

REFERENCE FOR FACULTY

Academic Integrity & Disruptive Behavior



<http://www.fullerton.edu/INTEGRITY>

Prepared by

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Note: This reference guide is not the official statement on University policies and procedures regarding academic dishonesty.
Please refer to current University policies

(114)

Adapted from "Trojan Integrity: A Faculty Desk Reference," Office for Student Conduct, University of Southern California, 1997.

ACADEMIC INTEGRITY

Reference for Faculty

Integrity is an essential component of all students' academic experience. The academic evaluation a student receives for a course becomes a **permanent university student record**, and it is critical that such records be accurate and consistent. In addition, the integrity students learn and exhibit at the university will be a model for the **professional integrity** they practice when they complete their academic work.

While integrity involves all members of the academic community, faculty, staff and students – you, as an educator and instructor, are uniquely positioned to **teach, model and assure integrity** in students' academic assignments.

ACADEMIC DISHONESTY

Cheating – obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means, or helping someone commit an act of academic dishonesty (UPS 300.021). Examples include, but are not limited to:

1. **Unacceptable Examination Behavior**-communicating with fellow students, copying material from another student's exam or allowing another student to copy from an exam, possessing or using unauthorized materials (including electronic devices), or any behavior that defeats the intent of an exam.
2. **Plagiarism** – taking the work of another and offering it as one's own without giving credit to that source, whether that material is paraphrased or copied in verbatim or near-verbatim form.
3. **Unauthorized Collaboration** - on a project, homework or other assignment where an instructor expressly forbids such collaboration.

4. **Documentary falsification** - including forgery, altering of campus documents or records, tampering with grading procedures, fabricating lab assignments, or altering medical excuses.

STRATEGIES FOR PREVENTING ACADEMIC DISHONESTY

Class Syllabus: Include a statement explaining what constitutes **academic dishonesty** for your course and what the **consequences** will be. It may include allowable materials and behaviors during in-class exams, standards for citation and editorial assistance in written assignments, and expectations concerning completion of homework assignments. In addition, include a statement such as:

“Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced. I expect that you will familiarize yourself with the academic integrity guidelines found in the current student handbook.”

Initial Class Meeting: During the class meeting in which expectations and structure for the course are discussed, include a discussion of the **academic integrity standards** for the course (this may follow what is outlined in the syllabus). Encourage students to consult with you before completing assignments, and preferably before beginning them to ensure their greatest success.

Instruction/Class Environment: Discussing ethical issues within your discipline provides important information and a positive model for students. Such discussions underscore the importance of academic integrity as preparation for **ethical and successful professional practice**.

Fostering an **environment of respect** in the classroom promotes respect in return. Students are less likely to exhibit dishonest behavior when they believe they are treated fairly.

It is helpful if the instructor cites sources in the lecture to underscore the importance of attribution and how it demonstrates respect for other scholars.

Written Assignments:

- Explain to students what constitutes plagiarism. Provide **examples of citation** you expect in written assignments. A useful handout - *“Student Guide to Avoiding Plagiarism: How to Write an Effective Research Paper”*, is available through the Dean of Students Office, Judicial Affairs, TSU-235, (657) 278-4436 or at <http://www.fullerton.edu/INTEGRITY>.
- Students are often tempted to misuse **electronic sources**. Remind students of their obligation to do their own work, and of the ease with which electronic sources can be located if students’ work is called into question. Explain your use of [turnitin.com](http://www.turnitin.com), if applicable.
- Emphasize the spirit as well as the letter of the “law”. Encourage questions like **Can my reader tell which ideas belong to whom? Am I clear about how I have used other’s ideas in service to my own inquiry?**
- **Limit topic** selection with a specific list, and narrow topics sufficiently that acquiring a paper becomes less likely.
- **Change topics** each semester, if possible.
- Require students to submit an **outline** and/or an initial reference list, which must be approved before they proceed. Require submission of an **intermediate draft** and/or notes with the final paper.

Examinations:

- Remind students of the **standards** for your examination (materials allowed/disallowed, prohibition of communicating with other students, etc.) during the class period prior to the exam. Also explaining the strategies used to **safeguard the exam** (different versions, photocopying before returning, etc.) can help students avoid dishonest behavior.
- Separate students with vacant seats or **assign seats** randomly. Provide alternate forms of the exam.
- Require students to submit **blank bluebooks** during a class meeting prior to the exam. Distribute the bluebooks randomly at the exam.
- Prohibit students from having anything at their desks that is not **specifically allowed** during the exam, including all electronic devices.
- Require students to **remove hats** and caps during exams. The bills of caps are sometimes used to conceal notes or prevent proctors from observing roving eyes.
- Provide adequate **proctoring** and enforce silence. Ensure that proctors remain in the classroom throughout the exam.
- **Do not allow students to leave the exam room** to use the bathroom, get a drink, etc. Be sure to announce this policy in the course syllabus and in class. Students have used such opportunities to gain access to crib notes previously hidden in external locations.
- **Number exams** and distribute them in order to seated students. This identifies students sitting adjacent to one another.
- Require students to **write their names** and student identification numbers on the exam (in ink) at the beginning of the exam.
- Require students to present their **Titan cards** for admission to the exam or have students display the card at their desk during the exam.

- **Photocopy answer sheets** prior to returning them. This prevents students from subsequently altering the exam and submitting it for re-grading.
- **Alter exams** and questions often, preferably every semester.
- When grading exams, **clearly mark** incorrect answers and/or blank answers with an “X” in colored pen.
- **Safeguard exams**, including maintaining office security, limiting access while the exam is reproduced, and withholding the answer key until all exams are completed and graded.

Unauthorized Collaboration:

- When homework or projects are to be completed outside of class, **standards** for completing the assignments should be stated at the outset. Whether students are allowed to work together or share information, and, if so, to what degree, should be made explicit in the course syllabus.
- Procedures that will be used to determine the **originality of the work** (comparison within the class, comparison with previous class) should be announced as a deterrent.

Protection of Personal Work:

- In the conduct of academic work at the University, in addition to an obligation for accomplishing their work with integrity, students bear a responsibility to **protect their own work** from others. In the completion of written assignments and projects, this means taking reasonable precautions against having their work used by others, as well as not providing written assignments or solutions to projects, homework, or examinations to others who may use them in an unauthorized manner.
- Students should be aware of the **vulnerability of data** and written documents when using University computing systems, and should safeguard their work accordingly.

Refraining from leaving computer files on unprotected fixed drives in user areas and from sharing with others passwords to assigned computer accounts, are examples of behavior to be avoided. Similarly, the potential for inappropriate use by others should be considered before posting research or scholarly work to a personal Web page. Students are urged to familiarize themselves with standards of **ethical conduct** published by Information Technology Services.

