Academic Integrity Policy

Academic Integrity, which is essential to the mission of Chestnut Hill College, consists in responsibility and honesty in the fulfillment of academic duties and is vital to the Chestnut Hill College community of scholars. Academic integrity promotes trust, mutual respect, cooperation, and the advancement of learning.

Academic integrity requires of students:

1. Careful and thorough preparation for classes, including reading, completion of assignments, finding required background material, and reflecting on relevant issues.
2. Regular and prompt attendance for the entire class session unless there is a serious reason for absence.
3. Effort to maintain careful and focused attention during class.
4. Participation in class discussion by both speaking and listening.
5. Consistent attendance at lectures, events, study groups, and/or conferences with the instructor, as required or suggested by the instructor.
6. Asking questions and seeking appropriate assistance from peers, academic support staff, and instructors, as needed.
7. Respect for instructors and students.
8. Careful and thorough preparation for and complete honesty in fulfilling assignments, writing papers, citing sources, and taking tests and examinations.
9. Speaking to any student observed in violation of academic integrity, to discourage such violation. If this is not successful, reporting the violation to the instructor.

Cheating and Plagiarism

Cheating and plagiarism destroy the trust and mutual respect that are essential to a community of learning. These behaviors violate the deepest convictions of the College community and are infractions of Academic Integrity. The use of generative artificial intelligence tools should not be used in the completion of course assignments unless an instructor explicitly authorizes their use.

The following acts are examples of cheating, though the list is not exhaustive:

- Using material or data not specifically allowed by the instructor during the taking of an examination, test or quiz, such as:
  o material written by another student with or without his or her knowledge
  o cheat sheets whether on paper or electronic
  o textbooks and/or notes
  o unauthorized use of calculators, phones, watches or any other unauthorized aid.
- Collaborating during an in-class or on-line examination, test or quiz, either in the giving or receiving of information or improper collaboration.
- Using textbooks, materials or assistance outside the directions of the instructor on a take-home examination or laboratory report.
- Stealing, using or transmitting verbally, electronically, or otherwise, examinations, tests, quizzes or portions thereof, or other likewise confidential information before or during the time of the exam.
- Stealing, receiving, or transmitting verbally, electronically, or otherwise, assignments to/from other students.
- Submitting for a grade in one course any material previously or simultaneously submitted for a grade in another course without documented authorization from both instructors.
- Substituting for another student or permitting any other person to substitute for oneself to take a test or examination.
- Falsifying laboratory or research data or results.
- Falsifying or inventing bibliographical entries.
- Withholding knowledge of cheating or plagiarism.
- Knowingly participating in another student's act of cheating or plagiarism.
- Willfully committing, aiding, or abetting any act of cheating.

Plagiarism is defined as the submission of work (written work, artwork, musical composition, oral presentation, software program, experimental design, etc.) that incorporates ideas from another individual (student, teacher, author, etc.) and presents these ideas as one's own without adequate acknowledgement of the source.

The following acts will be deemed acts of plagiarism, though this list is not exhaustive:

- Presenting published or unpublished work prepared by others, or dictated by others, as one's own, including papers purchased or borrowed from any person or organization.
- Presenting, as one's own, reports, assignments, or exercises copied from or dictated by others.
- Incorporating formal lecture notes, on-line course material, or information from textbooks into one's own work without acknowledgement and thus presenting them as original.
- Presenting, as one's own, computer solutions, multi-media projects, or computer programs developed by someone else.
- Copying multimedia objects (videos, audio files, animations, presentations, websites, blogs, wikis, discussion posts, e-publications, e-portfolios, etc.) without appropriate citation, and presenting this as one's own original work.
- Copying the ideas and/or language of any other person or persons, without appropriate citation or acknowledgement, and presenting this as one's own original work.
- Willfully committing, aiding or abetting any act of plagiarism

Accountability Procedures

We enter into our work as an academic community with expectations that academic integrity will be upheld. When it is not, the violation, whether intentional or unintentional, is first an opportunity for learning and growth. That learning and growth comes about in many ways and over time. This policy gives opportunities for learning and repair to the academic community as well as guidelines for consequences.

Instructors are responsible for determining when a violation of academic integrity has occurred, assigning the consequence for the course, and reporting the violation to Academic Affairs. To report a violation to Academic Affairs, the instructor must complete the Violation of Academic Integrity Form. The VPAA is responsible for keeping track of the number of times a student is reported.

If the student has previous infractions of Academic Integrity, the VPAA shall notify the instructor. Upon consultation with the VPAA, the instructor will determine the appropriate sanctions.

