

Task Title: Investigating Academic Integrity at College

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**Task Description:** The learner will read about academic integrity policies and procedures at Mohawk College and answer questions about these policies.

**Main Competency/Task Group/Level Indicator:**

* Find and Use Information/Read continuous text/A1.3
* Communicate Ideas and Information/Write continuous text/B2.3

**Materials Required:**

* Pen/pencil and paper and/or digital device

# Learner Information

Understanding academic integrity policies is essential for post-secondary students. Everyone is responsible for knowing what academic integrity includes as well as the consequences for violating these policies.

Read the Academic Integrity Policy for Mohawk College:

<https://www.mohawkcollege.ca/about-mohawk/leadership-and-administration/policies/academic-integrity-policy>

# Work Sheet

**Task 1: List the individuals and groups to whom the Mohawk College Academic Integrity Policy applies.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 2: List the differences between level 1, level 2, and level 3 breaches of academic integrity.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 3: List the core values the Academic Integrity code of conduct is committed to.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 4: Write a short paragraph (4-5 sentences) explaining why you believe it is important for post-secondary institutions to have clear policies regarding academic integrity.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 5: Write a short paragraph (4-5 sentences) explaining why you believe the consequences for violating the Mohawk academic integrity policies are reasonable or unreasonable.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Answers

**Task 1: List the individuals and groups to whom the Mohawk College Academic Integrity Policy applies.**

Answer: This policy applies to all employees, students, contractors, consultants, researchers, volunteers, and other workers who are involved in academic activities at Mohawk College. Instances where academic integrity is breached outside of normal academic activities (e.g., in co-curricular or extracurricular activities) may involve resolution through other College policies or procedures.

**Task 2: List the differences between level 1, level 2, and level 3 breaches of academic integrity.**

Answer:

Level 1 breaches occur when the act or acts are minor in nature, typically due to a lack of understanding of academic integrity, incomplete skills, and/or gaps in understanding of expected conduct.

Level 2 breaches occur when the act or acts are more serious in nature compared to Level 1, or in a repeated instance a of Level 1 breach provided the student has had an opportunity to learn from the remediation of a Level 1 sanction. The student has typically knowingly committed a breach of academic integrity and the incident in question violates one or more of the values of academic integrity.

Level 3 breaches occur when the act or acts are deliberate and more serious instance compared with Level 2, or in a repeated instance of a Level 2 breach provided the student has had an opportunity to learn from the remediation of a Level 2 sanction. Level 3 breaches violate multiple values of academic integrity.

**Task 3: List the core values the Academic Integrity code of conduct is committed to.**

Answer: honesty, trust, fairness, respect, responsibility, and courage.

**Task 4: Write a short paragraph (4-5 sentences) explaining why you believe it is important for post-secondary institutions to have clear policies regarding academic integrity.**

Answers will vary. The learner may discuss how a lack of academic integrity policies may result in students failing to uphold high standards of learning (e.g. plagiarizing or cheating instead of learning and submitting one’s own material for a course).

Lack of clear policies may lead to inconsistent or arbitrary penalties (e.g. without a clear policy, instructors may apply their own penalties to student violations). Clear policies ensure fair and equitable consequences for the same violations, regardless of the instructor or class.

Lack of clear policies may mean that some students, or student groups, receive harsher consequences than others.

**Task 5: Write a short paragraph (4-5 sentences) explaining why you believe the consequences for violating the Mohawk academic integrity policies are reasonable or unreasonable.**

Answers will vary. The policies outlined by Mohawk College are progressive; subsequent violations are typically treated more seriously than first violations (of level 1 or level 2 severity). The policy states that “circumstances and context shall be considered” and that “sanctions may be applied with flexibility”. Some learners may feel this type of flexible policy is important, while others may feel it is not clear enough to ensure consistent consequences.

Records about academic integrity breaches are maintained in a student’s file which some learners may feel is fair, while others may feel it is unreasonable.

# Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| A1.3 | integrates several pieces of information from texts |  |  |  |
|  | manages unfamiliar elements (e.g. vocabulary, context topic) to complete tasks |  |  |  |
|  | identifies the purpose and relevance of texts |  |  |  |
|  | skims to get the gist of longer texts |  |  |  |
|  | begins to recognize bias and points of view in texts |  |  |  |
|  | uses organizational features, such as headings, to locate information |  |  |  |
|  | follows the main events of descriptive, narrative, information and persuasive text |  |  |  |
|  | obtains information from detailed reading |  |  |  |
|  | identifies sources, evaluates and integrates information |  |  |  |
| B2.3 | writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade |  |  |  |
|  | manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks |  |  |  |
| B2.3 cont’d | selects and uses vocabulary, tone and structure appropriate to the task |  |  |  |
|  | organizes and sequences writing to communicate effectively |  |  |  |
|  | uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**