

ETHICAL STANDARDS EXPECTED OF THE STRUCTURAL ENGINEERING STUDENT

The Value of Integrity at UCSD in the Structural Engineering Department

The Structural Engineering department faculty, staff, and students together strive to uphold the value of integrity in all aspects of education and scholarship. This value is essential for the academic community to thrive and to protect the validity of intellectual work and discourse. In light of this goal, the Structural Engineering department refers to the UCSD Policy on Integrity of Scholarship: <http://www-senate.ucsd.edu/manual/appendices/app2.htm>. The opening paragraph in this policy affirms the importance of integrity and clearly states the overall principles:

“Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld.”

The Structural Engineering department will adhere to all of the tenets of this policy, which dictates the responsibilities and obligations of the members of the university community to uphold the value of integrity as well as the procedures and consequences for those who violate its tenets.

Responsibilities of the Students

The UCSD policy states “Students are expected to complete the course in compliance with the instructor's standards. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort.” The Structural Engineering community maintains that violations of an honest effort include, but are not necessarily limited to, the following categories:

(1) **Cheating**: Cheating involves the giving (or attempt thereof), receiving (or attempt thereof), or using (or attempt thereof) of any unauthorized aid or assistance to complete any assigned academic work, or the giving (or attempt thereof), receiving (or attempt thereof), or using (or attempt thereof) of an unfair advantage in any form.

(2) **Plagiarism**: Plagiarism involves the copying (or attempt thereof) of the language, writing, ideas, concepts, structure, process, and/or thoughts of another and passing off such work as one’s own in any form without proper permission or credit. Plagiarism includes work involving computer codes or solutions manuals to textbooks not explicitly authorized by the instructor.

(3) **Falsification**: Falsification involves the written or verbal statement of any untruth, with respect to any circumstances involving one’s own or another person’s academic work or record. Examples of falsification include, but are not limited to, forgery of official documents or assignments, fraudulent tampering with documents or assignments or any tampering with an assignment after a due date, or any other such fraudulent manipulation of any document or assignment.

The Structural Engineering department maintains that students should use extremely cautious judgment in proceeding to use (or attempt to use), offer (or attempt to offer), or receive (or attempt to receive) aids, resources, and/or collaborations of any kind not explicitly authorized by the instructor. *Students MUST assume that aids, resources, and/or collaborations not specifically allowed by the instructor are NOT permitted. Students who are unsure about the proper use of such aids, resources, and/or collaborations should consult the instructor before proceeding to use them.* In general, a student who has doubts about how the academic integrity policy applies to any assignment is responsible for obtaining specific guidance from the instructor before submitting the assignment. Students must also understand that instructors may have policies, procedures, or regulations that vary from class to class: an acceptable action in one class may be deemed a violation in another class.

Responsibilities of the Instructor

Although all students, faculty, and staff are partners in maintaining the highest level of academic integrity in the Structural Engineering department, the primary responsibility for maintaining the standards of academic integrity rests with

the university faculty and the university administration.

The instructor will clearly state the objectives, requirements, and regulations for each course at the beginning of the term, and he or she will attempt to inform students clearly what kinds of aids, resources, and/or collaborations, if any, on any assigned work are permitted. The instructor will respond promptly to any student enquiry regarding the use of such aids, resources, or collaborations. The instructor is required under policy to respond to suspected violations in one of two ways:

(I) Call the student to a meeting to discuss the suspected violation. If the instructor decides that there is evidence of academic dishonesty, he or she must report the suspected violation to the Office of the Academic Integrity Coordinator (AIC).

(II) Notify the AIC directly that there is a suspected violation of academic integrity.

The full procedure following instances of suspected violations may be found on the website previously given. When a student has admitted to or has been found guilty of a violation of the standards of academic honesty, two separate actions shall follow. (1) The instructor shall determine the student's grade on the assignment and in the course as a whole. Any breach of academic honesty may be considered grounds for failure in the course, although less serious consequences may be incurred in less serious circumstances. (2) The appropriate administrative authority shall impose a disciplinary penalty. *The Structural Engineering department is committed to following the policy procedures in order to preserve the value of academic integrity.*

Determining an Honest Effort

Academic integrity is often satisfactorily maintained simply by applying common sense principles to the situation at hand. A student, instructor, or staff member could ask a number of such 'common sense' questions to help assess whether a given action possibly violates the value of integrity. Examples of such questions are:

- Are you unsure whether your action is allowed?
- Do you feel a need to hide your actions?
- Is it confidential information?
- Might you feel guilty about the action later?
- Is it dishonest or unfair to anyone?
- Does it violate a license or agreement?
- Is it detrimental to the interests of others?
- Will the action be offensive to others?
- Does it interfere with anyone's privacy?
- Does your action waste time or resources?

These questions, originally taken from the University of Tennessee's College of Engineering (Copyright © 2000 The University of Tennessee College of Engineering), were reprinted on a Jacobs School of Engineering website: www.jacobsschool.ucsd.edu/ESS/student_resources/student_conduct