Instructors may impose one or more of the following:

A. Restoration to community, such as, with support, talking with groups of first year students about Academic Integrity
B. Written warning
C. Remediation, such as revising the assignment
D. Assignment of additional work
E. No credit for the test or assignment
F. Failure of the course

The VPAA may impose the following:

- Suspension from participating in optional College activities such as SGA, athletics, honor societies and programs, etc. Suspension is enacted by the VPAA when the violation is severe or when the student has multiple infractions. The President may impose the following:
- Dismissal from the College

Dismissal may only be enacted by the President in consultation with the VPAA. Even a first offense, if severe, may incur these penalties.

No student held responsible for violations of Academic Integrity during a given semester or academic year will be eligible for inclusion on the Dean's list. Students found responsible for an academic integrity violation may lose other honors.

Appeals

A student reported to the VPAA for a violation of Academic Integrity may appeal the charge according to the following procedure:

- Academic Integrity cases should first be addressed between the faculty member and the student in an effort to reconcile their differences. If the faculty member determines that a violation of Academic Integrity has occurred, he or she will complete the appropriate form and submit the form to the VPAA.
- If the student disagrees with the outcome, he or she will have three weeks from receipt of notification to present an appeal in a signed letter to the VPAA.
- Appeals may only be submitted on the following grounds:
  - evidence of improper or inadequate procedure;
  - prejudicial conduct;
  - disproportionate sanction;
  - new evidence, not available at the time of the hearing.
- The Appeals Board for the School of Undergraduate Studies will be composed of four members: the Chair of the Academic Standards Committee, one other faculty member appointed ad hoc by the VPAA, a student success adviser, and the VPAA of the School of Undergraduate Studies. If the Chair of the Academic Standards Committee, appointed faculty member or student success adviser has a conflict of interest, the VPAA will appoint a replacement. The first three members are voting members. The VPAA will moderate the discussion but will not vote.
- If the case is brought to the Appeals Board, both student and faculty member will submit relevant evidence (including a list of witnesses) to the office of the VPAA three working days before the hearing. If more than one student is involved, each will have a separate hearing.
- Although no attorneys or parents/guardians are to be present at the Appeals Board hearing, the student may receive support from a member of the College community; this person may be present during the entire hearing but is not permitted to speak during the hearing process. The name of the support person must be submitted to the office of the VPAA three working days before the hearing.
- All participants in the hearing must have three working days' notice of the hearing. Only individuals approved by the VPAA may be present at the hearing.
- An appeal based on new evidence, not available at the time of the hearing will be referred to the Chair of the Academic Standards Committee for a second hearing.
- The Appeals Board will make a decision based on the evidence presented at the hearing. The decision of the Board is final. The VPAA will communicate the decision to the student within ten working days of the hearing.

Academic Policy on Artificial Intelligence Technology

Background

Artificial intelligence (AI) tools are built into many applications and programs used on a regular basis in academic and professional settings.

As noted in the Academic Integrity Policy, the use of generative artificial intelligence tools should not be used in the completion of course assignments unless an instructor explicitly authorizes their use. Thus, it is understood that it is the right of each faculty member to determine whether they would like to use generative artificial intelligence tools in their courses. This policy is to create guidance for the use of generative artificial intelligence and includes a list of tools with uses, how to cite the use of generative artificial intelligence tools, and sample language for syllabi regarding the use of generative artificial intelligence tools.

Default Policy

The default guidelines on the use of generative AI tools in courses is that such tools are *not permitted*. Below are important exceptions to this statement:

i. Library database searches and generative assistance with citation tools, such as easybib.
ii. Generative searches in browser.
iii. Editing assistance built into Microsoft Word and other products that the college provides.

iv.   Certain exceptions will apply for students with disabilities. Students requesting or requiring accommodations are encouraged to contact the Center for Accessibility and Learning Services (CALS).

Appendix A ("AI Tools: Scope and Use") includes a list of AI tools that are approved for use in coursework by default, unless such usage contradicts instructor guidance on coursework completion.

Faculty Rights and Responsibilities

It is the faculty's right to decide whether generative artificial intelligence tools are permitted in the course. Certain exceptions will apply as identified in the *Default Policy* section and specifically for students who require accommodation as documented by the Center for Accessibility and Learning Services (CALS). It is the responsibility of the faculty to have a clearly written description of the use of AI tools on the course syllabus, including use of AI detection tools. Appendix B ("AI Tools: Sample Syllabi Language") provides sample syllabi language for faculty to use on their course syllabus.

If AI tools are permitted, then faculty are responsible for communicating precisely the conditions and criteria for use. It is also expected that faculty will describe precisely how students are expected to attribute and cite the use of AI tools. If AI detection tools are used, it is the faculty member's responsibility to use the detection tool carefully and with adequate knowledge of how the detection tool is operating. Appendix C ("AI Tools: Citation of Use") provides sample syllabi language for faculty to use on their course syllabus

Student Rights and Responsibilities

Certain exceptions will apply for students who require accommodation as documented following the process established by the Center for Accessibility and Learning Services (CALS). An exception is any tool approved for use in the student's accommodation plan from CALS.

