

# PHIL 4120 - Professional Ethics

## Course Instructor:

[Instructor Name]

[Institution name]

[Institution address]

Phone number: (xxx) xxx-xxxx

Fax: (xxx) xxx-xxxx

E-mail address: [xxxxxxxxxx@xxxxx.edu](mailto:xxxxxxxxxx@xxxxx.edu)

**Office hours:**

**Xxxday, X:00 am/pm - X:00 am/pm**

During office hours you can contact me via GoVIEW e-mail or Instant Messenger tool. You can also reach me during office hours at the phone number provided to the left.

**NOTICE:** Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

**Response Time:** Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

## Attendance Verification

**IMPORTANT-** In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

## Course Description

This course introduces students to ethical issues common to the professions. The term "profession" is a label for a class of occupations, exemplified by the traditional model of the lawyer or physician. We will think about characteristics of these occupations that distinguish them as a class and how these characteristics are related to a variety of ethical problems.

### Prerequisites:

- none

### Course Learning Outcomes:

This course should enable students to:

1. Recognize and apply reasoning skills within ethical contexts;
2. Discuss the professions as a class of occupations and identify characteristics shared by the occupations that give rise to certain ethical issue;
3. Discuss several ethical issues common to the professions, including the nature of the professional/client relationship, lies/deception for the client's good, the role of privacy, confidentiality and trust, the place of loyalty, the nature and value of integrity, and various social justice issues;
4. Discuss in both oral and written discourse different ethical issues professionals face.

## Required Text, Software, and Additional Materials

<b>Title:</b>	<b>Ethics across the professions: A reader for professional ethics.</b>
<b>Author(s):</b>	Clancy Martin, Wayne Vaught, Robert C. Solomon
<b>Publisher:</b>	New York: Oxford University Press
<b>Edition/Year:</b>	2010
<b>ISBN:</b>	978-0195326680

<b>Access:</b>	XXXXXXX
	XXXXXXX
<b>Type (Required/Optional):</b>	Required

### Bookstore:

The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

### Materials and Resources:

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## Student Services

### Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

### Tutoring:

**Smarthinking** is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course Resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

**On-Campus Tutoring** is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

### Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to [emajor@westga.edu](mailto:emajor@westga.edu) for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

## Course Format and Requirements

### Teaching Philosophy:

In this philosophy course, you will not learn "what philosophers know" or be presented with the collected wisdom of philosophers. Instead, you will be invited to join a conversation about what it means to live well. The readings we will consider have not been chosen because they are "right." They have been chosen because their authors present interesting positions on important issues, and because the authors defend their views well. We will examine the positions they present, and the defenses they offer, to see whether or not we agree with them. By doing this, you will learn more about what it means to do the right thing, or to be a good person. Ultimately, this will put you in a better position to develop and defend your own views on these issues.

One thing to keep in mind: philosophical discussion involves reason-giving. We want to know what you believe, but -- and this is just as important -- we also need to know why you believe it.

### Course Requirements (Instructional Methods):

1. xxxxxx
2. xxxxxx
3. xxxxxx

### Course Schedule:

**NOTE:** Schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
<p style="text-align: center;"><b>Module 1</b> xx/xx - xx/xx</p>	<p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• See Module Content Readings</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">UNC Fallacies</a> (UNC Writing Center Handout)</li> <li>• <a href="#">Fallacies</a> (Internet Encyclopedia of Philosophy) (<b>optional</b>)</li> <li>• <a href="#">A Framework for Ethical Decision Making</a> (Markkula Center for Applied Ethics)</li> <li>• “<a href="#">The Fact/Opinion Distinction</a>.” John Corvino. The Fact/Opinion Distinction. <i>The Philosophers Magazine Online</i>. Issue 65, 2015</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CRITICAL THINKING - Fundamentals: Introduction to Critical Thinking</a> (9:49 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Philosophy Experiments</a>("Should you kill the fat man?", "Peter Singer &amp; the Drowning Child," and "Morality Play.")</li> <li>• <a href="#">Discussion</a></li> <li>• <a href="#">Quiz</a></li> </ul>
	<p><b>Module 2: Professions and Professionalism</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Mintzberg “The Professional Organization”</li> <li>• Bayles “The Professions”</li> <li>• Ciulla “What is Good Leadership?”</li> <li>• Davis “Professional Responsibility:</li> </ul>	

