College of Engineering and Computer Science,  
Syracuse University

POLICY ON ACADEMIC INTEGRITY

Mission and Purpose

The mission of the university and this college is to provide a student centered educational and research environment which facilitates learning and communication amongst faculty, staff, graduate and undergraduate students. This goal can be achieved if all the members of the university community expect the highest standards of ethical behavior from each other and respect the integrity and rights of others, especially in the context of academic effort in course work, projects and research experiences.

This policy provides guidance to all ECS students, undergraduate and graduate, as well as students taking courses in ECS. It also applies to instructional staff and administrators contributing to the educational efforts of the college.

Responsibilities of Faculty, Staff and Administrators.

The instructional staff (defined here as faculty, adjuncts, and graduate students serving as teaching assistants) as well as professional staff members who conduct classes, have the responsibility to set clear standards and expectations for their students in each of their classes.

[Appendix A].

Responsibilities of Students.

Students are obligated to fully inform themselves of their obligations and responsibilities in the conduct of their academic work, where work includes classroom/laboratory assignments, deliverables such as reports and term papers, as well as examinations. The expectations for individual and teamed student work differ between courses and programs. It is the student's responsibility to establish his/her obligations and be knowledgeable as to the performance standards expected in each course.

[Appendix B].

Academic Integrity.

The university expects that all its educational and research activities will be conducted to the highest standards of ethical behavior. When academic dishonesty occurs, it not only demeans and threatens the specific class and program but also the college and the university. Cheating is unfair to honest students, it devalues the grades they have earned. Breaches of academic integrity are harmful to the student(s) responsible because they interfere with their moral, educational and, therefore, professional development.

Intentionally seeking to obtain credit for, or academic benefit from, the intellectual or academic efforts of others is unethical conduct. It is also unethical to intentionally
manipulate or distort information or to intentionally manipulate academic resources, such as library materials, computer software and platforms, or laboratory equipment so as to prejudice the work of members of the class or of others. Misuse of university records, such as forging or altering transcripts including official records such as degree diplomas is considered egregious misconduct and is a felony under New York State law.

Violations of this Policy

Where breaches of appropriate conduct are observed or suspected, it is incumbent on those observing the breach to report the facts to the Instructor or to another responsible officer such as the Department/Program Chair. To the extent possible the initial report should be documented as should all consequent actions by the Instructor or the Chair.

As described in this Policy, the Instructor has complete authority in the classroom and in grading decisions for all components of the course and for the course overall (see Syracuse University Academic Rules and Regulations, Section 6.6.2). Violations of this Policy shall be handled in accordance with Appendix C.

Based with appreciation on the Academic Integrity Policies of the Colleges of Management, Arts and Sciences and Law at Syracuse University. Parts of these documents owe a debt to the Honor Code of the University of Virginia, the Harvard University Office of Enrollment Services and to the University of Alberta Libraries.

POLICY ON ACADEMIC INTEGRITY
APPENDIX A:

Instructor and Administrator Responsibilities

Instructional staff, including faculty, adjunct faculty, teaching assistants, and administrators, as well as staff teaching courses, share responsibility with our students for implementing the ECS Policy on Academic Integrity. The following are Guidelines but embody expected basic 'good conduct' principles.

1. *The course syllabus and schedule* (as mandated by ABET for undergraduate courses) can be the vehicle by which recommendations 1a. and 1b. can be implemented.

1a. At the beginning of each course, students must be provided with a document which specifies appropriate conduct in that course. Each such document will be particular to the course, given the differences between courses in ECS. Clear expectations for work product such as guidelines or allowable collaboration in the preparation of class deliverables such as team project reports as well as written reports: e.g. length, style, scope, citations etc. [Appendix D, attached to, but not part of this Policy provides current (03/04) advice on citations of materials published in electronic media.]

1b. Instructors must provide timely notice of changes to previously announced grading and other policies and clear justification for such changes.

1c. At the beginning of each course, instructors should explain this policy to the students and obtain a signed and dated statement, in which each student affirms that he/she has read and understood the document.

2. *Examinations*: Examinations should be properly proctored. It is not always possible, with large classes, to have all students take the examination at the same time. Where more than one 'sitting' is involved, all possible precautions against breaches of examination security should be taken. Examples are multiple versions of the question paper, and/or retention of each question paper, with its answer book. Instructors should also update and modify quizzes, examinations and other graded assignments to avoid imparting an unfair advantage to students with access to such materials from prior classes.

