

# **GOUCHER COLLEGE ACADEMIC HONOR CODE**

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## **Introduction**

At Goucher, we honor freedom of expression, inquiry, and action. In return, we expect consideration of others, academic integrity, and a commitment to the value of truth.

The tradition of freedom with responsibility at Goucher is fundamental to the ideals to which the life and work of the college are dedicated. The courage to challenge, the praise for honesty and effort, and the appreciation for commitment or involvement make our community open to truth and knowledge rather than to ignorance and misunderstanding. These same principles are relevant when we interact with the nonacademic world.

It is important for each of us to be thoroughly familiar with the principles and procedures of the Academic Honor Code which obliges each member of the Goucher community.

## **Liberal Arts Education and Human Interdependence**

Professor Joseph Morton

What is a liberal arts education? The phrase “liberal arts” (or “liberal education”) referred originally to the humanistic, pre-professional studies of free men, distinguished from the professional training of doctors, lawyers, et al, and from the allegedly inferior learning (“on-the-job-training,” we might say) of manual laborers, however skilled their crafts. This rather snobbish distinction can be replaced by one more humane, more general, and more significant. Education in the liberal arts—in contrast to professional training—has as its objective liberating the individual: developing the individual’s basic intellectual, spiritual, and aesthetic characteristics.

This development should not conflict with the individual’s professional growth; in the long run, it should enhance it. But whether a student does benefit professionally from a liberal arts education, whether a student pursues a professional career at all, each of us is first, always, and fundamentally a person—not a consumer, a worker, or even a professional.<sup>2</sup>

How does a liberal arts education foster such lofty ideals of “character development”? Through a wide variety of studies having different subject matters, methods, and approaches, the program of education aims at eliciting and strengthening human elements such as these: understanding of the arduous pursuit of knowledge, and of the importance of knowing; appreciation of moral and aesthetic values; sensitivity to human problems and commitment to cooperative action to alleviate them; tolerance, courage, dignity, and integrity. These are very difficult goals to achieve; one should not expect these characteristics to be developed completely in four years—or in forty. If the graduate has advanced toward this liberation and has acquired the incentive to continue, then the program has succeeded.

It is a fundamental feature of human knowing and of scholarly work that human beings are inevitably and pervasively dependent on others. Human interdependence is, of course, a basic aspect of human existence. A person does not build a house alone, even if—like Thoreau—he or she has no “visible” helpers. Not only are the material components (bricks, boards, pipes, glass, etc.) and the tools used by the builder usually made by others; the “lone” builder is, to an even greater extent, dependent on centuries of human development in carpentry, masonry, engineering, architecture, and other arts and sciences.

Analogously, the scholar—even a very original, creative one—is thoroughly dependent on others for the components of her or his work: in this case, not for bricks and boards, but for ideas, methods, information, questions, and values. To recognize and to emphasize this dependence are in no way to cramp the creativity of the scholar or to deny the novelty and achievement of his or her work. It is, rather, to say that creativity and achievement flow from knowledge, not from ignorance; the intelligent and sensitive creator stands on the shoulders of countless human beings, not in isolation from them. Of course, the greater the understanding and the more powerful the imagination, the more daring and comprehensive can be the synthesis produced—whether in designing a new building or a new theory.

It should be the objective of liberal arts students to become thoroughly familiar with some of the best ideas, methods, and values of past and present scholars, so that they can work gradually toward their own more and more individual systems of knowledge and values. In this process of learning, they should recognize their debt to other human beings, past, present, and future<sup>3</sup>—a debt which all of us (teachers as well as students) should gratefully acknowledge.

<sup>1</sup>As, for example, “Women’s Liberation” has as one of its basic goals freeing women (and men) to recognize and to develop the full range of their human capacities.<sup>2</sup> I would argue, however, that a person’s vocation—whether paid or not—is one of the most important components in her or his personality.<sup>3</sup> We are not only dependent on predecessors and contemporaries. We also depend on our successors—to test, develop, improve, and (we hope) confirm our works. And often, successors find rich, significant suggestions which the author of a book, a theory, or a work of art perceived dimly, if at all.

