

**UCSD INSTRUCTOR'S GUIDE FOR PREVENTING AND PROCESSING INCIDENTS
OF ACADEMIC DISHONESTY
(Fall, 2006)
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PREAMBLE

Academic dishonesty is unacceptable conduct which seriously undermines the integrity of scholarship and erodes the value of honest effort. Confronting this problem is an unpleasant but important responsibility that requires prompt and decisive action by Instructors and designated University officials. This document is intended as a practical guide for Instructors. It defines types of academic misconduct, explains the responsibilities of students, faculty and administrators in implementing the UCSD Policy on Integrity of Scholarship, and describes the steps that should be followed by Instructors when they suspect a student of dishonest behavior. It also provides some suggestions for reducing the opportunity for academic misconduct. Copies of the current version of the *UCSD Policy on Integrity of Scholarship*, also commonly referred to as the Academic Dishonesty Policy, may be found on the Academic Senate webpage:

<http://www-senate.ucsd.edu/AcademicIntegrity/AcademicIntegrity.htm>

The text of the Academic Dishonesty Policy in the 2006-2007 UCSD General Catalogue is not yet updated with recently approved changes. Questions regarding any aspect of the academic dishonesty policy and procedures or about a specific incident of academic dishonesty should be directed to the Academic Integrity Coordinator (AIC) at 534-2715 or aic@ucsd.edu.

This Guide is provided as a reference for Instructors and teaching assistants. It is based upon an earlier version and was updated September 2006. Grateful acknowledgment is given to members of the Integrity Task Force in the development of this Guide; members included Committee on Educational Policy Chairs Maria Charles, Kim Griest, and Charles Curtis, Provost Ann Craig, Dean of Student Affairs Patty Mahaffey, Assistant Vice Chancellor of Student Affairs Ed Spriggs, Special Assistant to the Vice Chancellor of Student Affairs Cynthia Davalos, Academic Records Coordinator Candace Garner and Academic Senate staff, Mary Woolridge.

ACADEMIC MISCONDUCT DEFINED

Academic misconduct encompasses any conduct engaged in by any student that violates the UCSD Policy on Integrity of Scholarship. That policy states in part:

“Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld.”

Academic misconduct includes but is not limited to:

1. **Cheating**, such as using “crib notes” or copying answers from another student during an exam, modifying a graded exam and returning it for a new grade, or submitting the same paper or assignment for two or more different courses unless authorized by the Instructors concerned.
2. **Plagiarism**, such as using the writings or ideas of another person, either in whole or in part, without proper attribution to the author of the source.
3. **Collusion**, such as engaging in unauthorized collaboration on homework assignments or take-home exams, completing for another student any part of an assignment or exam, or procuring, providing or accepting unauthorized materials that contain questions or answers to an exam or assignment to be given at a subsequent time.

RESPONSIBILITIES OF STUDENTS, INSTRUCTORS, AND ADMINISTRATORS

Student's Responsibility

Students are expected to complete the course in compliance with the Instructor's standards. The standard of academic conduct for UCSD students requires that students not engage in any conduct that involves an attempt to receive a grade by means other than their own honest effort. Students are expected to complete their own work, without unauthorized aid of any kind. Students are expected to refrain from cheating, plagiarism and collusion. Students are also expected to notify their instructor or appropriate administrative officials, such as their college Dean, about any incident of dishonesty they observe.

Instructional Assistant's Responsibility

Students acting as instructional assistants (IAs), such as TAs, tutors, readers, etc., have a special relationship to the Instructor and the students in the course. IAs are apprentice Instructors who have access to and responsibility for sensitive course materials such as exam questions and answers. They are also asked to help evaluate class assignments and grade term papers and exams. Thus, it is essential that IAs conduct themselves in a manner that ensures they will not compromise their role and that they be especially careful not to make any unauthorized material related to tests, exams, homework, etc., available to any student. Instructional Assistants are responsible for reporting to the Instructor any suspected or observed academic misconduct in class, exams, or assignments.

