

**Preparing Maryland for Information Literacy,
Ethical Use and Academic Integrity**

**Report of the
Committee on Information Literacy and Ethical Use
Maryland Partnership for Teaching and Learning
PreK-16**

May 22, 2007

Introduction

This white paper establishes an action agenda for education beginning in pre-kindergarten and continuing through post secondary, to provide our Maryland citizens with the essential skills for appropriate and ethical use of information and information technologies. It is clear that the educational community must both teach and model proper practices to the PreK-16 population.

In light of the information explosion, the ethical use of information in print and electronic form is of critical importance in maintaining creativity, integrity and high student achievement in our schools. However, in Maryland's PreK-12 schools there is an epidemic of inaccurate and unethical use of library and Internet information by our students, most commonly through plagiarism. This behavior is also prevalent at institutions of higher education, where instances of plagiarism and ethical violations continue to increase. We must make a concerted effort to knowledgeably, efficiently and appropriately respond to this growing problem in a consistent manner.

This report will provide some examples of academic integrity and ethical use infractions in the PreK-16 educational setting, describe the data needed to assist Maryland in creating a comprehensive and systemic plan ensuring appropriate and ethical use of information literacy, and make recommendations to increase public and educator awareness of the importance and severity of the problem and the resources available to solve it. To our knowledge, no other state has examined the issues of academic integrity and ethical use across the PreK-16 continuum, and no statewide models exist for this work.

The emphasis of the Committee's work is not on detection of academic integrity or ethical use violations, or on sanctions for those violations. Instead, we see an opportunity for educators across the PreK-16 continuum to inform, teach and model the ethical use of information resources and information technology. Preliminary research for this report has set the context for recommendations and an action plan that emphasize positive educational efforts to help students to practice good research, information use, and digital citizenship skills.

This report's findings support the position that Maryland needs to develop a comprehensive and systemic plan to ensure appropriate and ethical use of information and to promote academic integrity in Maryland's schools, both at the PreK-12 level and at institutions of higher education. Three sub-committees -- Policy, Public Awareness, and Educator Awareness and Professional Development -- developed recommendations and an action plan.

The Committee asks the Leadership Council to:

1. Endorse a statewide baseline data study. This study would build on the work done by the C3 (Cyberethics, Cybersafety and Cybersecurity) Institute at the University of Maryland. The Institute provides outreach services to the educational community about the ethical, legal, safety, and security implications of technology use. The study would (1) document instances of academic dishonesty and ethical use violations in Maryland PreK-12 school systems and institutions of higher education; (2) examine how the cases are reported and managed; (3) review existing Acceptable Use Policies, Student Code of Conduct and other documentation; and (4) document Honor Codes and other policies and practices currently in place. This baseline data could be used to determine if and how vertical articulation between PreK-12 and higher education exists, to ensure effective and consistent models and practices, and to highlight possible best practices and strategies already in place in Maryland. Maryland data would be compared with national best practices and strategies. In light of their previous work, we suggest that this study be done by the C3 Institute. The Committee will work to seek funding for this project and may ask the Council for a letter of support.

2. Continue the PreK-16 Committee on Information Literacy and Ethical Use as an ad hoc committee of the PreK-16 Leadership Council, with a plan to report to the Council in June 2008.

3. Support the Committee's work to implement the action plan detailed in this report, and the Committee's efforts to seek funding for the plan.

Defining Academic Integrity and Ethical Use

Defining academic integrity and ethical use is not easy. These terms most often are left undefined, and codes of conduct and policies focus instead on enumerating violations. “Although many institutions describe with great detail what type of conduct constitutes academic dishonesty, most institutions barely outline what constitutes academic integrity” (Center for Intellectual Property, 2003).

The Center for Academic Integrity is the national organization responsible for much of the research on academic integrity. As part of its Fundamental Values project, the Center defines academic integrity as:

a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals to action (Center for Academic Integrity, 1999).

The Center for Academic Integrity’s website provides links to the codes of academic integrity and honor codes for their member institutions. A search of those codes reveals that, as mentioned above, institutions tend to define violations of academic integrity without attempting to define the positive attribute of academic integrity itself.

A few institutions provide useful definitions. These include Penn State’s policy, which states that “Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner” (Penn State University, 2000). Academic Integrity as defined by the University of Buffalo is “the independent and honest completion and representation of their work, for the appropriate citation of sources, and for respect for others’ academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments” (University of Buffalo, 2007).

Definitions of ethical use are similarly difficult to find. Such policies tend to focus on unacceptable or unethical uses without defining what is acceptable or ethical. The University of Arizona provides some guidance in their policy:

Individuals using computer resources belonging to The University of Arizona must act in a responsible manner, in compliance with law and University policies, and with respect for the rights of others using a shared resource. The right of free expression and academic inquiry is tempered by the rights of others to privacy, freedom from intimidation or harassment, protection of intellectual property, ownership of data, and security of information. (University of Arizona, 2004, Policy statement section, para. 1)

The Committee believes that any definition of academic integrity and ethical use must include a values dimension as well as an acknowledgement of the legal context surrounding these complex issues. For the purposes of this paper, **academic integrity and ethical use are defined as the use of resources, not of one's own creation, in a manner that adheres to intellectual property principles while upholding the fundamental values of honesty, trust, fairness, respect and responsibility. Academic integrity and ethical use mean that a user respects the ideas and works of others, gives proper attribution for the intellectual property of others, and adheres to their institution's rules and codes of conduct** (Center for Academic Integrity, 1999).

The Current Academic Integrity and Ethical Use Context

National trends show an increase in plagiarism at the PreK-12 level which parallels the trends reported by University System of Maryland higher education institutions. Data are confidential within the preK-12 school systems. We can only anecdotally report the frustration teachers share regarding students' lack of knowledge on proper citation, the increase in 'cutting and pasting' reaching an epidemic level, and the lack of consequences for student infractions. While local school system Acceptable Use policies (AUP) and Students Code of Conduct Policies are extremely important, we must acknowledge that policies placed in print without thorough explanation and monitoring during the year, and throughout the PreK-12 experience, has proved to be ineffective.

Recent stories in the national media point to an increase in plagiarism inside and outside the educational setting that have resulted in numerous articles and discussions outlining the problem and trying to find new solutions. According to Donald McCabe (2006) one of the co-founders of the Center for Academic Integrity, a survey of 4,500 students from 25 high schools found that over half of the students admitted to engaging in some level of plagiarism on written assignments using the Internet.

