

**Eberly College of Business and Information Technology
Academic Integrity, Civility, and Professionalism Committee
(ECOBIT AICPC)**

Academic Integrity

<i>Preventative Measures</i>	<i>Implementation and Enforcement</i>
<p>Inform – Educate - Emphasize</p> <p>Strategies</p> <ol style="list-style-type: none"> 1. Review the IUP and College academic integrity policies, including the <i>Student Pledge of Academic Honesty</i> and <i>Academic Honesty in Detail</i> documents, at the freshman/transfer student College Orientation in order to promote ethical conduct, discourage cheating, and explain possible repercussions if a violation does take place. Use faculty and administrators to explain both student and faculty expectations. 2. Have students sign the <i>Student Pledge of Academic Honesty</i>. This form would be handed out to students for completion during College Orientation, will be collected, and housed in the student’s departmental file. It will be the responsibility of the advisor to see that there is a copy in the advisee file. If not one there, advisors would have student sign one during advising session. This would address the issue of students transferring into the Eberly College. 3. Hold an academic integrity informational session each semester for those who have not had an opportunity to attend the College Orientation. 4. Include <i>Academic Honesty in Detail and Student Pledge of</i> 	<p>Serious-minded and ethical students are concerned about cheating of other students.</p> <ol style="list-style-type: none"> 1. Faculty and administrators should engage in an ongoing dialogue with students/groups (COBSAC, Business Honors Students) regarding well-known cheating tactics in order to develop techniques to discourage academic dishonesty. 2. Faculty should implement any or all of the following course management practices that will discourage/deter cheating: <ol style="list-style-type: none"> a. Secure and lock down exams and computer files b. Have students take and pass a pre-developed plagiarism test online before testing or assigning work c. Have students provide current student ID before exam d. Have finals taken at a preapproved location for distance education courses e. Permit students to come to class on exam day with a one-page “cheat sheet” f. Distribute multiple versions of quizzes and tests – including use of different-colored paper to differentiate among seating assignments g. Have pop quizzes in different sections on different days h. Develop different make-up exams

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Academic Honesty on an Eberly College *Academic Integrity* Web page.

5. In syllabus, include the url address for: 1) the online IUP Undergraduate Catalog Academic Integrity Policy (note the page numbers); and 2) Eberly *Academic Integrity* Website.
 6. Discuss academic integrity when reviewing syllabus. What does it mean? Explain plagiarism* and how unfair it is to the person who did the original work – what if the situation was reversed?
 7. Make sure that individual faculty policies/expectations, along with the cheating violation sanctions, are stated in the syllabus.
 8. Some faculty may want to distribute a one-page handout regarding academic integrity as it pertains to their individual course. Then, require students to sign this statement indicating that they have read and understand the policy outlined in the syllabus.
 9. Have an “Ethics Week.” Bring in speakers to address ethical issues, hold workshops, incorporate into classroom discussions, build ethics cases into courses, conduct a video challenge competition, etc.
- i. Allow no cell phones visible during testing
 - j. Allow no drinks, water bottles, food, ball caps, or backpacks during testing. Have moved away from students’ seats.
 - k. Use random seating arrangements during tests
 - l. Make arrangements to move to the Eberly auditorium or a larger room for testing so that students can be spaced apart
 - m. Have students provide notes, outlines, drafts, and sources before final paper
 - n. Utilize Turnitin.com to check the integrity of research papers for either the entire class or a random sample. (The syllabus should indicate the fact that papers will be subjected for some form of audit.)

*Plagiarism: Defined as using someone else’s words, original ideas, or data in your work of writing without giving proper credit or reference to the creator. In other words, you present another person’s ideas as your own.

(See <http://www.iup.edu/page.aspx?id=62077>.)

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Suggestive Faculty Good Practices

The following measures have proven to be effective in deterring cheating:

1. Stress the importance of learning rather than grade earned.
2. Review pertinent materials from prerequisite courses.
3. Review material prior to testing.
4. Do not start new material until students have been tested or completed prior material and resolve questions regarding concepts already taught.
5. Provide examples that highlight concepts and focus on analysis. Consider providing formulas, if appropriate. Stress importance of application rather than memorization and test that way.
6. Encourage questions and give pop quizzes at end of class.
7. Provide online notes and practice quizzes to reinforce the lecture materials.
8. If take-home exams are used, make sure students understand whether or not working together is acceptable.
9. Take advantage of all resources and technology available.
10. Emphasize that **you** take cheating seriously.

NOTE: Students are also strongly encouraged to report acts of cheating/plagiarism to instructors. After such discussion, if the student believes that the faculty member is still not doing what is necessary to combat the situation, it is recommended that the student then speak with the chair, and perhaps the dean. Reporting students must be assured of anonymity.

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Recommended Benchmark Sanctions for Cheating Violations

There is no common standard for penalizing specific types of violations of academic integrity. A consensus across the faculty, if possible, may benefit individual faculty members in selecting penalties for violations. The Committee recommends the following but understands that each individual faculty member has the option to use alternative sanctions if he/she chooses.

- If a student is found to have cheated/plagiarized on an assessment task, the first violation may result in a zero (0) for that specific work or may result in an “F” for the course.
- If a student is found to have cheated/plagiarized for a second time, he/she will receive an “F” for the course.

Civility

IUP Civility Statement: *IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives.*¹ Creating an optimal learning classroom is an important part of meeting that aspiration. In order to achieve that learning experience, both faculty and students should:

- treat each other with respect
- not use words to embarrass, intimidate, threaten, harass, or create a hostile, offensive environment
- make sure cell phones/beepers are off
- not eat or drink in classrooms/labs

1-Source: <http://www.iup.edu/page.aspx?id=24643>

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The following are additional suggested classroom practices.

Faculty	Student
<ol style="list-style-type: none"> 1. Start and finish at designated time. 2. Respect the freedom for students to express their views. 3. Be responsive to student questions. 4. Be available to students outside of the classroom through face-to-face meetings, office hours, and online. 	<ol style="list-style-type: none"> 1. Be in classroom and prepared to participate at start of class. (If you must arrive late, come in quickly.) 2. Do not attend class if under the influence of any substance. 3. Stay home if not well and contagious. 4. Do not engage in disruptive behavior, such as: <ol style="list-style-type: none"> a. reading other materials, i.e., newspaper, magazines b. surfing the net, doing emails, and instant messaging c. studying or working on materials from other classes d. engaging in conversations with others seated near you e. interrupting and dominating class discussions f. sleeping or laying head down g. chewing gum loudly h. tapping pens and pencils i. preparing to leave, i.e., putting books away, before end of class

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Professionalism

The Eberly College is committed to providing quality education through faculty who are engaged in high standards of preparation, practice, and ethical conduct. Subsequently, faculty are expected to: 1) engage in continuing professional development and keep current with research and technology; and 2) exert reasonable effort to protect the student from conditions which interfere with learning.¹

Additionally, faculty, staff, and students are expected to engage in practices that are considered acceptable behaviors and attitudes in the academic arena. These encompass behaving in an ethical manner, exhibiting mutual respect for each other, being responsible for their own actions, and understanding and upholding the academic integrity guidelines.

1-Source: PDE Code of Professional Practice and Conduct for Educators, <http://www.pacode.com/secure/data/022/chapter235/chap235toc.html>.