

REQUEST TO CHANGE DOCTORAL DEGREE PROGRAM

GENERAL INFORMATION

College:	<u>Education</u>	Department:	<u>EDSRC</u>
Current Major Name:	<u>Special Education</u>	Proposed Major Name:	<u>Rehabilitation Counseling Education, Research, and Policy</u>
Current Degree Title:	<u>Ph.D.</u>	Proposed Degree Title:	<u>Ph.D.</u>
Current Formal Option(s):	<u>N/A</u>	Proposed Formal Option(s):	<u>(1) Ph.D in Special Education and (2) Ph.D. in Rehabilitation Counseling Education, Research, and Policy</u>
Current Specialty Fields w/in Formal Option:	<u>N/A</u>	Proposed Specialty Fields w/in Formal Option:	<u>N/A</u>
Date of Contact with Associate Provost for Academic Administration ¹ :		<u>December 29, 2010</u>	
Bulletin (yr & pgs):	<u>2011; 349-352</u>	CIP Code ¹ :	<u>51.2310</u>
Today's Date:		<u>10/27/11</u>	
Accrediting agency (if applicable):	<u>N/A</u>		
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.		OR <input type="checkbox"/> Specific Date ² : _____
Dept Contact Person:	<u>Malachy Bishop, Ph.D.</u>	Phone:	<u>257-4291</u>
Email:		<u>mbishop@uky.edu</u>	

CHANGE(S) IN PROGRAM REQUIREMENTS

	<u>Current</u>	<u>Proposed</u>
1. Number of transfer credits allowed:	<u>9</u>	<u>9 (No change)</u>
<i>(Maximum is Graduate School limit of total of 9 hours (or 25% of the credit hours needed to fulfill the pre-qualifying residency requirement.)</i>		
2. Residence requirement:	<u>Pre-qualifying Exam Residency requirements: Model I: Master's degree plus 2 consecutive full-time semesters; Model II: Master's degree plus three consecutive semesters with at least 6 credits per semester.</u> <u>Post-qualifying Exam Residency requirements: a minimum of 2 credit hours EDSRC 767 course after successfully completing the qualifying examination, for a minimum of 2 semesters after qualifying exam.</u>	<u>No Change</u>
<i>(Minimum of one year before and after Qualifying Exams.)</i>		
3. Language(s) and/or skill(s) required:	<u>None</u>	<u>No Change</u>
4. Provisions for monitoring progress and termination criteria:	<u>Please see attached material from Department's Doctoral Student</u>	<u>No change in these provisions is proposed</u>

¹ Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the APAA can provide you with that during the contact.

² Programs are typically made effective for the semester following approval. No program will be made effective until all approvals are received.

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	<u>Manual for annual review and termination policies.</u>	
5. Total credit hours required:	<u>Minimum of 42</u>	<u>No Change</u>
6. Required courses:	<p><u>Required doctoral core: 23 hours: EDS 601 (3 credits), EDS 701 (4 credits), EDS 712 (3), EDS 720 (3), EDS 721 (3-9), EDS 767 (minimum 4 credits), and one of: EDS 710: Seminar in Mild Disabilities, OR EDS 711: Seminar in Moderate & Severe Disabilities, OR IEC 709: Seminar in Interdisciplinary Early Childhood, OR RC 711: Seminar in Rehabilitation Counseling (3 credits each)</u></p>	<p><i><u>Required doctoral core: 23 hours: EDS/RC/IEC 701 (4 credits), EDS/RC/IEC 712 (3), EDS/RC/IEC 720 (3), EDSRC/RC/IEC 721 (3-9), EDS/RC/IEC 767 (minimum 4 credits), RC 711 (3), and either RC 740 (3) or RC 760 (3).</u></i></p>
7. Required distribution of courses within program:	<p><u>1. Required doctoral core (23 hours);</u> <u>2. Departmental area of emphasis (min 15 hrs.); including advanced coursework in Special Education or Rehabilitation counseling.</u></p>	<p><i><u>1. Required doctoral core (23 hours);</u></i> <i><u>2. Departmental area of emphasis (min 15 hrs.); including advanced coursework in Rehabilitation counseling.</u></i></p>
8. Minor area or courses outside program required:	<p><u>3. Thematic Support area (min 15 hrs.) including advanced coursework outside the Departmental area of emphasis;</u> <u>4. Research coursework (min 21 hrs) these hours must include a 3-course sequence in quantitative research methods, one to two additional research courses, and 6 hours research internship (EDS 789) across at least 2-semesters at 3 hours per semester.</u></p>	<p><i><u>3. Thematic Support area (min 15 hrs.) including advanced coursework outside the Departmental area of emphasis;</u></i> <i><u>4. Research coursework (min 21 hrs) these hours must include RC 735 and a 3-course sequence in quantitative research methods, one to two additional research courses, and 6 hours research internship (EDS/RC/IEC 789) across at least 2-semesters at 3 hours per semester.</u></i></p>
9. Distribution of courses levels required (400G-500/600-700):	<u>at least 50% of courses will be at 600 and 700 level</u>	<u>No Change</u>
10. Qualifying examination requirements:	<u>Written and Oral qualifying exams</u>	<u>No Change</u>
<p>11. Explain whether the proposed changes to the program (as described in numbers 1 through 10) involve courses offered by another department/program. <u>Routing Signature Log must include approval by faculty of additional department(s).</u></p> <p><u>All required courses are within the department. Some of the required courses are offered in conjunction with the Special Education (EDS) and Early Childhood Education (IEC) Programs within the department. Doctoral students have the option of selecting courses outside the department for meeting their Thematic Support Area and Research coursework, from among any University of Kentucky Department or Program as appropriate to their studies and</u></p>		