Documentary Falsification:

- Faculty may encounter **falsified documents** in various forms, including forged letters of recommendation, altered or fictitious medical excuses, fabricated lab assignments and forged lab attendance slips.
- While preventing falsification may be accomplished through use of established forms and procedures, such preventive measures are difficult to apply to documents arising from a spontaneous act, such as medical excuses. The most effective interventions are **educating students** and instructors’ awareness.

<h3>STRATEGIES FOR CONFRONTING ACADEMIC DISHONESTY</h3>

Examinations:

- If a student appears to be using unauthorized materials or collaborating with another student, have another **proctor** observe the behavior, if possible. If another proctor is not available, observe the behavior from different positions in the room to confirm the observation.
- When you believe a violation is occurring during the exam, discreetly stop the behavior (e.g., confiscate the notes, separate collaborators), and identify the involved student(s) for yourself, but **allow the student(s) to complete the exam**. This is least disruptive to other students, and, if it is later determined that a violation did not occur, provides a basis for assigning a grade.

- When a suspected violation concerns unauthorized materials, **retain** the materials as evidence.

Out-of-Class Assignments:

- When a student's solution to the assignment appears **copied from a solution manual**, taken from a **previous semester's assignment** for the class, does not follow solution methods covered in class or assigned readings, or appears beyond the **student's capabilities** (as indicated by his/her previous work in class), meet with the student and ask for an explanation of how the assignment was completed.
- When students are suspected of copying from one another's assignments, it is best to speak with **each student individually**. Inform each student that the assignment corresponds to another student's in ways that you do not believe could have occurred independently. Ask how the assignment was completed.

Research Papers:

- When material in a student's paper appears plagiarized, attempt to **locate the source** text before meeting with the student. Colleagues may be of assistance in identifying the source (the student's identity should not be revealed).
- Students increasingly use electronic means to locate and retrieve source materials. Consequently, it may be worthwhile to perform a search of the Web using one of the popular search engines or **Turnitin.com**, available through the FDC.
- When material appears plagiarized but the **source cannot be identified**, question the student about the information in the paper. Ask for the definition of terms used and for further explanation of ideas expressed. Ask the student about his or her research for the paper, how reference materials were chosen, and from which library they were obtained. Request that the student submit his/her rough draft and/or notes to you.

- Take note of website formatting, unusual use of upper/lower case and capitalization, mixed citation styles, signs of datedness and anomalies of diction or style.

Graduate Students: Because of their advanced standing, their experience in the academic community, and their aspiration to advanced professional and academic positions, graduate students are **held to a higher level of accountability** than undergraduate students. Consequently, grade sanctions for violations committed by graduate students normally should be more severe than those for undergraduate students.

A useful hand-out "*Academic Integrity: A Guide for Graduate Students*" is available through the Dean of Students Office, Judicial Affairs, TSU 235, (657) 278-4436, <http://www.fullerton.edu/INTEGRITY>.

RESPONDING/REPORTING AN ACADEMIC INTEGRITY VIOLATION

If an instructor believes that an act of academic dishonesty has occurred in a class, the following steps should be taken:

1. **Gather all pertinent information** such as tests, reports, computer programs and other academic assignments.
2. As soon as possible, **meet** with the student to discuss the incident. This is the student's opportunity to understand why the behavior is unacceptable and how the situation might have been handled differently. If circumstances prevent consultation with the student, the instructor may assign an appropriate academic sanction (subject to student appeal).

3. If the student denies the violation, the **student should explain** what he or she believed happened.
4. If the instructor determines that the student has **violated the standards**, he or she should be informed that a **grade penalty** will be assessed (e.g., F in the course, 0 on the assignment, etc.). Tell the student that you will be reporting the incident to the **Department Chairperson** and the **Dean of Students** Office, Judicial Affairs.
5. The student may **appeal** the grade sanction to the Academic Appeals Board (UPS 300.030 Academic Appeals Policy).
6. The student shall be **allowed to attend** all classes and complete all assignments until the due process procedures are complete (Academic Appeals Board renders a decision).
7. The instructor will submit a **written report** of the violation and grade sanction to the Department Chairperson and Sandra Rhoten, Associate Dean, Dean of Students Office, Judicial Affairs. Copies of the **supporting documents** such as the exam, crib notes or the plagiarized paper with a copy of source material, should be included with the report to Judicial Affairs.
8. Judicial Affairs may initiate **disciplinary proceedings** under Title 5, Section 41301 of the California Code of Regulations and Executive Order 1043
9. The student may accept **voluntary resolution** of the complaint by the Associate Dean, Judicial Affairs, which may include warning, probation, suspension, expulsion and/or other educational sanctions.
10. **A formal hearing** of the allegation may occur before a Hearing Officer appointed by the President with the Associate Dean, Judicial Affairs representing the University. The instructor may be called to present testimony.
11. After reviewing the Hearing Officer's written report, the President shall make the **final decision** regarding disciplinary action.

EXPECTATIONS OF STUDENTS

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the University Catalog, and other regulations of the University. Students accept the **rights and responsibilities of membership** in the Cal State Fullerton community when they are admitted to the University. At the University, as elsewhere, **ignorance of the standards** is not an acceptable justification for violating community standards.

Because the functions of a University depend on honesty and integrity among its members, the University expects from its students a **higher standard** of conduct than the minimum required to avoid disciplinary action.

EXPECTATIONS OF FACULTY

Faculty fulfill a **contractual obligation** with students and the University when they follow procedures for responding to academic directives and/or disruptive behavior. Consequently, following appropriate reporting procedures results in a "qualified immunity" from accusations of misconduct. Conversely, failing to follow University procedures may expose faculty to complaints, and, in extreme cases, legal confrontations.

STUDENT DISCIPLINE RECORD

When a student has been found responsible for a violation of university standards through Judicial Affairs, a **disciplinary record** (separate from the student's academic record) will be maintained in a confidential file in the Dean of Students Office, Judicial Affairs, for a minimum of seven years. If a student is suspended or expelled from the University, the file is kept permanently. Probation and suspension are noted on the **student's academic record** during the term of the probation or suspension. A permanent notation will be made on the student's academic record if he or she is expelled from the university or suspended for longer than one academic year.

The academic community is protected against **recidivism** when acts of dishonesty are reported to the Dean of Students Office, Judicial Affairs, which maintains a **central repository** for such reports. A second academic integrity violation by a student usually results in suspension from the university.

