

Procedure Information	
Related to Policy No.:	E-1.29
Approved By:	Education Council
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ACADEMIC CONDUCT PROCEDURE

Definitions

Academic Integrity

Conducting all academic work in an honest and ethical way by submitting work that demonstrates one's own words, ideas, voice, writing, or creative style. This includes documenting the contributions of others, all collaborators, any resources, and aids used, and using aids only as authorized by the instructor. Academic Integrity also includes respecting the integrity of examination materials and/or the examination process by adhering to exam rules and instructions.

Academic Misconduct

Includes, but is not limited to:

Cheating, which includes, but is not limited to;

- Using or attempting to use another person's answers/work;
- Purposely exposing or providing answers to other student(s) or failing to take reasonable measures to protect answers from use by others;
- Unless permitted by the instructor, multiple students submitting identical or almost identical assignments or materials for evaluation. Each student is expected to submit their own original work;
- Sharing information or answers for assignments, lab reports, tests, or examinations, except where the instructor has authorized collaborative work;
- Unauthorized use or possession of materials or equipment during a lab, test, or examination, including concealing and accessing aids outside the evaluation room during the evaluation period (e.g., emergency evacuation, washroom break, etc.);

- Communicating with others or accessing unauthorized resources during an examination or test, including while outside the evaluation room, in a way that could compromise academic integrity;
- Resubmitting altered test or examination work after it has already been evaluated;
- Accessing or attempting to access examinations or tests before authorized to do so;
- Impersonating another student in a lab, examination, or test or benefiting from the results of such impersonation; and
- Any other act that a student should reasonably know constitutes cheating or an attempt to misrepresent their academic performance.

Plagiarism is when students claim, use, and/or submit work that is not their own. It may be deliberate or accidental. Examples may include but are not limited to:

- An idea, phrase, sentence, or longer passage taken from another source is submitted as one's own work;
- Words, ideas, images, or any academic work that are generated on technology, including Artificial Intelligence (AI), and submitted as if they were one's own work without indicating the tool name and the purpose of using it;
- A partial or entire paper, whether bought, stolen, or acquired, submitted as one's own work;
- Sources of thought and writing are not referenced, or ideas are summarized or paraphrased without acknowledgment through in-text citations, footnotes, or endnotes, or by other accepted academic practices; and
- Any other act that a student should reasonably know constitutes plagiarism or misrepresentation of authorship.

Fabrication is the invention of information or citations in academic work.

Resubmission of marked work occurs when the same or substantially the same essay, project, or research paper is submitted for credit in more than one course without the permission of the instructor, whether the earlier submission was at CNC or another institution.

Other: Any action or behaviour that undermines the College's ability to evaluate a student's academic achievement or could gain them or others unearned academic advantage or benefit.

The seriousness of academic misconduct depends on its context, repetition, and level of impact (such as on an assignment level, course or program, or college level). This policy takes a tiered approach to assess the level of seriousness. See Tier One, Tier Two, and Tier Three Academic Misconduct definitions below.

Balance of Probabilities

The evidence-based standard that the College will use to determine whether a student has violated this policy. To meet this standard, the evidence must show it is more likely than not that the student(s) participated in academic misconduct.

Cultural Humility

Cultural humility is the practice of engaging in lifelong learning and appreciation for cultures and lived experiences outside of one's own, with an attitude of openness and respect, recognizing that no culture or experience is superior to another. It involves acknowledging one's biases and the limitations of understanding and actively choosing to listen and learn from others. Cultural humility requires continuous self-reflection, vulnerability, and a commitment to mitigating power imbalances and fostering inclusivity. Applying cultural humility in academic conduct procedures includes valuing diverse cultural perspectives on ethics and engaging in open dialogue to understand how these perspectives may influence students' actions, while still adhering to the academic conduct policies set by the College and the expectations outlined by instructors in their course syllabi and/or written assessment guidelines.

Educative Outcomes and Punitive Outcomes

Educative outcomes support the student's understanding and awareness of academic conduct expectations, while punitive outcomes address intentional, repeated, and/or severe misconduct.