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content areas.

12. Other requirements not covered above:

1. Combined scores on the verbal and quantitative portions of the Graduate Record Examination (GRE) of 1,000 or higher.
2. An undergraduate GPA of at least 2.75.
3. Master's Degree in rehabilitation counseling or a related field with a grade point average of at least 3.5.
4. A minimum of one year (at least two preferred) of experience in rehabilitation counseling or a related field.

13. What is the rationale for the proposed changes? If the rationale involves accreditation requirements, please include specific references to those requirements.

The rationale for the proposal for a formal Ph.D. option in Rehabilitation Counseling within the Department of Special Education and Rehabilitation Counseling, in the College of Education, University of Kentucky:

Several factors support the need for establishing a formal PhD option in Rehabilitation Counseling at the University of Kentucky. These are presented below, following a brief description of the current situation of the Rehabilitation Counseling Program at the University of Kentucky.

The Graduate Rehabilitation Counseling Program at the University of Kentucky was established in 1962. The Program is accredited by the Council on Rehabilitation Education (CORE) and approved by SACS. The Program is listed as a separate degree program with the Council on Postsecondary Education. The Program maintains both an on-campus and a distance learning degree option. Over the past 5 years the Rehabilitation Counseling Program's enrollments in both the campus and distance learning (DL) programs have continued to increase. In recent years the Program has maintained enrollment of between 25-30 campus students and 75-90 DL students. The Fall 2011 enrollment is 46 campus students and 76 DL students. In addition to four regular faculty, the Program is assisted in course delivery and administration by three Adjunct Assistant Professors.

The Rehabilitation Counseling Program has been ranked in the Top 20 among programs accredited by the Council on Rehabilitation Education in both of the most recent U.S. News & World Report America's Best Graduate Schools surveys (17th in the 2011 rankings; 19th in 2007 rankings). In 2005, the Program's faculty were ranked 6th out of 901 international institutions in terms of publication productivity. The Program's faculty includes national and University award recipients for research, education, service and leadership, and internationally known and respected rehabilitation counseling researchers with a diversity of research interests, including: psychosocial aspects of chronic neurological conditions, quality of life and psychosocial adaptation to chronic illness and disability, multicultural diversity, aging and disability, HIV/AIDS prevention, international rehabilitation counseling, and forensic rehabilitation counseling practice.

The Rehabilitation Counseling Program has maintained research and training grants to support both campus and on-line Master's students. The Program has consistently been awarded long-term training grants through the US Department of Education, Office of Special Education and Rehabilitative Services. Research grants and an endowed Professorship have also enabled the support of Research Assistantships and Teaching Assistantships for the Program's Master's and Doctoral level students. The UKGPRC does not have an undergraduate program, but many of the Program's introductory Master's courses are attended by University of Kentucky undergraduate students, and the Program maintains a University Scholars Program with Kentucky State University (KSU), through which undergraduate students complete several courses toward their MRC on-line as undergraduates, and then complete their MRC through enrollment in the Program upon completion of their undergraduate degree.

