ALGONQUIN COLLEGE

AA48	Academic Integrity
Classification:	Academic Affairs
Responsible Authority:	Dean, Academic Development
Executive Sponsor:	Senior Vice President, Academic
Approval Authority:	Algonquin College Executive Team
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PURPOSE

To establish and communicate Algonquin College's expectations for the promotion of and adherence to the requirements of academic integrity.

SCOPE

This policy applies to all members of the College community recognizing their roles in upholding the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility and courage (ICAI, 2021), and demonstrating a commitment to these values and standards in all academic activities. This includes the responsibility to be informed about academic integrity, academic misconduct and the related policies of the College.

This policy excludes:

- Academic integrity violations related to academic research and applied research activities (refer to policy RE02 Integrity in Research and Scholarly Activities).

DEFINITIONS

Word/Term	Definition
Academic Administrator	An Academic Administrator is a Program Chair, Academic Manager, Associate Chair, Dean, Testing Services Manager, or designated decision-maker.
Academic Integrity	Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship (ENAI, 2018).

Academic Integrity Incident Report	Documentation of an alleged breach of the Academic Integrity Policy, including observations, evidence, and relevant information. Academic Integrity Incident Reports must be submitted using an approved College reporting mechanism: the Academic Misconduct Reporting Form or, where applicable, the Quick Report - Formal Learning Opportunity.
Academic Misconduct	Academic Misconduct is any action taken by a learner that gives the learner an unearned advantage in matters affecting their academic standing.
College Community	The College Community refers to Algonquin College students, employees, volunteers, and contractors.
Formal Learning Opportunity	A form of structured learning that is deemed beneficial to the learner and their academic success. Formal learning opportunities such as writing skills education, time and stress management, etc. may be recommended and/or required.
Learner	A learner is a prospective student; a lead or applicant; a registered student; a graduate; or an employee that is engaged in a learning activity with Algonquin College.
Procedural Fairness	Often referred to as natural justice, procedural fairness is a principle that ensures the fairness and correctness of the decision-making process. It is not concerned with the outcome itself, but rather with the procedures used to reach that outcome.
Professor	Under the direction of the senior academic officer of the College or designate, a Professor is responsible for providing academic leadership and for developing an effective learning environment for students.
Sanction	A sanction is a penalty imposed on a student.
Staff	A staff is an academic staff, administrative staff and support staff, collectively.
Support Person	A support person may accompany a learner to a meeting at the learner's request to provide them emotional support, reassurance or accommodation assistance. They are not permitted to speak on behalf of the learner, nor to participate directly in the meeting. In extenuating circumstances, usually medical, exceptions may be made at the discretion of the Academic Administrator.

POLICY

General Principles

1. Adherence to values and standards of academic integrity is an important aspect of the learning and teaching processes. In keeping with the Mission of the College “to transform hopes and dreams into lifelong success,” the development and demonstration of academic integrity values and practices contribute to success while maintaining the value of credentials issued by Algonquin College. Academic work submitted by learners is evaluated on the assumption that the work presented by the learner is their own.

2. The College recognizes it has a responsibility to foster academic integrity by providing learners and College staff with information, resources and educational opportunities about academic integrity and academic misconduct.

3. The College follows an educational and progressive, disciplinary approach to maintaining academic integrity. This includes the provision of formal learning opportunities to issuing academic and administrative sanctions for proven acts of academic misconduct. This approach will support the value of the College’s academic credentials and reflect its values as an academic institution and those of its collaborative academic partnerships.

4. The standard of proof in ruling academic misconduct shall be a balance of probabilities through evidence that it is more likely than not that academic misconduct occurred.

5. Academic integrity allegations will be investigated whether or not the learner chooses to withdraw from the course(s) in which the allegation occurred, and a record of that violation will be maintained by the designated academic administrator.

6. Investigations into allegations of academic misconduct will respect the learner’s right to procedural fairness.

7. Learners have the right to appeal decisions related to academic misconduct under policy AA19 Academic Appeal. Learners awaiting appeal decisions may register in the next level of their program subject to program progression eligibility and restrictions (refer to AA19 Academic Appeal).

8. Responsible use of generative AI is encouraged. It is critical that students are aware of the expectations of use, including through the assignment instructions. Generative AI content should be cited or otherwise identified to ensure transparency in alignment with assignment instruction expectations. Undocumented generative AI use is not permitted in academic work.