Plagiarism is not a new phenomenon (McCabe, 2006). Several studies reveal that between 40 and 70 percent of all college students have reported cheating sometime during their academic career (Aiken, 1991; Davis, Grover, and Becker, 1992; McCabe, 2006). Students have copied information from resources such as encyclopedias for years; however, with the advent of electronic media and the Internet, students can quickly search for and copy from a variety of sources. Additionally, they no longer even have to process the information by manual means. With a few simple keystrokes, they can copy sentences, paragraphs, pages, or whole articles. In addition to the ease with which they plagiarize, students feel that they either will not get caught (teachers aren't 'technology savvy'), or there will be limited or no implications if they do. It is necessary to make consistent rules and practices to limit this problem.

Donald McCabe of the Center for Academic Integrity (2005) found that:

- In a study of 18,000 students at 61 PreK-12 schools:
 - Over 70% of respondents from public and parochial schools admitted to one or more instances of serious test cheating.
 - 60% admitted to plagiarism.
- Honor codes and modified codes help reduce academic misconduct.
- In a study of almost 50,000 undergraduates on over 60 campuses:

- On most campuses, 70% of students admit to some cheating. Close to one-quarter of the participating students admitted to serious test cheating in the past year and half admitted to one or more instances of serious cheating on written assignments.
- Campuses with honor codes typically have a level of test cheating one third to one half less than that of other campuses. Cheating on written assignments is one quarter to one third lower.
- Internet plagiarism continues as there is not clear direction regarding what constitutes plagiarism. For example, students believe that using one or two sentences from several sources, and weaving them together without proper citation is acceptable. 77% believe this is not a serious issue.
- Cheating is higher in courses where it is known that faculty members ignore the issue.
- In a study of 10,000 faculty members at institutions of higher education:
 - 44% were aware of cheating but never reported the student.
 - Faculty are reluctant to take action against suspected cheaters.
- Longitudinal comparisons show serious test cheating and unauthorized student collaboration is on the increase.
 - Unauthorized collaboration rose from 11% in 1963 to 49% in 1993 at nine medium to large state Universities.
 - At 31 small to medium schools, from 1990 to 1995, unauthorized collaboration rose from 30% to 38%.

How do these national trends compare to Maryland institutions of higher education? Data from the University of Maryland (College Park) campus serves as a snapshot. In the 2003-04 academic year 58 cases of cheating were referred to judicial programs compared to 113 cases of plagiarism. Data for 2004-05 data indicate an increased number of cases of both cheating (89) and plagiarism (180) referred to judicial programs. More detailed data can be found in Appendix C.

Maryland Policy Sub-Committee: Background and Recommendations

The PreK-12 Environment

In Maryland, out of the 24 local public school systems only 19 had easily obtainable web-based access to employee and student Acceptable Use Policies (AUP). Policies varied from system to system. In the 19 AUPs, six specifically mentioned plagiarism while two mentioned “cheating”. Only four specifically define plagiarism. While 4 out of the 19 listed possible consequences for infractions, most consequences were either vague or lacked clear repercussions including statements such as:

- *Serious offenses may result in suspension (Baltimore County Public Schools);*
- *Disciplinary action by school/office administration (Baltimore County Public Schools);*
- *Letter of reprimand or disciplinary action by school/office administration, arrest and prosecution (Prince George’s County Public Schools);*
- *Additional disciplinary action may take place as outlined. Misuse may also subject the student/staff to disciplinary action (Charles County Public Schools).*

Only one AUP, developed by the Maryland State Department of Education (2006) for the Maryland Virtual Learning Opportunities Program, stated: *should plagiarism be confirmed, depending on the degree to which the student has plagiarized content, a student may lose credit for specific assignments or even the entire course (p. 20).*

Missing are data on the number of infractions per school/district reported and the consequences of each instance. Preliminary analyses from teacher interviews conducted in 2006 by Davina Pruitt-Mentle, (Director of Educational Technology, Policy and Outreach, College of Education, University of Maryland) highlight anecdotal evidence revealing a disconnect between infractions and consequences. Review of AUPs reveal that there is a disconnect between consequences and plagiarism/ copyright violation severity. While certainly a letter to a parent or guardian is acceptable, it does not usually help the student learn from his or her mistakes.

Within the 19 AUP policies, all presented a list of acceptable and unacceptable use. Most required that students and/or parent/guardian sign a broad statement that they would not violate the AUP, but mostly they focused on items such as computer viruses and using the school facilities for improper searches. They did not mention cheating, plagiarism, or implications of such conduct. There was only minimal evidence that the policies were covered or explained in depth to either parents or students. At most, there was evidence that a brief overview was presented at the beginning of the year.

Implementation strategies for presenting the information to students varied among school systems, but only four addressed who was responsible for the enforcement or how the content would be conveyed. Often acceptable use was to be discussed by computer/media specialists, which might lead students to believe that these were the only subjects for which the policy would be enforced. Statements include:

- *Questions about copyright should be referred to a teacher or administrator (Calvert County Public School Net Policy Document);*
- *The Superintendent shall be responsible for ensuring that administrative procedures for copyright policy are effectively implemented throughout the system (Harford County Public Schools Policy Manual);*
- *Teachers will assist students to learn and apply the skills necessary to determine the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views (Wicomico County Public Schools Handbook);*
- *Faculty members will read the policy and guidelines, then sign and return the Policy/Handbook. Faculty members will also distribute this information to all students in Grades 4-12 at the beginning of the school year and review the contents with them. Further instruction and review of the policy and guidelines will take place in classes where technology is a major part of the curriculum or when taking classes to computer labs for special assignments. Teachers of Grades K-3 will review and explain the policy and guidelines with all their students (Wicomico County Public Schools Handbook), and*
- *Staff members (media specialist) assigning or permitting use of computer technology will ensure that instruction in acceptable use of computer technology has occurred (Howard County Public School Acceptable Use Policy Manual).*

The implementation process currently in place is disturbing, as we question the viability of a single briefing addressing content at the beginning of the year. While the AUP can be reviewed within each classroom, we question the thoroughness of existing policies in addressing and defining plagiarism (only four briefly defined the word). We also question whether the

appropriate members of the faculties are responsible for instructing students on the content. We respect the media specialist's role in teaching technology related material, but ultimately the importance of addressing the subjects of ethical use and academic integrity requires that it become the responsibility of **all** subject content areas throughout the school. While three local school system AUP's state the teacher's role in assisting students in acquiring these skills, we are unsure as to the teacher's skills and level of expertise in these areas, and commitment and follow through of consequences are unclear at best. Educator awareness and professional development are addressed in our recommendations.