The Need for a Doctoral Program in Rehabilitation Counseling at the University of Kentucky

1. There is no doctoral program in Rehabilitation Counseling in the state of Kentucky. The UK Rehabilitation Counseling Program is the only Rehabilitation Counselor education program in the state of Kentucky. There are only five universities in the Southeastern US offering a doctoral degree in Rehabilitation Counseling. Kentucky students

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wanting to complete doctoral study in Rehabilitation Counseling have limited options. The first is to leave the state and attend another university. The second option is that the UK Rehabilitation Counseling Program currently offers Rehabilitation Counseling coursework through the Department's Ph.D. in Special Education. This option is associated with the self-evident limitation that although the student receives doctoral coursework in Rehabilitation Counseling, the student's doctorate is in Special Education, which is a different and distinct profession. Each of these options is problematic. Clearly, the first option results in the loss, to the University of Kentucky and to the State, of our top scholars and researchers in Rehabilitation Counseling. The second option creates significant barriers for the doctoral students who are interested in pursuing academic or research careers in Rehabilitation Counseling because the title and focus of their Ph.D. is in another profession. The majority of the University of Kentucky Special Education doctoral students specializing in Rehabilitation Counseling have as their career goal an academic career as rehabilitation counselor educators or administrators, however the title of their degree puts them at a competitive disadvantage in pursuing such positions. This situation is also a hindrance to the Program in recruiting potential rehabilitation counseling doctoral students.

2. Because the current Ph.D. is in Special Education, the Rehabilitation Counseling Program has been constrained in both recruiting and competing with other rehabilitation counseling doctoral programs for student training funding, where a competitive preference results for programs that have Rehabilitation Counseling in the degree title and a curriculum more specific to rehabilitation counseling. The capacity to obtain training funds will be increased through the establishment of a Rehabilitation Counseling Ph.D. option with a distinct curriculum.

3. There is a significant and growing need for doctoral-level faculty in the field of rehabilitation counseling nationally and internationally. In the past year (9/1/2010 – 9/1/2011) there have been 28 faculty positions advertised by CORE accredited rehabilitation counseling programs in the US, and several additional internationally. The Program expects this rate of hiring to continue in the foreseeable future for several reasons. Between 2004 and 2015 48.1% of the faculty in rehabilitation education programs will leave academia, mostly due to retirement. During this period rehabilitation education programs will need to hire approximately 235 doctoral trained professionals. At present there are only 27 doctoral training programs in rehabilitation counseling nationwide (according to the directory of the National Council on Rehabilitation Education (NCRE)). A closer analysis of this data suggests that the doctoral degrees offered by five of these institutions are in fact doctoral degrees in fields other than Rehabilitation Counseling or Rehabilitation Education, including Rehabilitation Sciences, Counseling and School Psychology, and Counselor Education. Each Rehabilitation Counseling doctoral program graduates an average of only two (2) doctoral graduates each year. Approximately 27% of doctoral graduates in rehabilitation enter into academic positions, which results in a projected 157 doctoral graduates in rehabilitation counseling entering into rehabilitation counseling education programs between 2005-2015, accounting for only 66% of the projected need. Clearly there is a need for additional formal doctoral training programs in Rehabilitation Counseling, and the University of Kentucky Rehabilitation Counseling Program is well positioned to become a national leader in this area.

4. A Doctoral Program in Rehabilitation Counseling will increase research capacity. The four regular faculty associated with the UK Rehabilitation Counseling Program are actively engaged in research, and the Program has a strong and consistent record of external research funding. The establishment of an independent doctoral program will enhance the Program's capacity to generate external research funding by allowing increased capacity for grant production, management, and reporting, as well permitting an expansion of the areas in which grant support is sought for student-generated projects. Further, the national reputation of the faculty, and extensive research partnership opportunities at the University of Kentucky ensure that the University of Kentucky Doctoral Program in Rehabilitation Counseling will be an appealing option for rehabilitation counseling doctoral students.