An educative outcome may include:

- Written notification and feedback: a written notice clearly outlining the matter of concern, reasons why the concern needs to be addressed, and resources the student can use to address the concern.
- An educational activity: refers to any formative activity that allows the student to learn from their mistake. This can take the form of a reflection assignment on the importance of academic honesty, a workshop on academic conduct, an e-learning module, etc.
- Redo of assignment: refers to allowing the student another chance to submit the same work with improvements on outlined areas of concern.

Clarification on grading vs. misconduct:

Instructors may apply academic penalties such as grade deductions for citation errors, formatting issues, poor paraphrasing, and other errors according to the expectations outlined in the course syllabus and marking rubric. If these deductions are part of academic assessment, they are not considered a punitive outcome under this procedure.

When an instructor identifies that a student's citation, referencing, paraphrasing or other errors reflect a misunderstanding of academic conduct expectations (i.e. plagiarism), they should provide early and supportive intervention. In these cases, one or more educative outcomes should be assigned to help the student learn what is expected and build the skills needed to meet academic conduct standards.

A punitive outcome may include:

- Reduction in grade on the assessment or assignment: An instructor may reduce a student's grade on an assessment or assignment down to a zero grade.
- Letter of reprimand: A formal letter indicating the student's breach of policy and expected conduct moving forward. An Associate Dean assigns this outcome.
- Learning contract: A formal disciplinary status imposed on a student as a consequence of violating this policy. It serves as a warning and a monitoring period during which the student must demonstrate compliance with academic conduct standards. An Associate Dean assigns this outcome.
- Involuntary withdrawal from a course or program: An involuntary withdrawal from a course or program at the College. A Dean assigns this outcome.
 - The student will no longer attend or participate in the withdrawn course(s).
 - If withdrawn from a course, the student will receive a failing grade (either Fail 'F' or Unsuccessful 'U') for that course.
 - If withdrawn from a program, the student will receive a failing grade in the course(s) related to the violation and a Withdrawal "WD" in all other currently registered courses. The Dean and the Registrar may decide on an alternative academic outcome, based on the specific circumstances of the case. The student may apply to another program at the College.

- Suspension: An involuntary separation of the student from the College, during which the student may not attend or participate in any courses and is banned from all College campuses and facilities. The student will receive a failing grade in the course(s) related to the violation and a Withdrawal “WD” in all other currently registered courses. A notation will be applied to the student’s transcript, and the student can apply to have it removed after two years. Suspension can be for a specified period, indefinite, or permanent. The President will make decisions to suspend in accordance with Section 37 of the College & Institute Act.
- Other outcomes as required: The College reserves the right to impose outcomes other than those listed in this document if they are commensurate with the academic misconduct.

Principles of Natural Justice

The principles of natural justice, including procedural fairness, ensure the right to be heard, the right to have an impartial, unbiased decision, and the right to have reasons.

- The right to be heard includes providing sufficient notification that allows involved parties to review and respond to a complaint or accusation. Sufficient notification may include information about the complaint or accusation, respective policy and procedures (or where to find them), the possible outcomes or impact of a decision, a time frame, and any relevant contact information.
- The right to an impartial, unbiased decision ensures that the procedure is free of conflict of interest.
- The right to reason requires that decision-makers provide both the decision and the written reasons for that decision.

Student

A person registered in any course or program offered by the College. Persons are still considered students for the purpose of this policy if they have informed the College that they are on a scheduled program break and expected to register in the next major term. A student who has no activity in two (2) consecutive major terms (Fall/Spring) will no longer be considered a student.

Support Person

An individual chosen by the student who attends College meetings with the student during the complaint resolution process. This individual does not participate on behalf of the student but is available to provide advice and support.

Tier One Academic Misconduct

Refers to the common mistakes a student may make while learning academic rules and expectations. Tier One recognizes that mastering academic skills takes time and practice and that a student's cultural background and past education may shape their academic practices.

Examples of Tier One academic misconduct include but are not limited to:

- Formatting errors or incorrect use of citation styles (e.g. APA, MLA),
- Poor paraphrasing that unintentionally mirrors the source language too closely,
- Omitting some citations in an assignment that otherwise demonstrates an attempt to appropriately cite sources,
- Misattribution of a source (e.g. citing the wrong author or publication),
- Any other act of academic misconduct deemed by the College to be consistent with a Tier One level of seriousness, typically due to its unintentional nature or limited impact.

