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Guidelines for Faculty on

Student Academic Honesty

2010

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Introduction

As part of its efforts to confront and address academic dishonesty, Dhofar University (DU) created this guide to help faculty members in promoting academic integrity among their students. It will create an environment where students and faculty work together focusing on hard work, honesty, and responsible behavior in the pursuit of knowledge. The guide addresses behaviors that interfere with the pursuit of knowledge, sets clear expectations, and offers ideas on how to reduce opportunities to engage in academic dishonesty. This guide provides:

- a- Information about what constitutes academic dishonesty
- b- Information about the causes of academic dishonesty
- c- Methods to detect academic dishonesty
- d- Techniques to prevent academic dishonesty

Much of the information, research findings, and ideas come from various sources which are cited in the reference section.

Academic Dishonesty

Academic dishonesty is defined as the deliberate behavior or action that interferes with or hinders the pursuit of knowledge and results in misrepresentation of academic materials, taking credit or recognition for academic work (including papers, lab reports, quizzes, examination, etc.) that is not one's own, or fabricating data, records or tampering with university documents. Such behaviors are not tolerated in an academic community like DU and would result in severe penalties and sanctions. Therefore, it is recommended that all faculty members include in their syllabi a statement about what constitutes academic dishonesty.

Types of Academic Dishonesty

Academic dishonesty includes, but is not limited to, the following:

A- Cheating

If you ask college or university students about cheating and the reasons behind it, between 40 to 70 % would probably say that they have cheated sometime during their college years. Researchers identified a host of reasons that students gave for cheating:

I- Most Cited Causes of Cheating

- Competition and pressures for good grades
- Difficulties with language
- Diminishing sense of academic integrity and ethical values among students
- Heavy workload
- Indifferent and uncaring faculty
- Individual characteristics and/or beliefs and values
- Lack of confidence in writing skills
- Lack of general organizational skills
- Lax attitudes on the part of faculty toward academic dishonesty
- Peer pressure to support a friend
- Poor grasp of the material
- Poor study habits
- Poor time management
- Sense of the irrelevancy of the material
- Unfair or excessively demanding instructional situations
- Prevalent perception that cheating is “helping”.

II- Definition of Cheating on Exams/Tests, Quizzes or Assignments

In general, cheating is the unauthorized assistance in any kind of academic assignments or work. Cheating occurs by taking, giving and receiving information from others; by using forbidden material or information; and by finding ways of getting away with the process of assessment (faking an injury, claiming illness or death in the family, or telling lies). The following are examples:

- Allowing someone else to copy from another student
- Copying from another student's test or answer sheet during an exam
- Exchanging answer sheets or papers during a test
- Helping someone on an assignment that is supposed to be individualized work
- Modifying graded material and then resubmitting it to "correct the error in grading"
- Not telling an instructor when an error has been made in your favor in scoring a test or an assignment
- Pretending to have submitted a paper to an instructor
- Receiving help on a take-home exam
- Storing, receiving, and/or accessing course subject matter in a calculator, cellular telephone, or other electronic device that can be used during an exam period without authorization
- Telling an instructor a lie about illness or some other emergency when you've missed a test or assignment
- Turning in the same assignment for more than one course
- Using any kind of "cheat" sheet (textbook material, lecture notes) during a test
- Using someone else's homework or class exercise
- Using unauthorized aids in a test such as writing on shoes, hats, arms, desk tops, and water bottles
- Working out a scheme with another student to share information during a test.

III- Methods Used in Cheating and How to Detect them

Students come up with many innovative and creative tactics to cheat. They often spend more time planning to cheat than they would have spent studying for the exam or doing the assignment in an honest manner. In addition to whispering or looking over the shoulders of someone or to the side, taking the exam home with them, completing it later, and then accusing the instructor of forgetting to grade their exam, the following are other techniques used in cheating:

1- The Signal Method

- a. Use of hand signals: Students tend to scratch nose, chin, head, or ear as these would stand for corresponding answers.
- b. Use of the Morse code through voice or nonverbally. Students use coded coughs or sneezes to communicate answers. Students also use nonverbal methods like tapping pencils or stamping feet.

2- The Distraction Method

- a. One student asks the professor a series of questions about the exam and other collaborative cheaters switch papers/answer sheets.
- b. Student drops his /her paper, answer sheet on the floor, or flips/holds it up allowing another student to see it.
- c. Group effort to distract the faculty when turning in exams so a student can steal the exam.