It is the responsibility of the student to read, understand, and seek clarification from the instructor where necessary on the instructor's written and verbal descriptions of the acceptable use of AI in the course. If usage of AI tool(s) is permitted by the instructor, students are obligated to follow the instructor's guidance regarding the nature of that usage.

If usage of AI tool(s) is permitted by the instructor, students are obligated to follow the instructor's guidance regarding if and how that usage is to be attributed and cited in the submitted work. If no attribution or citation guidance is given by the instructor, the students should adopt the style typically used in the discipline most closely aligned with the course. Appendix C ("AI Tools: Citation of Use") aims to assist students with the various citation rules and styles for AI and AI tools.

If usage of AI tool(s) is permitted by the instructor, the final work product submitted is the student's responsibility. It is important that students are aware that AI generated content may be false or biased, and students assume ownership of and responsibility for submitted work that may be violative of other college policies. Inappropriate or offensive content may be reported to Vice President of Academic Affairs for consideration of appropriate next steps, if any.

Definitions

ARTIFICIAL INTELLIGENCE (AI). The following definition is from the IEEE-USA Board of Directors: "The theory and development of computer systems able to perform tasks normally requiring human intelligence such as, visual perception, speech recognition, learning, decision-making, and natural language processing."

ARTIFICIAL INTELLIGENCE TOOL (AI Tool). Any platform (i.e., any computer [hardware] or program [software], or any part of a piece of hardware or software), in which artificial intelligence is leveraged to assist the user of the platform with a user-specified task. It is recognized that this definition is broad in scope; the justification for this breadth is the fact that many platforms already incorporate artificial intelligence, and it is anticipated that this breadth of adoption will only grow in the future. Appendix A "AI Tools: Scope and Use" presents a partial current snapshot of this landscape, with the recognition it will require regular updates to maintain relevance.

AI DETECTION TOOL. Any platform (i.e., any computer [hardware] or program [software], or any part of a piece of hardware or software) intended to assess whether AI or an AI Tool has been used to create a digital object (e.g., text, audio, image, video).

CHATBOTS. AI systems are designed to automatically interact through the interpretation of natural language.

AUTOMATIC WRITING EVALUATION. AI-driven systems that use natural language processing to automatically provide feedback on written text submitted to the system.
INTELLIGENT TUTORING SYSTEMS (ITS). AI-driven tools that can provide step-by-step tutorials, learning exercises, recommendations, prompts, and assessments, individualized for learners.

Appendix A - AI Tools: Scope and Use

Artificial intelligence (AI) is available across a range of platforms and the technology is changing rapidly. Depending on the specific course, the use of AI may be expected or restricted. In addition, AI generated content may be inaccurate, biased, unethical, or offensive. Students assume responsibility for the content generated by AI.
1. STANDARD ALLOWED TOOLS

The AI tools identified on this list are considered standard and allowed in all classes, unless otherwise noted by the course instructor. If a student uses one or more of these tools across all courses, they should consult with their instructors.
   a. Writing Support: Microsoft Office Spell Check, Editor and other editing tools.
   b. Voice Support & Control: Alexa, Siri, Dragon Naturally Speak, speak to text.
   c. Search Engine Support: Bing, Google, Chrome, Edge to conduct and refine research.
   d. Presentation Support: Live captioning.
   e. Notebook Functions: Note taking, note organization.
   f. Library/Research Support: Library databases and citation tools, like easybib.
   g. Other Support: planning, time management, scheduling, etc.

2. AI TOOLS - INSTRUCTOR PERMISSION REQUIRED

This list includes examples of AI tools used to create student content that are allowed only with instructor permission. The type of content created is divided into two categories: *AI assisted content* and *AI generated content*. When AI tools are permitted for these purposes, the student is responsible for following the necessary citation and attribution guidelines.

AI Assisted Content
   a. Outlining Services – Develops an outline for a paper or assignment.
   b. Co-pilots – Used to help generate ideas, provide predictive speech, etc.
   c. Summary Services – Summarizes texts.
   d. Feedback Services – Provides real-time feedback, simulate grading, or reflect on answer prompts.
   e. Editing Services – Editing, revising or coding for an assignment beyond the capacity of one of the tools in the Standard Allowed list.

AI Generated Content
   a. Sandboxes – Controlled digital environment to research AI behavior or impact on systems or models to identify and mitigate risk.
   b. Paper Writing – Creates the content for a specific paper or assignment.
   c. Image Generation – Creates images based on student prompt.
   d. Problem Solving – Generates step-by-step solutions to mathematical or science-based problem.
   e. Digital Analysis – Used for analysis of studies and intellectual properties.
   f. Code Generation – Generates specific code based on student prompt.
   g. Deep Fakes – Creates fake stories, images, etc., based on student prompt.