CALIFORNIA STATE UNIVERSITY POLICIES (selected):

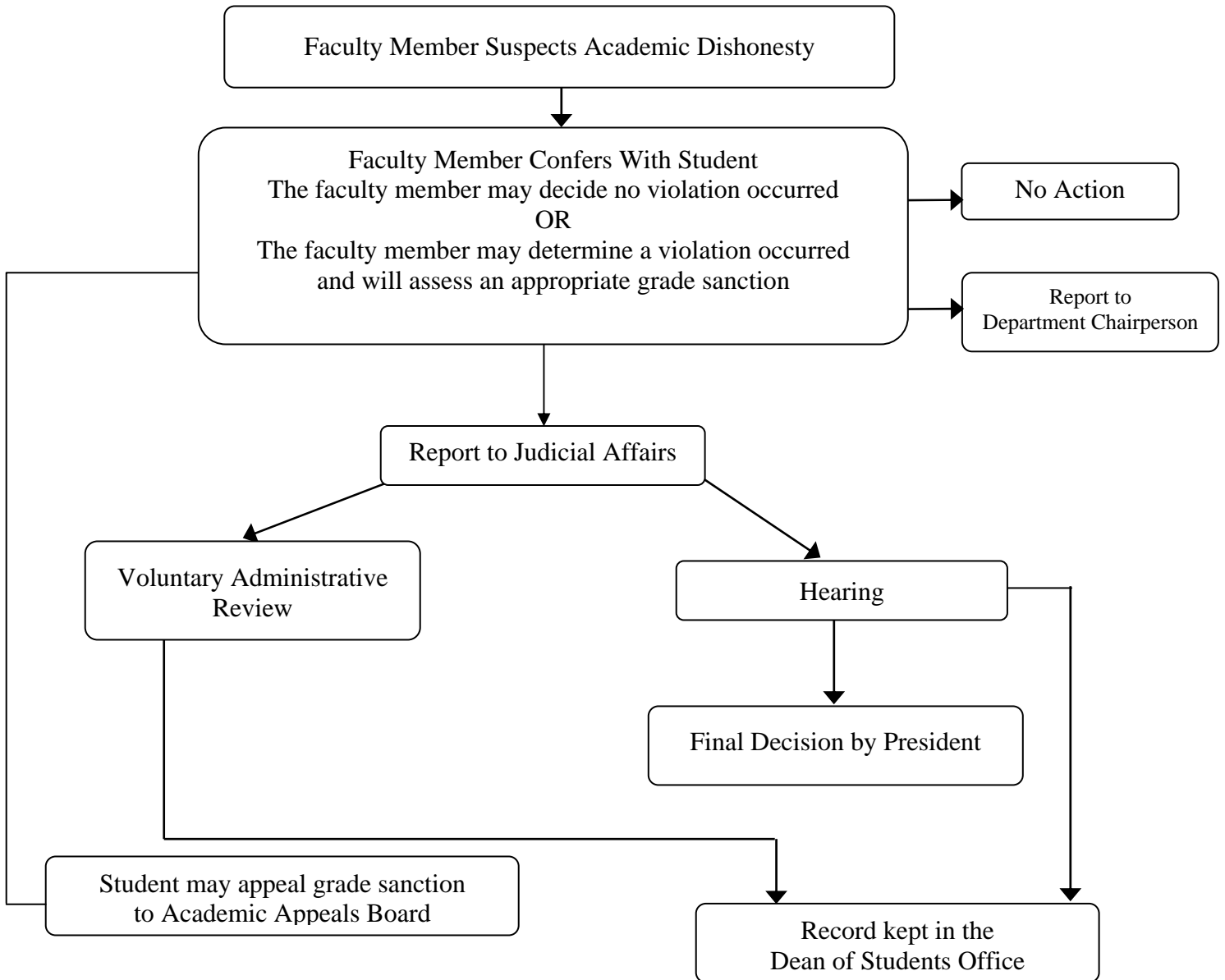
1. California State University, Student Conduct Procedures Executive Order 1043, 2009
2. California Code of Regulations, Title 5, 41301, Standards for Student Conduct
3. Academic Dishonesty Policy, University Policy Statement, UPS 300.021, 2010
4. Academic Appeals Policy, University Policy Statement, UPS 300.030, 2005
5. Repetition of Courses, University Policy Statement, UPS 300.015, 2004
6. President's Directive No. 9, Policy regarding the use of attorneys in student disciplinary proceedings

CONSULTATION:

Sandra Rhoten, Associate Dean, Judicial Affairs, Dean of Students Office, TSU-235, (657) 278-4436 is the Student Conduct Administrator. She is available to answer any questions and to assist in determining courses of action.



The Discipline Process: Academic Dishonesty



This summary is not the official statement on University policies and proceedings.
Please refer to the listed policies for comprehensive information.

DISRUPTIVE CLASSROOM BEHAVIOR

Reference for Faculty

Disruptive behavior can assume many forms. It may be:

- the student in your class who persistently arrives late or leaves early;
- the student who talks incessantly while you are delivering a lecture;
- the student who loudly and frequently interrupts the flow of class with questions or interjections; or
- the student who becomes belligerent when you confront his or her inappropriate behavior in class.

It is important to differentiate **disruptive classroom behavior** (that which directly interferes with the ability of the instructor to teach or the ability of other students to benefit from the classroom experience) from behavior that is **rude or uncivil**. While the latter may become disruptive when it is repetitive or persistent, it usually is best addressed by example and influence.

Disruptive student behavior is **detrimental to the academic community**, both faculty and students, because it interferes with the learning process for other students, inhibits the ability of instructors to teach most effectively, diverts university energy and resources away from the educational mission, and may indicate a significant level of personal problems or distress on the part of the disrupter.

STRATEGIES FOR HANDLING DISRUPTIVE BEHAVIOR

Initial Class Meeting: Clarifying expectations at the beginning of a course and agreeing on standards for classroom conduct can assist students in abiding by those standards. Other positive benefits include fostering an expectation among student peers concerning appropriate behavior and having a concrete and agreed-upon reference point should inappropriate behavior occur later.

When you are establishing and promoting guidelines for behavior in your course, it is important not to articulate standards you are **unwilling to enforce**. Likewise, standards for classroom behavior should be fairly and consistently applied, otherwise confusion and resentment may result.

Class Syllabus: It is best for behavioral standards to be **published in the course syllabus and discussed** the first day of class. Information should specify the behaviors that are prohibited, how you will manage behavioral issues, and the consequences that may result. Explaining why your behavioral standards are important for the course and benefit students can help students understand and abide by established expectations. A statement in the course syllabus might include:

“Behavior that interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and instructors’ ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem, and may be reported to the Dean of Students Office, Judicial Affairs for further action.”

STRATEGIES FOR RESPONDING TO DISRUPTIVE BEHAVIOR

If unacceptable behavior occurs, **respond immediately**. This may mean employing informal action (such as standing near to students who are talking), reminding the class of the agreed standards for behavior, or directing specific comments to the involved student.