Instructor's Responsibility

The responsibility for enforcing academic honesty necessarily rests with the Instructor. This guide has been developed to assist in this effort and to facilitate the application of the policy, without undue burden on Instructors. Instructors should exercise care in planning and supervising course assignments and exams to reinforce the expectation of honest effort from students. All Instructors are expected to take the following steps:

1. **Describe, in writing** (e.g., in the syllabus, information sheets, or website), the objectives and requirements of each course at the beginning of the term, clearly informing students as to what kinds of aid and collaboration, if any, will be permitted in class or on graded assignments. This is particularly important for any course with term papers, take-home exams, or other projects completed outside of the classroom. Since Instructors and courses vary greatly in the extent to which they allow collaboration, each Instructor should set the limits of acceptable collaboration by clearly describing the type and extent of assistance that students may provide each other on assignments. Taking care to provide clear written direction at the beginning of the course will not only help students to complete the work as expected, but will also assist greatly in the presentation of the Instructor's case in the event of an incident of academic dishonesty.
2. **Take every precaution** to minimize opportunities for academic misconduct. (See the last section of this Guide on "Tips For Preventing Incidents of Academic Dishonesty".)

3. **Promptly confront any student(s)** suspected of academic dishonesty in a manner that respects the student's privacy and the right to due process. This will usually involve meeting with the student to discuss the charges, the evidence, and proposed academic consequences. (See the section of this Guide entitled "Initial Steps" on the handling of cases of academic dishonesty and strategies for confronting students.)
4. **Careful attention to the collection of evidence at this early stage** can greatly simplify and expedite subsequent stages. If the facts surrounding the incident are not clear, or if evidence cannot be clearly documented, the Instructor should consult members of the Faculty Advisory Panel for Academic Integrity (FAPAI) about how to gather such evidence in the most effective manner possible. Contact information for the FAPAI can be found on the Academic Senate webpage:

<http://www-senate.ucsd.edu/AcademicIntegrity/AcademicIntegrity.htm>
5. **Notify the Academic Integrity Coordinator (AIC) (534-2715 or aic@ucsd.edu)** of the alleged misconduct. It is imperative that all cases of academic dishonesty be reported to the AIC. One reason for this is so that repeat offenders can be identified and to ensure proper documentation and follow-up in every case. If an Instructor wishes to withdraw a charge of academic dishonesty, the Instructor must contact the AIC or Dean of Student Affairs to do so. It is the sole authority of an Instructor to withdraw (or initiate) a charge of academic dishonesty. Additionally, Instructors should be aware that a student charged with academic dishonesty **cannot drop the course** in which he or she is alleged to have committed academic dishonesty until the case is resolved.
6. **Determine the grade** for the student in light of the alleged academic misconduct. Students are *not* allowed to drop any course in which they have been charged with academic dishonesty; they must continue in the course until the case is resolved. Assignment of the student's grade must await notification from the AIC that the case has been resolved. If the case goes to formal hearing and the Hearing Board finds the evidence insufficient to sustain the charge of academic dishonesty, the administrative authority and the Instructor must dismiss the case without further action against the student, who is permitted to either complete the course without prejudice or withdraw from the course.

If the course concludes before the charge is resolved, the Instructor will assign an "IP" as the student's grade on the course grade sheet and will indicate in the memorandum column that this "IP" is for a "Pending Charge of Academic Dishonesty". The student's transcript will show "IP" for the course until the charge is resolved. When the case is resolved, the Instructor will be notified by the AIC to obtain an official "**Grade Change Form**" from his or her department and submit it to Academic Records **within one week**, with the final grade for the student, which will replace the "IP". (The Department Chair must also sign **Grade Change Form**.)

The Policy in (1) of the *Responsibility for Disposition of Cases of Academic Dishonesty* section states, “The instructor shall determine the student’s grade on the assignment and in the course as a whole. Any breach of academic honesty may be considered grounds for failure in the course, although less serious consequences may be incurred in less serious circumstances.”