Tier Two Academic Misconduct

Refers to more serious breaches of academic conduct, where the integrity of the specific assignment is compromised. These are distinct from Tier One due to the nature, intent, or repetition of the misconduct.

Examples of Tier Two academic misconduct include but are not limited to:

- Plagiarism or self-plagiarism with only minimal attempt, or without any attempt, to cite or reference sources,
- Unauthorized use of aids to complete an assignment,
- Copying another student's exam, in whole or part,
- Two or more students submitting the same or substantially similar work,
- Submitting another person's work or AI-generated content as one's own, without proper attribution or authorization,
- Repeatedly plagiarizing,

- Any other act of misconduct deemed by the College to be more serious than Tier One, but less serious than Tier Three

Tier Three Academic Misconduct

Involves repeated or serious academic misconduct that affects more than a single assignment and/or may compromise the integrity of the whole course, program, or the reputation of the College.

Examples of Tier Three academic misconduct include but are not limited to:

- Organizing or enabling group cheating or uploading an instructor's course/assessment content to internal or external websites, the learning management system, etc.,
- A pattern of misconduct in the same course by the same student,
- Publishing misrepresented or false data that impacts research,
- Engaging in actions that damage the College's reputation or undermine its commitment to ethical academic practices,
- Undermining the credibility of an academic discipline or violating established academic standards and expectations,
- An instance of Tier Two academic misconduct that is repeated,
- Any other act of academic misconduct deemed by the College to be of a Tier Three level of seriousness, based on its impact, intent, or recurrence.

Procedures

Reporting Academic Misconduct

1. Anyone who witnesses a possible incident of academic misconduct may report it to the respective course instructor.
 - 1.1. Appropriate Program or Faculty Coordinator may receive and direct complaints to the appropriate course instructor.

Interim Measures

2. While suspected academic misconduct is under review, a student will continue in the affected course and may register and enroll in upcoming courses but will not receive any credit for completion until after a final decision, including any appeals.

- 2.1. If the affected course is a pre-requisite and the student does not achieve the needed grade or credit, they will be required to withdraw from higher-level courses and be subject to the *Change of Enrolment Status Policy* and/or *Student Refund Policy*.
3. The Office of the Registrar may place a hold on the student's enrolment status to prevent withdrawal from the affected course or program while the academic misconduct matter is being resolved. Any withdrawal, whether initiated by the student or imposed through academic misconduct outcomes, will follow the *Student Refund Policy*.

Instructor Determination

4. Instructors will first gather relevant information to make an initial determination on whether academic misconduct may have occurred.
5. The instructor may meet with the student to understand the student's intent, thinking process, and gaps in knowledge. This meeting can also be used to gather further information (i.e., student explanation, admission/taking accountability, and/or a discussion about the course material to assess understanding).
 - 5.1. For Tier One academic misconduct, the meeting is optional and at the discretion of the instructor.
 - 5.2. For Tier Two and Tier Three academic misconduct, the meeting is required unless the student refuses or is unavailable within a reasonable timeframe.
 - 5.3. A support person may accompany the student during the meeting. The support person's role is not to speak on behalf of the student but to provide advice and support.
6. If a meeting is required, the student must be contacted within five (5) business days of the instructor identifying potential academic misconduct in order to set a meeting.
7. If the student refuses or delays the meeting more than twice, the instructor may proceed with a decision based on the information available.
8. If, considering the available information and weighed against the balance of probabilities, the instructor determines that an instance of academic misconduct has occurred, the instructor will determine the classification (i.e., Tier One, Tier Two, or Tier Three). If the instructor determines that no academic misconduct has occurred, the instructor will notify the student of this decision, and the matter is considered resolved.

9. When determining the outcome, all decision-makers are encouraged to take a holistic approach, considering the context, student learning, nature of academic misconduct, and its level of impact.