If the behavior continues, notify the student that he or she must **leave the classroom** if the behavior does not cease immediately, and that disciplinary action may result. If the student does not respond appropriately, ask him or her to leave and to arrange to see you during office hours before the next class

meeting (see “Meeting with the Disruptive Student”.) You may wish to **consult** with the Department Chairperson or the Associate Dean, Dean of Students Office, Judicial Affairs, prior to the meeting.

If a student refuses to leave, notify him or her that **University Police** (x2515 or 911) will be contacted to remove the student and that disciplinary action will result from this.

It is appropriate to call upon University Police any time a disruptive behavior situation escalates, or when it is reasonable to interpret behavior (including oral statements) as threatening or harassing to you or other members of the class.

MEETING WITH THE DISRUPTIVE STUDENT

It is appropriate to meet **privately** with a disruptive student following a confrontation or removal from class. As an educator, you may wish to request a meeting with a student who has displayed unacceptable behavior even when a confrontation has not resulted. In either case, the meeting is an opportunity for the student to understand the **inappropriateness** of his or her behavior and to **develop strategies** for successfully continuing in the class.

In that meeting:

- **Remain calm.** This may be difficult if the student is agitated or confrontational, but your calm and reasoned response will best control the meeting.
- **Do not take behavior or remarks personally,** even though they may be directed at you. Disruptive behavior usually results from other life problems or a general academic frustration.
- **Be specific** about the inappropriate behavior the student has exhibited. Describe the behavior, don't focus on the person. Explain why the behavior is a problem.

- **Ask questions and summarize** what you hear the student saying. Respectful concern may enable you, the educator, to help the student be successful both in your class and in his or her general university experience.
- Focus on **areas of agreement** between you and the student.
- Conclude by **summarizing** any resolution and articulating expectations for the future. Be clear that the result of continued inappropriate behavior will be a referral to the Dean of Students Office, Judicial Affairs for disciplinary action (and the possible loss of the opportunity to attend class).
- Maintain **written documentation** of the interaction and any agreed course of action. This may include a formal letter to the student briefly summarizing the meeting and the resolution.

These recommendations are based on the expectation that students can and will be reasonable if they have adequate information, clearly understand parameters, and are **treated with respect**.

The **expectation is that students can change their behavior.** However, if the student demonstrates unwillingness or an inability to change, than additional interventions including removal from the class, may be necessary.

REPORTING A COMPLAINT TO JUDICIAL AFFAIRS

When less formal interventions prove inadequate or ineffective, it is appropriate for the instructor to **initiate formal disciplinary action.**

Intervention by University Police results in the report being forwarded to the Dean of Students Office, Judicial Affairs. When

University Police have not been involved, the instructor may forward a report to Judicial Affairs, including information identifying the student, the date and location of the incident, and a summary of the incident.

When disruptive behavior is reported to Judicial Affairs, the reporting instructor will be contacted concerning the desired outcome. **Remedies** include disciplinary probation, a behavior contract concerning the class, anger management counseling or other educational interventions, or, in more severe cases, removal from the class (a student may not be removed from class permanently without a discipline hearing).

Following consultation with the instructor, the student will be required to **meet with the Associate Dean, Judicial Affairs** to discuss the behavior. It is possible that the matter can be resolved administratively without further involvement by the instructor. In some cases, it is necessary to convene a formal hearing in the matter, and the instructor may be called as a witness.

BRIEF SUMMARY OF DISCIPLINARY PROCESS

1. Faculty member attempts **informal resolution** of the matter, if appropriate.
2. The student shall be allowed to **attend all classes** and complete all assignments until due process procedures are completed (Administrative Review accepted, or Hearing completed and President's decision released).
3. **Written report** about an allegation of a violation of university standards is received in the Dean of Students Office, Judicial Affairs.

4. Judicial Affairs will send **written notification** of the complaint to the student.
5. The student may accept **voluntary administrative resolution** of the complaint with the Associate Dean, Judicial Affairs, including warning, probation, suspension, expulsion, and/or other educational sanctions.
6. A **formal hearing** of the allegation may occur before a Hearing Officer appointed by the President, with the Associate Dean, Judicial Affairs representing the University. The instructor maybe called to present testimony.
7. After reviewing the Hearing Officer's written report, the President shall make the **final decision** regarding disciplinary action.
8. Disciplinary record is maintained in **confidential file** in the Dean of Students Office, Judicial Affairs (see page 6).

DISRUPTIVE BEHAVIOR OUTSIDE THE CLASSROOM

Faculty may encounter threatening, intimidating or harassing student behavior during office meetings, before or after scheduled classes, or in spontaneous meetings on campus. Should this occur, **strategies** for responding to the student generally are the same as those outlined in "Meeting with the Disruptive Student". Some of these include:

- **Remain calm.** Speak in a calm, controlled manner. This may prevent the situation from escalating or may diffuse the tension.

- If outside a scheduled meeting with the student, identify a more **appropriate place and time** to discuss the matter.
- Use a “**time-out**” to allow the student to regain composure, or explain that if the student cannot maintain composure, it is not possible to discuss the issue at this time and that a meeting should be scheduled when the student can be composed.
- If inappropriate behavior persists or is threatening, explain to the student that the **University Police** (Ext. 2515 or 911) will be called and disciplinary action initiated if the behavior does not cease. Follow through on this if the student persists.

It is important to differentiate between student behavior that is threatening or harassing, and that which is **uncivil or rude**. While the latter does not warrant the intervention of University Police or disciplinary action, other strategies outlined above can be effective in curbing such behavior.

CONSULTATION:

Sandra Rhoten, Associate Dean, Dean of Students Office, Judicial Affairs (TSU-235), (657)278-4436 is the Student Conduct Administrator. She is available to answer any questions or requests concerning student behavioral issues.

RESOURCES:

Judicial Affairs produced a DVD for faculty: “**Successful Classroom Strategies: Managing Disruptions in the Classroom.**” The DVD presents three scenarios of typical interactions with students that include examples of disruptive behavior. For each scenario, we provide two different ways that an instructor might respond to the situation. The first version of each scenario may not necessarily be the best way to resolve the problem, while the second version provides a more constructive and effective way.