Role of the Faculty Advisory Panel for Academic Integrity (FAPAI)

A Faculty Advisory Panel for Academic Integrity, appointed by the Academic Senate Committee on Committees, will be available in an advisory capacity for any instructor who is facing an incident of academic dishonesty. Faculty instructors can view the Academic Senate webpage (<http://www-senate.ucsd.edu/AcademicIntegrity/AcademicIntegrity.htm>) to get contact information for this panel of faculty advisors.

Role of the Academic Integrity Coordinator (AIC)

The Academic Integrity Coordinator (AIC) reports directly to the Vice-Chancellor, Students Affairs (VCSA). The AIC serves as a resource for both Instructors and Deans of Student Affairs in connection with incidents of academic misconduct, providing assistance in processing complaints and clarification of the procedures. The AIC also provides logistical and administrative support for hearings conducted before the Academic Dishonesty Hearing Board.

The AIC is the initial contact for an instructor who wishes to report a case of alleged academic dishonesty. Additionally, the AIC is the central point of reporting and tracking of all cases of academic dishonesty.

The AIC is responsible for taking the following steps:

1. Take the Instructor’s initial report of alleged academic dishonesty and start a case file. Confirm the identity of the instructor, the suspected student, and the course in which the alleged academic misconduct occurred. Confirm through ISIS the college or graduate program with which the student is affiliated.
2. Immediately notify the appropriate Dean and Academic Records of the allegation of academic misconduct and forward to the Dean any related materials. Students charged with alleged academic dishonesty must remain enrolled and continue in the course until the incident is resolved. Academic Records will administratively re-enroll any student charged with academic dishonesty who drops the course before the incident is resolved.
3. Send letter informing the Instructor that the case has been forwarded to the appropriate Dean. The letter includes information explaining the ensuing process (e.g., if the case goes to formal hearing, provides information regarding the hearing procedures).
4. If the case goes to a formal hearing, schedule the hearing and, at least ten (10) business days prior to the hearing, notify all parties (e.g., student, instructor, hearing board members) of the date, time and location of the hearing.

5. If a student denies a charge and requests a formal hearing, the AIC “shall be available to advise the Instructor of the procedures and options for presentation of the case and, if the Instructor so chooses, to present the case to the Hearing Board.”
6. Be the central recording office for all information regarding cases of academic dishonesty (e.g., initial report, meetings with the instructor and/or student, hearing date, academic and administrative resolutions).
7. Send a notification of the final disposition of the case to the Instructor with a copy to the chairperson/director of the department/program including a process evaluation questionnaire to be completed by the instructor and returned to CEP.
8. Notify Academic Records regarding the status of every case from initiation to final disposition.
9. Prepare quarterly status reports on new, pending, and resolved academic dishonesty cases for CEP.

Dean's Responsibility

The “Dean” involved in the processing of incidents of academic dishonesty is the Dean of Student Affairs of the student's college, professional school or graduate program at UCSD. The Dean has general responsibility for implementing/enforcing student standards of conduct. The Dean is also responsible for ensuring that an accused student's right to due process is not compromised. The Dean reports to the college Provost or the academic Dean of the professional school or graduate program. The Dean also maintains a working relationship with the VCSA. The Dean and the Instructor are jointly responsible for processing incidents of alleged academic dishonesty.

The Dean is responsible for the following steps:

1. **Immediately contact the instructor** of the course upon being notified by the AIC of alleged academic dishonesty to discuss the appropriate disposition of the matter.
2. **Gather from the instructor and student as much information as possible** relating to the incident.
3. **Schedule a meeting with the student and/or the Instructor** to discuss the incident of alleged academic misconduct, or upon the Instructor's request, to attempt to resolve the matter and to inform the student of the administrative penalty which the Council of Deans intends to impose. The Dean should advise the student that they should continue attending class while awaiting the outcome of the charge; students are not permitted to drop the course until the case is resolved. Per the Academic Dishonesty Policy, if the student fails to respond to the Dean's written notification of alleged academic dishonesty and does not meet

with the Dean within ten (10) business days the student is presumed to have taken Decision I – to accept the charge of academic dishonesty.