<p><b>Module 2</b> xx/xx - xx/xx</p>	<p>Just Following the Rules?"</p> <ul style="list-style-type: none"> <li>• Role-Differentiated Morality</li> <li>• Seven Signs of Ethical Collapse Videos</li> <li>• Wasserstrom "Lawyers as Professionals: Some Moral Issues" (optional)</li> <li>• Case 1.1 "Professionalism and Nursing"</li> <li>• Case 1.2 "Less Heat, More Light"</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Seven Signs of Ethical Collapse</a> – Dr. Marianne Jennings</li> <li>• <a href="#">Seven Signs: An Update</a> -- Dr. Marianne Jennings</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Module 2 Discussion</a></li> <li>• <a href="#">Module 2 Quiz</a></li> </ul>
<p><b>Module 3</b> xx/xx - xx/xx</p>	<p><b>Module 3: Professional/Client Relationship: Duties and Rights</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Bayles "The Professional-Client Relationship"</li> <li>• Kupperman "Autonomy and the Very Limited Role of Advocacy in the Classroom"</li> <li>• Cantor and Baum "The Limits of Conscientious Objection"</li> <li>• Meisel and Kuczewski "Legal and Ethical Myths about Informed Consent"</li> <li>• Case 3.3 "Target at the Center of Battle over Plan B" Activities</li> <li>• Elements of a Successful Informed Consent Video</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Obergefell v. Hodges</a> (optional)</li> <li>• "<a href="#">Clerk 'sought God' on marriage license issue.</a>" (optional)</li> <li>• American Pharmacy Association "<a href="#">Conscience Clause</a>" (optional)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Elements of a Successful Informed Consent</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Module 3 Discussion</a></li> <li>• <a href="#">Module 3 Quiz</a></li> </ul>
	<p><b>Module 4: Truth and Lies</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Solomon "Is It Ever Right to Lie?"</li> <li>• Ellin "Special Professional Morality and the Duty of Veracity"</li> <li>• Bok "Lies and Lying to the Sick and Dying"</li> </ul>	

<p><b>Module 4</b> xx/xx - xx/xx</p>	<ul style="list-style-type: none"> <li>• Case 4.2 “Revisiting the Truth-Telling Debate”</li> <li>• Case 4.3 “Flying or Lying in Business Class”</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Self-Deception</a> (optional)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Honest Liars</a> -- The Psychology of Self-Deception: Cortney Warren at TEDxUNLV</li> <li>• <a href="#">How We Lie to Ourselves</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Module 4 Discussion</a></li> <li>• <a href="#">Module 4 Quiz</a></li> </ul>
<p><b>Module 5</b> xx/xx - xx/xx</p>	<p><b>Module 5: Privacy, Confidentiality, Secrecy</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Armstrong “Confidentiality: A Comparison...”</li> <li>• Bok “The Limits of Confidentiality”</li> <li>• Solomon and Flores “Building Trust”</li> <li>• Vaught “Parents, Lies, and Videotape”</li> <li>• Johnson “Hacker Ethics”</li> <li>• Case 5.1 “Should Doctors Talk to Relatives Without ... Consent?”</li> <li>• Case 5.4 “Trade Secrets”</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• McLeod, Carolyn <a href="#">"Trust", The Stanford Encyclopedia of Philosophy</a>(Fall 2015 Edition), Edward N. Zalta (ed.) (optional)</li> <li>• DeCew, Judith, <a href="#">"Privacy", The Stanford Encyclopedia of Philosophy</a>(Spring 2015 Edition), Edward N. Zalta (ed.) (optional)</li> <li>• <a href="#">Mayo Clinic “Diseases and Conditions: Factitious disorder”</a>(optional)</li> <li>• <a href="#">Definition of “hacker” in the Hacker’s Dictionary</a></li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Legal and Ethical Aspects of Medicine – Confidentiality</a>: By Nelson Chan M.D.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Module 5 Discussion</a></li> <li>• <a href="#">Module 5 Quiz</a></li> </ul>
	<p><b>Module 6: Integrity</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Bok “Whistleblowing and Professional Responsibility”</li> <li>• Davis “Some Paradoxes of</li> </ul>	