PreK-12 Local School Systems Acceptable Use and Student Code of Conduct Policies can be found in Appendix A.

The Higher Education Landscape

Academic integrity policies and procedures vary widely among Maryland higher education institutions. Some policies rely on individual faculty members to handle academic integrity violations, while others have elaborate judicial procedures in place that involve administrators, faculty, and students in the process. A body of law has developed around academic integrity issues, with particular emphasis on due process protection, confidentiality, and liability issues. Higher education institutions would benefit by reviewing their academic integrity processes in light of these considerations. Moreover, research has shown that campuses which implement what McCabe and Pavela (2000) term 'modified honor codes' show reductions in academic dishonesty. Modified honor codes are based on significant student involvement in designing and enforcing campus wide academic integrity policies, and in educating other students about the importance of academic integrity. Such an approach not only communicates to students that the institution is committed to academic integrity, it also encourages students to take responsibility for their own behavior (p. 35).

University of Maryland System acceptable use and academic integrity policies, four year private colleges (MICUA Institutions) and two year Community College Acceptable Use and Academic Integrity Policies can be found in Appendix B.

Ultimately, PreK-12 school systems and institutions of higher education need to develop a two-pronged approach to addressing academic integrity and ethical use issues. First, appropriate policies and procedures that clearly define and communicate the rules related to academic integrity and ethical use need to be established. Second, educational institutions need to address the instructional component. How do we teach our students to understand the importance of recognizing and following ethical practice both in school and outside of the classroom?

Policy Sub-Committee recommendations:

- A detailed baseline data study should be conducted. This study would document instances of academic dishonesty and ethical use violations in Maryland PreK-12 school systems and institutions of higher education; examine how the cases are reported and managed; review existing Acceptable Use Policies, Student Codes of Conduct and other documentation; and document Honor Codes and other policies and practices currently in place. This baseline data could be used to determine if and how vertical articulation between PreK-12 and higher education exists, to ensure effective and consistent models and practices, and to highlight possible best practices and strategies already in place in Maryland. Maryland data would be compared with national best practices and strategies.

- Information from the baseline data study should be publicized and made available to the public, to make them aware of the urgency of the situation. Students and parents must become aware of the consequences that occur at both the PreK-12 and post secondary level. Through awareness, a stronger model of the vertical articulation between PreK-12 and higher education can be put in place to ensure best practices across the PreK-16 spectrum.
- Acceptable Use Policies that define plagiarism in the context of ethics, copyright, and fair use should be written in language that both students and parents can easily understand. These AUPs should be made available through a public website.
- The AUP and Student Code of Conduct for a particular school system should parallel each other. Each should address academic integrity. Consequences for infractions should be clearly stated and appropriate to the level of infractions (for example, loss of credit for specific assignments, failure of course, and intervention procedures such as honor system review).
- Institutions of higher education should be encouraged to review their policies to ensure that due process, confidentiality and liability issues are addressed. Consistent campus wide policies provide protections for students, faculty, and administrators. Higher education institutions should be encouraged to use their policies, particularly honor codes, as an educational tool to promote academic integrity and ethical use.
- Academic Integrity should be addressed with students at multiple times during the school year throughout the PreK-16 experience, by **all** educators in contact with students. Strategies might include:
 - Administrator presentations to parents and PTA groups;
 - Teachers and faculty presentations and modeling of correct protocol, behaviors, and disciplinary conventions of research and citation;
 - Guidance Counselor interventions for students who don't follow proper procedures;
 - Creation of specific technology based guidelines by library media specialists or school technology committees;
 - Sound research and citation practices reviewed and reinforced by school and academic librarians.

Maryland Public Awareness Sub-Committee: Background and Recommendations

Public awareness and understanding are integral in promoting ethical practices in the use of information. In order to attain this goal, concurrent strategies, a stable funding source, and sustained statewide PreK-16 participation are required to **raise public awareness and understanding of academic integrity, ethical use and related issues.**

While most institutions of higher education have programs that support academic integrity and define plagiarism and its consequences, the approach to ethical use of information in PreK-12 schools tends to be cursory and inconsistent. A statewide program that delivers the same message to all grade levels in all jurisdictions will ensure that students advancing through the Maryland education system will understand the importance of ethical use and the consequences of plagiarism and other academic integrity violations. No programs equivalent to the one proposed in the following action plan were discovered either in Maryland or in any other state.

The action plan outlines a program to raise the issues of ethical use and academic integrity with all stakeholders, including not only teachers and students but also parents and the general public. This campaign would combine Internet resources, best pedagogical practices, and advertising to provide a common language and a common experience concerning ethical use issues. Especially in a time when access to information and the ability to ‘borrow’ it through technology is easier than ever before, it is critical that our students see ethical use as part of being a good citizen.

In order for the action plan to go forward, it is vital that a campaign coordinator spearhead the various initiatives. Many resources exist throughout the educational system, but there must be someone to bring those resources together to achieve the goals. One of the first duties of that coordinator would be to organize a meeting of professionals from across the education spectrum to create the professional development modules and to identify links to other educational sites. An additional requirement for success is a webmaster to set up and maintain the web site that would be the “meeting place” and part of the public face of the initiative.

Public Awareness Sub-Committee Recommendations:

- Post links to a host site for academic integrity and ethical use issues for inclusion on public library and PreK-16 institutional websites.
- Involve schools in creating an academic integrity and ethical use awareness slogan, posters and bookmarks.
- Use media outlets to promote an academic integrity and ethical use awareness campaign.
- Develop professional development modules to help teachers teach academic integrity and ethical use awareness skills.
- Develop related public awareness material that is appropriate for a higher education audience, and encourage campuses to integrate that material into programs such as freshman orientation and introductory writing programs.

Educator Awareness and Professional Development Sub-Committee: Background and Recommendations

Maryland educators have an opportunity to use their knowledge and skills to help students make ethical use of information for research and creative purposes. Academic integrity and ethical use are complex issues, but by developing shared expectations for students from PreK through higher education, and by sharing best practices and curricular material, Maryland educators at all levels and in all subjects can make a significant contribution to lowering rates of academic dishonesty and unethical use.