## **The Liberal Arts and Academic Integrity**

Professor Bart Houseman

By defining itself as a college, Goucher is asserting that it is a community of colleagues (both teachers and students) mutually committed to the pursuit of learning and the search for truth. By calling itself a liberal arts college, Goucher is establishing itself within a strong tradition that recognizes not only the unbroken nature of the fabric of knowledge but also the primary importance of learning how to acquire, evaluate, and communicate knowledge. It is acknowledging that understanding precedes success.

By declaring ourselves members of the Goucher community, colleagues in the pursuit of truth, we are professing our dependence, not only upon scholars before us, but upon each other as fellow learners. Just as we are mutually dependent on each other, so are we mutually responsible for each other. Although the description of this responsibility varies from person to person, at minimum it includes the maintenance of an atmosphere conducive to achieving the high goals of liberal education enumerated earlier by Joseph Morton—tolerance, courage, dignity, integrity.

This requires, among other things, a college characterized by honesty, a group of learners opposed to the use of deception in the pursuit of knowledge, a community of colleagues which resolutely forswears dishonest means to gain an academic advantage, no matter how important that advantage may seem to be. For this reason, the college governs itself by the Goucher Academic Honor Code, which reflects the conviction that the principle of academic honesty calls both for individual adherence and for community commitment. Individuals are not merely responsible for their own honesty; they share in the college’s defense against breaches in adherence to the honesty principle, knowing that the entire community is weakened by the violations of even a few.

The Academic Honor Code stands as one of the important pieces of Goucher's liberal arts educational structure; it is for this reason that we have assembled this book. The life of a citizen in the Goucher academic community is the continuous process of attaining a high quality of intellectual achievement. The Goucher degree should represent not only this final accomplishment but also a high and consistent quality of performance in pursuing that goal. The Academic Honor Code, therefore, is the cornerstone of the academic community at Goucher College. It implies and demands a sense of personal honor and moral integrity. Furthermore, it assumes that every student has the responsibility to work for the honor and integrity of the entire community.

Authority to regulate undergraduate student conduct in matters pertaining to the Academic Honor Code has been delegated by the college to the Student Government Association, whose constitution provides for the Academic Honor Board. Authority to regulate graduate student conduct in matters pertaining to the Academic Honor Code has been delegated by the college to the Graduate Studies Committee which has approved the formation of the Graduate Academic Honor Board. It is expected that all students, including those in the undergraduate, graduate, and professional programs, act, with full responsibility, in accordance with the highest standard of academic integrity and honor here stated.

### **The Criteria of Academic Dishonesty**

Academic dishonesty shall be considered a failure to meet the criteria outlined below. Principles of honor and integrity in academic work cannot be codified in every aspect, therefore, the following criteria shall be considered as a guide, not an inclusive manual of usage. The student's intent in cases of alleged academic dishonesty shall be determined solely by the Graduate or Undergraduate Academic Honor Board.

### **I. Examinations**

- A. Students shall neither give nor receive assistance from other individuals during examinations. They shall not communicate with any other students in any way during the test.
- B. Students shall avoid leaving the examination room unaccompanied for an excessive length of time during an examination.
- C. There shall be no use of aids (tests, notes, pictures, etc.) unless authorized by the instructor. No pages shall be inserted or torn out of the examination blue book.
- D. All take-home, internet-based, or prepared examinations shall be taken according to a procedure clearly specified by the instructor. In all cases of doubt, students should request clarification from the instructor. On internet-based tests, electronic signatures will be acceptable.
- E. There shall be no discussion about any self-scheduled exam.
- F. Use of cell phones and unauthorized use of computers are strictly prohibited, even for checking time.

### **II. Plagiarism, Cheating and Academic Misconduct**

- A. There shall be no collaboration between a student and any other individual(s) unless authorized by the instructor.

B. It is expected that students will discriminate carefully between parts of their writing for which they are solely responsible and other parts for which credit is owed to someone else. Failure to acknowledge the work of others incorporated into a student's written work is a serious offense. When a borrowed idea is stated in a student's own phraseology, there shall be an acknowledgment of the source of information. When it is expressed in the phraseology of the source itself, it shall be placed in quotation marks and acknowledged. Quotations that exceed several connected words shall be put in quotation marks unless the passages are proverbial or well-known. There shall be accurate placing of quotation and punctuation marks, and adequate indication by brackets of any changes or interpretations. Acknowledgments shall be in the citation form specified by the instructor.

