

REFERENCE FOR FACULTY

ACADEMIC INTEGRITY & DISRUPTIVE BEHAVIOR

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Note: This reference guide is not the official statement on University policies and procedures regarding academic dishonesty. Please refer to the relevant university policies listed on page 6.

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. 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, 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.

Written Assignments: Explain to students what constitutes plagiarism. Provide examples of citation you expect in written assignments. A useful handout “*Guide to Avoiding Plagiarism*” is available through the Dean of Students Office, Judicial Affairs, TSU 235, (714) 278-3211.

Students are often tempted to misuse electronic sources (e.g., academic papers are readily available on the Web for acquisition or purchase). 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.

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.

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 regrading.

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.

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.

STRATEGIES FOR CONFRONTING ACADEMIC DISHONESTY

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 (e.g., Lycos, Magellan, Infoseek, Yahoo).

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.

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.

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 take whatever action he or she deems appropriate.

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 V, Section 41301 of the California Code of Regulations and Executive Order 628.
9. The student may accept voluntary resolution of the complaint by the Coordinator of University Student Discipline who is the Associate Dean, Dean of Students Office, 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 Coordinator of University Student Discipline 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.

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.

Faculty Member Suspects Academic Dishonesty

Probation and suspension are noted on the student's academic

Faculty Member Confers With Student
 The faculty member may decide no violation occurred
 Or
 The faculty member may determine a violation occurred and will assess an appropriate grade sanction

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.

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

Voluntary Administrative Review

repository
 A second integrity student usually results in suspension from the university.

Hearing

for such reports. academic violation by a

The Discipline Process: Academic Dishonesty

Student may appeal grade to Academic Appeals

Record kept in the Dean of Students Office

Report to Judicial Affairs

Report to Judicial Affairs

Report to Department Chairperson

Final Decision by President

**CALIFORNIA STATE
UNIVERSITY POLICIES (selected):**

1. California State University Student Disciplinary Procedures, Executive Order 628, 1994
2. California Code of Regulations, Title V, Article 2: Student Discipline, 41301. Expulsion, Suspension, and Probation of Students, 1982
3. Academic Dishonesty, University Policy Statement, UPS 300.021, 1988
4. Academic Appeals Policy, University Policy Statement, UPS 300.030, 1997

CONSULTATION:

Sandra Rhoten, Associate Dean, Dean of Students Office, Judicial Affairs (TSU 235, 278-3211) is the Coordinator of University Student Discipline. She is available to answer any questions and to assist in determining possible courses of action.

**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 merely 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 persistently or grossly 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 (Ext. 2515) 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 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 Coordinator of University Student Discipline, including warning, probation, suspension,

6. expulsion, and/or other educational sanctions.
A formal hearing of the allegation may occur before a Hearing Officer appointed by the President, with the Coordinator of University Student Discipline 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 5).

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) 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 merely 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, 714 278-3211) is the Coordinator of University Student Discipline. She is available to answer any questions or requests concerning student behavioral issues.

IMPORTANT TELEPHONE NUMBERS

Office for Student Conduct,
Judicial Affairs 278-3211

University Police
Emergency 911
Non-emergency 278-2515

Counseling and
Psychological Services
278-3040