School library media specialists, PreK-12 teachers, and higher education librarians and faculty need to agree on shared expectations for student learning about academic integrity and ethical use, and to teach skills of responsible use across the curriculum. **Learning expectations about academic integrity and ethical use must be set for students at all grade levels PreK-16.**

Collaboration and conversation across the PreK-16 spectrum will enable best practices to be developed and shared. **Resources on how to incorporate the skills of academic integrity and ethical use should be made available to preK-16 educators.**

Educator Awareness Sub-Committee Recommendations:

- Set shared expectations for PreK-16 student learning about academic integrity and ethical use.
- Provide resources such as curricula and lesson plans through a website for PreK-16 educators.
- Disseminate information on best practices in teaching about academic integrity and ethical use across the curriculum, from PreK through post secondary level.
- Assure that PreK-16 educators are informed about the issues of academic integrity and ethical use through professional development opportunities, including presentations at professional conferences and workshops.
- Encourage school-wide and campus-wide collaborative initiatives to create shared expectations and share best practices, in order to move beyond viewing academic integrity and ethical use as the province of one department or unit.

Appendix A: PreK-12 Local School Systems - Acceptable Use and Student Code of Conduct Policies

Local School System	Acceptable Use	Statements Addressing Academic Integrity ^{*1}
Allegany	http://boe.allconet.org/	Found no apparent links to Technology Plan, AUPs or student codes of conduct.
Anne Arundel	05/06 Student Handbook	AUP — page 4 references to “plagiarism” pages — defined in glossary pg.26 listed as an offense/infraction page 13 for grades 6-12 (level 3,4,5) listed as an offense/infraction page 17 for grades K-5 (level 3,4,5) references to “cyberbullying” page 16,18 — defined in glossary page 25 http://www.aacps.org/html/studt/studenthandbook.pdf
Baltimore City	http://www.bcps.k12.md.us/School_Board/Policies/	LEVEL III Infractions that result in irreplaceable loss of data or severe damage to a technology resource and are classified as a misdemeanor or felony. This includes copyright violations and virus introduction into a computer or network. Penalty may be permanent suspension from direct technology resource access and possible criminal charges and expulsion from school, and possible criminal charges and litigation. Violating terms of applicable software licensing agreements or copyright laws; Violating copyright laws and their fair use provisions through inappropriate reproduction or dissemination of copyrighted text, images, audio, video, etc.;
		<ul style="list-style-type: none"> • Violating copyright agreements and laws—Uploading or downloading anything but public domain software • Violating rules or codes set by electronic resource providers • Playing electronic games • Using electronic resources for commercial or profit making without written permission from the provider • Disobeying electronic resource provider’s policies, procedures, and protocol
Baltimore County	http://www.bcpl.net/~sullivan/policies/ and http://www.bcps.org/system/handbooks/Adapted-Student-Handbook.pdf	Cheating (or signing parents’, guardians’, or teachers’ signatures- Type I infraction maybe suspended—Type II infraction Normally suspended, may be long-term suspended, assigned to an alternative program, or expelled) Violation of the Telecommunications Acceptable Use Policy Comply with copyright laws and intellectual property rights of others.
Calvert	http://www.calvertnet.k12.md.us/technology/netpolicy.shtml	Plagiarism & Copyright. Users will not plagiarize works they find on the Internet. Users will respect copyrights. Copyright infringement occurs when one inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, user should follow the expressed requirements. If one is unsure whether or not a work can be used, one should request permission from the copyright owner. Questions about copyright should be referred to a teacher or administrator. Users should not tamper with or modify any web pages without explicit permission of the owner.
Caroline	http://cl.k12.md.us/AUP.html	Unacceptable uses of the network include, but are not limited to: Copying materials in violation of copyright law; Plagiarizing, which is the taking of someone else’s words, ideas, or findings and intentionally presenting them as your own without properly giving credit to their source.

¹ All statements are taken from the affiliated website

Local School System	Acceptable Use	Statements Addressing Academic Integrity *1
Carroll	Student Handbook	Telecommunications / Internet Safety "policy" Pg. 24 – does mention copyright/property rights http://www.carrollk12.org/whatsnew/pdf/studenthandbook.pdf Telecommunications Policy http://www.boarddocs.com/mabe/ccps/Board.nsf/PolicyBooks?OpenFrameSet
Cecil	AUP	Acceptable Use Policies http://tech.ccps.org/tust/IIBH.pdf http://tech.ccps.org/tust/IIBH-RA.pdf
Charles	Student Handbook	Section on Internet Use / Contracts Discusses Acceptable Use: Nothing specific regarding "cheating", "plagiarism", does mention "copyright" for Middle and high schools http://www.ccboe.com/site/studentsparents/codeofconduct/codeofconduct-0.htm
Dorchester	AUP	Acceptable Use Statements: Does mention plagiarism and copyright http://www.dcps.k12.md.us/pdfs/student-rights-2001-2002.pdfnts
Frederick	Technology Plan	http://www.fcps.org/content/publications/2005-08%20FCPS%20Technology%20Plan.doc Multiple references to network security, internet access and safety for students in relation to Technology Standards for Students, Teachers and Administrators as part of their Technology Plan 2005-2008. Hard to find information related to student codes of conduct and AUPs. Copy of Internet Safety guidelines for Parents including links to other resources. Copyright information to be taught through computer classes (http://www.fcps.org/dept/legal/510.pdf) according to Board policy.
Garrett	http://www.ga.k12.md.us/Policies/300/347.35.htm	Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, and material protected by trade secret and confidentiality. Users will not engage in plagiarism or any copyright violation. All communications and information accessible via the network are assumed to be the intellectual property of others and should be treated as such. The principal may invoke appropriate penalties, including suspension, for minor or serious offenses or those exhibited repeatedly by a student. In the case of a student violation, a letter also will be sent to the parents. Serious offenses which may result in suspension include, but are not limited to, the following: <ul style="list-style-type: none"> • Using school computers for other than educational purposes, especially printing or downloading profane, obscene, or inappropriate information; • Vandalism, including intentionally introducing a virus to the system or destroying another person's data; • Engaging in any illegal activity, including attempting an unauthorized login to a secure account or logging in as another user
Harford	http://www.hcps.org/boe/policies/procedures/policies/content/policymanual/0305.pdf	Employees shall comply with copyright laws and guidelines for use of print, multimedia, and computer software as set forth in the Administrative Guidelines and Procedures. Failure to comply shall result in disciplinary action up to and including termination. Students shall comply with copyright laws and guidelines for use of print, multimedia, and computer software as set forth in the Administrative Guidelines and Procedures. Students who fail to comply shall be disciplined according to the procedures set forth in the Harford County Public School System's Parent/Student Handbook. Students or employees shall obtain permission using the Copyright Permission Request form prior to publishing or reproducing more than fair use guidelines permit. When the copyright of a work is in doubt (as on the Internet), the employee or student shall assume it is copyrighted information and shall proceed accordingly. The Superintendent shall be responsible for ensuring that administrative procedures for copyright policy are effectively implemented throughout the system.