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Signature Routing Log

General Information:

Proposal Name: Formal Ph.D. Option in Rehabilitation Counseling Education, Research, and Policy

Proposal Contact Person Name: Malachy Bishop, Ph.D. Phone: 7-4291 Email: mbishop@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Special Education and Rehabilitation Counseling	11/1/2011	Belva Collins, Ph.D., Chair / 257-8591 / bcoll01@uky.edu	
C&C Committee	11/15/2011	Doug Smith / 7-1824 / dcsmit1@uky.edu	
CoEd Faculty	12/13/11	Robert Shapiro / 7-9795 / rhsap01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ³
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

³ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Attachment

Attachment to “Request to Change Doctoral Degree Program” concerning:

#4. Provisions for monitoring progress and termination criteria

With respect to provisions for monitoring progress and termination criteria, The proposed doctoral program will maintain the policies currently established for doctoral students in the Special Education and Rehabilitation Counseling (EDSRC) Department, which are as follows, and as stated in the EDSRC Doctoral Student Handbook concerning:

- A. Annual Program Progress Review,
- B. Semi-Annual DGS Review, and
- C. Termination Policies

Annual Program Progress Review

The progress of each student is reviewed annually by the Department of Special Education and Rehabilitation Counseling Graduate Admissions and Standards Committee (GASC). The GASC considers information from academic (including practical) performance as well as faculty observations of the student during the academic year. The GASC review is reported to the student in a letter, with copies sent to the student’s Major Professor, during the Spring semester.

Semi-Annual DGS Review

The department DGS conducts a semi-annual review during February. This review is also based on faculty observations and input, but it additionally makes use of the student’s current academic transcript as well. The semi-annual DGS review focuses on the student being in compliance with both Graduate School and Special Education and Rehabilitation Counseling departmental guidelines with regard to grade point average (i.e., minimum of 3.5), incomplete or “I” grades (i.e., an I grade must be removed within one year of the date it is assigned), formation of an Advisory Committee (within 18 credit hours), and determination of the student’s perspective regarding his/her progress and needs. The format for the semi-annual review is a scheduled meeting with the GASC, presided over by the DGS.

Program Termination Policies

The Special Education and Rehabilitation Counseling department has developed a set of program termination and appeals policies with regard to doctoral students (see below from Doctoral Student Manual Appendix E). The review and student appeals processes are outlined in Appendix F of the Manual, and Appendix G outlines the plagiarism policies upheld by both the Special Education and Rehabilitation Counseling Department and the Graduate School.

**DEPARTMENT OF SPECIAL EDUCATION
Doctoral Student Manual Appendices E,F,G:**

Appendix E: Termination Policies

**DEPARTMENT OF SPECIAL EDUCATION AND
REHABILITATION COUNSELING**

DOCTORAL STUDENT TERMINATION POLICIES

Doctoral programs in the Department of Special Education and Rehabilitation Counseling are designed to prepare personnel to assume leadership positions in public schools, colleges, and universities, and other educational agencies. In addition to maintaining a high level of competence in academic work, it is expected that doctoral students exhibit other qualities that are frequently neither evident nor evaluated as part of formal coursework.

These include the following:

1. Commitment to the field of special education or Rehabilitation Counseling.
2. A work ethic that is characterized by consistent and sustained effort.
3. Ability to communicate effectively with other professionals.
4. Flexibility and responsiveness to educational change.
5. A high level of professional behavior.

The Graduate Faculty in the department believes that students should exhibit high levels of these behaviors during the course of their doctoral programs. In so doing, the probability of advancing the field through the contribution of doctoral graduates will be maximized. In fact, the faculty has a professional responsibility to do everything possible to insure that students are diligent in their pursuit of excellence. This includes the termination of students who are unwilling or unable to meet these expectations.

Students may be terminated from the program for the following reasons:

1. Violations of the student code that can result in termination from any program.
2. Grade point average falling below a 3.5 on all graduate work taken to date.
3. Evidence of lack of commitment to the fields of special education or rehabilitation counseling.
4. Poor task application that is characterized by less than consistent and sustained effort to complete tasks.
5. Lack of leadership ability, including reluctance to assume responsibility.
6. Unprofessional behavior.
7. Failure to remove incomplete grades within one semester following the assignment of

that grade.