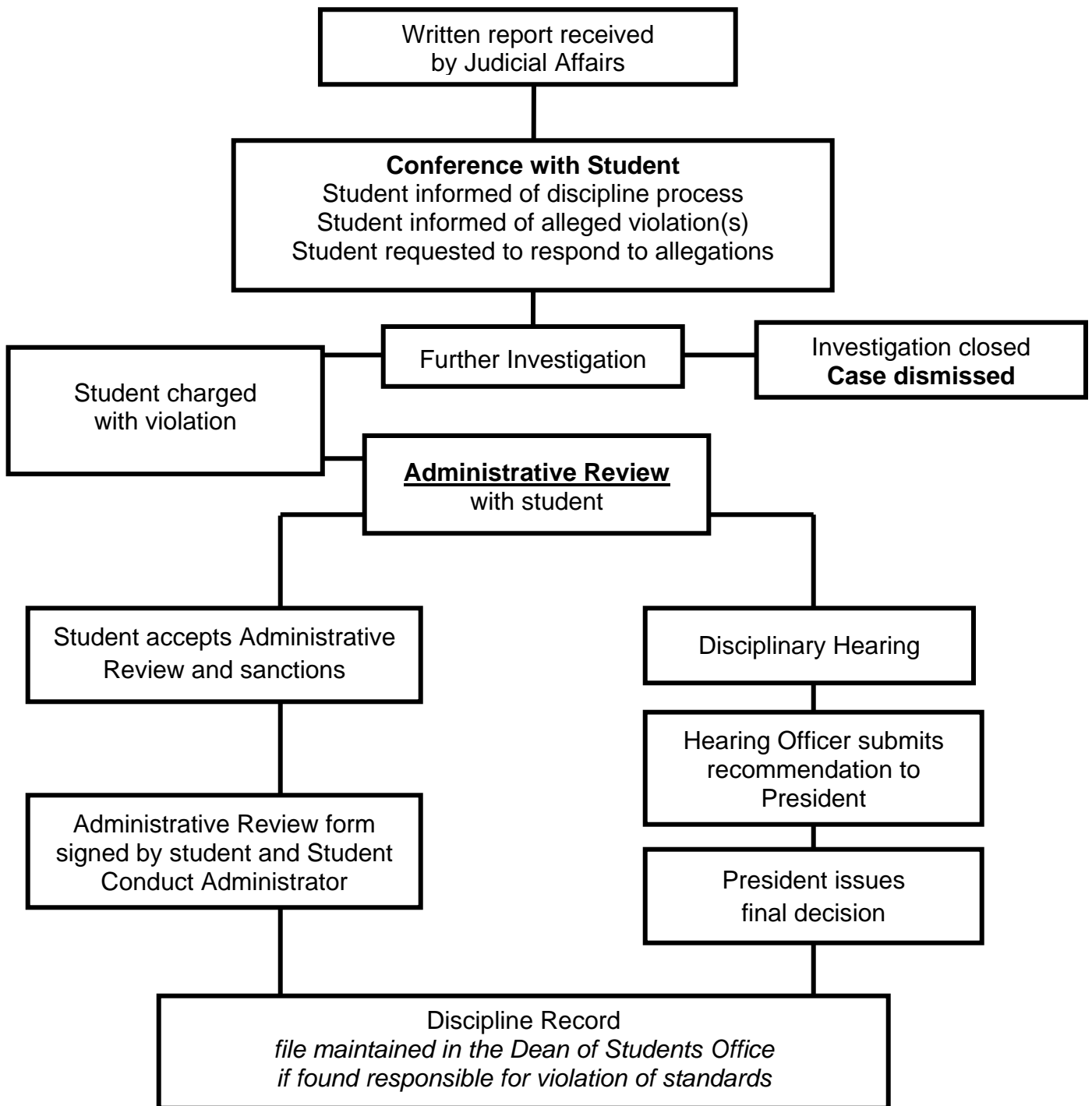
The DVD also includes an overview of faculty rights and responsibilities in managing the classroom environment, strategies to prevent disruptive behavior, strategies to confront such behavior as well as procedures for reporting to Judicial Affairs. Please contact the Dean of Students Office, Judicial Affairs, (657) 278-4436, TSU-235 to obtain a copy of the DVD.

IMPORTANT TELEPHONE NUMBERS

Judicial Affairs	(657) 278-4436
University Police	(657) 278-2515
Emergency	911
Counseling and Psychological Services	(657) 278-3040



California State University, Fullerton
STUDENT CONDUCT PROCESS



This chart represents an overview of the university's student discipline process and is not the official statement on University policies and procedures. Please refer to California State University Student Conduct Procedures, Executive Order 1043, 2009, California Code of Regulations, Title 5, Standards for Student Conduct, 41301, 2005, Academic Dishonesty, University Policy Statement, UPS 300.021, 2010, Academic Appeals Policy, University Policy Statement, UPS 300.030, 2005.

ACADEMIC DISHONESTY POLICY (UPS 300.021)



Academic dishonesty includes but is not limited to cheating on examinations or assignments, unauthorized collaboration, plagiarism, falsification/fabrication of university documents, any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), assisting or allowing any of these acts, or the attempt to commit such acts.

Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides (including electronic devices) or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, or any acts which defeat the intent of an examination, plagiarism as defined below, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work. Documentary falsification includes forgery, altering of campus documents or records, tampering with grading procedures (including submitting altered work for re-grading), fabricating lab assignments, or altering or falsifying medical excuses or letters of recommendation.

Plagiarism is defined as the act of taking the work (words, ideas, concepts, data, graphs, artistic creation) of another whether that work is paraphrased or copied in verbatim or near verbatim form and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate citation/attribution and, if directly quoted, quotation marks or indentations must be used. Improper acknowledgment of sources in essays, papers, or presentations is prohibited.

The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned. An instructor, who believes that an act of academic dishonesty has occurred, is obligated to discuss the matter with the student (s) involved. The instructor should possess reasonable evidence with respect thereto, such as documents or personal observation. In this meeting, and throughout the process, every effort should be made to preserve the integrity of the educational relationship between instructor and student. The student should be given the opportunity to respond to the complaint. If the violation is discovered during the offering or grading of the final exam, the instructor may assign a mark of "RP" until the instructor has an opportunity for such a meeting. Also because the student may challenge the allegation, he or she must be allowed to attend all classes and complete all assignments until the appellate process is complete. When necessary, such discussion may be conducted by telephone or electronic mail.

However, if circumstances prevent consultation with student(s), the instructor may assign an appropriate academic sanction (subject to student appeal). An instructor who is convinced by the preponderance of the evidence (the greater weight of the credible evidence) that a student is responsible for academic dishonesty, shall:

1. Assign an appropriate academic penalty, including, but not limited to: oral reprimand; "F" or "O" on the assignment; grade reduction on assignment or course; or "F" in the course. Factors to take into consideration in assigning a grade sanction include: normative sanctions for comparable acts, severity of the offense (academic gain or potential academic gain if the action had gone undetected), harm or potential harm to other students in the class, premeditation of the act.
2. Report to the student(s) involved, to the department chair, and to the Dean of Students Office, Judicial Affairs, the alleged incident of academic dishonesty, including relevant documentation, actions taken by the instructor including grade sanction, and recommendations for additional action that he/she deems appropriate. The written report should be distributed as soon as possible, preferably within 15 calendar days from discovery, but not later than 30 calendar days after the first day of classes of the regular semester (fall or spring) following the grade assignment.