3- Use of Body Parts

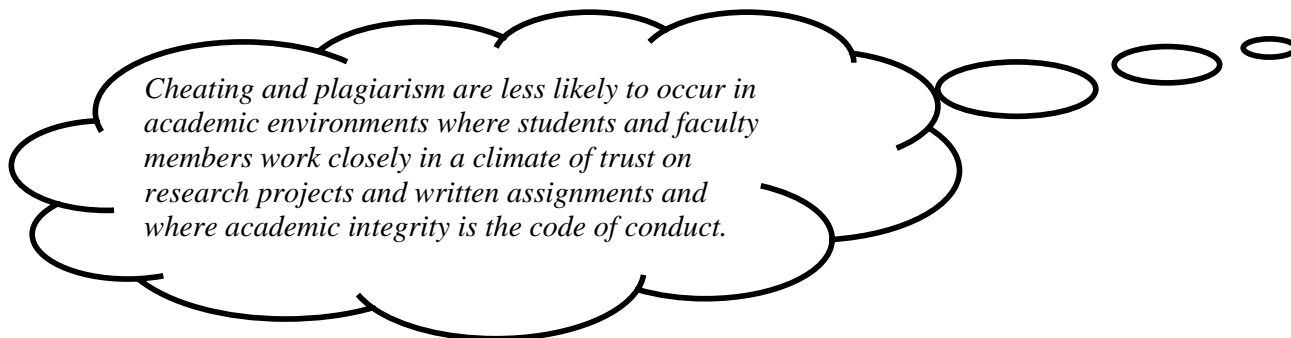
- a. Write texts on the side of fingers.
- b. Write on one's arms
- c. Write on thighs/legs

4- Articles of Clothing

- a. Taping text material onto clothes (skirt, shirt, etc.)
- b. Wearing hats (this allows students to peek at other's answers).
- c. Writing on the bottom of shoes.
- d. Using extremely small fonts in crib sheets that are easily hidden either on the inside scarves, on the brims of hats or inside gum wrappers.

5- Technological Devices and other Objects

- a. *Cell phones* can transmit and receive information by voice, e-mail, message function, or pager code. Pictures can be transmitted via some of the new cell phones, which would make it possible for a student to take a picture of the exam and send it to someone else.
- b. *Portable Headphones*- these are worn and have recordings of material which can be used during the exam.
- c. *Big Erasers*- Students use the bottom to write cheat sheets. Furthermore, students will share answers with others since most professors usually let one student borrow an eraser from someone else during a test.
- d. *Facial Tissue* - Students write the cheat notes in pencil on a tissue paper.
- e. *Water Bottles*- Students use water bottles with cheats written on the inside label with small font. Water acts as magnifying lens.



B- Plagiarism

It is the most prevalent form of cheating on campus, and it is also the hardest to prevent. DU defines it as “ the unauthorized use of the work of another person, as one's own, whether or not such work has been published (p. 35, University Catalogue, 2010). Plagiarism in a term paper or other written assignment cannot be proven unless the original source is found. An instructor who suspects that a student has plagiarized a source should compare the questionable material with other samples of the student's writing, if possible.

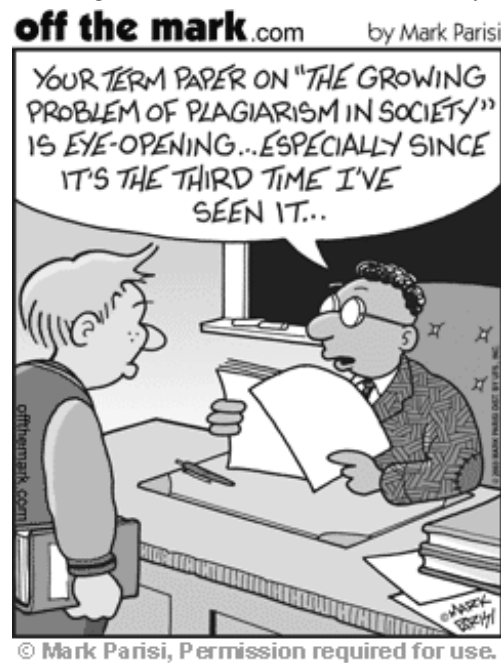
I-What is Considered Plagiarism?