Local School System	Acceptable Use	Statements Addressing Academic Integrity *1
Howard	http://www.howard.k12.md.us/met/edtech/resources/1501.pdf and http://www.howard.k12.md.us/aup/default.html	<p>Technology users are expected to employ these resources in a responsible, ethical, and legal manner. The misuse of the school system's computer technology is grounds for discipline, ranging from the temporary or permanent termination of user privileges to suspension/expulsion or termination. Any disciplinary action taken in response to a violation of this policy will be carried out in accordance with relevant school system policies (i.e., The Howard County Student Code of Conduct; Policy 3431, Discipline; and Policy 1408, Employee Discipline) and applicable state and federal laws.</p> <p>Plagiarism – the intentional presentation of another's words, ideas or findings as one's own. Users will not engage in unauthorized activities. These include, but are not limited to:</p> <ul style="list-style-type: none"> c. Violating copyright laws or the privacy rights of others. d. Plagiarism <p>Staff members (media specialist) assigning or permitting use of computer technology will ensure that instruction in acceptable use of computer technology has occurred. Topics to be taught include:</p> <ul style="list-style-type: none"> a. Contents of this policy. d. The provision in the student Use of Internet Permission Form. e. Copyright issues. f. Privacy issues. <p>Internet services are to be used in a responsible, efficient, ethical, and legal manner. Users of the Internet must acknowledge their understanding of the guidelines as a condition for independent use of the Internet.</p> <p>Howard County School System Internet Guidelines</p> <ul style="list-style-type: none"> a. Acceptable Use Guidelines for Students b. Copyright laws c. Essential Learnings' ethics and etiquette goals and objectives (elem. And middle) <p>BEFORE the Internet lesson the staff member should:</p> <ul style="list-style-type: none"> 1. Ensure that students are aware of the following Howard County School System policies and guidelines <ul style="list-style-type: none"> a. Acceptable Use Guidelines for Students b. Copyright laws c. Essential Learnings' ethics and etiquette goals and objectives (elem. And middle) <p>C. AFTER the Internet lesson the staff member should:</p> <ul style="list-style-type: none"> 4. Ask students to assess why they think that Internet may have been the best source for the information obtained 5. Have students assess the authenticity and reliability of the sources 6. Have students document the source using proper bibliographic citations. <p>Sample Internet Bibliography Citations given but out of date.</p>
Kent	www.kent.k12.md.us	<p>Internet services are to be used in a responsible, efficient, ethical, and legal manner. Users of the Internet must acknowledge their understanding of the guidelines as a condition for independent use of the Internet.</p> <p>Ensure that instruction in acceptable use of computer technology has ...</p>

Local School System	Acceptable Use	Statements Addressing Academic Integrity *1
Prince George's	http://www.pgcps.org/aup.html accepted in 2004	Respect all copyright laws. Displaying a copyrighted material, including graphics, without specific written permission to do so. Consequences If it has been determined that a user has improperly used the equipment or its resources in any manner, the user can expect disciplinary actions which may include, but are not limited to: Immediate suspension of equipment access—Disciplinary action by school/office administration—Letter of reprimand—Arrest and prosecution—Additional disciplinary action may take place as outlined
Queen Anne's	http://www.qacps.k12.md.us/cms/Acceptable_Use_Policy.htm	Prohibitions Staff and students are expected to act in a responsible, ethical, and legal manner in accordance with QACBOE policy, accepted rules of network etiquette, and federal and State law. By way of example, the following uses are prohibited: 6. Unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials. Use of network facilities for fraudulent copying, communications, or modification of materials in violation of copyright laws. Quoting personal communications in a public forum without the original author's prior consent. Plagiarizing, which is the taking of someone else's words, ideas, or findings and intentionally presenting them as your own without giving credit to their source. Illegal use of the network; intentional deletion or damage to files or of data belonging to others; copyright violations or theft of services will be reported to the appropriate legal authorities for possible prosecution. Copyright The illegal use of copyrighted software by students and staff is prohibited. Any data uploaded to or downloaded from the network is subject to "fair use" guidelines.
Somerset	http://www.somerset.k12.md.us/PAO/Board%20of%20Ed/Policies/500-14.pdf	Students will not knowingly spread viruses, violate copyright laws, use unauthorized software, impersonate another user, or attempt to alter system software or hardware configurations. Misuse may also subject the student/staff to disciplinary action under individual school building policies and/or Somerset County Board of Education policies. In addition, any illegal activities will be reported to the appropriate agencies.
St. Mary's	http://www.smcps.k12.md.us/offices/its/	Technology Plan posted however no table of contents made it hard to navigate. All use of the network must be in support of education and research and consistent with the purposes of SMCPs. <ul style="list-style-type: none"> • Any use of the network to facilitate illegal activity is prohibited, including copyright violations. • Any use of the network for commercial or for-profit purposes is prohibited. • Users shall not intentionally seek information (i.e. passwords, files, settings) about other users, or misrepresent other users on the network. • All communications and information accessible via the network should be assumed to be private property. • No use of the network shall serve to disrupt the use of the network by others; hardware or software shall not be destroyed, modified, or abused in any way. • Malicious use of the network to develop programs that harass other users, or to infiltrate a computer or computer system is prohibited. • Hate mail, harassment, discriminatory remarks, and other antisocial behaviors are prohibited. • The illegal installation of copyrighted software for use on school computers is prohibited. • Use of the network to access obscene or pornographic material is prohibited.
Talbot	http://www.tcps.k12.md.us/index.php?page=1_to_1_laptop_initiative	Acceptable Use policy found for 1 to 1 laptop initiative (grades 9-12) http://www.tcps.k12.md.us/index.php?page=1_to_1_laptop_initiative 12. Students shall not violate copyright laws.