The Dean of Students Office, Judicial Affairs, shall maintain a disciplinary file for each case of academic dishonesty with the appropriate documentation. Students shall be informed that a disciplinary file has been established and that they have an opportunity to appeal the actions of the instructor under the Academic Appeals Policy. Dean of Students Office, Judicial Affairs may initiate disciplinary proceedings under Title 5, Section 41301 and Executive Order 1043. Sanctions which may be assessed include but are not limited to: warning, probation, educational sanctions, removal from academic program, suspension, expulsion, denial of admission or enrollment in university classes including Extended Education.

When two or more incidents involving the same student occur, the Dean of Students Office, Judicial Affairs shall initiate disciplinary proceedings. A student may appeal any sanction assessed for a charge of academic dishonesty under UPS 300.030, "Academic Appeals." If the Academic Appeals Board accepts the student's appeal then the

disciplinary file will be purged. If a student does not appeal the instructor's action or if the Academic Appeal Boards rejects the student's appeal the disciplinary file will be maintained in a confidential file in the Dean of Students Office, Judicial Affairs for a minimum of seven years. Disciplinary probation and suspension are noted on the student's academic record during the term of the probation or suspension. A permanent notation will be made on a student's academic record if he or she is expelled from the university. A second academic integrity violation usually results in suspension from the university for a period of time.

In order to facilitate due process and to insure that a student knows that academic dishonesty is subject to action, this policy shall be published in the *Catalog* and *Student Handbook*. Copies of this policy shall also be available in every department office, the Dean of Students Office, and in the Office of the Vice President for Student Affairs.

EFFECTIVE DATE: June 30, 2010
Supersedes: UPS 300.021 11-6-06
and ASD 10-60

Source: Student Academic Life Committee, Spring 2010

REPETITION OF COURSES POLICY (UPS 300.015)



Undergraduate students may repeat courses at California State University, Fullerton for which grades of "C minus" (1.7) or lower were earned either at Cal State Fullerton or at other institutions; in repeating such courses, the current grading system shall be used.

In computing the grade point average of a student who repeats courses in which he or she received grades of "C minus" (1.7) or lower, only the most recently earned grades and grade points shall be used for the first 16 units repeated.

Nevertheless, the original grade on the academic record shall not be changed or eradicated.

In exercising this option, an undergraduate student must repeat the course at Cal State Fullerton and may request application of this policy when a course has been repeated. This should be accomplished using the appropriate petition form, immediately following the term in which the course has been completed, so that the student's grade-point average can be revised. In the absence of student petitions, courses successfully repeated are routinely credited by the Office of Admissions and Records during degree requirement reviews at the time of graduation.

In the case of any repetition beyond the 16-unit limit or in courses for which a "C" (2.0) or better grade was awarded, both grades are considered in computing grade-point averages. Successful repetition of a course originally passed carries no additional unit credit toward a degree or credential except for certain courses such as independent study, practicum, or other courses specified in this catalog as "may be repeated for credit."

Students transferring from other colleges where courses were taken and repeated may be eligible for consideration under this policy. In general, the policy of the college where the course was repeated shall be followed; however, units for the courses taken and repeated at the transfer institution are included in the 16-unit limitation.

The repetition of course policy shall not be applicable for courses in which a grade of "C minus" (1.7) or lower was given for disciplinary reasons.

Repetition of Courses in which WU Grades Were Received by Graduate and Postbaccalaureate Students

Subject to the following restrictions, if a graduate or postbaccalaureate student (excluding students with a second bachelor's degree objective) repeats courses for which a grade of "WU" (unofficial withdrawal) was received, only the most recently earned grade(s) and grade points shall be used in computing the grade point average; however, the original "WU" grade(s) will remain on the permanent record. This policy may be applied only to grades earned during the first semester in which "WU" grades are received. Repeated courses must be taken at Cal State Fullerton using the current grading system. Students who have successfully repeated a "WU"-graded course must notify the Admissions and Records office using the appropriate form if they wish adjustment to their grade point average.

EFFECTIVE DATE: September 27, 2004
Implementation Date: Spring 2005
Supersedes UPS 300.015 dated April 7, 1987
and ASD 04-91

Source: Academic Senate Executive Committee

ACADEMIC APPEALS POLICY (UPS 300.030)



A. APPEALS REGARDING ACADEMIC DISHONESTY

When a faculty member(s) has alleged that a student, individually or as part of a group, has performed an act of academic dishonesty and has penalized the student for the act, the student has a right to contest the allegations and/or the penalty. Because the university presumes that students act honestly, a charge of academic dishonesty will only be upheld if the faculty member provides a preponderance of the evidence to show that the student performed an act of academic dishonesty. Charges of academic dishonesty must be assessed on an individual basis.

Procedure:

1. The student shall make every effort to resolve the allegation by consulting the faculty member.
2. If the student believes the allegation has not been resolved by consultation, the student shall consult with the department chair, coordinator, or other appropriate administrator having immediate supervision of the faculty member. It is recommended that the department chair, coordinator, or other appropriate administrator maintain a written record of such consultation and/or its results. Failing here, the student shall consult with the dean of the college concerned.
3. If the student is not satisfied with the results of the consultation process, the student may appeal in writing to the Academic Appeals Board. The Coordinator of Academic Appeals receives all written appeals. The student's appeal shall state specifically the nature of the allegation and the remedy requested; describe the student's attempts to resolve the allegation informally; and contain any supporting documentation such as exams, papers, assignments and/or other corroborating documents.
4. The Coordinator shall within two calendar weeks provide the faculty member (or department chair, if necessary) with a copy of the appeal. The faculty member (or department chair, if necessary) shall within three calendar weeks during the regular semester (fall or spring) following the grade assignment provide the Academic Appeals Board with a written response to the student's allegations.
5. The Board shall consider the request, and if the majority believes that the request contains allegations requiring further investigation, the Board shall notify the student and faculty member(s) involved in writing.
6. The Board notice shall request that both parties submit such documents, as the parties believe to be relevant and answer any questions that the Board may ask.
7. After consideration of the documents submitted by the parties, the Board shall decide either to hold a hearing or to dismiss or uphold the appeal.
8. If the Board issues a notice of hearing, the notice shall state the time and place of the hearing.
 - (a) The hearing shall be closed to the public. Either party may be represented by a person from the university community. Neither the Academic Appeals Coordinator nor any member of the Academic Appeals Board may represent either party. According to Presidential Directive No. 9, the representative may not be a licensed or practicing attorney. If either party is being represented at the hearing, the party shall notify the Board in writing of the name and address of the representative at least ten calendar days prior to the hearing. Except for the party or parties, a representative of each party, the board members, and the Academic Appeals Coordinator, no one else shall be present at the hearing. Any exception to this restriction shall be at the discretion of the Academic Appeals Board. At its discretion the Board may hear each party separately unless either party requests a joint hearing. Three Board members must be present to conduct a hearing.
 - (b) At the hearing the Board shall receive all evidence and testimony of a type responsible parties are accustomed to relying upon in the normal course of university business.
9. During its deliberations (based on the written submissions, or after a hearing) the Board will determine whether a preponderance of the evidence establishes that the student performed an act of academic dishonesty. A majority (more than half) of those participating in the vote (those members casting a "yes" or "no" vote) is necessary to sustain an allegation of academic dishonesty. The decision of the Board is final. The Board shall notify both parties of its decision in writing, including the grounds for the Board action.
10. If the allegation of academic dishonesty is upheld, the penalty assessed by the faculty member shall become permanent. The Board shall notify the Associate Dean of Student Affairs, Judicial Affairs in writing.
11. If the Board does not find that academic dishonesty occurred,
 - (a) All the Board's case files shall be purged at the end of the following semester. The Board shall notify the Associate Dean of Student Affairs, Judicial Affairs in writing.