<p><b>Module 6</b> xx/xx - xx/xx</p>	<ul style="list-style-type: none"> <li>Whistleblowing”</li> <li>• McFall “Integrity”</li> <li>• Calhoun “Standing for Something”</li> <li>• Case 6.1 “Is It Ethical to Criticize Other Dentists’ Work?”</li> <li>• Case 6.3 “Ten Whistleblowers and How They Fared”</li> <li>• Case 6.4 “Winners and Losers”</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Fiduciary Duties of Employees</a>. J. Robert Smith, Holland and Hart LLC</li> <li>• <a href="#">What is an Employee’s “Duty of Loyalty”?</a> Excerpted from Oklahoma Employment Law Letter</li> <li>• <a href="#">The Whistleblower Protection Programs</a>. Occupational Safety and Health Administration (OSHA) (optional)</li> <li>• <a href="#">Recommended Practices for Anti-Retaliation Programs</a>. Occupational Safety and Health Administration (OSHA) (optional)</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">What is Integrity?</a> Dr. Aine Donovan, Tuck School of Business, Dartmouth College</li> <li>• <a href="#">Loyalty</a>. Dr. Linda Zagzebski, University of Oklahoma</li> <li>• <a href="#">What is an employee’s duty of loyalty to the employer?</a> Peter Mavrick, Mavrick Law Firm</li> <li>• <a href="#">What is a duty of loyalty?</a> ReelLawyers: Where America's Lawyers Talk Law.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Module 6 Discussion</a></li> <li>• <a href="#">Module 6 Quiz</a></li> </ul>
<p><b>Module 7</b> xx/xx - xx/xx</p>	<p><b>Module 7: Case Analysis Project</b></p> <p>Analyze a moral case. Create and post a video presentation of your analysis. Comment on classmates' presentations and respond to feedback on your own presentation. Write up your analysis, after discussion and reflection, in a final course paper.</p> <p>NOTE: This time period should be used to finish up and post your analysis, and to watch, comment on, and ask questions about, some of your classmates' analyses.</p> <p><b>Do not wait until this period to start your case analysis. <u>Start working on your case analysis as soon as you understand the assignment and know what case you would like to work on.</u></b></p>	<p>Analyze a moral case</p> <p>Create and post a video in which you present your case analysis</p> <p>Comment on classmates' video case analyses</p> <p>Respond to feedback from classmates</p> <p>Write up your considered analysis (after feedback and discussion) in the form of a final course paper</p>
	<p><b>Module 8: Justice, Social Welfare, and</b></p>	