1. Failing to acknowledge and properly cite information obtained from the Internet or other electronic media as well as other sources.
2. Failing to properly identify direct quotations by quotation marks or appropriate indentation and formal citation.
3. Falsifying or making up a bibliography.

4. Misrepresenting source material.
5. Paraphrasing or summarizing a source without adequate documentation
6. Rewriting another student's paper and turning it in as own work.
7. Submitting term papers written by another, including those obtained from commercial term paper companies or the internet.
8. Using another person's ideas or words without crediting the source.
9. Using someone else's data to complete an assignment.

II- Techniques that Detect Plagiarism

- Be aware of very advanced vocabulary and strange grammar or syntax.
- Browse the internet to find if the student has copied and pasted from a particular website. Search for unique keywords or phrases in Google.
- Check whether references are made to graphs or charts that aren't there in the paper.
- Check whether the bibliography has recent sources.
- Examine the extent the paper addresses the assignment requirements and whether certain parts are left out.
- Give a short diagnostic to assess each student's level during the first week of class so that you can compare the writing style in later assignments. Read assignments carefully and decide if the level of writing matches the student's level of English.
- Look for mixed citation styles.
- Look for original text of sources listed in the bibliography.
- Look for unusual formatting such as web site page numbers or URL, grayed out letters or words, quotation marks "straight" instead of "hooked."
- Notice changes in writing style within one paper.
- Visit term paper mills on the Internet. These are sites that provide services to college and university students in terms of writing their term or research papers. Examples are: www.essayfinder.com , www.CheatHouse.com .
- Go to plagiarism detection services such as www.turnitin.com , www.plagiarism.com/INDEX.HTM



C- Fabrication or Alteration of Information

- Attempting to or altering grades.
- Describing research deceptively or research that never happened.
- Forging or otherwise altering transcripts, course withdrawal forms, or other academic document
- Forging signatures of authorization.
- Inventing sources, citations, data, or results, and recording or reporting them in any academic exercise.
- Misrepresenting the actual source from which information is cited
- Presenting a false or altered transcript.

D- Academic Misconduct

- Altering or destroying work done by another student.

- Illegally accessing a computer hard drive.
- Letting someone else write a paper, or portions of a paper.
- Letting someone else design or write a computer program.
- Paying someone else to write a paper, or portions of a paper.
- Purchasing a pre-written paper.
- Stealing or arranging for the theft of an exam.
- Stealing or destroying the academic work of another, such as a computer disk, term paper, or notebook.
- Taking a test for another student (ringer).
- Using a test that was stolen by another student to study for an exam.
- Using bribery or threats to obtain an undeserved grade.

Preventive Measures & Responsibilities

A- Preventive Measures for Conducting Tests

I- Faculty Responsibilities

These basic strategies are important to implement:

- Assign practice-oriented learning activities that minimize the effect of cheating.
- Develop trusting relationships with students and talk about honesty in a non-condescending way.
- Give strategies for independent learning so students want to see how well they personally can do on tests. Help them with study skills.
- Have at least one lesson on test-taking & time management skills early in the semester.
- Make rules and regulations governing acceptable test behavior clear to students.
- Make the penalties clear. Quote the policy on cheating in your syllabus. The enforcement of penalties reassures honest students that their efforts are respected and valued and that cheaters will be punished.
- Spend time at the beginning of the semester explaining to students what is considered cheating and what isn't. Give specific examples of cheating.

Test Design

- Create test banks to recycle well-designed exams
- Do not give the same questions on a test as have been given for homework or class work
- Do not tell students the exam questions ahead of time
- For multi-section course, exams should be checked by course coordinators
- Never use the same test twice in succession
- Use multiple versions of a test and/or mix the order of questions
- Vary types of questions
- Ensure that the time allocated for the exam is appropriate

Students say:
The #1 way to prevent cheating is to walk around the classroom during exams.

Test Preparation

- Be sure exams are secure before an exam, including during copying.
- Explain the design of the exam (n.b., not the content) to students ahead of time so that there will be no questions about 'what to do' during the exam.
- Keep electronic copies of exam as attachments to personal e-mails

- Keep office/ desk drawers locked
- Write exam on personal lap-top or at home
- Write explicit directions for a test and the scoring of items.