C. Laboratory/research work shall be unacceptable unless all measurements of data, drawings, etc., are recorded independently and employed in the work by each student and/or authorized group.

D. No data, information, or citation may be falsely reported or falsely attributed in an academic exercise. This includes, but is not limited to, deliberate falsification of laboratory experiment results, data or judgments attributed to scholarly sources, results of calculations and the output of computer programs.

### **III. Library Regulations**

No student shall infringe upon the rights of others to enjoy equal access to the library, its materials, and its equipment. Students are responsible for knowledge of library regulations, and violation of these rules is considered a breach of the Academic Honor Code. Of paramount importance is the rule that library materials must be checked out at the circulation desk before removal from the building.

### **IV. Resubmitting Course Work (paper, homework, laboratory work)**

No student shall turn in work that has received a grade in one course for a grade in a second course, unless the instructor in the second course has given permission to do so.

## **PROCEDURE**

### **I. Academic Honor Boards**

A. Undergraduate Academic Honor Board:

The Undergraduate Academic Honor Board shall be composed of the chair, the recording secretary, board members and faculty. At least one faculty member and four students shall serve at each hearing, not including the Honor Board Chair.

1. General.

Violations of the Academic Honor Code alleged against undergraduate, including Goucher II, students shall be reviewed and decided by the Undergraduate Academic Honor Board ("Undergraduate Board").

Hearings before the Undergraduate Board shall be conducted according to

these procedures. The coordinator for the Undergraduate Board (“coordinator”) is the Associate Provost for Undergraduate Studies who shall advise the Undergraduate Board, perform the duties described in this procedure, and be present at all hearings, but is not a member of the Undergraduate Board and does not have the authority to vote on hearing proceedings.

## 2. Composition and Selection

The Undergraduate Board shall be composed of a maximum of six regular undergraduate student members and two alternates, selected annually by the coordinator and up to two members of the undergraduate board from the previous academic year or a member of the Academic Policies Committee. Each student application for a position on the Undergraduate Board must be supported by two faculty letters of recommendation. The students serving on the Undergraduate Board shall elect a chair and recording secretary from among their members. The recording secretary shall be a voting member of the Board, and the chair shall vote only in the event of a tie. The coordinator shall also serve on the college’s Academic Policies Committee, which is responsible for oversight of the academic honor system at the college.

Two undergraduate faculty members shall be selected on a rotating basis for each Undergraduate Board hearing by the Associate Provost for Undergraduate Studies. At least one faculty member at each hearing must have previously served at an Academic Honor Board hearing. All members of the Undergraduate Board shall be present at hearings, unless excused by the chair for substantial reasons. At least one faculty member and four students shall serve at each Undergraduate Board hearing.

## B. Graduate Academic Honor Board

### 1. General

Violations of the Academic Honor Code alleged against graduate shall be reviewed and decided by the Graduate Academic Honor Board (“Graduate Board”). Hearings before the Graduate Board shall be conducted according to these procedures. The coordinator for the Graduate Board (“coordinator”) is the Associate Provost for Graduate Studies, who shall advise the Graduate Board, perform the duties described in this procedure, and be present at all hearings, but is not a member of the Graduate Board and does not have authority to vote on hearing decisions.

### 2. Composition and Selection

The Graduate Board shall be composed of three regular graduate student members, and three alternates. The executive director of graduate and professional studies, the director of graduate programs in education, and the director of the post baccalaureate premedical program shall annually select one regular and one alternate student representative from each of their programs to serve on the Graduate Board. A chair and recording

secretary shall be selected, and both officers shall be voting members of the Graduate Board.

The above-named directors shall select two faculty members from each of their graduate programs to serve on the Graduate Board. Two faculty members from this group shall be selected on a rotating basis to serve at each Graduate Board hearing.

- C. In addition to members of the Undergraduate or Graduate Academic Honor Board, the Associate Provost for Undergraduate Studies shall be present at each hearing.