<p><b>Module 8</b> xx/xx - xx/xx</p>	<p><b>Other Issues</b></p> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Singer “Rich and Poor”</li> <li>• Bermel et al. “Should Physicians Prepare for War?”</li> <li>• Smolkin “Off the Sidelines”</li> <li>• Bellow “Nepotism in American Business”</li> <li>• Dresser “Plan B: Politics and Values ....”</li> <li>• Orentlicher and Snyder “Can Assisted Suicide Be Regulated?”</li> <li>• Belkin “Prime Time Pushers”</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Position Paper: Capital Punishment and Nurses’ Participation in Capital Punishment</a>. American Nursing Association</li> <li>• <a href="#">American Medical Association Code of Ethics</a>. (read chapters 9.7.3, 5.7, and 5.8)</li> <li>• <a href="#">World Bank</a> (optional)</li> <li>• <a href="#">Global Poverty Overview</a> – World Bank</li> <li>• <a href="#">World Health Organization</a> (WHO) (<b>optional</b>)</li> <li>• <a href="#">Children: Reducing Mortality</a> – WHO</li> <li>• <a href="#">Child Malnutrition</a> – WHO</li> <li>• <a href="#">Diarrhoeal Disease</a> – WHO</li> <li>• <a href="#">Essential Health Services</a> – WHO</li> <li>• <a href="#">The Medical Ethics of the Death Penalty</a></li> <li>• <a href="#">Employment of Relatives</a> – University System of Georgia</li> <li>• <a href="#">Washington’s Death with Dignity Act</a></li> <li>• <a href="#">Frequently Asked Questions – Washington’s Death with Dignity Act</a></li> <li>• <a href="#">Annual Report – Washington’s Death with Dignity Act</a></li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Global Poverty and the Pond Story</a> – Peter Singer</li> <li>• <a href="#">Objections to the Pond Story</a> – Peter Singer</li> <li>• <a href="#">Conflict of Interest</a> – McCombs School of Business, University of Texas</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Philosophy Experiment – The Drowning Child</a> (on Singer)</li> <li>• <a href="#">Module 7 Discussion</a></li> <li>• <a href="#">Module 7 Quiz</a></li> </ul>
	<p><b>FINAL EXAM PERIOD</b></p>	<p>Case analysis papers due</p>



# Grading and Standards

## Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
<b>Module Quizzes</b>	30%	Each module concludes with a unit quiz. Be sure to complete each quiz as you move through the course.
<b>Discussion and Participation</b>	35%	Regular presence is required. Logging into the course is not enough. You must participate in module discussions on a regular basis. Logging in at the end of a module and quickly posting some thoughts is not good participation. Be an active and regular member of our discussions.  In order to receive credit for participation, you must make substantive contributions to the discussion.  Please make time to participate in all required discussions and meet all minimum requirements. Refer to the Discussions tool for more information.
<b>Case Analysis Presentation</b>	10%	Analyze a case and present your analysis to the class via video. Choose a case and study it carefully. Develop a moral analysis of the case: who does right, who does wrong, and why?  Create a video of yourself explaining your analysis.  Post your video to the discussion board.  Grades will be based on the quality of the analysis and the presentation.
<b>Presentation Feedback</b>	5%	Give some of your classmates constructive feedback on their analyses and presentations. Read the cases they are discussing. Watch their video analyses. Tell them what went well and what they might need to work on. Ask questions about the analyses you watch. Offer alternative takes on the cases under discussion.
<b>Case Analysis Paper</b>	20%	Write a paper on the case you analyzed in your presentation. In this paper, briefly describe key features of the case, present your analysis, and consider possible objections and/or alternatives suggested by your classmates and/or instructor. The paper should reflect your considered judgment on the issue, that is, your analysis of what happened or should have happened after (a) thinking carefully about it on your own (the presentation) and (b) discussing it with peers (the feedback session).

## Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

**The Grade of "I" (Incomplete):** The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

## Expectations and Standards:

**A** – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B** – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C** – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

**D** – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

**F** – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

### **Grade Turnaround:**

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

## **Attendance and Late Policy**

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

### **Time Commitment:**

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

### **Late Policy:**

Late work may be accepted if a student contacts the instructor to request an extension or to explain what happened. Late work that is accepted may still receive a reduced grade for lateness, depending on the cause of the lateness. If you know you will miss a deadline, let the instructor know as soon as possible.

## **Academic Misconduct**

*Acknowledgement is hereby given to Georgia State University on whose policy this is based.*

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <https://emajor.usg.edu/current-students/student-guide/> for further details on the **eMajor Academic Honesty Policy**.

## Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

## Plagiarism

**NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: [http://turnitin.com/en\\_us/training/student-training](http://turnitin.com/en_us/training/student-training). Faculty are also advised to report violations to the eMajor Administrative offices for investigation.**

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

## Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

## Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

## Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

## Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

## Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

## Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.