9. Detecting undocumented generative AI Results produced from generative AI detection tools are not supported as the basis for any academic misconduct allegation.

Definitions and Examples of Academic Misconduct – see Appendix 1

Responsibilities

1. The College will ensure this policy is reflected in course outlines and program related materials. As well, this policy and related educational resources will be publicized through other College resources. For collaborative academic partnerships such as university and industry partners, Memorandums of Understanding (MOUs) and Collaborative Education Agreements determine the publication and promotion requirement of this policy.

2. The academic administrator oversees the investigation, resolution and academic decision ruling of alleged academic integrity violations. For collaborative academic partnerships, Memorandums of Understanding (MOUs) and Collaborative Education Agreements determine institutional oversight of academic misconduct allegations and decisions.

3. Professors/Staff shall act and report on all suspected incidents of academic misconduct, whether deliberate or accidental.

4. The identification and address of academic integrity violations is confidential. Involved staff must reasonably protect learner's identity and associated documentation throughout the policy process. Documentation related to another learner must only be provided if the information is necessary for the learner(s) to understand and meaningfully respond to an allegation. While confidentiality will be maintained, designated academic administrators from each School/Faculty/Campus will have access to academic misconduct reports. Academic administrators may only share information regarding individual cases with those necessary to support the investigation and ruling of a final academic decision.

5. Staff will withdraw an academic integrity allegation if they determine they have insufficient evidence to proceed and/or no longer suspect a violation occurred. Staff cannot withdraw an allegation if a learner has already accepted responsibility or has been found responsible for an academic integrity violation.

6. Staff shall not assign a penalty for an alleged academic integrity violation unless they have submitted an Academic Integrity Incident Report (Academic Misconduct Reporting Form or Quick Report - Formal Learning Opportunity) to the academic administrator, and a final decision has been issued in writing to

the learner and staff member who reported the allegation.

7. Where there is a compelling reason to conclude that undetected academic integrity violations may have occurred, retroactive reviews of the academic work of learners may be conducted at any point within the current academic year and may be subject to academic sanctions. Normally a retroactive review initiated by a staff member must include a retroactive review of the work of all learners in the course as a matter of fairness, unless there is an exceptional circumstance and/or evidence directly implicating a particular learner(s) in such a violation. Staff are to consult with the academic administrator for justification prior to initiating a retroactive review.

8. All learners shall refuse to participate in acts of academic misconduct including activity that enables academic integrity violations by others and are encouraged to notify professors/staff of perceived acts of academic misconduct.

9. All learners of a group assessment are assumed to be responsible for academic integrity of the group submission and will equally receive sanction of academic misconduct findings unless an act of academic misconduct can be specifically credited to one or more members of the group.

Sanctions – see Appendix 2

1. Typically, sanctions for academic misconduct are progressive. Depending on the nature and severity of the academic misconduct, the College has the discretion to recommend a more or less severe sanction.

2. Academic misconduct in the form of forged transcripts, credentials or similar documents used as the basis for admission to a program will result in College expulsion. Where the misconduct is determined prior to admission, the applicant will be permanently refused admission.

3. The range of possible responses to academic misconduct can be pedagogical as well as disciplinary. Learners facing a first allegation of academic misconduct may benefit from an approach focused on learning methods and strategies to help them work with integrity.

4. Sanctions are categorized as either academic or administrative, with a Formal Learning Opportunity available only with academic sanctions.

    a. Academic sanctions are issued by the professor or an administrator (with a recommendation from the professor/staff) and include a Formal Learning Opportunity, which may include:
        i. referral to mandatory training,

ii. revision or resubmission requirements to the original assessment,
iii. mark reduction to a maximum of 10% of the final course grade,
iv. supplemental assessment.

b. Administrative sanctions are issued by an administrator and require authorization at levels commensurate with the severity of the sanction:
   i. Authorization by Chair
      1. Grade Penalty – Grade deduction greater than 10% of the learner's final grade in the course.
      2. Failing Grade in the Course – Learner is issued an 'F' grade in the course.
   ii. Authorization by Dean
      1. Withdrawal from the Program – Learner is withdrawn from the program.
   iii. Authorization by the Senior Vice-President, Academic
      1. College suspension
   iv. Authorization by the President
      1. College expulsion

Academic Misconduct Records Management

1. Academic Integrity Incident Reports submitted through approved College reporting mechanisms, supporting documentation and final academic sanction(s) will be retained in confidence by the academic administrator for a minimum of seven years from the last documented academic misconduct incident for administrative and tracking purposes.