Determination of Tier One Academic Misconduct

10. If the instructor determines that an incident qualifies as Tier One Academic Misconduct, they may assign one or more educative outcomes.
11. Within five (5) business days of meeting with the student, the instructor must provide the student with a written notification outlining:
 - 11.1. A description of the academic misconduct, and
 - 11.2. Any assigned educative outcomes (if applicable).
12. The instructor must send this notification via the student's official CNC email. While not required, they may also meet with the student to discuss the incident and outcomes in a way that supports learning and builds trust.
13. Tier One academic misconduct cases do not require reporting to the Associate Dean.
14. If a student has been repeatedly notified of Tier One academic misconduct in the same course, the instructor may determine that a student reasonably should have known their behaviour constitutes academic misconduct. In such cases, the misconduct may be escalated to Tier Two, requiring a punitive rather than educational outcome.

Determination of Tier Two Academic Misconduct

15. If the instructor determines that Tier Two Academic Misconduct has occurred, they must:
 - 15.1. Complete the instructor section of the *Academic Conduct Report Form*, including educative and punitive outcomes related to the specific assignment or assessment involved. The instructor may also recommend additional punitive outcomes based on the information gathered and their understanding of the context and severity of the misconduct.
 - 15.2. Submit the form to the Office of Registrar and Associate Dean.
16. The Office of the Registrar will provide a summary of the student's academic misconduct history, if any, to the Associate Dean only.

17. The Associate Dean will review the report and any misconduct history to determine whether a progressive disciplinary response is required. The Associate Dean will determine whether:

17.1. The outcomes proposed by the instructor can be applied as-is, or

17.2. Additional sanctions are required to reflect cumulative misconduct.

18. The Associate Dean will confirm the final set of punitive outcomes and communicate them to the instructor and the Office of the Registrar for recording in the student's file.

19. The instructor will communicate the details of the academic misconduct and assigned outcome(s) to the student via the student's official CNC email.

Determination of Tier Three Academic Misconduct

20. If the instructor determines that Tier Three Academic Misconduct has occurred, they must:

20.1. Complete the instructor section of the *Academic Conduct Report Form* and recommend punitive outcomes based on the information gathered and their understanding of the context and severity of the misconduct.

20.2. Submit the form to the Office of Registrar and Associate Dean.

21. The Office of the Registrar will provide a summary of the student's academic misconduct history, if any, to the Associate Dean only.

22. The Associate Dean will review the report, the instructor's recommendations, and any misconduct history to determine punitive outcomes and whether a progressive disciplinary response is required. The Associate Dean will assess the severity, context, and cumulative nature of the misconduct and will determine one of the following:

22.1. If the outcomes proposed by the instructor are appropriate and proportionate, the Associate Dean will accept the recommendations and proceed with confirming the outcomes (see section 23).

22.2. If the student has prior confirmed academic misconduct or the incident warrants a stronger response, the Associate Dean may assign additional or alternative punitive outcomes to reflect a progressive disciplinary approach (see section 23).

- 22.3. If the nature or severity of the misconduct warrants removal from the course or program, or the Associate Dean believes that suspension should be considered, the case will be escalated to the Dean for review (see section 24).
23. If the Associate Dean determines that they can assign the appropriate outcomes under section 22.1 or 22.2, they will:
- 23.1. Complete the *Academic Conduct Report Form*, documenting the final decision and assigned outcomes.
 - 23.2. Communicate the final set of outcomes to the instructor and the Office of the Registrar for recording in the student's permanent file.
 - 23.3. Notify the student of the confirmed academic misconduct and outcomes via the student's official CNC email.
24. If the Associate Dean escalates the case under section 22.3, the Dean will review the full file, including the recommendations, student history, and rationale. Based on this review, the Dean will:
- 24.1. Determine whether the student should be removed from the course or program and, if so, assign that outcome directly; or
 - 24.2. If the Dean supports a suspension, they will forward the case to the Vice President Academic (VP Academic) for review.
25. If the VP Academic agrees with the suspension recommendation, they will forward the *Academic Conduct Report Form* and all other relevant information to the President for final determination.
26. The President will review the case and notify the College Board of any decisions to suspend, including rationale for the decision.
27. If the President determines that a suspension should be imposed, they will notify the student and the VP Academic. The VP Academic will communicate this outcome to the Dean, Registrar, Associate Dean, and Instructor.
28. If the President determines that suspension is not an appropriate outcome, the President will notify the VP Academic. The VP Academic will consult with the Dean to determine and action appropriate alternate outcome(s).