4. **Refer the case to the Academic Integrity Coordinator**, who will schedule the case to be heard by the Academic Dishonesty Hearing Board, upon the written request for a formal hearing from the student within ten (10) business days of being notified of the charges by the Dean.
5. **Impose the appropriate administrative penalty, approved by the Council of Deans**, on a student who has admitted guilt or who has been found guilty by the Hearing Board.
6. **Report approved administrative penalty to the student with copies to the Instructor and the AIC and maintain a record of the incident.**

SUMMARY OF PROCEDURES FOR HANDLING AN INCIDENT OF ACADEMIC DISHONESTY

Initial Steps

The credibility of the grading process and the integrity of scholarship at UCSD are primarily dependent on the willingness of the Instructor to insist that students uphold the standards of honesty in completing their course work. It is very important that the Instructor take quick, clear, and decisive action whenever there is reason to suspect a student of academic dishonesty.

If uncertain about how to proceed or whether an incident meets the definition of academic misconduct, Instructors are encouraged to consult with the Faculty Advisory Panel on Academic Integrity (FAPAI) or the AIC (534-2715 or aic@ucsd.edu). Contact information for both is available at:

(<http://www-senate.ucsd.edu/AcademicIntegrity/AcademicIntegrity.htm>)

When confronted with a possible incident of academic dishonesty, the Instructor should take the following steps:

1. Confirm the identity of the suspected student.
2. If the suspected academic dishonesty is taking place during an exam, do not stop the student from completing the exam. Instead, discreetly interrupt the misconduct and identify those involved by recording their names.
3. Gather as much information as possible relating to the incident. If the facts surrounding the incident are not clear, or if evidence cannot be clearly documented, the Instructor should consult members of the Faculty Advisory Panel for Academic Integrity (FAPAI) about how to gather such evidence in the most effective and unbiased manner possible. Careful attention to the method of collecting evidence at this early stage can greatly simplify and expedite subsequent stages.
4. Report the incident to the AIC (534-2715 or aic@ucsd.edu) for processing in accordance with the UCSD Policy on Integrity of Scholarship. The Instructor must be ready to provide the following information in writing (by letter or email) for initiation of the case:
 - a) Student Name
 - b) Student PID
 - c) Course Name & Number in which the incident took place
 - d) Quarter in which the incident took place
 - e) Date of the incident
 - f) Description of the incident (as detailed as possible)
5. Depending on the nature of the evidence and the progress of the case, the Instructor must choose one of the following three options:

- a. Meet with the student to discuss the charges, the evidence, and possible academic consequences. This option is recommended for cases in which the evidence can be clearly documented, e.g., plagiarism, identical answers submitted by two students. Care should be taken to afford the student an opportunity to explain the circumstances of the incident without depriving the student of the right to due process or compromising the evidence/information relating to the alleged misconduct. If after meeting with the student, the Instructor concludes that the student did not cheat, the Instructor can notify the AIC that he or she is dropping the charges. If on the other hand, the Instructor decides not to drop the charges after meeting with the student, the student will then have to meet with the Dean. In any case, the Instructor *must* report the outcome of this meeting to the AIC.
 - b. Wait to be contacted by the appropriate Dean regarding the case. The Instructor can choose, at that time, to meet with the student and Dean together to discuss the incident and to determine the action that should be taken to resolve the matter. This option is recommended for cases in which the evidence is more circumstantial, where a witness to the student's initial reaction and statements may be critical, or where the Instructor feels uncomfortable confronting the student alone.
 - c. Not meet directly with the student. Refer the matter to the AIC (aic@ucsd.edu or 534-2715) for processing in accordance with UCSD Policy on Integrity of Scholarship. This option is recommended if the Instructor prefers not to confront the student directly. Note, however, that students may be less likely to admit guilt when the Instructor is not willing to meet with the student.
6. Depending on the response of the student during the meeting with the Dean, one of the following courses of action will follow:
- a. If the student denies guilt and the Instructor is convinced that the student is innocent of the charges, the Instructor should notify the Dean or the AIC that he or she is withdrawing the charge of academic dishonesty, and issue a grade that reflects the student's work.
 - b. If the student denies guilt but the Instructor still believes the student is guilty, the Instructor should contact the Dean to report his or her intent to pursue the charge. The Instructor may ask for assistance in the preparation and presentation of the case against the student. The Dean may not drop the charge if the Instructor wishes to proceed. An accused student who wishes to contest the charge must then submit a formal request for a hearing to the Dean. A student who does not request a hearing is presumed to have acknowledged guilt and accepted the proposed academic and administrative consequences.
 - c. If the student admits guilt, or is found guilty by hearing, or fails to respond and meet with the Dean within 10 business days from the date of