2. Program suspension and college suspension and expulsion sanctions will be recorded on the learner's Current Student Record for the duration of the suspension. College expulsion will be recorded on the learner's Permanent Student Record indefinitely as per policy AA49 Electronic Student Record Retention.

3. Academic and administrative sanctions, other than expulsion, do not appear on the learner's academic transcript.

PROCEDURE

	Action	Responsibility
1.	**Minor Academic Misconduct Leading to Formal Learning Opportunity**	
1.1	Where minor academic misconduct is found, a professor may choose to address the misconduct through a Formal Learning Opportunity.	Professor/Staff

1.2	The professor notifies the learner of suspected academic misconduct and seeks their information and perspective before determining if misconduct exists and if so, any contributing factors that may have led to the misconduct.	Professor/Staff
1.3	Where minor academic misconduct is found, the professor submits a Quick Report - Formal Learning Opportunity as the Academic Integrity Incident Report to recommend a Formal Learning Opportunity.	Professor/Staff
1.4	The academic administrator verifies whether this is the learner's first academic misconduct. Where previous academic misconduct is on record, the learner is no longer eligible for a Formal Learning Opportunity.	Academic Administrator
1.5	The academic administrator notifies the Learner of the finding and offers a Formal Learning opportunity, which includes notice of the right to appeal.	Academic Administrator
1.6	If the Learner accepts the finding and the offer of a Formal Learning Opportunity, the case is considered closed. The learner is responsible for providing proof of completed mandatory training to the academic administrators.	Learner
1.7	To reject the finding and/or Formal Learning Opportunity, the learner must notify the Academic Administrator in writing within five (5) working days of receiving the decision. Proceed with Procedure step 4.	Learner
2.	**Observation of an Alleged Act of Academic Misconduct**	
2.1	For in-person assessment environments such as a test, proctored final exam, monitor the situation and intervene as appropriate, including: • Gathering evidence, if possible, considering disruption to the learner and other learners, • Quietly move the learner to another seat where applicable, • Allow the learner to complete the assessment, • Retain written records of the description of the incident and the actions taken, as well as actions taken by others where applicable, • Proceed with Procedure Step 3. For online and applied learning assessments such as presentations, field placements, clinical performances and/or a	Professor/Staff

	specific field or clinical assignment, refer to Step 3.	
3.	**Exploration of an Alleged Act of Academic Misconduct**	
3.1	Inform the learner of an observation of an alleged act of academic misconduct as close to the time of observation as realistically possible. Communication to the learner will include the perceived breach of academic integrity, and the reasons including all evidence leading to this perception. Learner must be provided with an opportunity to review the evidence in advance and give their perspective including sharing of any evidence/documentation supporting their position via an in-person or virtual meeting or, in writing where a meeting is not possible. The evaluation grade(s) is to remain unpublished until the exploration, reporting and formal investigation process is complete (Procedural steps 3 - 5). For allegations under review at the final grade deadline, an incomplete "(I)" and pending final grade (e.g. "IB+") is to be entered into the College grading system.	Professor/Staff
3.2	Learner is required to respond to the information provided in Step 3.1 within three (3) working days* of notification.	Learner
3.3	When meeting with the learner and/or where necessary, via written exchange of communications, provide education regarding the significance of academic integrity and reference policy. Inform the learner if proceeding to file an Academic Integrity Incident Report using the appropriate approved reporting mechanism (Academic Misconduct Reporting Form or Quick Report - Formal Learning Opportunity) to the academic administrator as per Procedure Step 4.1. If learner does not respond to notification within three (3) working days* of notification, proceed with reporting the incident as per Procedural Step 4. As required, consult with the academic administrator for questions or concerns regarding how to proceed. *Notification response time exceptions for College Mid-Term Breaks, Final Assessment Weeks, additional learner consultation requirements, extenuating circumstances impacting the learner(s) and staff member(s) involved.	Professor/Staff

