

ISP 190

Academic Honesty Policy

PURPOSE

Defines academic honesty and lists options for instructors to consider when violations occur.

SUMMARY

Academic honesty is defined by the expectation that students will generate work that is representative of their own personal abilities and original thinking. All students are expected to perform their academic work ethically and without plagiarism, cheating, unsanctioned use of Artificial Intelligence (AI) programs, or other dishonest behaviors.

Plagiarism occurs when a student submits someone else's work, work written for a previous class, or work generated by AI as their own, or when a student fails to credit words, works or ideas borrowed from another source. This may be intentional or accidental.

Cheating occurs when a student uses unauthorized notes to complete an exam, takes an examination for another student, copies answers from other students' examinations, or engages in similar conduct that falsely represents their academic capabilities. Students who knowingly provide material to another student in order to falsely represent their academic capabilities are also subject to the provisions of this standard.

Unsanctioned use of an AI program to generate ideas, answers, or content is a false representation of a student's abilities and thoughts. Instructors should provide clear expectations about when such tools are acceptable and when they will be considered a form of cheating.

STANDARD

1. In each course syllabus, instructors should define academic honesty and outline expectations and consequences for behavior. Some additional recommendations follow:
 - a. **Explicit conversations:** Instructors and students can discuss the meaning of plagiarism and the ethical expectations of academic honesty within and across disciplines as part of general class conversation and particularly when assignments are being explained.
 - b. **Assignment design:** Instructors can design a class to include many lower-stakes assignments to assess student skills and learning. Instructors can also invite student contributions to assignments and learning tasks, replace tests with more interactive assessments, structure assignments to include drafts, check-ins, and/or revisions, and regularly update assignments between teaching sections of the same class. These steps have been shown to reduce the likelihood of plagiarism and cheating, which increase when a class grade depends on only a few high-stake tasks.

- c. **The honor pledge:** Instructors can ask students to write a statement on their paper such as “On my honor, I have not given or received any unauthorized help on this [assessment]” before submitting their work. The pledge can be adapted for different forms of instruction, including through Moodle for online submissions, as well as modified for different classes or assignments (to invite student conversation and shared agreement). Such a pledge has been shown to reduce incidents of cheating and plagiarism. Faculty should discuss the concept and purpose of an honor pledge with students prior to implementation.
2. According to the [ISP 281 Grade Appeal Policy](#) the instructor of a course is solely responsible for the academic consequences of academic misconduct in that course.
3. In cases of cheating, plagiarism, or other violations, the instructor is responsible for discussing academic honesty with the student and deciding how to handle the situation. Among the instructor’s options are:
 - a. Requiring that the assignment be redone;
 - b. Issuing a failing grade for the assignment on which the cheating or plagiarism occurred;
 - c. Issuing the student a failing grade for the class;
 - d. Initiating a student conduct and discipline process by submitting the [Academic Honesty Referral \(AHR\) Form](#).
 - e. If the instructor wishes to generate an external record of the event (if the infraction was particularly egregious and/or as a point of reference in the case of future violations of academic honesty), they may use the [AHR Form](#). This form can also be used to initiate the [Student Conduct and Discipline Process](#).

REVIEW HISTORY

ISP Committee	Adopted	January 12, 2024
Presidents’ Council	Reviewed	January 9, 2024
College Council	Reviewed	November 3, 2023
ISP Committee	Adopted	March 11, 2022
Presidents’ Council	Reviewed	March 1, 2022
College Council	Reviewed	November 19, 2021
ISP Committee	Reviewed	February 9, 2018
College Council	Reviewed	February 2, 2018
ISP Committee	Reviewed	January 26, 2018
College Council	Reviewed	January 19, 2018
ISP Committee	Updated Format	August 3, 2016
College Council	Reviewed	May 16, 2014
College Council	Reviewed	March 3, 2006
ISP Committee	Reviewed/No changes	November 2, 1999
Instructional Council	Adopted	August 19, 1994