notification by the Dean, or to request a hearing within 10 business days from the date of notification by the Dean, two separate actions will follow:

- (1) the Instructor may assign the course grade in cognizance of the academic dishonesty and,
 - (2) the Council of Deans will impose the administrative penalty commensurate with the offense.
7. If the academic quarter ends before an academic dishonesty incident is resolved, the Instructor must assign an "IP" on the course grade sheet for the student's grade and indicate "**Pending Charge of Academic Dishonesty**" in the memorandum column. Once the case is resolved, and upon notification from the AIC, the Instructor must submit the assigned to Academic Records using an official Change of Grade Form.

Formal Hearings

Most cases of alleged academic misconduct are resolved during the discussion phase. A formal hearing ensues only when the student denies guilt and submits a written request for a hearing to the appropriate Dean. The steps involved in the processing of a hearing are as follows:

1. Upon receipt of a written request from the accused student, a case of academic dishonesty is referred by the Dean to the AIC to schedule the case for presentation to the Academic Dishonesty Hearing Board. The Hearing Board is a committee comprised of three faculty members, two students, and a college dean (other than from the college of the accused student) who serves as the presiding officer.
2. The AIC will schedule the date, time, and place of the hearing. The AIC will contact the Instructor via letter, which will state the date, time and location of the hearing, explain the hearing procedure, and offer the Instructor options for assistance.
3. Both the student and the Instructor have several options for representation at the hearing. Usually, both parties present their own cases to the Hearing Board. Students frequently prepare their case with the advice of a legal counsel provided through Student Legal Services. Occasionally students will ask a student advocate to present their case. Instructors are encouraged to present their own case to the Hearing Board with the advice and assistance of the AIC and/or the Faculty Advisory Panel for Academic Integrity (FAPAI). The instructor should contact the AIC, Dean of Student Affairs, and/or a member of the FAPAI prior to the hearing if he or she has any questions about the hearing procedures or the suitability of the evidence. If the Instructor does not wish to present the case, the AIC will represent the University in the matter. The Instructor will then participate in the hearing as a witness.
4. The Hearing Board serves as an impartial hearing body and is responsible for determining whether the charges are supported by a preponderance of the

evidence presented at the hearing. The procedural format and the type of evidence allowed are less formal than for a criminal or civil trial. After the hearing is completed, the findings of the Hearing Board and explanations, if any, are forwarded by the Hearing Board's presiding officer to the Dean, with copies to the Instructor, student, AIC, and Chair of the academic department in which the incident occurred.

5. If the findings are in favor of the student, the entire matter must be dropped without any adverse consequences to the student's grade or student status. The student is permitted to complete the course without prejudice or to withdraw from the course. If the student was found guilty of the charge, the Instructor will determine the appropriate grade in accordance with the policies of the Academic Senate, and the Dean will impose the applicable administrative penalty.