4.	**Reporting and Formal Investigation of an Alleged Academic Misconduct**	
4.1	Allegations of academic misconduct must be submitted through an Academic Integrity Incident Report using an approved College reporting mechanism, including: • Academic Misconduct Reporting Form; or • Quick Report - Formal Learning Opportunity (where applicable). Supporting documentation must be submitted to the academic administrator within two (2) working days of the learner's response or following non-response by learner to the professor/other staff notification as per Step 3.2, if there is a reasonable belief that an act of academic misconduct has occurred.	Professor/Staff
4.2	Review the Academic Integrity Incident Report and supporting documentation from professor/staff and learner, and seek clarification as required.	Academic administrator
4.3	Request a meeting with the learner and other parties where necessary within three (3)** working days of receiving the Academic Integrity Incident Report to discuss the incident and to provide the learner the opportunity to provide their perspective and any supporting evidence/documentation. Request for a meeting must include a copy of the Academic Integrity Incident Report containing the following information regarding the incident: • Learner name and student number, • Course name, • Assessment title and date due/submitted, if applicable, • Name of professor, • Name and position of person submitting the allegation, • Detailed description of the alleged incident, observations, and supporting evidence/documentation. The request seeks confirmation from the learner if they acknowledge or contest having committed academic misconduct. If the learner acknowledges academic misconduct, proceed to Procedural Step 5.2. All evidence/documentation is to be reviewed during the meeting.	Academic administrator

4.4	If learner does not respond to meeting request within four (4)** working days, proceed with Procedural Step 5. **Meeting request exceptions for College Mid-Term Breaks, Final Assessment Weeks, additional staff/learner evidence consultation, extenuating circumstances impacting the learner(s) and staff member(s) involved.	Academic administrator
5.	**Determination and Filing of an Academic Misconduct Incident**	
5.1	Within five (5)*** working days of meeting with or non-response from the learner, establish whether an act of academic misconduct has occurred. If so, determine warranted sanction(s) through consultation with the professor, academic administrator(s) and other staff as required, and validation and assessment of any prior violations and corresponding information. Prior violations may result in more serious sanctions. Consider any recommendations and/or requirements for educational and other supports.	Academic administrator
5.2	If academic misconduct is determined, notify the learner, in writing, of: • the decision and reason(s) for including supported evidence, • any imposed sanction(s), • their academic implications, • supports and services as required, • the learner's right to appeal under Policy AA19 Academic Appeal within five (5)*** working days. If academic misconduct is dismissed, notify the learner, in writing, of: • the decision and reason(s) for, • supports and services as required.	Academic administrator
5.3	Notify, in writing, the professor, and other parties e.g. Academic department administrator(s), Registrar's Office, Senior Vice President, Academic as required of final academic decision.	Academic administrator
5.4	Document final academic decision and any sanction(s) imposed within the academic integrity incident tracking system and with the Registrar's Office as appropriate.	Academic administrator

	*** Determination and documentation of final academic decision exceptions for College Mid-Term Breaks, Final Assessment Weeks, additional staff/learner evidence consultation, extenuating circumstances impacting the learner(s) and staff member(s) involved.	

SUPPORTING DOCUMENTATION

Appendix 1 – Definitions and Examples of Academic Misconduct
Appendix 2 – Sanction Guidelines

RELATED POLICIES

AA13: Assessment and Evaluation of Learning
AA14: Grading System
AA19: Academic Appeal
AA34: Copyright
AA35: Confidentiality of Student Records
RE02 Integrity in Research and Scholarly Activities
SA07: Student Conduct

RELATED MATERIALS

Academic Misconduct Reporting Form
Quick Report – Formal Learning Opportunity
Learning and Teaching Services AI Academic Use Guidelines

Appendix 1: DEFINITIONS AND EXAMPLES OF ACADEMIC MISCONDUCT

Academic Misconduct includes, but is not limited to, the following:

a) Aiding, Abetting, & Unscholarly Behaviour: Any action that encourages, enables, or causes others to attempt or commit an act of academic misconduct; interfering with the ability of another learner to successfully complete academic work. Examples include:

i. Providing other learners with questions/scenarios/simulations/other being used on assessments.
ii. Damaging any academic work of another learner.
iii. Influencing or attempting to influence any College employee responsible for processing grades, evaluating learners, or maintaining academic records, using bribery, threats, or any other means of coercion to affect a grade or evaluation.
iv. Altering, destroying, hiding, or otherwise restricting access to academic materials intended for general use.
v. Any forgery, alteration, unauthorized possession or misuse of college documents such as copying, photographing, altering assessment questions and assignments.
vi. Unauthorized access of an electronic file for the purpose of using, reading or altering its contents.
vii. Unauthorized copying, use and/or transfer of one or more or parts of files or data within a file.
viii. Not complying with laws regarding copyright, trademark, and/or licensing agreements pertaining to the use of print and electronic materials, software, databases, and all other resources and materials.
ix. Being disruptive during an exam or other assessment.