The directions should include:

- ✍ How much time is available, will extra time be allowed
- ✍ What to do if a student finishes early
- ✍ How to record answers
- ✍ Whether to show work on problems
- ✍ Weight of different sections, items
- ✍ Pages are to be numbered consecutively
- ✍ What can be used during the test, e.g., calculators, crib sheet
- ✍ If test booklet will be collected, etc
- ✍ Directions on how to use the answer sheet if at all different from the usual way

Testing Conditions & Role of Invigilators

A week before the exam

- Advise students that there is a clear policy on calculators, cell phones, laptops, electronic dictionaries or other electronic devices. Electronic dictionaries are not allowed. In courses that involve computation, CASIO 100 W is the only calculator allowed and the student must ensure that the memory is erased.
- Tell them that all students will leave their personal belongings at the front of the room, and only be allowed the stationery equipment they will need for the exam at their desk. (It is better to announce this policy before the test so that students can decide what to bring with them to the exam). Warn them also that no food or drinks, including water, are allowed in the room.
- Explain what constitutes cheating, and the consequences, so they are well warned.
- Inform students that there will be no bathroom breaks.
- Warn students that any student arriving late for the exam will not be allowed extra time at the end of the exam.
- Tell students to bring their ID cards to exams where an invigilator might not know them.
- Tell students that they must bring their own pens, etc., that the exam will be written in blue or black ink, and that there will be no sharing of erasers, calculators, rulers, etc. during the exam. Make sure that all students enrolled in the class are informed about the above rules. In case of any absence, call the student individually to go over the rules. No student should find out about the rules on the day of the exam.
- Make sure that the clocks in exam rooms are functioning properly.

An hour before the exam

- Make sure that you have a copy of these instructions with you, ready for the time of the exam (so you can read the instructions out loud to the students), and a stapler to staple the scrap sheets to the exam papers.
- Make sure that the exam room is well set up, that chairs are arranged properly, that the clock is working, etc.
- Familiarize yourself with emergency exits, etc.
- Check desks for notes scribbled on them.
- When you are finished checking, lock the door so that no students can get into the room until the exact time of the exam.

Just before the time of the exam

- Make students wait at the door of the exam room.
- Let them enter one by one and check their ID cards as they come into the room, if you don't know them well. Tell them to put the ID card at the top corner of their desk, in full view.
- As they come into the room, watch each one of them to make sure they leave their phones, bags and notes at the front of the room. In large rooms, each invigilator can assume a specific role.
- Tell each student exactly where to sit, so that friends don't sit near each other. (Put the weak students at the front where it will be easier to watch them.)

At the beginning of the exam

- Distribute the exam papers, telling students to keep them face down on their desks until they are told to turn them over.
- Supply them with scrap paper at the same time, if it's needed.
- Read the following rules to the students before the exam begins:
 1. *Please make sure that nothing is on your desk other than the stationery items required to complete the exam. Place your University ID card on the top right hand corner of your desk, so that an invigilator can check it.*
 2. *Your exam must be written only in blue or black ink. Pencils can **only** be used on scrap paper.*
 3. *The exam paper and scrap paper will be collected at the end of the exam.*
 4. *You are not allowed to talk during the exam, or to turn and look at any other student.*
 5. *Now turn your papers over.*
 6. *Make sure that you have the correct test paper.*
 7. *Write your name and ID number clearly NOW – do not leave it until the end of the examination.*
 8. *Read the instructions on the examination paper carefully.*
 9. *If you have any questions about the exam paper you must ask the question during the next five minutes, as soon as you finish reading the instructions. No questions will be allowed after that.*
 10. *When you finish your exam, raise your hand and wait for the invigilator to take your exam paper and give you permission to leave the room.*
 11. *You may now begin writing.*

During the exam

- Count those present at the exam to make certain that the number of examinees matches the number of exams. This will prevent students' claims that their exam was lost or misplaced but that they took the exam.
- Concentrate on invigilating the exam. Avoid working on any project yourself, so that you can watch the students carefully.
- Collect any suspicious paper during the exam versus telling the student to put it away. It alerts the student to the seriousness of the issue, and it is evidence should a second incidence occur.
- Do not engage in discussions with students who you catch cheating. Mark their exam with a note; do not let any one student claim all of your attention. This will enable others to cheat while you are distracted by the cheating case.
 - ✍ If a student refuses to hand over a cheat sheet or other cheating material, make it clear that you are making a report to that effect. It will be considered a serious offense.

