



## **Academic Integrity Policy—School of Health Sciences**

The School of Health Sciences at Humber College is committed to educating, preparing, and nurturing future professionals and citizens who exemplify positive ethics and excellence in their behaviours and practices. We believe the teaching learning process is relational between faculty, staff, leaders, and students and must be grounded in values of integrity. Aspiring to a culture of integrity requires all members of our teaching and learning community to fully commit to six fundamental values consistent with academic integrity as defined by the International Centre for Academic Integrity—honesty, trust, fairness, respect, responsibility, and courage (International Centre for Academic Integrity, 2014).

Character and capacity is strengthened through collaboration and attention to the six values of honesty, trust, fairness, respect, responsibility, and courage. When we teach and learn in a culture that embraces academic integrity, the possibilities of our contributions to society are limitless.

### **Academic Integrity Definition**

Academic Integrity requires courage and commitment, even in the face of adversity, to the six fundamental values of honesty, trust, fairness, respect, responsibility, and courage.

As a teaching and learning community, we as faculty, staff, leaders, and students have a responsibility to the public to ensure that we consistently live and promote these values, regardless of the complexities and challenges we face in our studies and practice, both currently and in the future.

### **Responsibilities**

**This integrity policy applies to all conduct by a student(s), by any means whatsoever, (including but not limited to internet forums, electronic communications, or other media forms).**

It is important that our efforts focus on the acquisition of skills, knowledge and attitudes specific to our program of study and in keeping with academic integrity. We each hold the responsibility to promote academic integrity in the School of Health Sciences. These responsibilities include:

1. understanding the six values to Academic Integrity;
2. applying the six values to all aspects of our teaching learning roles and experiences;
3. understanding what threatens these six fundamental values;
4. taking action to reduce and prevent academic misconduct.

## **Understanding the Six Values to Academic Integrity/Applying the Six Values to all Aspects of our Teaching Learning Roles and Experiences**

### **Honesty**

“An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research, and service” (International Centre for Academic Integrity, 2014, p. 18).

Honesty is considered foundational to the teaching and learning relationship. Humber College provides clear expectations about the responsibility for faculty, staff, and leaders related to honesty in all academic endeavours which can be found at <http://humber.ca/policies/academic-honesty-faculty-and-staff-policy>

### **Trust**

“An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential” ” (International Centre for Academic Integrity, 2014, p. 20).

An honest approach to academic work results in a relationship of trust. Students can expect clear guidelines around expectations for work and behaviour in classrooms, labs and field and placements. Students inspire trust by completing and submitting honest work and committing to the six fundamental values of academic integrity. Faculty inspire trust by setting clear expectations for assignments, and adhering to expectations around academic integrity. Trust is intrinsic to the sharing of information and ideas that will support learning among the teaching and learning community members.

Academic regulations for each program are established through the registrar’s office and outline the expectations for student behaviours and practices in their studies at Humber. These regulations are available on line on the Humber College main web page through the Admission Requirements and Academic Regulations for Degree, Diploma and Certificates.

## **Fairness**

“An academic community of integrity establishes clear standards, practices, and procedures and expects fairness in the interactions of students, faculty, and administrators” ”  
(International Centre for Academic Integrity, 2014, p. 22).

Evaluation is a key component to the teaching learning process. Clear evaluation criteria for course work and monitoring for academic misconduct, support fairness for all students and ensures scholarly excellence. The Academic Misconduct policy for Humber College provides clear definitions, outlines faculty responsibilities in reporting and describes potential outcomes for students found responsible for academic misconduct. This policy is available on line on the Humber College main web page through the Admission Requirements and Academic Regulations for Degree, Diploma and Certificates.

## **Respect**

“An academic community of integrity recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas” (International Centre for Academic Integrity, 2014, p. 24).

Respect begins on an individual basis and extends to other students, faculty, leaders, and staff. Respect is demonstrated when students are on time, prepared and attend all classes, are active and fully engaged throughout class and practice teaching learning experiences, meet set academic deadlines and work to their best abilities. Faculty demonstrate respect by providing critical, timely feedback that aims to support student development, and availing themselves to students through teaching, learning, and mentoring experiences. All members of the teaching and learning community demonstrate respect through honest, respectful written and verbal communication.

## **Responsibility**

“An academic community of integrity upholds personal accountability and depends upon action in the face of wrong doing” (International Centre for Academic Integrity, 2014, p. 26).

All members of the teaching and learning community must take responsibility for their own honesty toward scholarly endeavours and interpersonal relationships in the academic and practice settings. Members of the community must commit to the fundamental values and seek opportunities to support it with faculty, staff and students and identify and take action if academic integrity is threatened. Breaches to academic integrity must not be tolerated nor ignored.

## **Courage**

“Translating the values from talking points into action--standing up for them in the face of pressure and adversity—requires determination, commitment, and courage” (International Centre for Academic Integrity, 2014, p. 28).

Courage requires everyone in the teaching learning community to demonstrate their character and do the right thing even when it may be the hardest thing to do. As a student you will meet deadlines and experience competing responsibilities that will challenge you as a person and as a future professional. Those that we provide services to will expect us to be courageous and do the right thing later in professional practice, care, and service.

### **Academic Misconduct Definition**

“Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines Humber’s ability to evaluate students’ academic achievements, or restricts the College’s ability to accomplish its learning objectives” (Humber College, 2017, p. 46).

Dishonest approaches to studying have direct correlations to poor knowledge acquisition, attitudes inconsistent with professional ethical practice, suboptimal care and service to the public, which in turn negatively impact the success of individuals and the reputation of our school . Academic misconduct gives those who behave dishonestly an unfair advantage over others in educational endeavours and is contradictory to the School of Health Sciences’ teaching learning culture.

### **Offences to Academic Integrity**

Offences to Academic Integrity for the School of Health Science’s students enrolled in certificate and diploma programs are described through the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Studies link found through the main Humber College web site.

Offences to Academic Integrity for School of Health Science students enrolled in the Bachelor of Nursing program are found through the Admission Requirements and University Regulations for the Bachelor of Nursing Degree Program link found on the Humber College web site.

### **Detection and Response to Suspected Academic Misconduct**

Revised July 2017

The process for follow up with suspected breaches to Academic Integrity, through acts of Academic Misconduct, with School of Health Science students enrolled in diploma and certificate programs is detailed through the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Studies link found on the main Humber College website.

The process for follow up with suspected breaches to Academic Integrity for students enrolled in the Bachelor of Nursing program is outlined through the Admission Requirements and University Regulations for the Bachelor of Nursing Degree Program link found on the main Humber College website.

## References

1. Humber College. (2017/2018). *Admission requirements and academic regulations for degree, diploma and certificate studies*. Retrieved from [https://humber.ca/assets/files/pdfs/Academic\\_Regulations\\_2017\\_2018.pdf](https://humber.ca/assets/files/pdfs/Academic_Regulations_2017_2018.pdf)
2. International Centre for Academic Integrity [ICAI]. (2014). *The fundamental values of academic integrity*. Retrieved from <http://www.academicintegrity.org/icai/assets/FV2013.pdf>