## **II. Reports of Violations of the Academic Honor Code**

### **A. Who may report**

There are three methods by which an alleged violation of the Academic Honor Code may be brought to the attention of either Academic Honor Board for hearing and decision:

1. A student who has violated the Academic Honor Code is honorbound to report the violation.
2. A student who has witnessed or otherwise has personal knowledge of a violation of the Academic Honor Code is honorbound to report the violation directly.
3. A faculty member who has reason to believe that a violation has occurred may ask the student to self-report, or may report the violation directly.

### **B. Making and distribution of report of violation**

All alleged violations shall be reported promptly in writing to the coordinator of the appropriate Academic Honor Board. The written report, whether made by a student self-reporting a violation or by another person (the 'reporting person'), shall be signed by the maker or sent from the maker's Goucher email account. Upon receipt of a report, the recipient shall ensure that both the Board chair and the coordinator have copies.

## **III. Prehearing Procedures**

### **A. Meeting with Honor Board Coordinator**

Upon receipt of a report or copy of a report of violation, the coordinator shall contact and schedule a meeting with the accused student (including a student who self-reports). At the meeting, the coordinator shall provide the accused student with a copy of the report of violation, unless it is a self-report. The accused student shall acknowledge receipt of the report by signing the coordinator's copy. The coordinator shall explain the hearing procedure and respond to any questions raised by the accused student. The coordinator shall inform the accused student of the right to have an advisor, as described below:

In the case of distance learners, upon receipt of a report or copy of a report of a

violation, the coordinator shall contact the accused student and fax or otherwise send a copy of the report of violation to the student for signature acknowledging receipt of the report. Either by personal meeting or other means, the coordinator shall explain the hearing procedure and respond to any questions raised by the accused student, and shall inform the student of the right to have an advisor, as described below.

The coordinator may obtain additional materials of direct relevance to the case from the instructor and/or the student. Such materials may include, but are not limited to, the course syllabus, the assignment in question, text from other sources in cases where the reported violation is plagiarism, and the grading system employed. All materials gathered for the hearing shall be shown to the student by the coordinator prior to the hearing.

**B. Advisors**

An accused student may have an advisor to assist the student during the process and be present at the hearing. The advisor shall be a member of the Goucher community, and may not be a practicing attorney. The coordinator may recommend an advisor at the accused student's request. The accused student shall identify the advisor to the coordinator before the hearing. Legal counsel shall not be permitted to participate in any hearings conducted under these procedures.

**C. Hearing Date**

Upon receiving the report of violation, the coordinator shall promptly set a date for a hearing before the appropriate Academic Honor Board. The date of the hearing shall usually be not more than 10 school days after receipt of the report of violation by the accused student, unless the following exceptions apply:

1. The hearing would occur when the college is not in session, in which case the accused student may choose to either have the hearing scheduled at the earliest possible date when the college is in session again, or to proceed with the hearing before a reduced Board, including two members of the faculty and as many student board members as are available; or
2. The coordinator determines, in his or her discretion, that circumstances require a later date.

**D. Notice of Hearing**

At the time a hearing is scheduled the chair shall notify the accused student and all participants, including the reporting person(s), of the time, date, and place of the hearing. Such notice shall be provided in person, by Goucher e-mail, and/or by telephone.

## **IV. Evidence and Witnesses**

**A. Evidence Permitted at Hearings**

Strict rules of evidence do not apply to hearings conducted under these procedures, but information provided at the hearing must be relevant, not privileged, and legally

acquired. Information about the character of the accused student is considered of very limited relevance to the proceedings and will only be permitted at the discretion of the chair. The accused student's standing in the course in which the violation is alleged to have occurred, and any record of prior Academic Honor Code violations, may be considered by the Board only when determining sanctions. The relevance of all witnesses and information shall be determined by the Board chair, in consultation with the coordinator.

#### B. Witnesses

The Board chair or coordinator may accept verbal or written requests for the calling of witnesses by both the accused student and the reporting person. In cases of self-reported violations, the course instructor may be called as a witness. The chair may limit the number of witnesses called for such reasons as redundancy and relevancy. The coordinator shall notify each party of the names of all witnesses, and shall notify all witnesses of the time, date, and place of the hearing. If a witness is unable to attend the hearing, the chair, in consultation with the coordinator, may accept written testimony.