Appeals and Request for Reduction of Penalties/Academic Action

1. A student who disagrees with the guilty finding of the Academic Dishonesty Hearing Board may submit a written appeal within five (5) business days from the date of the formal notification of the decision of the Hearing Board. An appeal is possible only if the standards of procedural fairness were violated or if the student has new and substantial evidence that was not previously available.
2. If the appeal is granted, the matter is referred back to the Hearing Board for a new hearing. If the appeal is denied, the Hearing Board judgment becomes final.
3. A student may also ask for a reduction of the administrative penalty or the academic action or both. Requests for reduction of the administrative penalty are decided upon by the Provost. Requests for modification of the academic action must be submitted to the CEP Subcommittee on Grade Appeals. Before taking such action, students are strongly advised to review San Diego Regulation 502-Grade Appeals:

(<http://www-senate.ucsd.edu/manual/Regulations/PartI/502.htm>)

GUIDELINES FOR ADMINISTRATIVE PENALTIES AND ACADEMIC CONSEQUENCES

Responsibility for adjudicating a confirmed incident of academic dishonesty is jointly held by the Instructor and the Dean. The Instructor is responsible for determining the grade, subject to the policies and regulations of the Academic Senate. The Academic Dishonesty Policy states that an instructor is to determine a student's grade on the assignment and for the course as a whole, however, *any breach of academic honesty may be considered grounds for failure in the course*. Less serious consequences may be incurred in less serious circumstances, though it is within the Instructor's authority to fail any student guilty of academic dishonesty. The Council of Deans is responsible for imposing the administrative penalty.

Examples of Academic Action Taken by the Instructor

1. If the offense occurred on work that is not essential to passing the course or is judged to be less serious by the instructor, zero credit might be assigned to the work in question, which would then be averaged with other scores to determine the overall course grade.
2. If the offense occurred on a major assignment or exam, the Instructor may fail the student on that exam or assignment. The student may be given a failing grade in the course if the exam or assignment was a requirement for the satisfactory completion of the course.

Guidelines for Administrative Penalties Imposed by the Council of Deans

The Council of Deans will impose the standard administrative penalties as defined in the Recommended Outcomes for Academic Dishonesty grid unless circumstances call for a lower or higher penalty. If the standard penalties are not assessed, the Council of Deans will detail the mitigating circumstances justifying the assessment of non-standard administrative penalties. CEP will request an annual reporting of administrative penalties assessed.

1. Limited Scope & Opportunistic Dishonesty *First Offense*: The standard penalty for a limited-scope first offense of simple academic dishonesty is the imposition of probation through graduation and an Ethics Workshop or reflective paper; **the minimum penalty with mitigating circumstances is one year of probation and an Ethics Workshop or reflective paper**. In addition, the Dean may require the student to meet with the Dean or other official one or more times per quarter. Examples of simple academic dishonesty are:
 - a. Limited copying from another student during a quiz or exam.
 - b. Plagiarism: limited use of source material without proper reference notation.
 - c. Limited unauthorized collaboration with another student, as on a computer assignment.

2. Extensive Scope Dishonesty *First Offense*: The standard penalties for a first offense of complex extensive-scope academic dishonesty are suspension for one academic quarter, probation until graduation upon reinstatement, and completion of an Ethics Workshop; **the minimum penalty with mitigating circumstances is probation until graduation, completion of an Ethics Workshop, a reflective paper and/or compulsory service.** A student who is reinstated following suspension will normally be placed on probation for the remainder of the student's undergraduate career. Examples of complex academic dishonesty are:
 - a. Extensive copying from another student during a quiz or exam.
 - b. Using unauthorized notes or other aids during an exam (e.g., using crib notes).
 - c. Plagiarism: extensive use of source material without proper reference notation.
 - d. Extensive unauthorized collaboration with another student, as on a computer assignment.