b) Cheating: Actions that attempt to get any advantage by means that undermine values of integrity. Examples include:

i. Accessing and/or possessing unauthorized resources or devices during assessments including devices that facilitate communication or store information accessible to a learner during an assessment.
ii. Accessing unauthorized use of instant messaging social platforms on an assessment.
iii. Obtaining an assessment, in whole or in part, in advance of its administration, without the permission of the professor.
iv. Changing grades or answers on an assignment for the purpose of regrading.

v. Failing to abide by the instructions of the professor or proctor concerning assessment procedures, such as, but not limited to, talking or failing to adhere to start/stop times.

c) Contract Cheating: Use of undeclared and/or unauthorized third party to assist in the production of work for academic credit or progression, whether or not payment or other favour is involved.

d) Contract Cheating Services: Type of consultancy service when a company or an individual provides customized work to a person to present as their own work. Synonymous with Ghostwriting.

e) Misrepresentation: Falsifying information with the goal of deception. Examples include:

i. Submitting false, fraudulent or purchased assignments, research or credentials.
ii. Taking or releasing, without permission, the ideas or data of others that were shared with the expectation that they were confidential.
iii. Falsifying, altering, withholding or concocting medical records, compassionate documents, correspondence, academic documents, research results, references, or research sources.
iv. Forging or using College documents, records or instruments of identification with intent to defraud.
v. Impersonating another or permitting someone to impersonate you, either in person or electronically, for academic assessment or to improperly gain access to services.
vi. Unauthorized use of another's identification/username and password.

f) Plagiarism: The use of ideas, content, or structures without appropriately acknowledging the source in a setting where originality is expected, leading to unfair advantage. Plagiarism, whether done deliberately or accidentally, is presenting someone else's work, in whole or in part, as one's own.

Sharing one's work with other learners where this has not been authorized is also considered an act of plagiarism.

The reuse of one's own words, ideas, artistic expression or work from preexisting material especially without acknowledgment of their earlier use, is self-plagiarism.

Applies to:

Ideas	All print and written sources such as books, periodicals, lyrics, publications, promotional materials, and academic assignments	Scientific and mathematical concepts

Wording	All verbal sources such as conversations and interviews	Algorithms
Organization of ideas	Graphics	Data
Art and ceremonies	Music	Methods
Indigenous oral teachings	Inventions from all sources including the internet, television, video, film and recordings	Formulae
		Code

(University of Calgary, 2019)

g) Unauthorized Content Generation (UCG): The production of academic work, in whole or part, for academic credit, progression or award, whether a payment or other favour is involved, using unapproved or undeclared human or technological assistance (ENAI Working Group Addressing Unauthorized Content Generation, n.d).

h) Unauthorized Cooperation and/or Collaboration: Working with others without the knowledge or consent of the professor. Examples include:

i. Providing other learners with questions/scenarios/simulations/other being used on assessments at any time.

ii. Taking part in unauthorized collaboration with another learner, which may include letting your answers be viewed, lending your work, or working in a group on an assessment that is deemed to be an individual effort, and submitting the same course work as one or more learners in the course, unless expressly permitted by the professor.

i) Unauthorized Resubmission of Work: Learners submitting the same work previously submitted for grading in the same or of another course without the professor's knowledge and/or permission and/or citations and references. This may also be considered self-plagiarism.

References:

ENAI Working Group Addressing Unauthorized Content Generation (n.d.). *Definition of Unauthorized Content Generation*. https://www.academicintegrity.eu/wp/addressing- unauthorised- content-generation-working-group/

Glossary for Academic Integrity in English

Tauginienė, L, Gaižauskaitė, I, Glendinning, I, Kravjar, J, Ojsteršek, M, Ribeiro, L, Odiņeca, T, Marino, F, Cosentino, M, Sivasubramaniam, S, Foltýnek, T. Glossary for Academic Integrity. ENAI Report 3G [online]: revised version, October 2018.