8. Failure to take qualifying examinations within one semester following the completion of coursework.
9. Failure on the qualifying examination for a second time (automatic termination).
10. Failure to present a dissertation prospectus within one year following the completion of the qualifying examination.
11. Failure to maintain satisfactory progress on the dissertation, once the prospectus has been approved.
12. Violation of any of the rules of the Graduate School that can result in termination from the program.

In implementing this policy, the following procedures will be employed. At least once each year, and in no case later than February, the Director of Graduate Studies will solicit reactions of all currently enrolled doctoral students from all faculty. These reactions will focus upon faculty perceptions of progress and performance relative to the variables listed above. The Director of Graduate Studies will then review all available evidence and formulate a statement that will be conveyed to each student in writing.

This statement will summarize the faculty perceptions of the student's progress toward completion of the degree. If there are areas that are in need of improvement, these will be noted, along with a statement relative to the expected behaviors, the evidence that should be submitted to document that such change has occurred, and the date by which such documentation should be submitted.

In cases that appear to be warranted, the Director of Graduate Studies may recommend that students be placed on probation. This recommendation will be reviewed by the Departmental Committee on Graduate Admissions and Standards, and with appropriate modification and approval, be forwarded to the student. In such cases, the student will be given one semester to improve performance. At the end of this period, a decision will be made to either remove the student from probation or to terminate the student.

In extreme cases, the Director of Graduate Studies may recommend immediate termination from the program. In most cases, however, this would not occur until a student has been on probation and has been given an opportunity to rectify deficiencies. Exceptions would be for extreme violations such as plagiarism, cheating, or other similar items as specified in the Student Code. In all cases involving termination, the Committee on Graduate Admissions and Standards and the entire Graduate Faculty of the department must review this recommendation.

If the vote of the Graduate Faculty is to recommend to the Dean of the Graduate School that a student be terminated, the student will receive written notice of the decision, stating clearly the reasons for the termination and providing the student with an opportunity to meet with the Graduate Faculty of the Program. In all cases regarding probation or termination, the student has the right to appeal this decision to the College of Education committee on Graduate Admissions and Standards, the Graduate Council, and finally to

the Board of Trustees.

This policy is effective immediately, with current students becoming subject to the provisions herein.

Students are also expected to be aware of the following Graduate School policy related to termination:

TERMINATION

The Dean of the Graduate School may terminate enrollment in a particular program for the following reasons:

- Scholastic probation for three enrolled semesters
- In cases where the student's Advisory Committee recommends termination after the qualifying examination has been passed, the Graduate Faculty in that program will meet to vote on the recommendation. When the Graduate Faculty of that program concurs and the student dissents, the student will have an opportunity to meet with the Graduate Faculty of the program, after which a second vote will be taken and a final recommendation will be made to the Dean of the Graduate School. Each program sets specific requirements and standards of performance, evaluative procedures and criteria, and procedures for terminations of all students. The Director of Graduate Studies of the program should inform the student of these criteria at the time of enrollment.

Appendix F: Appeal Process

RESPONSIBILITY OF THE UNIVERSITY APPEALS BOARD

The Hearing Officer of the University Appeals Board shall schedule a hearing in any case of cheating, plagiarism, or falsification or misuse of academic records reported by the Ombud, the hearing to be held within 20 working days of the receipt by the Hearing Officer of the Ombud's report, unless the student consents to an extension of time for the hearing. The student may withdraw the appeal at any time. Notices to the student will be sent by certified mail to the address on file with the Ombud. Failure of a student to apprise the Ombud of a change of address shall be cause for dismissal of the appeal.

In cases of academic offenses where the student contests guilt, the University Appeals Board shall sit as a fact-finding body and determine whether or not the student cheated, plagiarized, or falsified or misused academic records from such evidence as is brought before the board (including testimony under oath, written statements, exhibits, and a view of the classroom where the cheating occurred, if this is an issue). The board may call witnesses on its own initiative and may continue the hearing for this purpose. Unless the board believes, by majority vote of those present and by a preponderance of the evidence,

that the student cheated, plagiarized, or falsified or misused academic records, it shall acquit the student.

