Statement on Academic Honesty and Plagiarism

The Chicago School expects its students to function within an environment of trust relative to other students, faculty, staff, and administration. Moreover, the school expects all students to conduct themselves ethically, with personal honesty, and with professionalism. Academic dishonesty violates one of the most basic ethical principles in an academic community and will result in sanctions imposed under the school's disciplinary system. All suspected incidents must be immediately referred to the department chair or associate department chair, advisor, or associate vice president for engagement and student affairs who will then refer the matter to the Student Affairs Committee for investigation, intervention, and/or imposition of sanctions. Possible interventions and sanctions may include, but are not limited to, implementing an Academic Development Plan, placing a student on academic warning/probation or dismissing a student. Academic dishonesty includes, but is not limited to:

CHEATING – Examples of cheating include, but are not limited to, copying another person’s work with or without her or his permission, giving or receiving aid on a test, giving or receiving test materials prior to official distribution, collaborating on assignments or exams without instructor permission, submitting another’s work as one’s own (including purchased papers), taking credit for group work to which one did not contribute significantly or meet one’s obligations, and intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Students may be expected to provide proof of identity prior to exams.

PLAGIARISM – intentionally or unintentionally representing words, ideas, or data from any source as one’s own original work. The use or reproduction of another’s work without appropriate attribution in the form of complete, accurate, and properly formatted citations constitutes plagiarism. Examples of plagiarism, include but are not limited to, copying the work of another verbatim without using quotation marks, revising the work of another by making only minor word changes without explanation, attribution, and citation, paraphrasing the work of another without the appropriate citation. Students are expected to produce original work in all papers, course work, dissertation, and other academic projects (including case studies from internship or practicum sites) and to follow appropriate rules governing attribution that apply to the work product.

Carelessness, or failure to properly follow appropriate rules governing source attribution (for example, those contained in the Publication Manual of the American Psychological Association), can be construed to be plagiarism when multiple mistakes in formatting citations are made in the same paper. Further, a single example of failing to use quotation marks appropriately may be considered plagiarism.

FABRICATION – intentionally inventing information, data, or citations in any academic or clinical exercise. Examples of fabrication include, but are not limited to, falsifying research or other findings, citing sources not actually used in writing a research paper, submitting work done in previous classes as if it were new and original work, and changing, altering, or being an accessory to the changing and/or altering of any officially recorded grade.

If a student is unsure if their conduct may represent a form of academic dishonesty, she or he should seek out consultation from a course instructor, her or his academic advisor, and/or the Center for Academic Excellence.
**Disability Accommodation**

The Chicago School complies with all laws and regulations regarding the access of disabled individuals to education and works to insure that no qualified student with a disability is denied the benefits of, or excluded from participation in, any school program or activity. A student with a documented disability may request reasonable accommodations including but not limited to adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested. The school reserves the right to select the specific aids and services it provides, as long as it deems they will be effective for the student and do not fundamentally alter the program or academic standards. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Please see the AVP of Engagement and Student Affairs regarding requests for accommodation.

**Professionalism**

The Chicago School recognizes the importance of personal and professional competencies in addition to traditional academic skills. The school defines professionalism in psychology as: "Adhering to and exhibiting the conduct, qualities, competencies, and ethical standards that mark the profession of psychology." Interpersonal effectiveness, empathy, and compassion are essential for practice in the field of professional psychology. For this reason, the school's faculty and supervisors are invested in and carefully monitor students' interpersonal skills and development. Students will receive advisement and will be alerted to issues and problems in this area in order to support students' development and engage in academic development planning if necessary. Should The Chicago School determine that a student's problems cannot be resolved in a reasonable time period, the school reserves the right to dismiss the student from the program.

**Student Conduct**

Additionally, students are prohibited from engaging in conduct that is detrimental to the school, poses a threat to the welfare of the school's employees or students, prohibited by school policies, or illegal. Students may be disciplined for improper or illegal conduct whether it occurs on- or off-campus, and regardless of whether the conduct is specifically tied to a school activity. While it is impossible to list all types of misconduct, the following illustrates the types of activities that will subject students to disciplinary action:

- Dishonesty such as knowingly or recklessly furnishing false information to the school
- Forgery, alteration, or misuse of school documents, records, or identification
- Obstruction or disruption of teaching, research, administration, disciplinary procedures, other Chicago School activities, or the freedom of expression of others
- Disorderly or inappropriate conduct in online environments including abusive language toward instructors and classmates
- Physical abuse including any action that is likely to be detrimental to the health, safety, and/or well-being of another
- Psychological abuse including any action which unreasonably interferes with the psychological well-being of another
- Conduct that threatens or endangers the health, safety, or welfare of any person, including threats of violence toward others
- Theft or conversion of property or services (e.g., computer time) belonging to The Chicago School, members of the school community, or others
- Intentional or reckless destruction, damage, abuse, or misuse of school property or the property of others
• Unauthorized entry into or use of the school's facilities or services
• Disorderly, indecent, or obscene conduct or expression
• Failure to comply with directions of The Chicago School officials acting in the performance of their duties including, but not limited to, a requirement to provide unprivileged testimony at a disciplinary hearing or failure to comply with provisions of academic warning or an academic development plan
• Unauthorized use, possession, or storage of any guns, weapons, or other unreasonably dangerous instruments
• Illegal or unauthorized possession, use, sale, or distribution of narcotics, drugs, or other controlled substances defined as such by local, state, or federal law
• Violations of any policy, procedure, or regulation of The Chicago School
• Violation of the school's published technology and computer use guidelines
• Violations of federal, state, and municipal laws, or any other conduct not included above, which unreasonably or unlawfully interferes with the operations of The Chicago School, or which renders a person unfit or unsuitable for practice within the psychology profession

Students may be held independently accountable to both external authorities and to The Chicago School for acts that constitute violation of law and/or school policies, regulations, or procedures. Disciplinary action will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed, reduced, or are in process.

Use of Computing Resources
The Department of Information Technology (IT) of The Chicago School provides access to its network for students, faculty and staff. The Chicago School computer network consists of a campus-wide backbone network, wireless network, and many shared computers in addition to personal desktop computers. It provides communication as well as academic and administrative functions. The IT Department works to ensure that constituent interests are appropriately served and that network rights and responsibilities are observed.

Rights
Members of The Chicago School community have certain rights regarding the school's network and its services.

• **Intellectual Freedom:** The school is a free and open forum for the expression of ideas; the school’s network is the same. Opinions may not be represented as, nor should they be construed as, the views of The Chicago School.

• **Improper Contact:** While the school cannot control unwanted or unsolicited contact, network users who receive threatening or other improper communications should bring them to the attention of the director of information technology. Electronic communications are treated in a similar fashion as are voiced or written communications.

• **Privacy:** Generally, data files and messages traversing the school's network are private. However, a user’s privacy is superseded, for example, by the school’s requirement to maintain the network's integrity and the rights of all network users. Should the security of the network be in danger, or for other good reason, user files and messages may be examined under the direction of the vice president of administration and student affairs or the director of information technology. In all cases, the school reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on school-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure and that
during the course of ordinary management of computing and networking services network
administrators may inadvertently view user files or messages.