- (b) If the Board designates a specific grade change, the faculty member has ten working days to adopt the remedy as his/her own. If the faculty member refuses to do so, the Board Chair shall implement the change.
 - (c) If the Board recommends alternatives, the Department Chair shall appoint an ad hoc committee to select from the recommendations. The process shall be completed within 30 calendar days of the notification of the Board's decision.
 - (d) The ad hoc department committee shall have the authority to carry out those duties assigned to it by the Board. The ad hoc committee must provide the Board a written rationale explaining the basis for its decision. Such rationale shall become part of the record of the appeal.
12. If, in the opinion of the Board, cases are related, the Board may hear and decide cases consolidated by Board action. The Board shall notify all parties of the consolidation.

B. APPEALS REGARDING CAPRICIOUS OR ARBITRARY ASSIGNMENT OF A GRADE

Faculty members have the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades. In the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final.

A student who alleges capricious, arbitrary or prejudicial (collectively "arbitrary") treatment in the assignment of a course grade ("grade") has a right to contest that grade. Because the university presumes that the individuals who assigned the grade ("faculty member") were fair and objective in the assignment of that grade, a grade will be upheld unless the student presents a preponderance of the evidence that the faculty members acted arbitrarily. A faculty member's normal exercise of professional judgment will not support a charge of arbitrary treatment.

Procedure:

1. The student shall consult with the faculty member.
2. If the student is not satisfied with the result of the appeal to the faculty member, the student shall consult with the department chair, coordinator, or other appropriate administrator having immediate supervision of the faculty member. It is recommended that the department chair, coordinator, or other appropriate administrator maintain a written record of such consultation and/or its results. Failing here, the student shall consult with the dean of the college concerned.
3. If the faculty member is unable or refuses to participate, the department chair shall assume responsibility for initiating grade changes deemed to be justified. The department chair shall consult with an ad hoc faculty committee composed of current campus faculty with academic training comparable to the instructor of record and established by the department in fulfilling this responsibility. In addition, the department chair shall provide the ad hoc committee with certification of a "good faith" effort to consult with the faculty member named in the appeal whenever such consultation is possible and appropriate.
4. If student is not satisfied with the result of the consultation process, the student may appeal in writing to the Academic Appeals Board.
5. The Coordinator of Academic Appeals receives all written appeals. The student's appeal shall state specifically the nature of the allegation(s) and the remedy requested; describe the student's attempts to resolve the allegation informally; and contain any supporting documentation such as the class syllabus, exams, papers, assignments and/or other corroborating documents. The Coordinator shall within two calendar weeks provide the faculty member (or department chair if necessary) with a copy of the appeal. The faculty member (or department chair if necessary) shall within three calendar weeks during the regular semester (fall or spring) following the grade assignment provide the Academic Appeals Board with a written response to the student's allegations.
6. The Coordinator shall within one month of receiving a faculty member's response provide relevant written materials to all parties in the dispute and shall serve as an informal mediator. If the Coordinator cannot mediate the complaint to the satisfaction of the parties, the Board shall formally consider the complaint.
7. If the Board believes that sufficient evidence has been presented to merit further consideration, it shall so notify both parties. Both parties shall then submit any relevant documents and answer any questions the Board may ask. The Board shall then decide whether to dismiss or uphold the appeal or to proceed to a hearing. This decision shall be in writing to both parties and shall state the ground(s) for Board action.
8. If the Board issues a notice of hearing, the notice shall state the time and place of the hearing. The hearing shall be closed to the public. Either party may choose a representative from the university community. Neither the Academic Appeals Coordinator nor any member of the Academic Appeals Board may represent either party. According to Presidential Directive No. 9, the representative may not be a licensed or practicing attorney. If either party is being represented at the hearing, that party shall notify the Board in writing of the name and address of the representative at least ten calendar days prior to hearing. Except for the party or parties, a representative of each party, the board members, and the Academic Appeals Coordinator, no one else shall be present at the hearing. Any exception to this restriction shall be at the discretion of the Academic Appeals Board. At its discretion the Board may hear each party separately unless either party requests a joint hearing. Three Board members must be present to conduct a hearing.

9. The Board shall receive all evidence and testimony at the hearing of a type responsible parties are accustomed to relying upon in the normal course of university business.
10. During its deliberations after the hearing, the Board will determine whether a preponderance of the evidence establishes that the grade was assigned in an arbitrary manner. A majority (more than half) of those participating in the vote (those members casting a "yes" or "no" vote) is necessary to sustain an allegation of arbitrary treatment.
11. If the Board decides that the grade was not assigned in an arbitrary or capricious manner, then it shall so notify both parties in writing of its findings and the rationale.
12. If the Board decides that the grade was assigned in an arbitrary or capricious manner, then it shall so notify both parties in writing of its findings and the rationale. This notice shall contain a recommended remedy. If the Board designates a specific grade change, then the faculty member has ten working days to implement the change. If the faculty member refuses to do so, then the Board Chair shall implement the change. If the Board recommends alternatives, then the Department Chair shall appoint an ad hoc committee to select from the recommendations. The process shall be completed within 30 calendar days of receipt of the Board recommendations.
13. The ad hoc department committee shall have the authority to carry out those duties assigned to it by the Board. The ad hoc committee must provide a written rationale explaining the bases for its decision. Such rationale shall become part of the record of the appeal.
14. If allegations are raised that the above appeal procedures were not followed, then the Associate Dean of Student Affairs, Judicial Affairs will review the appeal to determine if the above procedures were followed and if any procedural error was material. Within three weeks, if it is determined that procedures were followed and/or that any procedural error was immaterial, then the decision of the Board will stand. If it is determined that a failure to follow procedures represented a material error, then the matter will be referred back to the Board with a written explanation of the error.