- ✍ If a student misbehaves or makes offensive/threatening remarks during an exam, the instructor should make it clear that a report will be written about the incident and that the student will bear the consequences.
- ✍ Students should be warned that if they attempt to hide information in their clothes etc., the invigilators will submit a written report and students will expect sanctions.
- ✍ **(Note: students should be WARNED about all these things long before exams, then they will know what to expect.)**
- Do not allow any student to leave the class until after half of the duration of exam has passed.
- Make sure that you position yourself at different places in the room during the exam, so that students who wish to cheat will have to turn to see where you are.
- Keep anyone except students or invigilators from entering the exam room
- Keep track of time. (From time to time, announce how much time they have left to complete the exam.)

At the end of the exam

- Collect tests individually versus a chaotic, mad rush at the end.
- Staple the scrap sheets to each student's exam paper.
- Use red or green ink when grading papers (never black or blue). It is difficult for students to match and reduces the likelihood that they will try to alter anything you have written on the exam.

II- OAR (Registrar) Responsibilities

(Especially during final exam period and working with the Department of Buildings and Maintenance)

- Check for adequate lighting and curtains - in case there is strong sunlight
- Check that the air conditioning or ventilation system is working- students can complain of heat and thus use the distraction method
- Fix any broken chairs
- Have the correct number of chairs in a suitable testing arrangement (i.e. spaced out in even rows), not too many or too few chairs.
- Make sure that the clock is working- students need to learn to be responsible to keep track of their exam time.
- Make sure the rooms assigned for final exams are in the proper condition for the number of students in the class: room size large enough (i.e. establish standard minimum and maximum number of students per classroom)

III- Chair of Department Responsibilities

- Each semester before the final exam period, the chair should create a proctoring schedule for the department, which ensures that multi-section classes, have enough proctors and that all professors in the department share the responsibility of proctoring. This responsibility should be shared by all faculty.

B- Preventive Measures for Plagiarism

I- General Administration Responsibilities

- Set up specific orientation session for new students which defines plagiarism and cheating and warns students about the consequences, as well as 'study skills' sessions to improve students' ability to handle coursework without resorting to cheating; the session should

include a general discussion of ‘university culture’ and the importance of students doing their own work

- Set up a ‘drop-in’ learning center to help students with specific assignments
- Set up faculty orientation sessions to help new faculty understand the culture of students ‘helping each other’ and how to re-orient students towards working independently
- All DU catalogs, student handbooks, and college websites should include DU’s policy on Academic Dishonesty and the consequences of not adhering to it.
- A “Student Academic Dishonesty Report” should be used throughout the University to report incidents of suspected academic dishonesty.

II- Chair of Department Responsibilities

- Ensure that all syllabi include a clear description of the term “plagiarism” and its consequences
- Ensure that all consequences for plagiarism are uniform across the department

III- Faculty Responsibilities

- Ask for copies of cited or footnoted articles (that are not available on e-library).
- Assign different readings each semester and then base the papers on those readings so that former students can’t recycle old papers.
- Assign paper topics that are specific rather than general with focus on local issues.
- Do not assume that students know what plagiarism is. Provide an explicit definition for them.
- Establish an exact format for all assignments and emphasize proper citations.
- Give different assignments each semester.
- Have reasonable expectations about the amount of work students can do and how well they can do it.
- Have students present their paper topics and research methodologies in class.
- Include DU’s statement on plagiarism in the course syllabus and that any person accused of plagiarism shall be referred to the Administrative Committee of the college or FP in which the violation occurred for appropriate action.
- Make sure the assignment is specific and clear with expected lengths, styles, scope, methodologies, sources, etc.
- Meet with each student to discuss progress being made toward the final paper.
- Require a written outline, rough drafts, and paper notes (have students submit these earlier in the semester—pair students randomly and ask them to comment on each other’s preliminary drafts). Do not allow students to change paper topics at the last minute (or ask for a detailed explanation of why a last-minute change is necessary).
- Require students to incorporate a class reading, experience, personal reflection, etc., into their projects or papers.
- Require students to submit shorter, preliminary papers or a series of small assignments with specific tasks—book reviews, in-class essays, journal entries--so that you can assess their writing skills before the final paper is due. Keep these early assignments in student portfolios that you can consult later.
- Specify exactly what constitutes plagiarism on the first day of classes, and discuss the consequences for committing such an act.
- Use non-traditional assignment strategies: ask for three opening paragraphs to the final paper, ask for a personal commentary on the research process, require two opposing viewpoints of the same issue, etc.
- Vary your written assignments from year to year, class to class, and even within each class. You might have your students do a design project that includes text (a poster, website, content map) in addition to traditional essays and papers.

