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Policy Officer	Vice President Academic + Provost
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4.17 ACADEMIC INTEGRITY POLICY

ENABLING LEGISLATION + LINKED POLICIES

- University Act
- All related University Policies including
  - 2.3 Appeals to the Senate
  - 2.3.1 Procedures for Appeals to the Senate
  - 2.3.2 Adjudication Procedures for Appeals to the Senate Appeals Tribunal
  - 4.4.2 Course Outline Forms
  - 4.5 Student Grade Appeal
  - 4.6 Student Conduct
  - 4.16 Assessment and Academic Standing

OBJECTIVE

The objectives of this Policy and accompanying Procedures are to:

- outline the principles of Academic Integrity for the Emily Carr University of Art + Design Community;
- provide suggestions for responding to issues of Academic Misconduct in our classes;
- ensure that any cases of Academic Misconduct are addressed in a way consistent with the procedures accompanying this Policy.

SCOPE

This Policy applies to all students, staff and faculty engaged in teaching and learning at Emily Carr University. This policy outlines the behaviours that fail to respect the University's principles of

Academic Integrity in courses and programs as well as the procedures for dealing with these violations.

POLICY PRINCIPLES

Statement on Academic Integrity

Emily Carr University of Art + Design values academic integrity at all levels:
- integrity of the learning process;
- integrity of academic research in our courses and programs; and,
- integrity of creative production and expression, both material and textual, in our courses and programs.

At Emily Carr, Academic Integrity means acknowledging the influence and contributions of others in coursework according to the conventions outlined in each course or program. It means honestly representing the relationship between the work we create for courses and programs and the work of those who have influenced or participated in its making.

We understand:
- that different disciplines have different expectations about how the work of others is acknowledged or referenced in written or visual work, and that these expectations will be made clear in individual courses or program areas;

- that learning the citation practices of a discipline is a skill that requires time and practice, and so our courses and assignments will afford students the opportunity to develop and practice these skills;

- that different cultures have different conceptions of ownership, particularly in the area of intellectual property, and so our courses and programs will explicitly discuss the expectations for documenting ownership in a North American post-secondary institution;

- that all scholarly, educational, and creative work must comply with Canadian copyright law; see the ECU copyright guide for detailed copyright information and ECU copyright policies: http://guides.ecuad.ca/copyright

Having a shared understanding of Academic Integrity and Academic Misconduct is the first, and arguably most important step, in helping us create a learning environment according to these principles of integrity.

DEFINITIONS

Academic Integrity: In Emily Carr courses and programs, Academic Integrity is understood as producing work in a way that acknowledges the contributions of others in the design, creation, production, writing, etc. of any work.

If you make something for a class and what you make incorporates the work or unique ideas of others, then it is your responsibility to document and acknowledge this incorporation in a way that is appropriate to your course or assignment.

This documentation is particularly important in any work that is submitted for grading and/or credit in courses, or for any work produced in fulfillment of program requirements (for example, a graduate thesis or project).

Academic Misconduct: any action or behaviour that violates our principles of Academic Integrity as outlined in this Policy. The main categories of Academic Misconduct are defined in more detail below.

Anyone who knowingly and intentionally deceives others about the origin or creation of work or who knowingly and intentionally takes credit for the work of others in any course or assignment, or parts thereof, is committing Academic Misconduct.

As everyone at Emily Carr benefits from a culture built on fair and honest practices, anyone who intentionally aids or enables Academic Misconduct can also be considered to have committed Academic Misconduct.

RESPONSIBILITIES

It is a shared responsibility for our whole community to uphold the principles of Academic Integrity.

Faculty and Technical Staff are responsible for:
- making clear the expectations and standards for Academic Integrity in courses and assignments;

- modelling Academic Integrity, which may include providing references for course slides, handouts, listing credits on collaborative projects, etc.;
- responding to cases of Academic Misconduct as, first, opportunities for learning;
- investigating and reporting Academic Misconduct as described in the accompanying procedures.

Students are responsible for:
- familiarizing themselves with the Academic Integrity Policy and the expectations for their particular programs/courses;
- learning and using the expected conventions in their courses for documenting sources or acknowledging contributions;
- asking questions and/or seeking additional information from instructors, the Writing Centre, etc., if expectations are unclear;
- ensuring that any work submitted for credit clearly documents any contributions (including unique ideas, images, objects, designs, research, inventions, arguments, etc.) from other works, sources or people;
- ensuring that any tutors or other professionals that they work with outside of the Emily Carr University Community are familiar with this Policy and the possible consequences for violating it;
- upholding the principles of Academic Integrity in their interactions with fellow students.

The Deans of the Faculties, or those in a position of equivalent authority, and the Registrar are responsible for:
- consistently following the procedures outlined in the accompanying procedures document to address issues of Academic Misconduct as reported by faculty, staff or students;
- managing all cases of Academic Misconduct in a timely and appropriate manner;
- retaining records about Academic Misconduct in an appropriate manner;
- gathering data about the frequency and severity of Academic Misconduct cases for dissemination as appropriate or required;
- supporting and facilitating any faculty and/or student development required to address recurrent issues of Academic Misconduct.

