source	Accurate Quoting	Plagiarism	Paraphrase
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<p>Because of their unique perspective, Americans fear globalization less than anyone else, and as a consequence they think about it less than anyone else. When Americans do think about globalization, they think of the global economy as an enlarged version of the American economy.</p> <p>Thurow, L. (1993). <i>Fortune Favors the Bold</i> (p. 6). New York: Harper Collins.</p>	<p>Lester Thurow (1993) asserts that the American reaction to globalization is different from that of the rest of the world in that “Americans fear globalization less than anyone else, and as a consequence... think about it less than anyone else.” (p. 6).</p> <p>Why is this accurate?</p> <p>The writer has introduced the quotation with his/her own words and has indicated where exact words of the source begin and end. S/he has also named the source in an introductory phrase.</p> <p>(Complete Thurow reference appears in bibliography)</p>	<p>The American view of globalization is unlike that of the rest of the world. Because of their unique perspective, Americans fear globalization less than anyone else, and therefore think about it less than anyone else. (Thurow, 1993).</p> <p>Why is this plagiarism?</p> <p>Although the writer has identified the source, s/he has not put quotation marks around his words, thereby allowing the reader to think the words are the writer’s, not Thurow’s.</p>	<p>Lester Thurow (1993) maintains that because Americans see globalization simply as a bigger form of their own economy, they are less concerned about it than is the rest of the world.</p> <p>Why is this acceptable?</p> <p>The writer has kept the meaning of the original passage without copying words or structure. Words like globalization and Americans are generic terms (i.e. terms that are commonly used for the concept they illustrate- it is difficult to find synonyms for them). Thus you may use these words without placing them in quotation marks.</p> <p>(Complete Thurow reference appears in bibliography).</p>
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*Source: Academic Integrity at Massachusetts Institute of Technology: A Handbook for Students. from <http://web.mit.edu/academicintegrity/>

Common Knowledge

Any specific information, such as facts and statistics must be cited. However, there is some information that is considered “common knowledge.” Examples of common knowledge include general information most people know (e.g. water freezes at 32 degrees Fahrenheit); information shared by a culture (e.g. holidays); knowledge shared by individuals in a particular field (e.g. HIV/AIDS has significantly impacted population growth). When the information likely known by the average, educated reader and it is unlikely that the information would be challenged, it need not be cited. **NOTE: if in doubt, always cite!**

Common Knowledge Test: Which of the statements below would need to be cited?

The growth of the human population has long been of concern to environmental scientists.

Answer: No, citation is not needed as the information is widely known.

Global population reached six billion on October 12, 1999 and, according to a 1998 study, it is expected to reach seven billion in 2013.

Answer: Yes, citation is needed because of the specific reference to a 1998 study and the average person would not be aware of the statistics.

Source: Populi, December 1998, p. 3

Almost all of the projected growth will take place in the less developed countries.

Answer: Yes, citation is needed as most people would not be aware of exactly where population growth is projected to take place.

Source: People and Place, vol. 7, no. 2, p.11

As an intergovernmental agency, the United Nations facilitates dialogue on worldwide issues such as global population and its impact on human rights and economic development.

Answer: No, citation is not needed as the information makes sense and likely would not be challenged.

Collaboration

As previously stated, as SUNY Canton we believe that collaboration skills are important. However, there are instances in which working with others is inappropriate. Every instructor and every assignment vary on this point. Find out from your instructors how much collaboration is acceptable for each project and assignment. Again, be well aware of the difference between acceptable collaboration and what would be considered inappropriate (and therefore cheating!).

Adapted from: The College of Environmental Science and Forestry: Academic Integrity at ESF Policy

Procedures for Handling Academic Integrity Violations

At SUNY Canton, the authority is given to the faculty to determine grades for work submitted in their courses and for determining the viability of that work. Faculty reserve the right to seek more information to determine if coursework submitted has, in fact, violated the College's academic integrity policy. The information below outlines the College's process for handling academic integrity violations.

1. When a faculty member encounters a violation of the Academic Integrity Policy they are expected to discuss the situation with the student and provide education regarding existing policies, procedures, and academic expectations. When there is evidence of academic dishonesty, a student may be assigned a grade of "F" for the assignment and/or course. These consequences should be included in the class syllabus. The 'MTS' system provides faculty with the option of dismissing a student for ethical reasons. This option will assign a grade of "F" and prevent the student from withdrawing from the course without the permission of the faculty member.
2. If any sanctions are administered for a violation of the Academic Integrity Policy, an Academic Integrity Report Form should be filled out and submitted to the Provost's Office. The form can be found on the Provost's page of the SUNY Canton website under Faculty Resources.
3. The Provost's Office will maintain a record of all violations and sanctions. For first offenses, the Provost's Office will email students acknowledging receipt of the Academic Integrity Report and informing them of the repercussions of future violations.
4. If the Provost's Office receives an Academic Integrity Report form and it is found that it is a second or subsequent offense, an Academic Integrity Committee will be convened by the Provost to review the case.
5. A Blackboard shell will be maintained by the Provost's Office for the Academic Integrity Committee to review cases of multiple offenses.
6. Once convened, the committee will discuss if the sanction administered by the faculty member is appropriate or if there should be additional or different sanctions, including, but not limited to, dismissal from the course or suspension from the college. The Academic Integrity Committee will then make a recommendation to the Provost who will act on the recommendation as appropriate under the circumstances, and will then inform the student, the faculty member, and any appropriate Deans and advisors of the outcome, including any added sanctions.

Academic Integrity Procedures

1st Offense

- Faculty member discusses the infraction with the student and provides education regarding existing policies, procedures, and academic expectations.
- Faculty member determines if sanctions are necessary.
- If so, faculty member notifies student of sanctions, completes Academic Integrity Report Form, and forwards it to the Provost's Office.
- The Provost's Office notifies student of the report and the potential consequences of future infractions by email.

2nd Offense

- Faculty member discusses the infraction with the student and provides education regarding existing policies, procedures, and academic expectations.
- Faculty member determines if sanctions are necessary.
- If so, faculty member notifies student of sanction, completes Academic Integrity Report, and forwards it to the Provost's Office.
- The Provost's Office will convene the Academic Integrity Committee to hear the case.
- Once convened, the Academic Integrity Committee will review the case and discuss whether or not the sanction imposed by the faculty member is appropriate or if there should be additional or different sanctions, including, but not limited to, dismissal from the course or suspension from the college. The committee's recommendation will be sent to the Provost.
- In the event of additional and/or different sanctions, the Provost's Office will send an email and a letter to the student's permanent address notifying him/her of the decision; a copy of the email will also go to the faculty member, the Registrar, and the appropriate Deans and advisors.

Academic Integrity Appeals Process

1. The student may appeal the original charge and/or sanctions made by the faculty through the existing Grievance Procedure (Located in Student Handbook, 5.0: Grievance Procedure).
2. The student may appeal the charge and/or sanctions of the Provost through the Academic Integrity Grievance Process wherein an Academic Integrity Grievance Committee will be formed to hear the appeal. The composition of the Academic Integrity Grievance Committee will be determined by the existing Grievance Procedure.
3. The faculty member and the student will be required to provide documentation and materials to be used to support their case to the Academic Integrity Grievance Committee.
4. The Academic Integrity Grievance Committee will make their recommendation to the President; the President's decision is final.
5. The President's Office will notify the student, the Provost's Office, the Academic Integrity Grievance Committee, the instructor, the Registrar, and the appropriate Deans and advisors of the decision.