No Academic Honor Board member shall serve on the Board for any hearing at which the Board member is a witness.

#### C. Disabilities Consultant

In cases where an accused or self-reporting student has a documented disability that may impact the Board's finding, the college disabilities specialist or the director of ACE will, upon request of either party or the Board itself, be present at the hearing to serve as a consultant to the Board. The consultant may provide testimony and answer questions from either party or the Board, but will not be present at or participate in the Board's deliberation of the case.

### **V. Hearing and Decision**

#### A. Scheduling

All hearings are held on campus, at a time and place determined by the coordinator. Hearings involving distance-learning students, or students who, for good cause as determined by the coordinator, are unable to attend in person, may be conducted by conference call. All hearing participants shall be notified as provided in III.D above.

#### B. Presence of Participants

##### 1. On-campus hearings

The accused student shall be present at all times during the hearing, unless excused at the discretion of the chair for special circumstances. Witnesses excluded or excused by the chair shall remain in the immediate vicinity of the hearing, so that they will be quickly available if called. Reporting person may or may not be present at their discretion.

##### 2. Hearings by Conference Call

The accused student and the reporting person shall participate for the entire



hearing by telephone, unless excused at the discretion of the chair for special circumstances. Witnesses may be disconnected after they present their information, but are to remain available by telephone for the time period designated by the chair

3. Presence of Accused Student

If an accused student, having been given notice of a hearing as provided in this policy, fails to appear or otherwise participate in the hearing, the information in support of the alleged violation(s) shall be presented and considered in the accused student's absence, and the Board may make a decision based on that information.

C. Hearing Record

The recording secretary shall keep a written record of the hearing, including the specific violation, names of all participants, and a summary of all testimony. The hearing record, a copy of the written decision of the Board, and any other records related to each case shall be maintained by the coordinator and shall remain the property of the College.

D. Confidentiality

Proceedings under the Academic Honor Code are confidential. Hearings shall be closed to all persons except the members of the Board, the coordinator, the accused student and his or her advisor, the reporting person, and any witnesses. The chair may either permit witnesses to remain during the entire proceedings or exclude them except when providing information. All records of the Academic Honor Boards are confidential, and may be disclosed only to college officials as necessary to perform their official duties, or as otherwise required by law.

E. Officers at Hearing

The chair of the appropriate Academic Honor Board shall preside at all hearings. In the event that the chair is a participant or is unable to preside, the secretary shall preside as acting chair. If the secretary is a participant or acting chair, another member of the appropriate board shall be designated to act as secretary by the chair or acting chair.

F. Hearing Procedure

Formal rules of process and/or procedure such as are applied in criminal or civil courts do not apply to hearings under this policy. All hearings shall be conducted in accordance with the following applicable procedures:

1. The chair shall assemble in the hearing room or connect by conference call all persons who are to participate in the hearing, and shall call the hearing to order.
2. The chair shall inform all persons present that the proceedings are to be held in strictest confidence.
3. The chair shall administer the following pledge to all persons who are to testify: "For the integrity and honor of the Goucher academic community, I pledge that my statements shall be the truth and only the truth to the best of

my knowledge, observation, memory, and conscience.”

4. The chair shall then exercise his or her discretion to exclude or excuse witnesses
5. The chair shall ensure that the accused student is given copies of all documents to be considered in the hearing and shall ask the student to verify that he/she viewed them prior to the hearing.
6. The chair shall read the report of violation, and the accused student shall state if he or she accepts responsibility for the violation. The accused student may also make a brief opening statement.
7. If the accused student admits responsibility for the violation, the Board may ask questions of any participants as it deems necessary, before recessing to determine the appropriate sanction as provided below.
8. If the accused student does not admit responsibility for the violation, the reporting person and the witnesses called at the request of the reporting person shall present information, followed by the accused student and witnesses called at the request of the accused student.
9. Board members may ask questions at any time during the proceedings. Issues concerning the appropriateness of any questions shall be determined by the chair.