Local School System	Acceptable Use	Statements Addressing Academic Integrity *1
Washington	http://www.alt.wcboe.k12.md.us/mainfold/schoopag/high/southhigh/library/aup.htm	<p>Teachers will provide guidelines and lists of resources to assist the students in directing research activities in an effective and appropriate manner. Teachers will assist students to learn and apply the skills necessary to determine the truthfulness of information, distinguish fact from opinion, and engage in discussions about controversial issues while demonstrating tolerance and respect for those who hold divergent views.</p> <p>Users must respect the copyright, trademarks and patent laws concerning the work products or intellectual property of others. Such products include but are not limited to ideas, concepts, written, audio, or visual media. The WCPS policies, procedures and regulations governing compliance with copyright laws apply to all written or electronic communications and media produced and published on WCPS systems.</p>
Wicomico	http://www.wcboe.org/Final%206-14-05.pdf	<p>Unacceptable uses of the telecommunications technology include, but are not limited to: Copying proprietary information, including software, in violation of applicable law .Taking someone else’s words, ideas, or findings and presenting them as your own without properly giving credit to the sources, (“plagiarizing”).</p> <p>Principals Principals will require that all staff will read the policy and guidelines, then sign and return the Policy/Handbook Sign-off which will be kept on file in the main office of the school. All persons who use the technology, including parents, substitutes or other community members, must sign and return the sign-off. Principals should post copies of the Guidelines for Use of Telecommunications Technology on bulletin boards and in prominent locations where the technology is available.</p> <p>Teachers Faculty members will read the policy and guidelines, then sign and return the Policy/Handbook Sign-off to the building principal. Faculty members will also distribute this information to all students in Grades 4-12 at the beginning of the school year and review the contents with them. Further instruction and review of the policy and guidelines will take place in classes where technology is a major part of the curriculum or when taking classes to computer labs for special assignments. Teachers of Grades K-3 will review and explain the policy and guidelines with all their students.</p>
Worcester	http://www.worcesterk12.com/Technology_Plan.htm	Technology Plan 2006-09 posted. Policies outlined within plan including Appendices V which details acceptable use involving internet services and specifically e-mail. Outlines CIPA requirements but stops short of addressing copyright, etc.
Maryland Virtual Learning Opportunities Program (MSDE)	http://mdk12online.org/schools/MVLO%20Practices_Procedures%2006-07.pdf	Appendix E: Copying or transferring copyrighted materials and software without authorization; Plagiarism I will give credit to others whose work I use. I will not plagiarize content from the Internet or other media, including print. Copyright The MVLO web site contains copyrighted materials. All course material has been licensed for use by the Maryland Virtual Learning Opportunities Program and is the property of the respective course provider. I will not distribute, publish, or reuse the materials, audio files, images or design, or any part of the materials, audio files, images, or design of this web site without permission. I am authorized to view, copy, and print documents contained within this web site for my own use in completing the course. Disciplinary actions may include, but not be limited to, a telephone call to parent/guardian or guardians, loss of privileges, restitution, suspension and/or expulsion from the online course and/or criminal prosecution. Plagiarism is taken seriously and any cases of suspected plagiarism will be investigated. Should plagiarism be confirmed, depending on the degree to which the student has plagiarized content, a student may lose credit for specific assignments or even the entire course.

Appendix B

University System of Maryland - Acceptable Use and Academic Integrity Policies

IHE	Link	Statements Addressing Academic Integrity ^{*2}
Bowie State	None found	
Coppin State	None found	
Frostburg State	Student Handbook http://www.frostburg.edu/admin/ses/pathfinder.pdf	<p>Academic Dishonesty</p> <ul style="list-style-type: none"> • Academic dishonesty is defined to include any form of cheating and/or plagiarism. • Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record. • Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. • Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the University System of Maryland. • Suspension or expulsion for academic dishonesty is noted on a student's academic transcript.
Salisbury University	http://www.salisbury.edu/provost/handbook/2006-2008/final_-_Chapter%20%206-Academic%20Integrity.pdf	Faculty or dept or Academic Integrity Violation Incident Report University Judicial Administrator placed on faculty What if a student is caught cheating?
Towson University	http://wwwnew.towson.edu/studentaffairs/policies/academicintegrity.asp	<p>If a faculty has evidence that a students class-related behavior constitutes academic dishonesty, the faculty member may determine the course-related sanction to be imposed against the student, up to and including failure for the course. A letter must be sent to the student stating the imposed sanction and informing the student of his/her right to appeal. A copy must be sent to the Office of Judicial Affairs. A student who is found responsible for two or more violations of the academic integrity policy is subject to suspension from the university. For information regarding the appeal procedures, see the Code of Student Conduct in the Towson University Undergraduate Catalog.</p> <p>If you have additional questions or need more information, contact the Office of Judicial Affairs, Administration Building, Suite 236, or call 410-704-2057.</p>
University of Baltimore	http://www.ubalt.edu/studentaffairs/handbook/academic_integrity_policy.cfm http://www.ubalt.edu/studentaffairs/handbook/reporting_violations.cfm	take the university's on-line course in academic integrity prior to the completion of their first semester at UB in order to ensure that their understanding of academic integrity requirements is complete and consistent with the requirements of the university # indicate in their syllabi if they intend to punish incidents of academic dishonesty through the use of sanctions more severe than awarding of no credit

² All statements are taken from the affiliated website

		(a grade of 0) for the project or work involved (for example, if their policy will be to assign a failing grade in the course for any violation of the academic integrity policy) # clearly inform their classes of the extent to which collaboration
University of Maryland, Baltimore	http://cits-cf.umaryland.edu/hrpolicies/section3/t30100sa.html	Each school has own policies
University of Maryland Baltimore County, UMBC	http://www.umbc.edu/provost/integrity/acc_policy/	Faculty can handle the incident directly, but must submit an academic misconduct report to the Academic Conduct committee. The student can choose to deal directly with the faculty member or appeal to the Academic Conduct committee for a hearing.
University of Maryland, College Park	http://studentconduct.umd.edu/aca/index.html	The University operates under a 'modified honor code.' The process is governed by the Code of Academic Integrity and students sign an honor pledge on all examinations and written assignments. Incidents of academic dishonesty are reported to the Office of Student Conduct. If there is no informal resolution by that office, an Honor Board consisting of students and faculty is convened to hear the charges.
University of Maryland, Eastern Shore	http://www.umes.edu/deps/administration/academic_affairs/PlagiarismPolicyStatementB.pdf	The first level of resolution lies with the faculty member. If the resolution is not satisfactory the case is referred to the department chair and Dean for resolution. Cases that are not resolved at the Dean level are reviewed by a five-member committee on academic dishonesty. The standard minimum penalty is failure in the course.
University of Maryland University College	http://www.umuc.edu/policy/aa15025.shtml	The process is governed by the UMUC policy on academic dishonesty and plagiarism. Faculty members and unit directors are responsible for handling incidents. Students can appeal the finding, which will be reviewed by the Provost.