IV. Creative Ideas in Designing Assignments (see Appendix)

Suggested Penalties and Sanctions

Academic Dishonesty is subject to both academic and disciplinary sanctions.

- The instructor may exercise his or her professional judgment in imposing an academic sanction as severe as giving the student a failing grade in the course.
- Before imposing an academic sanction the instructor shall first attempt to discuss the matter with the student. If deemed necessary by either the instructor or the student, the matter may be brought to the attention of the student's major advisor, the instructor's department chairperson, or the dean of the college in which the student is enrolled.
- When an academic sanction is imposed which results in the student receiving a lowered course grade, the instructor shall make a report in writing of the facts of the case (Academic Dishonesty Report Form- Appendix) and the academic sanction imposed against the student to the instructor's department chairperson and to the Student Affairs Office. The student shall be provided with a copy of this report.
- Further, the instructor may recommend the institution of disciplinary proceedings against the student if the instructor believes that such action is warranted.

Level of Violation and Corresponding Sanction/Penalty

Academic dishonesty actions are classified based on the level of seriousness of the behavior.

Level 1

Violations at this level involve student's actions that, in the opinion of the instructor, are the result of inexperience, and the activity in which the violation occurred constitutes less than 10% of the grade for the course. These are considered academic issues and not disciplinary offenses.

Level 2

Violations at this level include cheating, plagiarism, fabrication, or academic misconduct, and the activity in which the violation occurs constitutes less than 25% of the grade for the course and the student knows about the rules and policies.

Level 3

Violations at this level involve cheating, plagiarism, fabrication, or academic misconduct and the student's actions are a repeat offense of a Level Two violation. In addition, the activity in which the violation occurs constitutes more than 25% of the grade for the course.

Level 4

These are the most serious violations and they include behaviors that may even potentially result in legal action against the student. At this level, the student's actions represent a blatant disregard or disrespect for the expectations of the University and its policies. The student has violated DU Bylaws and/or Omani laws.

Type of Academic Dishonesty	Level 1 (result of inexperience)	Level 2 (limited damage)	Level 3 (extensive)	Level 4 (deliberate)
Cheating	<ul style="list-style-type: none"> ▪ Warning - A formal, written notice to the student that he/she has violated the academic code ▪ retake exam 	Grade adjustment - Lowering of a score on a test, or assignment	failing grade on assignment, exam, or paper involved	College Expulsion Permanent separation of the student from the college
Plagiarism	resubmit assignment, paper or project (specify requirements and due date)	complete additional assignment, course work, exam or paper lower grade on assignment, exam, or paper involved	failing grade on assignment, exam, or paper involved	College Expulsion Permanent separation of the student from the college
Fabrication or Alteration of Information	a reduced final course grade	Course Failure - required to withdraw from course with F, after approval of the College Administrative Committee	College Suspension - Separation of the student from the university for a defined period of time, after which the student is eligible to return	College Expulsion - Permanent separation of the student from the college
Academic Misconduct	a reduced final course grade	Course Failure - required to withdraw from course with F, after approval of the College Administrative Committee	College Suspension - Separation of the student from the university for a defined period of time, after which the student is eligible to return	College Expulsion - Permanent separation of the student from the college

Violations of Level 2, 3, and 4 should be reported (Student Academic Dishonesty Report) with supporting documents or evidence to the *College Administrative Committee*. The instructor is not responsible for determining the sanction or penalty that will be taken in response to these violations, but may make a recommendation to the College Dean in accordance with DU Bylaws.

Suggested Student Appeal Process

For Level 1 and 2, if a student believes that s/he has received unfair treatment in an academic matter, s/he should follow the appeal procedures within five business days of receiving notification of the sanction from the instructor or the office of the Dean/FP Director. During the appeal process, the student is expected to continue attending the class in which the violation has occurred. The Dean or his /her representative will begin a review of the issues raised in the appeal and should notify the office of the Vice Chancellor of the decision made within 24 hours.