#### G. Board Deliberations

At its conclusion, the hearing shall be recessed and the Board shall confer in privacy in order to reach a decision. Upon recessing the hearing, the chair shall request that the accused student, the student’s advisor, and the reporting person remain available so that they can be informed immediately of the Board’s decision.

## VI. Decision and Sanctions

### A. Decision

The Board shall make its decision solely on the verbal and written testimony and materials presented at the hearing. The decision shall be made on the basis of whether it is more likely than not that the accused student violated the Academic Honor Code. The decision and any sanctions to be imposed must be agreed upon by a majority of the Board members present and voting.

### B. Sanctions Imposed by the Board

The Board may impose one or more of the following sanctions upon any student found to have violated the Academic Honor Code:

1. Written Reprimand  
Notice in writing that the student has violated the Academic Honor Code and that any further violations will result in the imposition of more severe disciplinary sanctions.
2. Loss of Privileges  
Denial of specified privileges for a designated period of time, including but not limited to the ability to hold elective office in a student organization
3. Restitution

Compensation for loss, damage, or injury. This may take the form of appropriate service, monetary or material replacement, or other compensation.

4. Discretionary sanctions

Work assignments, essays, required coursework, grade adjustment, or any other discretionary sanctions as deemed appropriate by the Board.

C. Sanctions Recommended to the Academic Appeals Board

The Board may recommend to the appropriate Academic Appeals Board that the following sanctions be imposed upon any student found to have violated the Academic Honor Code:

1. Academic Suspension

Separation of the student from the academic program of the College for a period of time designated by the Appeals Board, after which the student is eligible to return. Conditions for readmission may be specified. Suspensions imposed under this policy may not exceed two academic years.

2. Academic Dismissal

Permanent separation of the student from the College

D. Communication of Decision

When the Board has completed its deliberations, the Board chair shall prepare a brief verbal statement of the Board's decision, the reasons supporting that decision, and the sanctions imposed or recommended, if any. The chair shall then reconvene the hearing, in person or by telephone, and read the Board's decision and the determination of sanctions, if any, to the accused student, the accused student's advisor, and the reporting person. If a violation has been found, the chair shall inform the accused student of his or her right to request an appeal of the Board's decision. The coordinator shall notify the course instructor of the Board's decision, as appropriate. Within five days of the hearing, the chair, in consultation with the coordinator, shall confirm the Board's decision in writing and provide such decision to the accused student.

E. Preservation of Written Materials

When a violation of the Academic Honor Code is found, the coordinator shall keep copies of any materials presented at the hearing until the time for appeal is exhausted. Original material may be returned to the individual who presented it, after the Board's decision has been confirmed in writing, as provided above. In the absence of any appeal, copies maintained by the coordinator may be destroyed, unless the coordinator determines that such materials should be retained for a longer period of time. If the case is appealed, or if the Board's decision is sent automatically to the Academic Appeals Board as provided below, copies of the materials shall be sent to that board for its review.

## **VII. Subsequent Review**

A. Academic Appeals Boards

1. Undergraduate

The Undergraduate Academic Appeals Board shall consist of the Provost, the SGA president, a faculty member selected by the provost on a case by case basis, and an honor board student representative. The honor board representative will be chosen along with the other honor board members, but will serve strictly for appeals. The provost will preside –at the appeals hearing and the Associate Provost for Undergraduate Studies shall act as the coordinator.

2. Graduate

The Graduate Academic Appeals Board shall consist of the provost, one faculty member selected by the provost on a case-by-case basis, and one graduate or professional certificate student selected jointly by the directors of the graduate and professional programs. The provost shall preside at the appeals hearing.

B. Cases Appropriate for Subsequent Review

The following cases are appropriate for review by an Academic Appeals Board:

1. Cases in which the Academic Honor Board has recommended suspension or academic dismissal as the sanction for a violation. Subsequent review in such cases is automatic
2. Decisions that are appealed by the accused or self-reported student or a faculty member who served as the reporting person. A decision reached or a sanction imposed by the Academic Honor Board may be appealed by the student or a faculty member who served as the reporting person within 10 school days of announcement of the decision at the hearing. Such appeals shall be in writing, shall state the grounds for appeal, and will cite one of the three reasons outlined in section “C” as the basis for the appeal followed by a subsequent detailed explanation defending his or her position. A copy of the appeal shall be delivered to the appeals coordinator.