3. Extensive Scope, Premeditated and Deliberate Academic Dishonesty *First Offense*: The standard penalties for premeditated or deliberate or outrageous academic dishonesty are suspension for one academic year or a longer period of time as deemed appropriate by the Dean and, upon reinstatement, probation through graduation and completion of an Ethics Workshop; **the minimum penalty with mitigating circumstances is suspension for one academic quarter and, upon reinstatement, probation through graduation and the completion of an Ethics Workshop.** Examples of premeditated or deliberate misconduct are:
 - a. Using unauthorized notes or other aids during an exam **outside the exam room (e.g., hiding text book** in restroom or text-messaging to obtain answers).
 - b. Changing answers or grades on an exam, and re-submitting.
 - c. Sending another individual to take an exam for oneself.
 - d. Taking an exam for another student.
 - e. Obtaining/using an unauthorized advance copy of a quiz, exam, or answers.
 - f. Removing another student's name from an assignment or exam, and replacing it with one's own name.
 - g. Altering grades in Faculty or TA records.

4. Any Second or Subsequent Offense: Repeat offenses of academic dishonesty are subject to a standard penalty of dismissal from UCSD; the minimum penalty with mitigating circumstances is suspension for one academic year and, upon reinstatement, probation through graduation and completion of an Ethics Workshop. The transcript of a student who is dismissed for academic dishonesty shall bear the entry 'Disciplinary Dismissal - May not reenter without permission of Chancellor.

TIPS FOR PREVENTING INCIDENTS OF ACADEMIC MISCONDUCT

The responsibility for maintaining the highest possible standards of academic honesty is shared by the entire campus community, but Instructors are key in the continuing effort to uphold these standards. That effort requires a high level of awareness of the classroom environment and clear communication of the Instructor's expectations of acceptable student conduct relating to course work. The old adage, "an ounce of prevention is worth a pound of cure", sums up the approach that works best to preserve academic honesty. The suggestions listed below are offered as preventative strategies to discourage dishonesty. If followed, they can save the Instructor from much aggravation.

Statement of academic integrity

At the beginning of the course, the Instructor should remind students both orally and in writing (e.g., syllabus) of the UCSD Policy on Integrity of Scholarship. The statement may say:

Academic Integrity: Students are expected to do their own work, as outlined in the UCSD Policy on Integrity of Scholarship:

(<http://www-senate.ucsd.edu/manual/Appendices/app2.htm>)

Cheating will not be tolerated, and any student who engages in forbidden conduct will be subjected to the disciplinary process. Cheaters will receive a failing grade on the assignment or the exam and/or in the entire course. They may also be suspended from UCSD."

If the course requires out-of-class assignments such as homework, term papers, projects or take-home exams, the Instructor should specify exactly what types of aid and collaboration are permitted. Clear written directions will not only help students to complete the work as expected, but will also assist greatly in the presentation of the Instructor's case in the event of an incident of academic dishonesty.

Instructors can also develop an academic integrity statement for each assignment or exam that students are expected to write and sign. For example, "I have pledged that I have neither given nor received unauthorized aid of any kind in completing this assignment/exam." Use of such a statement serves as a constant reminder of the standard for academic conduct at UCSD.

Possible strategies for discouraging plagiarism

1. **Provide a clear definition of plagiarism** and announce that students are expected to follow standard principles of citation and attribution.
2. **Explain the reasons why proper citation and attribution are important.**
3. **Ask for rough drafts of the assignment** to be turned in with the final copies.
4. If in doubt, **request that a student give an oral presentation** of the paper in question. Someone who has copied it or is turning in someone else's work is

rarely able to give a reasonable presentation.