For Level 3 or 4, the student may file a written appeal of the charge or sanction to the University Appeal Committee within 15 calendar days of the date of notification. This committee is an ad-hoc committee formed by the VC.

Appeal Procedure

The student must include in his/her appeal:

- Copy of the student's academic transcript
- Clear explanation of the nature of the appeal
- Clear explanation of the reason(s) for the appeal
- Clear brief statement of the facts as known, with appropriate supporting documentation
- Clear statement of what is being appealed, i.e., the dishonesty charge and/or the sanction imposed and
- Contact information where the student can be reached such as current e-mail addresses and telephone number(s).

The committee will give its decision within 15 calendar days. Its decision shall be final.

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“Promoting Academic Integrity in the Classroom,” Deborah Meizlich. (Occasional Paper #20, 2005, University of Michigan, Center for Research on Learning and Teaching). Provides an overview of current research on academic integrity, and summarizes best practices for promoting academic integrity in the classroom and institutionally. Includes a list of resources.

http://www.crlt.umich.edu/publinks/CRLT_no20.pdf

Plagiarism.org at <http://www.plagiarism.org> . Online service that checks submitted student papers against a large database and provides reports of results.

Dalhousie University 2010, Assignment ideas

http://academicintegrity.dal.ca/Faculty%20Resources/Assignment_ideas.php



Student Academic Dishonesty Report

Semester: _____

Use one form per incident. If more than one student is involved, list all names.

Name of Student(s)	Student(s) ID			
Course	Date of Incident			
Type of Academic Dishonesty (the incident may involve more than one, indicate where it applies and the level of violation according to the manual on Student Academic Honesty)				
	Level 1	Level 2	Level 3	Level 4
<input type="checkbox"/> Cheating				
<input type="checkbox"/> Plagiarism				
<input type="checkbox"/> Fabrication or Alteration of Information				
<input type="checkbox"/> Academic Misconduct				
<input type="checkbox"/> Other, specify _____				
Provide a description of the violation and include a copy of the evidence and student (s) academic transcript in the form.				
Did you speak with the student (s) about this incident?		Yes	No	
If yes, summarize the content of the conversation:				
Describe the student (s) reaction:				
Faculty Name:		Department/Unit		College/FP
Phone number:		Email:		
Faculty's Signature: _____			Date of Signature: _____	

Department Chair's /Convener Signature (if applicable) _____ Date _____

Dean's/Director's Signature (if applicable) _____ Date _____

Action Taken: _____ Date _____

Chair Committee Name	Signature	Date
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- Copy to Academic Advisor (for student's file)
- Course Instructor
- SAO

Appendix -Creative Ideas in Designing Assignments

New approaches to standard material can help prevent plagiarism.

- Ask students to use specific resource types for their assignments such as two books or book chapters, three websites, three journal articles, two interviews, etc and of these at least two sources must be less than a year old. Require oral reports and multimedia presentation of student papers.
- Ask students to write a dialogue between two people they have been studying
- Assign an imaginary interview: students compose possible questions for a prominent figure (historical, political, literary, scientific, philosophical, etc.) and propose logical answers in that person's voice based on their research
- Choose a company and find out employment policies, net worth, patents
- Choose a single relevant topic, then have students compare its presentation in a scholarly article, a magazine article, a newspaper article, and a website.
- Choose an event and trace its coverage in various media (TV news, newspapers, magazines, journals, blogs, etc.)
- Compose an exam on a topic. Include annotated bibliography of sources and rationale
- Find several articles on same topic but with different positions; analyse two differing articles Choose author and reconstruct their life, their times and assess their work; can be highly personal judgment.
- Have students create an annotated bibliography of the sources that they plan to use.
- Have students maintain a "log for I-search paper" as they conduct their research, noting the databases, search strategies, etc. that they use.
- Have students research a possible career related to the course subject and write a report to present to the class
- Nominate someone or a group from the discipline for the Nobel prize and explain the reasons.
- Write newspaper story describing the topic (social, political, cultural)
- Write to a friend who is a computer science major (or any major) explaining what Calculus (you choose the topic) is all about and why they should take it.
- Write to a sick friend explaining what they missed in _____ class.
- Write a 1000 word essay on a chronic disease or a particular topic utilizing the following resources:
 - a. 1 book
 - b. 2 databases
 - c. 3 journal articles in the Library
 - d. 1 government document
 - e. 1 reference book
 - f. 1 search engine