Appendix B - AI Tools: Sample Syllabi Language

EXAMPLE #1 (use of AI tools is forbidden):

PERMITTED USE OF ARTIFICIAL INTELLIGENCE TOOLS IN THIS COURSE:
Artificial intelligence tools such as large language models (e.g., ChatGPT) are not permitted to be used in preparing submitted work for this course. Further information on policies regarding the use of artificial intelligence tools in the classroom is available in the College Catalog.

EXAMPLE #2 (use of AI tools is allowed in some cases):

PERMITTED USE OF ARTIFICIAL INTELLIGENCE TOOLS IN THIS COURSE:

Artificial intelligence tools such as large language models (e.g., ChatGPT) are permitted to be used in preparing submitted work for some parts of this course. Please see the instructions for Assignments 1 and 2, for which the usage of such tools is encouraged. Such tools are not permitted to be used in preparing submissions for Assignments 3 and 4. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. Further information on policies regarding the use of artificial intelligence tools in the classroom is available in the College Catalog.

EXAMPLE #3 (use of AI tools is encouraged):

PERMITTED USE OF ARTIFICIAL INTELLIGENCE TOOLS IN THIS COURSE:

Artificial intelligence tools such as large language models (e.g., ChatGPT) are encouraged to prepare submitted work for this course's assignments. Please see the instructions for usage included with each assignment. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. Further information on policies regarding the use of artificial intelligence tools in the classroom is available in the College Catalog.

EXAMPLE #4 (use of AI detection tools):

USE OF AI DETECTION TOOLS USED IN THIS COURSE:

Student work may be submitted to AI or plagiarism detection tools to ensure that student work product is human created. The submission of AI generated answers is a violation of the Academic Integrity Policy. Further information on policies regarding the use of artificial intelligence tools in the classroom is available in the College Catalog.

REFERENCES:
● Kevin Gannon, "Should you add an AI policy to your syllabus," Chronicle of Higher Education, July 31, 2023, https://www.chronicle.com/article/should-you-add-an-ai-policy-to-your-syllabus.
● Lance Eaton, "Classroom Policies for AI Generative Tools," Google Docs, accessed February 23, 2024.

Appendix C - AI Tools: Citation of Use

If AI use is permitted in your class, it is important that you distinguish your original work from work generated by AI or created collaboratively with AI. You should cite to the AI Tool that you used whenever your instructor requires citation or when are using content entirely or partially created by AI at any stage during the assignment creation process from idea generation to final assignment turned in for a grade. This includes content that you have substantively edited or paraphrased.

The American Psychological Association, Chicago Manual of Style, and the Modern Language Association have all responded to the use of AI tools by providing citation rules and examples. While all of these provided blog posts use ChatGPT as an example, the format provided will work with all available AI tools. Below is an example from each style manual.

Further examples, including both long and short prompts, are available in this library guide: https://klinelaw.libguides.com/aiclasspolicy. ChatGPT and many other AI tools also offer a method to share your session transcripts with your instructor.

American Psychological Association (APA):

The APA does not include the prompt in its citation format because it recommends that the prompt and response either be included in the text itself, the methods section of the paper, or in an appendix. **Author (usually the AI Tool creator). (Year). AI Tool Name (Version) [Type of AI Tool]. Source/URL. OpenAI, (2023).**

DALL-E (Version 2) [Image Creation]. https://labs.openai.com/s/kfFtTxaEp59wKHA9nVcA9Z15

In-text: When given the prompt "A dinner with three female friends in a science fiction landscape in the style of Salvatore Dali," DALL-E generated an image with four females having dinner at a table (OpenAI, 2023).

Chicago Manual of Style:

Author, Prompt, Date Text Generated, AI Tool Creator, URL (optional).

ChatGPT, response to "Can you remove the redundant HTML code from these documents and change all instances of beta.regulations.gov to www.regulations.gov, please?", July 28, 2023, OpenAI, http://chat.openai.com/.

Modern Language Association:

"Descriptive Title (typically the prompt)" prompt, Name of AI Tool, Version, AI Tool Creator, Date, Location.

"Write a joke about a lawyer, a professor, and an undergraduate" prompt using personality stand-up comedian, Chatsonic, 31 July 2023 Version, Writesonic, 31 July 2023, https://app.writesonic.com/.

Unless your instructor requires a different method, you should also include a transcript of your interaction with the AI tool as an additional attachment or appendix when you submit your assignment. Depending on the discipline and assignment, it may also be appropriate to include specific information on your prompts and results in the assignment's methods section.