ACADEMIC MISCONDUCT

Types of Academic Misconduct

Though not an exhaustive list, the following actions are considered serious failures to respect our Academic Integrity Policy and constitute Academic Misconduct in our courses and programs.

- **Plagiarism**
  Plagiarism is the intentional misrepresentation of someone else's work as your own.

  In some contexts, plagiarism is restricted to the domain of writing—using the words or texts of others without giving proper credit to the source. In an art, media and design context, however, we expand this definition to include knowingly using another person's unique ideas, images, objects, designs, research, inventions, arguments, etc. as your own, without credit or acknowledgement.

  Examples of plagiarism include, but are not limited to:
  - any work, in whole or in part, that has been directly copied from online or other sources (published or unpublished) without documentation, as required in your course or program;

  - any work, in whole or in part, that has been done by someone else on your behalf; this can include:
    - papers or work purchased from a company or person;
    - papers or work created by current or former students in a class;
    - papers or work created for you by private tutors, editors, friends, family members, fellow or former classmates; etc.

  - any work that is paraphrased, in writing or in any other medium, from online or other sources (published or unpublished) without documentation, as required in your course or program.

  In some creative practices, appropriation of images, designs or text may be an intentional strategy, but these images, designs or text should not be represented as your original work.

- **Cheating**

  Cheating defines a range of activities that are intended to give someone credit for work that they did not do or for knowledge that they did not learn.

  Cheating activities include, but are not limited to:

  - copying another student's work on an exam, test or educational exercise, or allowing another student to copy work;

  - using unauthorized aids (study sheets, notes, technological devices, etc.) in any exam, test or educational exercise;

  - improperly obtaining, through any means, an examination or test paper or materials related to an examination or test paper in advance of that exam, test or educational exercise;

  - sharing exam questions or materials with others, before, during or after a closed-book exam, test or educational exercise;

  - having someone else attend a class or take an exam, test or educational exercise in your place;

  - taking credit for someone else's work on a collaborative assignment or failing to acknowledge the contributions of collaborators;

  - selling, sharing or distributing class notes or instructor-created materials outside of any course without the express consent of the instructor;

  - allowing a tutor, editor, translator or any other professional outside of ECUAD to do a substantial amount of work for a course or course assignment if that work should reasonably be performed by the student.

- **Submission of work for credit in more than one class**

  Students are expected to create new work in response to each course assignment unless instructors or assignments explicitly state otherwise.

  Submitting any work, in whole or in part, that has already been graded (or submitted for a grade) in another class is Academic Misconduct.

  Exceptions may be made—for instance, for students working on large projects across multiple courses—but these exceptions must be discussed with and approved in advance by each course instructor.

- **Unacknowledged collaboration**
  For many activities and assignments, collaboration between students is not only allowed but encouraged.

  But for some assignments or classes, the instructor may be looking for individual work without the input of other students. Before working with other students, students need to determine from their instructor or assignment instructions whether collaboration is expected or acceptable.

  Collaboration between a student and a tutor or other professional outside of Emily Carr University should also be discussed with a course instructor before any work is submitted for grading.

  A note about working with tutors, translators, editors and other professionals. Working with a professional outside of Emily Carr University on course work or assignments does not necessarily constitute Academic Misconduct. But, these professionals' roles are to facilitate learning, not to do substantial parts of your work for you.

  Students should ensure that any help they receive outside of Emily Carr University does not violate the principles of this Policy. They may want to share this Policy with any professional they work with on Emily Carr University course work or assignments.

  Students should retain all drafts, edits, versions and correspondence with tutors or other professionals in case any questions arise about the origin of any work. Failure to retain this information may result in a sanction for Academic Misconduct.

Sanctions for Academic Misconduct

In determining sanctions for Academic Misconduct, the first priority is always to promote learning for future development. All cases of Misconduct, whether minor or major, will involve sanctions that provide the opportunity to learn the necessary skills to avoid this kind of Misconduct in future. Only in cases of repeated Misconduct will sanctions shift toward removing the student from the course or learning community.

Severity of the sanction will usually correspond to the severity of the Academic Misconduct, and more than one sanction may be imposed simultaneously. Please refer to the Appendix in 4.17.1

Procedures for Cases of Academic Misconduct for examples of recommended sanctions based on level of Academic Misconduct.

Sanctions for Academic Misconduct in educational activities may include, but are not limited to:

1) mandatory completion of an online module to learn about Academic Integrity, source use and citation;

2) revision or re-completion of the assignment, or completion of a new assignment;

3) writing a reflective essay or letter about the Misconduct and the learning that came out of the experience;

4) reduction of the grade on the assignment;

5) grade of zero on the assignment;

6) grade of zero on the assignment and an additional reduction in the final course grade equivalent to no more than the value of the assignment (for example, an assignment worth 10% could receive a grade of zero, and an additional 10% could be deducted from the final course grade, amounting to a maximum total deduction of 20%);

7) grade of zero in the course;

8) suspension from the University for a minimum of one semester;

9) expulsion from the University.

In the event that Academic Misconduct is detected following the completion of a course, the University reserves the right to amend a student's final course grade as appropriate to the Misconduct.

In the event that Academic Misconduct is confirmed following the conferral of a degree, the University reserves the right to invalidate or revoke the degree.