University of Calgary. (2019, July 1). Student *Academic Integrity Policy* [PDF]. https://www.ucalgary.ca/ legal-services/sites/default/files/teams/1/Policies-Student- Academic-Misconduct-Policy.pdf

Appendix 2: Sanction Guidelines

Purpose:

The objective of the guidelines is to maintain academic integrity and uphold the standards of Algonquin College, the value of the College's academic credentials and values as an academic institution by addressing violations of academic integrity in a fair and consistent manner.

Approach:

The College follows an educational and progressive, disciplinary approach to maintaining academic integrity. This includes the assignment of formal learning opportunities and the provision of student support services to support learners' academic success in understanding of academic integrity requirements, up to and including the assignment of academic sanctions for proven acts of academic misconduct.

The academic administrator shall evaluate alleged acts of academic misconduct and assign formal learning opportunities and/or sanctions that are fair, equitable, transparent and proportionate to the act(s) for which learning opportunities and sanctions are being applied.

The standard of proof in finding academic misconduct shall be based on the balance of probabilities. This means that the academic administrator has concluded after considering all available evidence that it is more likely than not that academic misconduct occurred.

Formal Learning Opportunities:

A formal learning opportunity is not an academic sanction but a documented educational opportunity to understand the consequences of academic misconduct. These opportunities require the completion of academic integrity learning modules, workshops and other educational opportunities, in addition to the demonstration of correct academic practices, to support the learner(s) value for and practice of academic integrity.

Sanctions:

Sanctions are assigned according to the nature, extent, and repetition of the act(s) of academic misconduct. Repeated violations of academic integrity where the learner was provided opportunity to learn and demonstrate corrective behaviour from a previous violation will result in progressive sanctioning. Equally, a severe first violation may result in an administrative sanction.

Academic Misconduct	Sanction Level	Sanction	Decision-maker
Minor violations such as: • Plagiarism • Resubmission of previous work without approval • Unauthorized collaboration • Unauthorized content generation (UCG) • Failure to follow professor and/or assessment instructions *See Appendix 1 for complete listing of academic misconduct definitions*	Level 1	Typically, sanctions are within the course, and may include • Mandatory completion of Ethics training (Library)* • Assignment resubmission of properly cited/referenced work with or without mark deductions • Resubmission of applied learning assignment (i.e. artwork, coding) with or without mark deductions • Mark deductions according to rubrics • Grade of zero on assessment • Supplemental assessment *Evidence of completed training is the responsibility of the learner to provide	Academic Administrator

Moderate violations such as:
• Aiding, abetting, & unscholarly behaviour
• Cheating
• Contract cheating
• Misrepresentation
• Plagiarism
• Unauthorized content generation (UCG)
See Appendix 1 for complete listing of academic misconduct definitions
	Level 2	Typically, sanctions may include
		• Mandatory completion of Ethics training (Library)*
		• Grade of zero on assessment
		• Grade of F on the course
		• Program consequences including:
		  • Loss of supplemental assessment privileges
		  • Ineligibility for Dean's List in accordance with Policy AA17
		  • Ineligibility for co-op, field placement/practicum eligibility
			Academic Administrator

		• Ineligibility to progress to the subsequent term for a defined period • Other compulsory program conditions imposed by the program's academic administrator *Evidence of completed training is the responsibility of the learner to provide	
Significant violations such as: • Aiding, abetting, & unscholarly behaviour • Cheating • Contract cheating • Misrepresentation • Plagiarism • Unauthorized content generation (UCG) *See Appendix 1 for complete listing of academic misconduct definitions*	Level 3	• Withholding credential • Suspension from the program Suspension from the College (SVPA only)	Dean, with a recommendation from the academic administrator; SVPA for College suspensions, with a recommendation from the Dean
Egregious violations: • impact on integrity of the learner's program, professional and accreditation standards, the College's academic credentials, reputation, industry and academic partners, other learners, staff,	Level 4	• Expulsion from the College	President, with a recommendation from the SVPA, or Registrar in the case of misrepresentation of documentation related to admissions

members of the community *See Appendix 1 for complete listing of academic misconduct definitions*			