Notifying the Student

29. For all academic misconduct decisions, the student will be notified in writing via the student's official CNC email about the imposed outcome(s) within five (5) business

days of the decision. This notification will include a copy of the completed *Academic Conduct Report Form*, any other relevant information regarding the academic misconduct, imposed outcomes, and information on the appeal process.

Appeal Process

30. Appeals of academic misconduct decisions are reviewed by the next level of academic authority to ensure fairness. The appeal reviewer will determine if there are valid grounds for appeal. If valid grounds are established, they will review the information and make a final decision.
31. Students may appeal the decision about whether misconduct occurred, the outcome(s) assigned, or both. They must specify in writing what they are appealing and provide a detailed written explanation for the grounds of their appeal, including any evidence that supports their appeal.

Grounds for Appeal

32. Appeals will be considered on the following grounds:
 - 32.1. a significant error in the process or bias that affected fairness, or
 - 32.2. new relevant information that was not available earlier and could reasonably change the decision or the outcome(s).
33. Students will use the *Academic Conduct Application for Appeal Form* to initiate the appeal process within five (5) business days of receiving notification of the previous decision. Students may use print or digital copies according to their preference and seek support from the CNC Students' Union or Student Services as appropriate.
34. Punitive outcome(s) related to the appeal will not be actioned until the appeal is finalized, unless the academic misconduct is of such severity that the College determines outcome(s) should take effect immediately, during the appeal process.
35. All appeals will be decided on a balance of probabilities to determine whether the information supports or does not support the breach of academic conduct and will follow the principles of natural justice.

Appeal of a Decision Made by an Instructor and/or Associate Dean

36. The Dean responsible for the course or program area will review appeals of punitive outcomes assigned by instructors and/or Associate Deans in response to Tier Two or Tier Three misconduct to determine if grounds for appeal exist.

37. If the appeal is based on new information (section 32.2), the matter will first be referred back to the original decision maker for reconsideration.

37.1. The original decision maker may uphold or modify their decision, and they will notify the student.

37.2. If the student disagrees with the revised decision and wishes to continue the appeal, they may proceed with the appeal to the Dean.

38. If the Dean determines that grounds exist, they will review the information and make a final decision. There is no further appeal of the Dean's decision on the appeal.

Appeal of a Decision Made by a Dean

39. The VP Academic will review appeals of punitive outcomes assigned by the Dean in response to Tier Three misconduct to determine if grounds for appeal exist.

40. If the appeal is based on new information (section 32.2), the matter will first be referred back to the Dean for reconsideration.

40.1. The Dean may uphold or modify their decision, and they will notify the student.

40.2. If the student disagrees with the revised decision and wishes to continue the appeal, they may proceed with the appeal to the VP Academic.

41. If the VP Academic determines that grounds exist, they will review the information and make a final decision. There is no further appeal of the VP Academic's decision on the appeal.

Appeal of Suspension Decisions

42. In accordance with Section 37 of the College and Institute Act, a student who has been suspended by the President may appeal the decision to the College's Board of Governors.

43. Refer to the Student Appeals of Suspension Decisions Policy.

Notifying the Student and Office of Registrar of Appeals Decisions

44. The final decision maker in appeals will notify the student, Associate Dean, Dean (if applicable), and Office of the Registrar of the final appeal decision. The decision will be documented using the Academic Conduct Application for Appeal Form.

45. The Office of the Registrar will update the student's transcript and record as required based on the appeal decision and will add a copy of the form to the student's permanent file.

Links to Other Related Policies, Documents, and Websites

Student Appeals of Suspension Decisions Policy

Change of Enrolment Status Policy E-1.14

Student Refund Policy E-1.15

Academic Conduct Guidelines from the Center for Teaching and Learning

Forms

Academic Conduct Report Form

Academic Conduct Application for Appeal Form

Procedure Amendment Log

Amendment Number:	Date:
0	November, 1990
1	January, 2000
2	April, 2008
3	August 2019 (previously Standard of Conduct: Student Responsibility and Accountability)
4	June 17, 2025