3. *Incidents of Misconduct*: Unethical conduct is often detected by the instructor or the teaching assistant, and can be dealt with by the instructor, by for example, giving a reduced grade or an F for the work assignment or for the course. The instructor can, if he/she so chooses, assign extra work but is not obligated to do so. Unethical behavior may be reported by a student, if so his/her identity should be protected.
4. **Reporting Requirements**: Instructors should keep simple (summary) but confidential records of infractions of the Integrity Policy. At the end of the semester, reports of incidents dealt with by the instructor should be filed with the Associate Dean for Academic Affairs. In cases where the student wishes to appeal the instructors’ action, then all documentation relating to that student becomes part of the record for his/her appeal. [Appendix C.]

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**APPENDIX B: Student Responsibilities.**

Students should have the enjoyment of their course experiences in the expectation that they and their classmates will be part of an interactive community which values openness and honesty. Nevertheless, some students may be tempted to abuse the constraints and expectations of the academic process in their response to the demands of a course or courses. The following describes the behaviors which are breaches of this policy and so are unethical conduct.

1. **Examination Behavior.** Examinations offer the instructor and the student the opportunity to assess progress and are integral to the educational experience. The ground rules for any specific examination (in class, special session, take-home) will be established by the instructor. However, the following are breaches of this policy:
   1a. *Unauthorized* use of books, notes, papers, calculators or other materials or devices during examinations.
   1b. Taking an examination for another student, or permitting another student to falsely identify him or herself when taking an exam.
   1c. Receiving unauthorized help or giving help to another student during an in-class or take-home exam, when such conduct has been prohibited by the instructor.
   1d. Taking longer than the allotted time to complete an exam (especially a 'take-home').
   1e. Imparting an unfair advantage to another student by revealing information to that other student about an examination he/she has not yet taken or has not been returned to the students by the instructor. [This is particularly important when examinations have to have more than one 'sitting'.]
   1f. Doing anything else to enhance examination performance inconsistent with the principles of this policy.

2. **Academic Dishonesty**: Intellectual progress builds on the work of others. The fundamental principle here is that it is unethical to intentionally use another's work and present it as one's own.
2a. **Plagiarism**: This is the presentation as one's own work (orally, in print, or other media) of someone else’s ideas, whether published in print or electronic media or other design/graphic media. Copying extensive passages (multiple sentences or more) from another's work without appropriately citing the source is **blatant plagiarism**. Completely reworking someone else’s ideas or using them as one’s own without source citation is also blatant plagiarism.

Charges of plagiarism can be avoided if the sources for information used in a course work product are clearly declared using the standards for citation laid out by the instructor in the context of the specific course.

[The attachment 'Citation Guides for Internet and Electronic Sources' is presented as a guide in a rapidly evolving situation where there is as yet no consensus international agreement.]

2b. **The 'Public Domain'.** Much scientific and other information related to ECS and other college courses is in the 'public domain' and can be used without specific citation. Obvious examples are E=mc², Newton’s Laws of Motion or the fundamentals of DNA. This also applies to well-established experimental methods and techniques. Your instructor/advisor should be asked to advise in specific cases.

Material published on web sites is not, usually, in the public domain so those sources must be cited.

3. **University Facilities and Resources.** Any behavior intended to inhibit or otherwise impede the academic progress of other students, or impair the work environment for faculty, staff and administrators, is a breach of this policy.

3a. **Libraries.** Intentionally abusing library facilities to enhance academic performance by actions such as a) deliberately ‘misplacing’ materials within the library; b) defacing library materials (including removal of pivotal pages from books or journals) or physically removing materials from the library without properly completing the required procedures is a serious breach of this policy.

3b. **Computer Clusters or Facilities:** Accessing and using ECS/SU computer facilities (computers, files, programs) or, importantly using another’s user ID or name, without proper authorization, is a breach of this policy.

3c. Making unauthorized copies of software licensed to the University for educational or research purposes is a breach of this policy [and is also illegal.]

3d. Interfering with computer programs or facilities, such as interfering with educational software or inserting a virus. Using any procedure which would interfere with the operation of university computer facilities and resources is also a breach.
4. Other Unethical Behaviors. The expectations of the larger academic community as to the integrity of disseminated information are challenged when breaches of expected conduct occur.