C. TIMING OF APPEALS PROCESS

The student shall initiate either appeals process by contacting the faculty member within 30 calendar days of the first day of classes of the regular semester (fall or spring) following the grade assignment. The written appeal shall be submitted within 60 calendar days of the first day of classes of the regular semester (fall or spring) following the grade assignment. The university will attempt to conclude each appeal within 180 calendar days from the date on which the student submitted the written appeal to the Coordinator of Academic Appeals. Appeals will only be heard during either the fall or spring semesters.

D. COORDINATOR OF ACADEMIC APPEALS

The Coordinator of Academic Appeals shall be chosen by the Vice President for Student Affairs. The Vice President for Academic Affairs and the Executive Committee of the Academic Senate shall have a consultative role in the making of that appointment. The duties of the coordinator shall include:

1. Maintaining a record of all academic appeals and each September providing to the President and the Academic Senate a written report listing the number of appeal cases heard and the disposition of each during the previous academic year;
2. Coordinating the Academic Appeals Board by convening the Board, providing them with the appropriate background information, scheduling all necessary meetings, hearings and witnesses;
3. Interpreting university policy to students concerning grading procedures and students' rights and responsibilities;
4. Interviewing students and faculty involved in appeals complaints and discussing the problems with department chairs and college deans as necessary, informally mediating the appeals where possible;
5. Ensuring the confidentiality of all subject matter and that the rights of all parties are protected;
6. Exhibiting neutrality in this process and being a facilitator rather than an advocate for either side; and
7. Making recommendations to the Academic Appeals Board and to the appropriate Academic Senate committee when changes in University policy appear to be necessary.

Effective Date: June 24, 2005

Supersedes UPS 300.030 dated December 4, 2002
and ASD 04-179

Source: Academic Standards Committee



STUDENT CONDUCT CODE JUDICIAL AFFAIRS

<http://www.fullerton.edu/INTEGRITY>

P.O. BOX 6830, TSU-235
FULLERTON, CALIFORNIA 92834-6830

TITLE 5

California Code of Regulations

41301. Standards for Student Conduct.

(a) Campus Community Values

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

(b) Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship, and, when necessary, impose appropriate consequences.

The following are the grounds upon which student discipline can be based:

- (1) Dishonesty, including:
 - (A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
 - (B) Furnishing false information to a University official, faculty member, or campus office.
 - (C) Forgery, alteration, or misuse of a University document, key, or identification instrument.
 - (D) Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.
- (2) Unauthorized entry into, presence in, use of, or misuse of University property.

- (3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- (4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
- (5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
- (6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
- (7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- (8) Hazing, or conspiracy to haze, as defined in Education Code Sections 32050 and 32051:

"Hazing" includes any method of initiation or pre-initiation into a student organization, or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term "hazing" does not include customary athletic events or other similar contests or competitions.

A group of students acting together may be considered a 'student organization' for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

- (9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
- (10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
- (11) Theft of property or services from the University community, or misappropriation of University resources.
- (12) Unauthorized destruction, or damage to University property or other property in the University community.
- (13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
- (14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
- (15) Misuse of computer facilities or resources, including:
 - (A) Unauthorized entry into a file, for any purpose.
 - (B) Unauthorized transfer of a file.
 - (C) Use of another's identification or password.
 - (D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
 - (E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - (F) Use of computing facilities and resources to interfere with normal University operations.
 - (G) Use of computing facilities and resources in violation of copyright laws.
 - (H) Violation of a campus computer use policy.
- (16) Violation of any published University policy, rule, regulation or presidential order.
- (17) Failure to comply with directions of, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
- (18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.

- (19) Violation of the Student Conduct Procedures, including:
 - (A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - (B) Disruption or interference with the orderly progress of a student discipline proceeding.
 - (C) Initiation of a student discipline proceeding in bad faith.
 - (D) Attempting to discourage another from participating in the student discipline matter.
 - (E) Attempting to influence the impartiality of any participant in a student discipline matter.
 - (F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - (G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.
- (20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

(d) Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

Note: Authority cited: Sections 66017, 66452, 66600, 69810, 89030 and 89035, Education Code. Reference: Sections 66450, 69813 et seq. and 89030, Education Code.

Effective 01/23/2008

INDEX

I. Academic Dishonesty

- Academic Dishonesty Violations and Definitions
 - Documentary Falsification 1
 - Exam Behavior 1
 - Plagiarism 1
 - Unauthorized Collaboration 1
- Confronting Academic Dishonesty
 - Examinations 3-4
 - Out-of-class Assignments 4
 - Research Papers 4
 - Graduate Students 4
- Consultation with Judicial Affairs 6
- Discipline Process 7
- Examinations
 - Prevention of Dishonesty in Examinations 2-3
 - Confronting Dishonesty in Examinations 3-4
- Expectations of Faculty 5
- Expectations of Students 5
- Graduate Students 4
- Out-of-Class Assignments
 - Prevention of unauthorized Collaboration 3
 - Confronting Dishonesty in out-of class assignments 4
- Policies
 - CSUF Policies 6
- Prevention Strategies
 - Class Syllabus 1
 - Documentary Falsification 3
 - Examinations 2-3
 - Initial Class Meeting 1
 - Instruction/Class Environment 1-2
 - Protection of Personal Work 3
 - Unauthorized Collaboration 3
 - Written Assignments 2
- Reporting Academic Integrity Violations 4-5
- Student Discipline Record 6
- Written Assignments
 - Prevention of Dishonesty in Writing Assignments 2
 - Review of Research Papers for Plagiarism 4

II. Disruptive Classroom Behavior

- Consultation with Judicial Affairs 11
- Disciplinary Process 12
- Disruptive Behavior Outside the Classroom 10-11
- Disruptive Classroom Behavior
 - Examples and Definitions 8
- Meeting with Disruptive Student 9
- Reporting Complaint to Judicial Affairs 9-10
- Resources 11
- Strategies for Handling Disruptive Behavior 8
- Strategies for Responding to Disruptive Behavior 8-9
- Telephone Numbers 11

III. University Policies

- Academic Appeals Policy
 - UPS 300.030 15-17
- Academic Dishonesty Policy
 - UPS 300.021 13-14
- Repetition of Courses Policy
 - UPS 300.015 14
- Title 5, Section 41301 of the California Code of Regulations 18-19

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