In cases where the only issue is the severity of the sanction, the board shall sit as an appeals board and shall concur in the recommended sanction unless it believes, by a majority vote of those present and by a preponderance of the evidence, that the sanction is too severe. The Board may hear witnesses and consider written statements and exhibits in reaching its decision concerning the severity of the sanction. The Board may impose the minimum penalty of an E in the course or may recommend to the appropriate chancellor the imposition of a penalty of suspension or dismissal less severe than that recommended by the dean of the student's college.

Within five days of the decision of the University Appeals Board, the Hearing Officer of the board shall notify the student, instructor, department chair, dean of the student's college, and the appropriate chancellor of the action of the board. In addition, if the decision of the board is to impose a penalty of E in the course, the Hearing Officer shall notify the Registrar of that act.

In all cases involving academic offenses, the student shall have the rights set out in Section 2.3 of the Code of Student Conduct (Student Rights and Responsibilities, Part 1). (See also Rule VI-6.6.5.2.)

The requirement that the Hearing Officer shall schedule a hearing within 20 working days does not mean that the Appeals Board must reach a decision within that time. If the hearing is held near the end of the 20-day period, and if difficult issues are raised that require more time, the Appeals Board may find it necessary to hold additional meetings, stretching the hearings process beyond the 20-day limit. However, the Appeals Board should seek to render a decision as soon as is reasonably possible so that the student may plan his or her further academic work. (RC: 5/6/86)

Penalties for Academic Offenses

The minimum penalty for an academic offense is an E in the course in which the offense took place. The repeat option may not be used to remove an E given for an academic offense. If a prior academic offense has been recorded in the Registrar's Office, the minimum penalty shall be suspension for one semester (or a minimum of four months in those colleges in the Medical Center where the semester system is not in use). Penalties more severe than the minimum may be imposed where warranted by circumstances.

1. Suspension: Forced withdrawal from the university for a specified period of time, including exclusion from classes, termination of student status and all related privileges and activities. If a student while on suspension violates any of the terms set forth in the nature of suspension he or she shall be subject to further discipline in the form of dismissal. The penalty of suspension shall normally apply to semesters (or other academic terms as appropriate) following imposition of the penalty by the appropriate chancellor. With the consent of the student and the dean of the college in

which the offense occurred, the appropriate chancellor may fix an earlier date for suspension. In any case in which the suspension is imposed by the last day to drop a course with no record, it shall apply to that semester. In case of any student who is graduating, the suspension shall apply to the final semester before scheduled graduation. Suspension for an academic record, and shall appear on all transcripts for a period of three years beyond the conclusion of the suspension. (US: 3/7/88).

2. Dismissal: Termination of student status subject to the student's readmission. The conditions for readmission will be specified at the time of dismissal. The student may be readmitted to the university only with the specified approval of the appropriate chancellor upon recommendation of the Appeals Board. Dismissal for an academic offense shall be noted in the student's permanent academic record, and shall appear on all transcripts for a period of three years from the student's readmission to the university. (US: 3/7/88)

3. Expulsion: permanent termination of student status, without possibility of readmission except upon showing that the findings of fact, which formed the basis of action, were clearly erroneous. (To be invoked only in unusual circumstances and when the offense committed is of such serious nature as to raise the question of the student's fitness to remain a member of the academic community.) Expulsion for an academic offense shall be noted in the student's permanent academic record, and shall appear on all transcripts permanently. (US: 3/7/88)

See Student Code of Conduct: <http://www.uky.edu/StudentAffairs/Code/>

Appendix G: Plagiarism

Plagiarism: All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the

student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Cheating: Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Falsification or Misuse of Academic Records (US: 3/20/89; US 4/10/00): Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students.

Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Disposition of Cases of Academic Offenses (US: 3/10/86; US: 3/7/88): These rules govern the prosecution of academic offenses defined in Section 6.3. The rules in this section 6.4 are binding upon all persons and groups mentioned in these rules. Instructors who impose penalties for academic offenses without following these rules are violating the due process rights of students. Instructors, administrators, and the Appeals Board do not have the authority to impose penalties less than the minimum prescribed by these rules. Deadlines may be extended by mutual agreement of the involved parties.