4a. Multiple Submission. This occurs when work previously submitted and credited by this or another institution is advanced to fulfill the requirements in another class/course. For example, submitting an essay from AP Biology as work produced in BIO 123 is academic fraud. In Computer Science and Engineering, there may be appropriate overlap between work product between two courses: for example CAD CAM Systems Design and Computer Graphics. In such cases, students need prior permission from the instructors in both courses to use their work product in both.

4b. False citation: This breach of ethical conduct occurs when a reference is cited in a work product for which there is no evidence that the actual source was consulted. This becomes egregious when multiple references (mostly derived from the first) are cited and there is no evidence that any have actually been consulted.

4c. False data: The fabrication or alteration of data with the intent to deliberately mislead. For example changing/inventing data to appear to have better results (research or class labs) is fraudulent. Instructors and TAs in lab classes should have strict, properly communicated guidelines for the completion of labs and course assignments (see Appendix A, 4). If these are not available, clarification should be requested from the instructor or the TA.

4d. Illicit Collaboration. Providing to another or receiving assistance from another inconsistent with the instructors’ expressed expectations regarding collaboration.

The extent of collaboration with others permitted in the completion of assignments varies widely from none, to the interactive collaboration intrinsic to a team design project. Students must assume that collaboration in the completion of assignments is prohibited unless specifically allowed and approved by the instructor. The distribution of effort and its attribution should be considered in the preparation and presentation of team design projects.

4e. Inappropriate Disclosure: Imparting an unfair advantage to (some) students by prematurely revealing information regarding pending assignments. [It is important that TAs with advance knowledge of such assignments be extremely careful to avoid divulging such privileged information.]

4f. Implicit Infractions: These are any behavior(s) not cited above but which represent an obvious infraction of the ECS Academic Integrity Policy.
Communications: The following would be serious breaches of this policy:

5a. Knowingly giving false information to a member of the instructional staff in order to postpone an examination or assignment.

5b. Knowingly giving false information to a member of the instructional staff from whom the student has requested a reference for another academic institution or for a prospective employer.

5c. Knowingly making a false charge under this Policy.

5d. Disclosing information about any charge or proceeding under this policy to any party other than those authorized to receive such information: i.e. the Program Director/Department Chair, the Associate Dean for Academic Affairs or his/her designee, and the Chair, the ECS Committee on Academic Affairs.


Under Article 156 of the New York State Penal Code, criminal sanctions are imposed for offenses involving computers, software and computer data. The offenses include unauthorized use of a computer, computer trespass, computer tampering, unlawful duplication and unlawful possession of computer related material. Improper or unauthorized access to, or release of, any student record from university databases is an offense under the law.

All computers, software, data, business records, and student records of Syracuse University in any form (electronic/paper) are the property of the university. Any person committing an offense with respect to the above, may be subject to criminal sanctions and other liability.

The University will cooperate with law enforcement authorities in prosecuting all persons who commit any such offense.
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APPENDIX C:

IMPLEMENTATION OF THE COLLEGE OF ENGINEERING and
COMPUTER SCIENCE ACADEMIC INTEGRITY POLICY

The College of Engineering and Computer Science considers violations of the principles of professional ethics and personal integrity as violations of a mutual obligation characterized by trust, honesty, personal and professional honor. Given that, it is both the right and the responsibility of the College and the University to delineate the processes and procedures to be used when academic dishonesty and breaches of this policy are detected.

PROCEDURES:

A. Detection and Initial Response.

1. Teaching staff, including Teaching Assistants, and proctors, are asked to take all reasonable steps to prevent, detect, and respond appropriately to violations of this ECS policy. Anyone, including students, who suspects a violation should report it to the Instructor of Record for the course in which the violation occurred; (reports from students in the class about violations by others in the class, must be kept confidential by the instructor).

2. The Instructor of Record has the right to respond to violations within the context of his/her own course in a manner deemed appropriate up to and including the rejection of student work believed to be dishonestly created, with work and course grading consequences to follow as they might. Teaching staff responsible for the course may require additional or alternate work in substitution for rejected work, but are under no obligation to do so.