5. Warn students that **assignments may be processed through programs** that detect plagiarism (e.g., turnitin.com).

Suggested preparations for in-class exams

1. **Reserve an extra or larger room** for the exam so that seating distance between students can be maximized. In-class exams for large lower division courses are particularly prone to academic dishonesty. Advance planning can greatly reduce the risks. Mandeville Auditorium is often available for large classes. Some faculty prefer to give midterms at night, when larger rooms are easier to schedule and are available for more than 50 minutes. These must be scheduled and announced in the syllabus at the beginning of the quarter, and accommodation should be made for those few students who cannot attend such a night exam.
2. **Hire additional monitors to proctor exams.** Students can be hired to help the Instructor and TA's monitor exams. Optimum is one monitor for each exit. Monitors can answer questions, assist in maintaining academic integrity, and discourage, detect, and report academic misconduct.
3. **Prepare two or three different versions of the exam** with questions in different orders or with different colored paper or with different questions (of the same difficulty). Multiple choice responses can also be offered in different orders.
4. **Avoid the use of "old" exams** in the current course by regularly modifying the format and content of questions in courses that are repeated.
5. **Provide your TAs and readers with clear instructions** for grading. Graders should draw a line under the end of each answer, or put a circle or box around the answer, or draw an X or a correction over a wrong answer, or mark a blank answer in a distinctive way. Such marks are aimed to discourage students from modifying their graded exam. If graders change the score on an answer while grading, they should initial the change. For classes with many TAs, each TA should grade a consistent subset of the exams (e.g., all answers for certain questions, or the entire exam for the students in their sections) so that re-grade requests or questionable marks can be referred to that TA.

Possible precautions during the exam

1. At the beginning of the exam, **provide oral and written instructions** concerning the materials allowed or not allowed to be used during the exam. For example:

"You have two hours to work on this exam. The test is closed-book and you are to do your own work. You may use a calculator. Write your name in ink on all pages of the exam. For answers requiring text, write clearly and simply and justify any claims you make. For mathematical problems, show all work to receive full credit."

2. Forcefully remind students of the UCSD Policy on Integrity of Scholarship and warn them that penalties for academic misconduct are severe.
3. **Have students put books, notes, backpacks, cell phones, and other items not permitted during the exam either under their chairs or in the front of the room.**
4. Ask students to write their **names in ink** on all pages of the exam.
5. **Distribute blank paper with exams** so students can use it for scratch and to hide completed work.
6. If using **blue books**, collect them before the exam begins, stamp them, and then randomly redistribute them.
7. Ask students to **write on their exam their row number and the names of students seated to their left and right.**
8. **Check the restrooms** for possible hidden course material.
9. **Insist that exams be written with non-erasable pen** if students are allowed to submit exams for re-grading. After the exams have been turned in and graded, photocopy exams to detect changes in the event of a re-grade request. At a minimum, photocopy exams of those students who have previously requested re-grades.
10. **Immediately collect all exam papers** and reschedule the exam if an emergency arises which requires the evacuation of all persons from the room.

Possible strategies to prevent substitute test takers (ringers)

1. Announce in advance that a **picture ID will be required to take the exam**, and admit only students who produce a picture ID.
2. **Seat students in groups according to the assigned TA** and have the TA verify the identity of any student that the TA does not recognize.
3. **Assign seats by alphabetical order for each exam.**
4. **Require students to sign the exam**, and check it against a pre-collected sample signature – either on a random basis or if suspicious circumstances arise.
5. **Bring photos of enrolled students to the exam.** Portraits of all your students are available on: <http://blink.ucsd.edu>. A password is required, which you can request from the ACT Help Desk: 858-534-1853.

Suggested strategies to prevent students from leaving the room with a copy of the exam

1. Number all exams, and **pass out only one copy per student**. Count the number of students to verify that it matches the number of exams passed out.
2. Instruct students at the beginning of the exam that when they are finished, they are to **pick up their belongings and turn in their exam at the door on their way out of the room**.
3. **Mark all graded exams in a manner that is difficult for students to copy**, e.g., a stamp, a random number associated with each student's name, or invisible pen mark.

Strategies for confronting possible cheaters during the exam

1. If a student is using notes or has notes visible, immediately and discreetly confiscate the notes or ask the student to put them away. These materials may be important in proving the charges, if a student denies cheating.
2. If students are talking, announce that no talking is permitted during exams or quietly ask the students to stop talking. Ask such students to change seats or move apart. Care should be taken to avoid disrupting the rest of the class.
3. If a student is looking at others' work, announce that all work is individual, or quietly tell the student that eyes must be kept on one's own paper.
4. Do not stop a student from completing the exam, even if you believe that the student is cheating. Instead, interrupt the misconduct as described above, and identify those involved by recording their names.