Selected MICUA Institutions - Acceptable Use and Academic Integrity Policies

IHE	Link	Statements Addressing Academic Integrity ^{*3}
Johns Hopkins University	Johns Hopkins University Ethics Board: Constitution Link: http://www.jhu.edu/~ethics/constitution.html	Violations of Academic Integrity: Students are obliged to refrain from acts, which they know, or under the circumstances have reason to know, violate the academic integrity of the University. Violations of academic ethics include, but are not limited to: cheating; plagiarism; submitting the same or substantially similar work to satisfy the requirements of more than one course without permission; submitting as one's own the same or substantially similar work of another; knowingly furnishing false information to any agent of the University for inclusion in academic records; falsification, forgery, alteration, destruction or misuse of official University documents or seal.
Loyola College	Loyola College Honor Code http://www.loyola.edu/campuslife/honorcode/	All students of the Loyola College community have been equally entrusted by their peers to conduct themselves honestly on all academic assignments. Our goal is to foster a trusting atmosphere that is ideal for learning. In order to achieve this goal, every student must be actively committed to this pursuit and its responsibilities, and is therefore called to be active in the governing of the community's standards. Thus, all students have the right, as well as the duty, to expect honest work from their colleagues. From this, students will benefit and learn from the caring relationships that our community trustfully embodies. ... Violations of the Honor CodeThe following types of offenses constitute violations of the [Honor] Code and are defined below: cheating, stealing, lying, forgery, plagiarism, and the failure to report a violation.
McDaniel College	http://www.mcdaniel.edu/2333.htm Honor Code	The McDaniel College Honor Code is a contract between students and faculty, based on the assumption that academic integrity is important to the community. Simply stated, students pledge honesty—to do their own work and not cheat. In addition, students pledge to report others who violate the Honor Code. Faculty agree to set clear guidelines at the beginning of each course about what is expected of each student, to take appropriate steps to discourage cheating, and to refer alleged violations to the McDaniel College Honor and Conduct Board.
Villa Julie College	http://www.vjc.edu/academics/index.aspx?id=3110	To promote the free exchange of ideas, the Villa Julie College community depends upon the academic honesty of all of its members. While acknowledging that the vast majority of students conduct themselves with a fundamental honesty, the College seeks to set the highest ethical standards. For students, academic honesty is merely a prelude to the personal integrity and professional ethics that will govern their careers. In all cases, intellectual honesty provides the clearest path to knowledge, understanding, and truth—the highest goals of an academic institution. Therefore, the College expects honesty from all of its members in every academic setting. Academic honesty applies to all situations, including but not limited to documenting all sources used in assignments, completing all tests without unauthorized assistance, and providing accurate information on college documents

³ All statements are taken from the affiliated website

Selected Two Year Community Colleges - Acceptable Use and Academic Integrity Policies

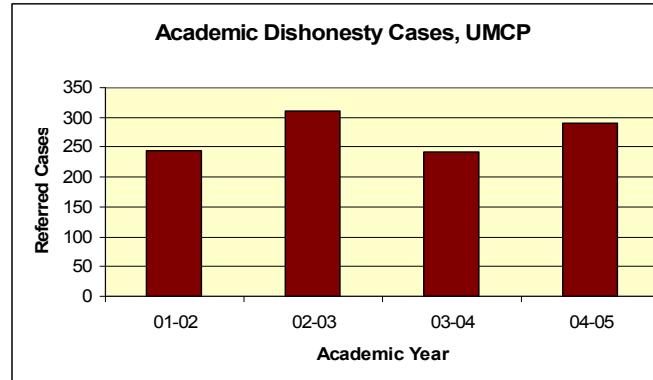
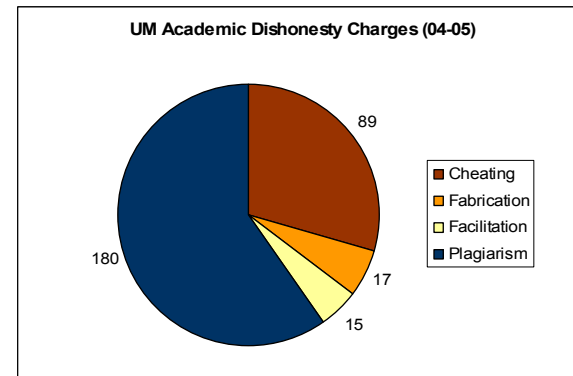
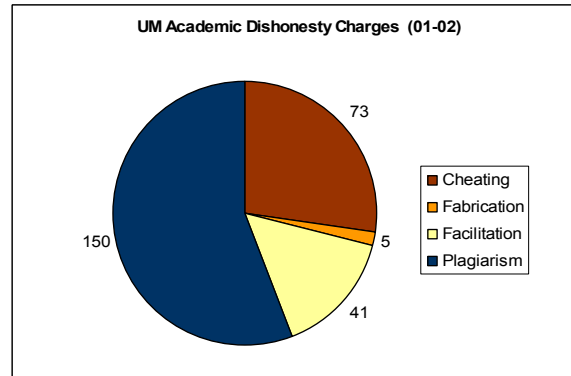
IHE	Link	Statements Addressing Academic Integrity *4
Anne Arundel Community College	http://www.aacc.edu/catalog/ , click on the most recent catalog .pdf file and find in the Table of Contents for "College Policies," then "Academic Integrity Policy." (In the catalog for 2005-2006, the Academic Integrity Policy is detailed on pgs. 323-325.)	<p>Academic integrity is a common goal, approached through the understanding, the cooperation and the mutual respect among all members of the college community.</p> <p>1. POLICY All students are required to exhibit academic honesty in all academic exercises and assignments.</p> <p>2. DEFINITIONS* An incident of academic dishonesty occurs when any of the following acts is committed by a student:</p> <p>A. Cheating refers to the use or attempted use of unauthorized</p>
Montgomery College	http://www.montgomerycollege.edu/ctl/Resources/teachingtips/academic_integrity.htm , click on the first link to open a Word file containing the college's "Policy on Academic Integrity."	<p>I. The College is committed to imposing appropriate sanctions for breaches of academic honesty. The list below is not all-inclusive of prohibited behavior. Nothing in this section precludes an academic department from issuing supplemental guidelines giving examples of plagiarism or other forms of academic dishonesty and academic misconduct which are pertinent to the subject matter of the class.</p> <p>A. <u>Academic Dishonesty or Misconduct can occur in many ways. Some common forms include:.....</u></p>
Carroll Community College	http://www.carrollcc.edu/about/policies/details/1680 , College Policies, Code of Integrity, I. Academic Honesty	<p>Academic honesty means using one's own thoughts and materials in writing papers, taking exams, and participating in other classroom-related activities. Academic honesty also includes the proper citation of sources of information. Students are expected to give full credit for the borrowed words and ideas of others.</p>