3. When dishonesty is detected and resulting action taken, the Instructor must promptly tell the student and indicate any informal or formal hearing procedures available. At the end of the semester in which the course was offered, the Instructor is expected to report those events and their circumstances in writing, to the Department Chair, and the Associate Dean for Academic Affairs. [These reports will be held confidential for 5 years after submission.]

   a) The college shall keep records of all infractions of its rules and regulations for five years after the events. Instructors should therefore report those cases handled within their own courses, briefly indicating the circumstances of each case and its disposition, and keeping complete records.

   b) If instructors believe that further action needs to be taken, a report should be filed first with the Department Chair. If the Instructor considers that College sanctions are in order, and the Chair agrees, instructors should gather necessary evidence in the case, including the names of witnesses, if there are
any, to ensure due process. In any event, Instructors should keep careful records and relevant evidence for any charges made.

4. Upon receipt of the Instructor’s report of alleged violations, the Associate Dean (or his/her designee) shall send notice to the student in a secure and timely manner outlining the College Hearing and Appeal Process, as well as the student's rights and responsibilities within those processes. In all cases involving non-ECS students, a copy of such notification shall be sent to the Dean of the school/college in which the student is enrolled.

   a) Such notification to the student must indicate the class within which the violation allegedly occurred, the work product in question, the violations giving rise to the charges, and the sanctions, if any, being levied and/or suggested.

   b) Notification shall be made electronically and followed by hard copy to inform the accused student of the hearing procedures available to him/her/them if they choose to appeal, and the date by which the notice to appeal must be made, and the nature of the Appeal Procedures.

B. Preliminary Informal Meeting/Appeal

1. Students accused of academic dishonesty in ECS courses have the right to hearing procedures outside the narrower context of the course itself. Moreover they have the right to challenge what they perceive as unjust actions on the part of the Instructor in this connection.

2. The initial stage of such procedures shall be an informal meeting with the Department Chair and the Associate Dean for Academic Affairs. This meeting is designed to review the accusations or actions already taken, to suggest possible resolution of the case and the options available to the student if he/she wishes to proceed further. It can be a ‘virtual’ meeting using evidence and justifications in electronic form provided complete records are kept. [‘Virtual meetings’ are not recommended.] This informal meeting can also clarify the likely consequences of any of the courses of action the student may wish to adopt. If the student wishes to appeal, that appeal will be referred to the ECS Committee on Academic Affairs (CAA) for adjudication.

Formal Hearings

Cases appealed to the ECS Committee on Academic Affairs may be heard by the Committee as a whole, or by a specially designated ad hoc ‘Hearing Panel’ which must include members of the CAA but can include one or more faculty members with specific expertise in the academic area within which the breach of Integrity Policy is alleged to have occurred.

The Appeal Process will be as follows:

a) All involved and relevant parties (normatively the instructor and the appealing student) will be informed that the matter has been referred to the Committee.
Formal notification will include the date, time and place of the Committee’s hearing. That notification will also include:

b) The charges against the student and the documentary evidence to be considered;
c) If available, the accused students defense statement and list of witnesses;
d) Indications of the 'preponderance of evidence' as the basis for determining guilt.
e) Sanctions available to the Committee, which range from grade change for the course up to and including expulsion from the University.
f) The 'aggrieved' person(s) shall have the right:
   1. To present witnesses who may provide evidence in support of his/her/their position or make a statement in support of the accused student's innocence or general character
   2. To have one observer of his/her choosing. The observer must be an undergraduate, a graduate student, a faculty member or a staff member at Syracuse University. The observer may briefly confer with the accused, but not during active questioning, and may not address the Committee. [Legal counsel may be the 'observer in these proceedings but may not participate.]
   3. To have access to all the evidence being presented, and know the names of all witnesses.
   4. To know that failure to appear, having received timely and secure notification, will allow the hearing to proceed in absentia.

g) A copy of this document.

4. The ECS CAA hearing panel shall deliberate in closed session as it weighs the evidence, determines innocence or guilt, discusses and determines appropriate sanctions and specifies a rationale for its decisions. Sanctions include but are not limited to formal reprimand and warning, administrative withdrawal from the course, disciplinary probation, suspension or expulsion from the College. In these sanctions, suspension will not be considered an unusual or extreme penalty, and expulsion will be considered normal in cases of a second offense ('second' meaning an earlier offense has been noted and filed.)

