

# Charlottetown Rural High School

## Academic Honesty Policy

Academic honesty is highly valued at Charlottetown Rural and in other learning institutions around the world. The establishment of an academic honesty policy is central to our belief in creating a learning environment where students produce original work; practice honesty in all assessment and instructional environments and respect the work of others. This policy clearly outlines the school's expectations for honest academic conduct, the teachers' roles in promoting academic honesty and the potential consequences of academic misconduct.

Charlottetown Rural High School maintains the primacy of its educational role in the establishment of this policy through the commitment and understanding that Academic Honesty is best promoted through instruction, practice and effective modeling. At the same time, it is recognized that acceptance of Academic Malpractice at any level constitutes a form of collusion with fraudulent activity and therefore must be addressed in appropriate ways by the school.

### **Academic Honesty deals primarily with two areas of conduct:**

- 1) The authenticity and originality of submitted work in any media together with the correct acknowledgement of sources used.
- 2) The integrity of testing or other assessments in which students' work is genuinely their own without any fraudulent practice to gain advantage or to create disadvantage for other students.

### **Academic Malpractice can occur in a variety of ways**

- 1) Intentional plagiarism: the representation of another's work, in any media, in whole or in part, as one's own
- 2) Unintentional plagiarism: plagiarism resulting from ignorance of correct practices or confusion concerning procedures.
- 3) Failure to provide clear and accurate citations for information gained from sources.
- 4) Claiming the work of another student as one's own, whether in an individual or group assignment.
- 5) Claiming a contribution to work for which that contribution has not been made.
- 6) Collusion which involves deliberate planning with another person(s) to gain advantage through fraudulent means in any assessment.
- 7) The fabrication or false manipulation of data to suit expected or desired results (eg. as with science experiments)
- 8) Submission of the same or substantially the same work for more than one assessment.
- 9) Submission of work previously submitted for evaluation in another course.
- 10) Unfair advantage gained through fraudulent access to information prior to or during a test.

### **Consequences for Academic Malpractice**

It is the policy of Charlottetown Rural that any submission of work for assessment cannot receive marks if there is evidence of any form of Academic Malpractice. This may affect all or part of the assessment according to the extent and nature of the Malpractice.

In the event that Academic Malpractice has been identified, the following consequences may occur:

- 1) The student's assessment or evaluation item affected cannot be marked or accepted as fulfillment of the requirements for that assessment.
- 2) The work of any student who participates by cooperation or collusion in Academic Malpractice may not be marked or accepted as fulfillment of the assessment.
- 3) In the event of Academic Malpractice in any media, the assessment will be considered Incomplete. If Malpractice is identified prior to an assignment due date, the student(s) will be given the opportunity to re-submit the assignment by the due date or, by agreement, shortly thereafter. Permission to re-submit when Malpractice is identified on or after the due date may or may not be given subject to review of the circumstances by the subject teacher and in discussion with the student, parents, Department Head and/or school administration.
- 4) Parents/Guardians will be contacted, particularly where evidence of intentional Academic Malpractice has taken place.
- 5) Loss of marks for an assignment rejected due to Academic Malpractice may result in loss of course credit depending upon either the weight of the assignment or its identification as an essential assessment for the course.

The determination of consequences in the event of Academic Malpractice will be the responsibility of subject teachers with the support of Department Heads and/or School Administration as necessary. Ordinarily, the subject teacher will have provided an explanation of these consequences at the beginning of the course so that the first level of response to malpractice will be with the subject teacher.

Where evidence of Academic Malpractice is identified in the case of students who are in the process of learning the expectations attached to Academic Honesty and who may have no intend to commit Malpractice, teacher discretion may be used in determining appropriate consequences in individual cases. As well, the various academic departments within the school may create subject-specific guidelines in addition to this policy.