⁴ All statements are taken from the affiliated website

Appendix C

University of Maryland College Park Referred Academic Dishonesty Cases

	Total Referred
01-02	243
02-03	310
03-04	242
04-05	291
	04-05
Cheating	89
Fabrication	17
Facilitation	15
Plagiarism	180
	01-02
Cheating	73
Fabrication	5
Facilitation	41
Plagiarism	150



Source: Office of Student Conduct, Division of Student Affairs. University of Maryland, 2006.

Appendix D

Action Plan

K-16 Workgroup Sub-Committees on Information Literacy and Ethical Use

Policy Sub-Committee Goal : Document Maryland local school systems and IHE instances of plagiarism, how the cases are reported and managed and if and how vertical articulation between PREK-12 and higher education exists to ensure effective and consistent models and practices and to determine possible best practices and strategies already in place in Maryland. A smaller pilot study has already begun highlighting and recording teacher case studies of student infractions.

Public Awareness Sub-Committee Goal: To raise public awareness and understanding of plagiarism in order to reduce its prevalence in our schools.

Education and Resources Sub-Committee Goal: Increase administrator, librarian and faculty awareness of academic integrity issues.

Strategy	Subcommittee	Target Audience	Responsibility of	Timeline/Date Completed	Resources Needed	Estimated \$\$\$	Indicators of Success
White Paper	Policy	General Public MSDE/MHEC	K-16 Policy Sub-Committee on Information Literacy and Ethical Use	Mid April 2007	People/Time		Document/Report Completed
Baseline Data Study	Policy	General Public MSDE/MHEC	C3 Institute with MSDE & LSS personnel	One year after start date	Grant funding to support personnel for project -- identifying contacts, informal interviews, focus groups and review of documentation (e.g., AUP)	35,000-45,000 for the study estimated	Formal report delivery Report will aid in highlighting awareness and presenting a baseline of statistics in which implementation effects can be compared to, and will help shape PD activities, policy recommendations, pedagogical best practices, and strategies.
Post links to host site for plagiarism and ethical use education sites on public library and K-16 websites.	Public Awareness	Students Parents Educators Librarians	Personnel from MSDE, K-16 schools, public libraries	6 months from start date	Staff for identifying links, website for posting links, cooperation of participating agencies.	\$5000 per year for webmaster contract.	Host site link posted on websites. Record of number of visits to host site.

					Webmaster.		
Create a plagiarism awareness program using: <ul style="list-style-type: none"> • slogans • posters • bookmarks • instructional video, etc... 	Public Awareness	K-12 students Parents Teachers	MSDE, K-16 schools	One year from start date	University of Maryland printing, MHEC staff resources	\$6000	Campaign items developed and delivered to public libraries and local school districts.
Engage in outreach and dissemination.	Public Awareness	General public	State and local communications personnel (Public libraries, Local School Systems, MSDE), campaign coordinator	One year from start date	Spokesperson, links, bookmarks, posters, ads. Campaign coordinator (2 year contract)	\$50,000 to \$80,000 per year contract for campaign coordinator	Number of outlets willing to participate.
Create professional development module(s) for faculty, educators, parents and librarians.	Public Awareness & Education and Resources	Faculty Educators Parents Librarians	MSDE Division of Instruction, Local School Systems, IHE's, project coordinator	One year from start date	Input from K-16 professionals through a workshop.	\$25,000 one time cost for stipends to workshop participants.	Approved curricular component, number of high quality modules, number of participants utilizing modules
Collect and make available best practices, tools and methods (e.g. curricula, lesson plans, faculty & staff development ideas, links to information literacy sites)	Public Awareness & Education and Resources	Faculty Educators Parents Librarians Students	Pre-K16 Committee on IL and Ethical Use, working with group such as MILEX, MLA, MSDE or MEMO (as website host), project coordinator	Six months from start date: identify site host One year from start date: develop content and links	Staff time for collecting information, website for making information accessible, project coordinator and website contractor time	Website and campaign coordinator cost as indicated above	Website with resource information available to PK16 educators, quality and quantity of educational materials found in website, number of participants utilizing website materials

Deliver professional development training for faculty and educators	Education and Resources	Faculty Educators Librarians	MSDE Division of Instruction, Local School Systems, IHE's, project coordinator	One year from start date	Staff to delivery training	\$30,000 per year to host PD workshops throughout 24 LSS and 2 and 4 year IHE's	Number of high quality presentations, feedback from presentations
Highlight exemplary K16 collaborative programs throughout MD and from other states	Education and Resources & Policy	Faculty Educators Parents Librarians Students State and National Audience	Pre-K16 Committee on IL and Ethical Use	One year from start date: identify and contact other state organizations doing this kind of work, findings from Policy Data Baseline Study	Staff time for collecting information, add to website As indicated in Data Baseline Study	Website and data baseline study costs as indicated above	Website with resource information. Presentations, Publications
Disseminate information on best practices	Education and Resources & Policy	Faculty Educators Parents Librarians Students State and National Audience	Pre-K16 Committee on IL and Ethical Use working with organizations such as MEMO and school systems, C3 Institute, project coordinator	Six months from start date: begin presentations	Staff time for presentations to school systems, professional organizations, etc.	\$500 travel funds	Number of high quality presentations, feedback from presentations

Appendix E

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