5. The Associate Dean will immediately and informally notify all relevant parties of the results of the CAA hearing, with full and formal written confirmation sent to the accused within five working days by certified or registered mail. Such formal notification shall state the decision of the hearing panel, the rationale for the decision, and the rights and rules relating to any further appeal process.

Further Appeal Procedures.

Cases may be brought before the Dean by the aggrieved party in appeal of the findings of a formal hearing (CAA or Ad Hoc Panel) under the following conditions:
a) The Associate Dean has received an appeal within five (5) University working days of delivery of formal written notification concerning the results of the formal hearing.
b) The accused party has one or more of the following three grounds for appeal:
   i) Procedural error had a detrimental impact on the outcome:
   ii) New evidence: i.e. evidence not available, rather than not presented, at the
time of the hearing.
   iii) The sanctions imposed were unduly harsh.

Other grounds for appeal not covered by the above may be presented to the Dean who
may, at his or her discretion, act on them or not, or refer them to either the Committee for
Academic Affairs or a specially designated committee for action (see below).

The Dean shall have discretionary power to hear such appeals him or herself or create
some other hearing panel in keeping with fundamental fairness, including but not limited
to the Committee on Academic Affairs itself. Such a panel would investigate the case and
make recommendations for action to the Dean.
APPENDIX D

CITATION STYLE GUIDES FOR INTERNET and ELECTRONIC SOURCES.*

Introduction.
There are many 'citation guides' in use. Generally the humanities and the social sciences use the MLA system. That is the format required by the SU Writing Program. This format is not generally acceptable in the sciences and engineering. Each basic science and engineering discipline tends to have its own conventions. Faculty should fully communicate their expectations for citation to the students in each course they teach. However, the rapid growth in Internet and electronic information, without print equivalents, presents a challenge to scholars, teachers and students. Increasingly information is being published electronically.

Electronic Media
No definitive standard for the citation of these resources has emerged to date, although there are now several printed guides and Internet sites which provide guidance. [ # ] This document is based on the Guidelines from the University of Alberta Libraries, Canada. (http://www.library.ualberta.ca/print/index.cfm?file=center.cfm]

1. Major Types of Electronic Sources.
Electronic sources are classified as two major types: online sources, and other electronic sources.

- Online sources may include:
  - World Wide Web sites
  - FTP sites
  - Telnet sites
  - Gopher sites
  - Synchronous Communication sites (MOOs, MUDs, Chats)
  - List servs
  - Newsgroups
  - E-Mail
  - Full text databases.

- Other electronic sources may include:
  - CD-ROMs
  - Diskettes
  - Magnetic tapes
  - Other portable computer databases.

2. Citation of References retrieved from On-line Databases
As more information becomes available on the Internet and in electronic form, some standardization of citation formats is necessary in order to provide accurate references to authorship and to facilitate access to the sources. There are two general principles which seem common to all authorities; 1) provide as much
information as possible concerning the authorship and the availability of sources, and 2) if there is no specific guideline for a particular electronic source, draw an analogy to a relevant print source guideline.

The ISO (International Standards Organization) is the most complete in identifying the elements of a citation. It recommends that the following elements be included in bibliographic references to electronic documents: Primary responsibility (author, publishing source such as originating corporation, organization such a professional organization).

- Title
- Type of medium (e.g. on-line; CD-ROM)
- Subordinate responsibility
- Edition
- Issue designation (for serials)
- Place of publication
- Date of update/revision
- Date of citation
- Series
- Notes (physical description; accompanying material; system requirements; frequency of publication; language; other notes).
- Availability and access (e.g. URL)
- Other availability information
- Standard number (e.g. ASBN, ISSN)

**Note:** For class assignments, term papers, research reports, theses and dissertations required for ECS courses, not all the items listed above may be needed. The basic principle: can your advisor, or any third party find the source you used? The traditional print reference has: Author(s) names, year of publication, title, journal, book or other source; volume number, pages.

For electronic publications which do not have the traditional paper format, (e.g. commercial websites), use the guidelines above or consult an appropriate person (e.g. instructor, librarian).

The following are examples, from the Alberta Library Guide, of documents with no print equivalent:

a) **Journal:**

b) **Newspaper article:**

c) **A Web Site:**
No reference entry is needed: give the URL of the site in text. However, if the website is sponsored by a commercial entity and contains product or equivalent information, the details should be fully cited as listed above (ISO).