C. Appeal by Accused Student or a Faculty Member Who Served as the Reporting Person

Upon its receipt, the coordinator shall provide a copy of the written appeal to the provost, who shall determine, in his or her sole discretion, whether the appeal is made on appropriate grounds. Should appropriate grounds be determined, the provost will convene the appeals board. Appropriate grounds for subsequent review are limited to the following:

1. To determine whether the Honor Board hearing was conducted fairly in light of the charges and information presented, and in conformity with these procedures. Deviations from such procedures will not be a basis for sustaining an appeal unless significant prejudice results.  
If procedural error is noted as the reason for appeal, the appeal board will review the procedures followed in the initial hearing. If the appeals board finds there is indeed a procedural error, the case will be re-heard by all members of the appeals committee. The accused student (and any witnesses or professors present for the initial hearing) and the AHB Chair will be notified and invited to be present. The Chair will have no vote and will be

present only to clarify points or answer questions. The Chair will not be present during deliberation.

2. To determine whether the sanction(s) imposed or recommended were appropriate for the violation of the Academic Honor Code which the student was found to have committed.

Should this be the reason for the appeal, the Appeals Board may exercise the right to maintain, lessen, or increase the sanctions imposed based upon their discretion and in consideration of the severity of the violation and the appropriateness of the original sanctions.

3. To consider new information or other relevant facts sufficient to alter a decision, which were not brought out in the original hearing because such information and/or facts were not known to the person appealing at the time of the original hearing.

Should this be the reason for the appeal, the student will have the opportunity to submit additional evidentiary materials to the appeals board in addition to his or her statement of appeal, so long as those materials are ethically and legally acquired. The appeals board has the responsibility to determine whether the new information warrants a re-hearing of the case, or is irrelevant in considering the reasons for the appeal. Should a re-hearing be warranted, procedure will be followed as outlined in section C1 above.

If the provost determines that appropriate grounds are provided, the coordinator shall so inform the appealing party, and shall provide a copy of the written appeal to the other party if applicable for response. The other party shall provide a written response to the coordinator within five (5) days of receiving the written appeal.

If the provost determines that appropriate grounds are not provided, the provost shall so inform the appealing party in writing, and no further review is available.

#### D. Scope of Subsequent Review

Except as required to explain the basis of new information, any subsequent review by an Academic Appeals Board shall be limited to a review of the record of the Honor Board hearing and documents or other information presented at that hearing, in addition to the formal written notification of the hearing results as routinely completed by the Honor Board Chair. In the case of an appeal by an accused student or a faculty member who served as the reporting person, the Academic Appeals Board shall also review the written appeal provided by the appealing party and the written response provided by the other party. Neither party may be present during the review process.

#### E. Decision

The Academic Appeals Board may affirm, reverse, or modify the decision and/or the penalties imposed, or recommended or remand the decision to the Honor Board for further consideration. The decision of the Academic Appeals Board represents the final decision of the college.

### **VIII. Academic Record**

Other than those resulting in suspension or expulsion, violations of the Academic Honor Code shall not be made part of the student's permanent academic record, but shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of such violations other than those resulting in academic suspension or academic expulsion, upon written application to the Honor Board coordinator.

### **IX. Distribution of Academic Honor Code**

This policy shall be published in the Campus Handbook, both on-line and in the hard copy provided to all incoming students. It shall also be discussed as appropriate during orientation, first year programming for undergraduate students, and course syllabi.

### **X. Honor System Orientation**

Each fall, the chair of the Undergraduate Academic Honor Board shall organize honor system orientation sessions for incoming undergraduate students and the Associate Provost for Undergraduate Studies shall inform new faculty about the Academic Honor Code to increase awareness of the system among all members of the Goucher academic community.

For the graduate education, the post baccalaureate and the masters of arts and master of fine arts students and faculty, the Associate Provost for Graduate and Professional Studies shall ordinarily have an orientation meeting during the summer