

## An Instructor's Guide to the GSU-SPH Policy on Academic Honesty

*Note: This document is only meant to serve as a guide, and it has been put together as a courtesy for public health instructors and is based on an interpretation of the current policies in place on the date stated below. This guide does not serve as official GSU policy and is only intended to aid understanding of GSU policies. Since GSU may update any policies after this guide goes to press, all current GSU policies supersede this guide.*

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. Georgia State's [Policy on Academic Honesty](#) provides a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts.

Faculty play an important role in the equitable application of the University's Academic Honesty policy and to the intended recordkeeping, tracking and related referrals for disciplinary sanctions that result from multiple infractions. It is essential that all instructors report all known incidents of academic dishonesty.

The [Policy on Academic Honesty](#) is published in the [Student Code of Conduct](#) and the [Student Handbook](#) and is available to all members of the university community. The policy represents a core value of the university, and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty.

### Definitions and Examples

- **Plagiarism.** Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. More information can be found in this document provided by the GSU Writing Center: [Understanding and Avoiding Plagiarism](#).
- **Cheating on Examinations.** Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized

help include the use of notes, texts, or cheat sheets during an examination or sharing information with another student during an examination.

- **Unauthorized Collaboration.** Unauthorized collaboration means working with someone or getting assistance from someone without specific permission from the instructor on any assignment that is turned in for a grade.
- **Falsification.** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding.
- **Multiple Submissions.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit.

## If You Suspect Dishonesty

Review the “Procedures for Resolving Matters of Academic Honesty” in the [Policy on Academic Honesty](#) for steps to take if you suspect dishonesty.

- 1) The faculty member should discuss the incident with the student before filing a charge of academic dishonesty. The faculty member, in consultation with the department chair, prepares the [Notice of Academic Dishonesty](#). The chair forwards the notice to the college dean, who sends the notification to the student by university email or by certified mail.
- 2) The student must appeal in writing to the College Dean within 10 business days of the date the email was sent, or the certified mail was received if the student wishes to deny the finding of academic dishonesty.
- 3) If the student does not appeal within 10 business days, the College Dean forwards the notice of academic dishonesty to the Dean of Students.
- 4) If the student appeals the charges, a College Hearing Committee conducts a hearing and reports its findings to the College Dean regarding guilt or innocence. If the student is found not guilty, the faculty member is notified to assign an appropriate grade. If the student is found guilty, the dean forwards the notice of academic dishonesty to the dean of students.
- 5) Any recommendation for a disciplinary penalty (including and student’s challenge of that disciplinary penalty) is reviewed by the University Senate Committee on Student Discipline. Based on the committee's recommendation, the provost makes a decision regarding any disciplinary sanction.
- 6) The dean of students maintains the disciplinary records on all findings of academic dishonesty and is responsible for forwarding notice of multiple cases of academic dishonesty for which a student has been found responsible to the Senate Committee on

Student Discipline for review. Multiple findings of responsibility will result may result in a disciplinary penalty even if one was not recommended by the faculty member.

## Tips and Resources

Learning environments that make cheating less worthwhile also improve motivation and mastery of course material. Many times, academic integrity and success are the result of careful planning, preparation, and awareness of resources on the part of the student. Consider the following tips and resources to increase academic honesty:

### Resources for Students

- Hold office hours on Zoom – make an open meeting as a standing appointment with your students to drop in virtually and ask for help or clarity on expectations.
- Direct students to visit the [Student Success Programs at Georgia State](#) webpage for academic coaching, advising, tutoring, and support services.
- Direct students struggling with writing to visit the [Writing Studio](#) for assistance.
- The [Georgia State Library](#) offers workshops and resources to support student success.
- Consider providing students with A Student’s Guide to Academic Honesty at the start of the course.

## Tips

### Provide Clear Information about the Policy

- Be clear about any policies you have related to academic honesty and be explicit in what you consider to be a violation on your syllabus.
  - Let your students know that violations of the academic honesty policy that end up their records appear on background checks if an employer contacts the university.
  - Make it clear that sharing information or cheating via group messaging apps is a violation of the Academic Honesty Policy.
  - CETLOE’s [Constructing a Syllabus](#) webpage provides requirements and recommendations for your syllabus.
- Share the CETLOE video [What is Academic Integrity? Is It Different Than Academic Dishonesty?](#) with your students.
- Restate your academic honesty policy at the start of an iCollege quiz. Each quiz has a place for you to add text that students will see prior to the quiz starting. This is a good spot to reiterate your expectations.

- Keep an open dialogue with students. Encourage follow up when course policies, expectations, and material are unclear.

### Reduce Opportunities for Dishonesty

- Enable the Respondus LockDown Browser with Monitor. LockDown Browser with Monitor protects the integrity of online testing by ensuring that students are not visiting other webpages or applications and recording students as they take the test.
  - For more information visit CETLOE's [Respondus Lockdown Browser and Monitor](#) webpage.
- Use [Turnitin](#) in iCollege to determine originality for written assignments as a starting point to identify concerning passages in a student's work.
  - Make students aware that you are using Turnitin to detect plagiarism.
  - Turnitin allows students to view the originality score helps them to better understand plagiarism. When you allow unlimited submissions, students can make changes to their original document if they see a problem with plagiarism.
- Consider using larger question pools and randomization for quizzes and tests.
- Ask questions that encourage students to apply knowledge from the course rather than regurgitate memorized definitions or theories.
- Provide a shorter window of time to complete the exam. A long window might give students more time to confer with others or consult unauthorized material.
- Set appropriate time limits. Exams should be long enough that students can reasonably complete them, but not so long that they are incentivized to use unauthorized resources. Time limits should dissuade students from using outside sources making it an inefficient technique to complete the test within the time.

### Consider Other Options

- Rethink higher stakes assessment strategies. Visit [Alternate Testing Strategies](#) for ten ideas for non-proctored assessments.
- Create frequent low-stakes assessment opportunities so that students will be less tempted to participate in inappropriate behaviors. This could mean having many smaller quizzes that use a question bank, so no one quiz looks the same.
- Consider allowing multiple attempts on low stakes quizzes to enable a mastery approach—for example, allow students to take the quiz as many times as they like until they are satisfied with the grade earned.