

TEN PRINCIPLES OF ACADEMIC INTEGRITY

1. **Affirm the importance of academic integrity.**

Institutions of higher education are dedicated to the pursuit of truth. Faculty members need to affirm that the pursuit of truth is grounded in certain core values, including honesty, civility, and diligence.

2. **Foster a love of learning.**

A commitment to academic integrity is reinforced by high academic standards. Most students will thrive in an atmosphere where academic work is seen as challenging, relevant, useful, and fair. Faculty have a special responsibility to maintain currency in their field and in teaching methods that fully engage the diversity of students.

3. **Treat students as unique individuals.**

Faculty and staff members are expected to provide individual attention and consideration. Students will generally reciprocate by respecting the values of their teachers, including a commitment to academic integrity.

4. **Promote an environment of trust in the classroom.**

Many students are mature adults who value an environment free of arbitrary rules and trivial assignments, where trust is earned and given. Faculty are expected to keep scheduled office hours, make accommodations for students who cannot attend regular office hours, reply promptly to student inquiries, emails and phone calls, administer final examinations according to scheduled timelines, and begin and end classes on time. Additionally, faculty should foster a classroom environment where diverse, and sometimes divergent, ideas are welcomed and respected.

5. **Encourage student responsibility for academic integrity.**

With proper guidance, students can be given significant responsibility to help protect and promote the highest standards of academic integrity. Students want to work in communities where competition is fair, integrity is respected, and cheating is punished. They understand that one of the greatest inducements to engaging in academic dishonesty is the perception that academic dishonesty is rampant and tolerated.

6. **Clarify expectations for students.**

Faculty members have primary responsibility for designing and cultivating the educational environment and experience. They must clarify their expectations in advance regarding honesty in academic work, including the nature and scope of student collaboration. Most students want such guidance, and welcome it in course syllabi, carefully reviewed by their teachers in class. Instructors should inform students of the academic requirements of each course. Such information may appropriately include, but is not limited to (a) notice of the scope of permitted collaboration, if any; (b) notice of the conventions of citation and attribution within the discipline of the course; and (c) notice of the materials that may be used during examinations and on other assignments.

7. **Develop fair and relevant forms of assessment.**

Students expect their academic work to be fairly and fully assessed. Faculty should comment on student work, praise that which is well done, and show students where their work does not meet academic standards. Also, faculty members are responsible for using – and continuously revising – forms of assessment, including rubrics, portfolios, examinations, and essays that require active and creative thought and promote learning opportunities for students.

8. **Reduce opportunities to engage in academic dishonesty.**

Prevention is a critical line of defense against academic dishonesty. Faculty will not tempt or induce students to engage in acts of academic dishonesty by having ambiguous policies, undefined or unrealistic standards for collaboration, inadequate classroom management, overly consistent assignments and exams, whose answers do not change from year to year, or poor examination security.

9. **Challenge academic dishonesty when it occurs.**

Faculty and staff are to teach and model academic integrity and to ensure student integrity in performance of their assignments. Students observe how faculty and staff members behave, with their colleagues and with other students, and what values they embrace. Faculty and staff members who ignore or trivialize academic



dishonesty send the message that the core values of academic life, and community life in general, are not worth any significant effort to enforce.

10. **Help define and support campus-wide academic integrity standards.**

Responsibility for defining, promoting, and protecting academic integrity is a community-wide concern, and must be applied consistently with due process procedures, in affirmation of the shared values that help make Merritt College a true learning community.

(Adapted from Ten Principles of Academic Integrity by Donald L. McCabe and Gary Pavela)

FIVE PRINCIPLES OF STUDENT ACADEMIC INTEGRITY

1. **Responsibility**

Each student is responsible for her/his own education. Each student is expected to strive for excellence, adhere to the principles of academic integrity and be proactive when her/his needs are not being met, through all channels (counselors, teaching faculty, staff, deans, and student government).

2. **Honesty**

Each student will present his/her own work at all times: quizzes, exams, assignments and research papers. Each student will present accurate information and data, and will not falsify or invent information.

3. **Recognition**

Students working in collaboration with others will make the appropriate attributions for the contributions from others to the work—whether the source of the contribution be student colleagues, teachers, or published resources.

4. **Support**

Each student will support the integrity of source materials – fellow students, faculty, library materials, primary sources and any other source material used. Students will preserve learning materials and resources, and ensure the availability of these resources for future use by the college community.

5. **Privacy**

Students will protect the security of confidential or private information. Students will not seek or take advantage of any knowledge of administrative records, computerized records, etc. that give access to confidential or private information.

ACADEMIC GOOD STANDING

To remain in good academic standing, a student must maintain a cumulative grade-point average of 2.0 or higher. Students who have a cumulative grade-point average of less than 2.0 will be considered scholastically deficient. There are two conditions of scholastic deficiency:

1. **Academic Probation:** A student who has attempted at least 12 semester units and has a cumulative GPA of less than 2.0 district-wide shall be placed on Academic Probation.

A student on Academic Probation due to a cumulative grade-point average of less than 2.0 shall receive special counseling, including consideration of possible reduction of his / her study load. A student who has a cumulative grade-point average of less than 2.0 at the end of any term, either semester or summer session, shall be placed on probation during the following term of attendance and shall remain on probation until his / her cumulative grade-point average is 2.0 or higher.

2. **Progress Probation:** A student who has enrolled in a total of at least 12 semester units as indicated on the total academic record district-wide shall be placed on Progress Probation when the percentage of W, I, and NP's recorded reaches at least fifty percent (50%) of all grades recorded.

The probation status GPA is computed on the basis of units attempted and completed District-wide. The student's probation status is assigned to the college where the majority of units were attempted.

The Office of Vice President of Academic and Student Affairs will notify the student by mail when he/she has been placed on Academic and/or Progress Probation.