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<b>Administrative Contact:</b>	Kim Foliott
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## **Academic Integrity Policy**

### **Purpose/Rationale:**

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, 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, respect, responsibility, fairness, and courage (ICAI, 2013).

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

### **Scope:**

This applies to all faculty, staff and students of the School of Health Sciences.

### **Definitions:**

#### 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, and responsibility.
- As a teaching and learning community, faculty, staff, 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.

#### 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, 2018-19).
- 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 (Whitely & Spiegel, 2002). 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.

**Policy:**

**This integrity policy applies to all conduct by a student, 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 and Applying the Six Values of Academic Integrity to all Aspects of our Teaching Learning Roles and Experiences**

1. Honesty

“Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service” (ICAI, 2013).

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

Honesty is demonstrated through behaviours and actions that include, but are not limited to:

- civil conduct in the classroom, lab, field and clinical placements, virtual and online locations, offices and all campus spaces
- honest test taking
- completion of homework and written assignments as per requirements
- accountability for own actions
- actions that support what is right for ourselves, others and the School of Health Sciences

2. Trust

“Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential” (ICAI, 2013).

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 placements. Students inspire trust by completing and submitting honest work and committing to the five fundamental values of academic integrity. Faculty inspires 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.

### 3. Fairness

“Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty and administrators” (ICAI, 2013).

Evaluation is a key component to the teaching learning process. Clear evaluation criteria for course work and monitoring for academic misconduct, supports 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. These policies are available on line on the Humber College main web page through the Admission Requirements and Academic Regulations for Degree, Diploma and Certificate Studies link:

<https://humber.ca/admissions/office-of-the-registrar/academic-records/academic-regulations.html> and the Admission Requirements and University Regulations for the Bachelor of Nursing Degree Program link:  
<http://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulations/index.html>

### 4. Respect

“Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honour, value, and consider diverse opinions and ideas” (ICAI, 2013).

Respect begins on an individual basis and extends to other students, faculty 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 demonstrates 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.

### 5. Responsibility

“Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing” (ICAI, 2013).

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.

### 6. 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” (ICAI, 2013).

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 completing 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.

### 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 (<https://humber.ca/admissions/office-of-the-registrar/academic-records/academic-regulations.html>)

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 <http://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulations/index.html>

### Detection and Response to Suspected Academic Misconduct

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 (<https://humber.ca/admissions/office-of-the-registrar/academic-records/academic-regulations.html>)

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 <http://www.unb.ca/academics/calendar/undergraduate/current/regulations/universitywideacademicregulations/index.html>

**References:**

Humber College. (2018-19). *Admission requirements and academic regulations for degree, diploma and certificate studies*. Retrieved from <https://humber.ca/admissions/office-of-the-registrar/academic-records/academic-regulations.html>

International Centre for Academic Integrity. (2013). *The fundamental values of academic integrity*. Retrieved from <http://www.academicintegrity.org/icaei/assets/FV2013.pdf>

Whitely, B. & Spiegel, P. (2002). *Academic dishonesty: An educator's guide*. New York, NY: Psychology Press.

**Appendix:**

Report on Possible Breach to Academic Integrity – Faculty Report Form

**Related Procedure:**

None



**HUMBER SCHOOL OF HEALTH SCIENCES  
REPORT ON POSSIBLE BREACH TO ACADEMIC INTEGRITY  
FACULTY REPORT FORM**



**SECTION I**

Incident Date: \_\_\_\_\_

Faculty/Staff Name: \_\_\_\_\_ is concerned that a breach to Academic Integrity may have taken place. Details of the student(s) incident that may constitute a breach of Academic Integrity are as follows:

Student Name	Student Number	Student Contact Information [email & phone number]	Student Program	Year of Study	Semester

Course No. & Title: \_\_\_\_\_

[attach course outline]

**SECTION II**

a) Incident Location [please check one of the following]:

- Class                       Practicum/ Placement                       Online                       Other: \_\_\_\_\_

b) Evaluation Type [please check one of the following]:

- Term Test (Quiz)                       Paper                       Individual Presentation                       Site Visit
- Midterm Exam                       Individual Assignment                       Group Presentation                       Practicum/ Placement Report
- Final Exam                       Group Assignment                       Group Work                       Other: \_\_\_\_\_

c) Grade Worth (% of final mark): \_\_\_\_%

d) Incident Type [please check one of the following]:

- Plagiarism
- Access to unauthorized material (including but not limited to textbooks, notes, and electronic materials)
- Copying from another student (e.g. assignments/tests/exams)
- Falsification, fabrication, misrepresentation of materials submitted for evaluation, notes to support absences (medical or compassionate leave) or extensions of assignments, transcripts or other academic documents
- Obtaining access to unauthorized materials
- Possession of an unauthorized aid or electronic device during a test/exam
- Use of an unauthorized aid or electronic device during a test/exam
- Sharing unauthorized information with another student
- Collusion—co-operating or collaborating on an assignment for evaluation when assignment was to be completed on an individual basis
- Misuse of social media
- Breach of client/organization confidentiality
- Forgery
- Using another's data or research
- Buying or selling essays, papers, assignments
- Other



**SECTION III**

a) Faculty account of incident [highlight circumstances: If more than 300 words please attach]:

b) List of supporting documentation attached [relevant information highlighted]:

c) Student explanation of the event [highlight circumstances]:

d) Decision by the Faculty [in consultation with the Associate Dean or Director]:

- No, it is not a breach of academic integrity
- There is insufficient evidence to support that this is an incident of academic integrity
- Yes, it is a breach of academic integrity
- Other



**HUMBER SCHOOL OF HEALTH SCIENCES  
REPORT ON POSSIBLE BREACH TO ACADEMIC INTEGRITY  
FACULTY REPORT FORM**



**SECTION IV**

Date of meeting with Associate Dean or Director: \_\_\_\_\_

Name of Associate Dean or Director: \_\_\_\_\_

Student account of incident:

**SECTION V**

Decisions by the Associate Dean or Director:

- No, it is not a breach of academic integrity
- There is insufficient evidence to support that this a breach of academic integrity
- Yes, it is a breach of academic integrity
- Other

Rationale:



a) Is there a previous breach of Academic Integrity Record –  Yes  No      Date: \_\_\_\_\_

b) If yes, give detail:

**Outcome:**

- |  |  |
|--|--|
| <input type="checkbox"/> Teachable moment  | <input type="checkbox"/> Notation on the academic file |
| <input type="checkbox"/> Referral to appropriate department or resources           | <input type="checkbox"/> Zero for the course           |
| <input type="checkbox"/> Warning   | <input type="checkbox"/> Expulsion from the College    |
| <input type="checkbox"/> Part reduction of assignment mark by ___%                 | <input type="checkbox"/> Informal resolution           |
| <input type="checkbox"/> Zero for the assignment                                   | <input type="checkbox"/> Academic Integrity assignment |
| <input type="checkbox"/> Required submission of a new piece of work                |  |
| <input type="checkbox"/> Suspension from the College for ___ consecutive semesters |  |
| <input type="checkbox"/> Registrar notified  |  |

Detail of Outcome [provide description of action plan]:

c) Notification of Outcome Decision to Student

- Email - Date sent \_\_\_\_\_
- Face to face meeting - Date held \_\_\_\_\_
- Letter - Date sent \_\_\_\_\_
- Other \_\_\_\_\_

d) Notification of Outcome Decision to Coordinator and Faculty/Staff

- Email - Date sent \_\_\_\_\_
- Face to face meeting - Date held \_\_\_\_\_
- Letter - Date sent \_\_\_\_\_
- Other \_\_\_\_\_

Signature of Associate Dean or Director: \_\_\_\_\_ Date: \_\_\_\_\_