POLICY AND DEFINITION

Bucknell Students are responsible to the academic community for the preparation and presentation of work representing their own individual efforts. Acceptance of this responsibility is essential to the educational process and must be considered an expression of mutual trust, the foundation upon which creative scholarship rests. Students are directed to use great care when preparing all written work and to acknowledge fully the source of all ideas and language other than their own.

SOLITARY AND COOPERATIVE LEARNING

Learning may be accomplished in a number of ways, including study alone or as a result of discussion with peers. While each approach to learning — be it solitary or cooperative — may produce some benefits, each is not always appropriate. Some instructors may suggest or require collaboration in meeting the objectives of certain assignments or projects; similarly, some instructors may provide for peer critique and assessment. When students study or work together, acknowledgement of fellow students as sources of ideas or language in the presentation of assigned work is required. On the other hand, other instructors may feel that the objectives of a course and/or an assignment require the understanding and integration of material which is best pursued in a solitary way. Some instructors may object to collaboration or cooperation in any form.

The instructor for each course will select the mode of learning to be followed in that course, or in a particular assignment, and will expect students to follow such prescriptions carefully. If an instructor does not explain his or her expectations for individual assignments and for the class as a whole, students have the responsibility to seek the necessary clarification from the instructor. In the absence of an explanation to the contrary, it is to be assumed that students will work alone.

APPROPRIATE PRACTICES IN COOPERATIVE LEARNING

As noted previously, the academic community assumes that each student will be responsible for his or her own work. When the primary mode of learning is solitary, there are usually few problems and students are expected to cite all sources from which they received information and ideas. However, peer editing or criticism, group discussion, and common projects present complications which make it more difficult to acknowledge sources of ideas and words. The University requires each student to follow vividly the practices listed below:

1. Any quotation or paraphrase of material from printed, computerized, or other sources will be acknowledged in the form appropriate to the field. Students should request models of correct style and documentation from their instructors.

2. Work written or programmed in common should be acknowledged as follows:
   (a) One person prepares the final form, giving appropriate credit to his or her partners; they review and initial the result.
   (b) Several students write the paper or program together; all sign it, giving sectional credit if appropriate.

3. The student writing an individual paper or program which has benefited from peer discussion or critique, or in out of class, well acknowledge such aid in an appended paragraph. The more exact the crediting can be, the better.

ACADEMIC IRRESPONSIBILITY

This term is used to designate a wide range of academic conduct which violates trust, honor, and integrity. It includes cheating, fabrication, plagiarism, misuse of computing facilities, and general misconduct which precludes one’s work or that of another from being judged fairly.

Cheating — to deceive by falsifying information or data.

Fabrication — to create by falsifying information or data.

Academic Misconduct — behavior which precludes one’s work or that of another from being judged fairly.

Plagiarism — “Plagiarism is the act of using another person’s ideas or expressions in your writing without acknowledging the source.” 1, 2, 3, 4, 5

Examples:
- To use a specific idea, detail, illustration drawn from a particular source without reference in a footnote and bibliography.
- To use general background for an assignment from a book, article, or other source which is not acknowledged.
- To submit another person’s paper, project, or homework as one’s own.
- To paraphrase without citing the sources.
- To use even a brief phrase exactly quoted from a source without putting it in quotation marks or indenting it, and citing it.
- To use material from residence or fraternity files and turn it in as one’s own work.
- To use information or material from the Internet without citing the sources.

It is clear that some students who are found guilty of plagiarism simply do not understand what information must be cited. It is important that in revising you demonstrate your own synthesis of ideas and fully credit your original source. Paraphrasing causes students the most difficulty. When you change words in a sentence, but the idea remains the same, you must cite your source.

Academic Misconduct — behavior which precludes one’s work or that of another from being judged fairly.

Examples:
- To take an exam in one section of a course and then to take the exam in another section of the same course.
- To collaborate with another student in the planning or writing of a theme, project or computer program without the knowledge and permission of the instructor.
- To steal and use or give away an unadministered exam.
- To steal an administered exam and then to use it.
- To alter or change a grade either before or after it has been recorded.

Misuse of Computing Facilities — “violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, trade secret, and copyright violations…”

Examples:
- To read or copy computer files or programs without the owner’s explicit permission and with or without the owner’s knowledge.
- To use another person’s computer logic.
- To steal and use or give away an unadministered exam.
- To steal an administered exam as soon as the grades cannot be recorded.
- To alter or change a grade either before or after it has been recorded.

As a student what can you do to avoid difficulties?

1. Understand and follow the appropriate practices in cooperative learning. Know what your professor expects in regard to working with other students on class material and homework assignments.
2. If you have any question about the need for or the appropriateness of a citation, consult your professor or recognized handbook.
3. Realize that within each discipline there may be a specific approach to the citation of sources. Seek the advice of your professor.

As a faculty member what can you do to encourage responsible behavior?

1. At the beginning of each semester discuss aspects of academic responsibility with your class.
2. State on your syllabus what you expect in regard to students working together, especially on homework assignments.
3. Do not assume that your students know all the intricacies involved in citing sources properly. When you assign a paper, take time to go over specific aspects of plagiarism, particularly as they pertain to paraphrasing.
Procedures to be followed in all suspected cases of academic irresponsibility:

1. An Associate Dean in each college has been designated to handle all matters relating to academic irresponsibility. Members of the faculty are expected to report possible acts of academic irresponsibility to the Associate Dean of the college in which the student is enrolled. However, before doing so the faculty member should gather all necessary information and evidence regarding this situation. The faculty member may speak directly with the student involved to resolve any questions or discrepancies but may not decide that the student is guilty and impose a penalty. The Associate Dean is available to discuss the matter with the faculty member before the official charge is made.

   Students who witness possible acts of academic irresponsibility by another student(s) are expected to report this to the faculty member who will then investigate. In some circumstances, it may be more appropriate for the student to report to the chair of the department.

2. When all the necessary information has been obtained, the faculty member will provide the Associate Dean with a written statement of possible charges and all appropriate evidence.

3. The Associate Dean will meet with the student charged and explain the allegation, the evidence, and the procedures that will be followed. At all times the student charged may be accompanied to meetings or hearings by a friend or adviser from the University community, but the adviser may not address the Board or question witnesses during proceedings. The faculty member charging the student may also attend the hearing; the chair of the panel will ask the faculty member for questions or comments at an appropriate time.

4. Following the meeting, the student will write a short statement indicating the sequence of events that occurred before, during and after the alleged act of irresponsibility. The Associate Dean will write a summary of the meeting with the student and will deliver a packet containing that summary, the student's statement, the faculty statement and all evidence to the Registrar. The Registrar will call a meeting of a panel of the Board of Review on Academic Responsibility and range of penalties the Board panel may recommend, see the Bucknell Student Handbook – Documents or the Academic Responsibility website: www.bucknell.edu/AcademicResponsibility/

5. Other than the temporary assignment of an administrative incomplete in a course, the official status of the student in the University will remain unchanged pending disposition of the charges. However, in the case of a graduating senior where the matter cannot be resolved in time, graduation might, of necessity, be deferred.

6. The Board panel will meet with the Associate Dean and the student and on the basis of evidence and any other information it may wish to solicit*, determine whether a violation has occurred. The Board panel will transmit its decision and recommendation for penalty to the Associate Dean who will initiate action on behalf of the University. In the event that a Board panel cannot meet between semesters and the case needs to be heard (e.g. if the student is graduating or going abroad), the case may be heard by the Chair of the Board or another Board member designated by the Chair.

7. The student may appeal the decision to the Dean of the College. To do so the student should present a written statement explaining the reason for the appeal and any evidence not available at the time of the hearing. An appeal must be made within a month of the decision.

8. Materials related to the case are kept in confidential files separate from the student's academic record in the Registrar's Office. It should be noted that conversations between the Associate Dean and the faculty member, the Associate Dean and the student, and all meetings with the panel of the Board of Review on Academic Responsibility shall be considered confidential. Once a case is decided, all parties are charged not to reveal the name of the student, or associate the student with a specific case, or the outcome. A general summary of offenses and penalties may be published in the student newspaper. For educational purposes, case studies (without names) may be used.

* On occasion, for clarification or questions pertaining to the material submitted, the chair of the Board of Review may find it necessary to speak with the faculty member bringing the charge and request additional written material.