Canadian College of Performing Arts
2025-2026 Student Handbook

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CANADIAN COLLEGE of PERFORMING ARTS

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Where to go if you have a question or need help

Peer Mentor or Student Representative:

- Mentor: If you are a First Year student and need some general advice/help with studies at CCPA or where to find information.
- Student Representative: If you have an issue arising within the group that needs to be communicated to a course instructor or the Director of Education.

Course Instructor:

- If you have a question about a specific course's content, assessment, or need extra help with the taught skills.

IBPOC/International Student Support:

- Contact Raugi Yu (ryu@ccpacanada.com) for a tutorial if you are in need of a chat, some general advice, or a confidential ally.

General Student Support:

- Contact Dawn Dancing Otter (dawn@ccpacanada.com) for a tutorial if you are in need of general academic advice/help, or guidance on a wellbeing matter.
- If Dawn is unavailable, see Danielle Meunier, Director of Education (danielle@ccpacanada.com) or email tutorials@ccpacanada.com.

Director of Education:

- If you have spoken to your course instructor or the Student Support Coordinator (Dawn) and still have an academic question that could not be answered.
- If you have been referred by one of the above people.

If in doubt, ask for help.

Student Life

Student Wellbeing

Foodbank

A student 'foodbank' cupboard is available in the student kitchen. There is a request list on the cupboard. Please add to the list when supplies are needed so that stock can be replenished.

Additionally, College volunteers provide monthly "Soup Night" dinners for the student body where community supporters and volunteers provide warm home-made dinners in the student lounge.

Housing

Students are required to arrange their own accommodation. The Registrar will post listings of housing options in the private student social media group. This network for students also shares recommendations and roommate options. You are advised to have a written agreement with the landlord regarding all details of residency as well as how and when you may move in and out.

Useful information is available from the Residential Tenancy Branch of the provincial government. https://www2.gov.bc.ca/gov/content/housing-tenancy/residential-tenancies

The College cannot intervene between landlords and students.

Telephones and Email

Students must have a cell phone and an e-mail account for contact and college messages. Students must ensure they have a strong and reliable internet service where they reside as there may be occasions where video conferencing is required for classes and meetings.

Change of Contact Information (Address, Email, Phone)

It is vital that the College retains current student records. If any of your contact details change, please alert the Registrar (registrar@ccpacanada.com) as soon as possible so that the administration of your studies is not interrupted.

For a change or update in personal medical or wellbeing information, please contact the Student Support Coordinator (dawn@ccpacanada.com)

Student Life

Professional Development Credits (PDC) Program

The College values developing active, engaged citizens and theatre professionals.

Professional Development Credits (PDCs) are designed to nurture you in your role as a cultural leader by contributing to the College and the community as a whole. PDCs are required to be completed for the Performance course in your program of studies.

Students must acquire a minimum of twelve (12) PDCs each year. One (1) PDC is equal to one (1) shift of volunteer time in the areas listed below. PDCs cannot solely be acquired in one area. Students must diversify the source of their PDCs based on each year's requirements as assigned. Within two weeks of completing the task students must have the appropriate member of the staff initial their PDC log as proof of work completed.

The PDC log is to be returned to the Registrar on or before the last day of classes for each unit, at least twice per term.

Student Representatives

Student Representatives act as a liaison between the student body and the Director of Education, and are part of a process for overseeing the student learning experience at the college. Each year, one to two representatives per year group from the Diploma, Certificate, and Studio Ensemble programs are elected to represent their peers and student body in the following ways:

- Attend and contribute to student assemblies
- Informal update meetings with the Director of Education
- Report back to the year group about any actions taken as a result of feedback to the Director of Education
- Attend the Dispute and Resolution Liaison Committee if requested

Student Representative duties include:

- Act as liaison between the student group and the Director of Education/Department Chairs regarding urgent arising matters such as teaching in the program, assessment and feedback, academic support, program/course organization & management, and learning resources (library).
- Report any arising year group issues to the Director of Education and Student/Staff Liaison Group (SSLG) once a term.
- Consider 'what is going well' and 'what could go better'
- Report any urgent and/or confidential matters directly to the Director of Education if they arise.

- Attend College events when requested to represent the student body.
- Experienced representatives will pass on any valuable information or guidance to incoming representatives.

Student Reps will receive two Professional Development Credits focusing on College Service Duties.

Peer Mentorship

The College peer mentorship initiative trains Year II students to advocate and support Year I students as they begin their first year at the College. Peer mentors are considered ambassadors of the College. They represent the College and help welcome new students into the College community. They also offer advice, support, and knowledge about student life; provide resources and information that may enhance the overall wellbeing and academic success of incoming students.

Mentors will be chosen each year to co-lead, in pairs, two groups of Year I students. They must apply prior to the start of the school year to ensure adequate time for training.

Peer mentors will be required to:

- Understand all guidelines provided in the College student handbook
- Meet and greet Year I students
- Provide ½ hour introductory tours of the College facility
- Engage in meetings with Year I students approximately once a month
- Refer to the student handbook for resources and/or wellness support
- Refer students with serious concerns to the Director of Education or Student Support Coordinator

Peer mentors will receive two Professional Development Credits focusing on College Service Duties.

Student Council

It is the option of the student body to elect a Student Council. The Student Council, if elected, will meet monthly with a staff representative to discuss any student ideas or proposed events. The administrative representative for 2025-2026 is R.J. Peters.

The Student Council's primary focus is to plan social and fundraising events that benefit the student body, such as cabarets, dances, and hot chocolate days. All events must be approved by the College Directors in advance and will require staff supervision. To request an event, fill out a request form and submit it at least 1 week in advance of the event proposed.

The Student Council Treasurer & President must meet with the Finance Manager at the beginning of the year to discuss the Student Council budget and process for spending.

Active Council members (full year) will receive two Professional Development Credits focusing on College Service Duties.

Student Events and Scheduling

Scheduling

Students are notified of schedules and special events through the annual school calendar; a weekly posted schedule of classes; and weekly announcements and postings of master classes, guest speakers, theatre listings, and special events. All official correspondence and notifications will come in written form, generally through email or on notice boards. Students are advised to read the student notice board daily and check their e-mails frequently for updates.

Student Assemblies

Student assemblies take place every other week as indicated by the weekly schedule. Attendance at all assemblies is mandatory unless otherwise indicated in writing.

Social Events

The College provides opportunities to socialize and meet staff, faculty, and fellow students with events such as the Orientation Week welcome dinner and garden lunch.

Community Performances

Students have the opportunity to perform in public performances during the school year. External employment must be flexible to accommodate rehearsal and performance times.

Non-College Performances

Students will ask permission from the Director of Education for external appearances or recordings they would like to make during the school year. These activities must not impede or conflict with class attendance or course work.

A *Performance Request Form* must be approved by the Director of Education and submitted to the Registrar at least 7 days prior to the actual performance.

External Auditions

College students may only audition for external companies if the production dates do not conflict with the dates of College studies and performances. The College does not act as an agent for student auditions.

An *Audition Request Form* must be submitted at least seven (7) days in advance for permission to attend any audition. The Director of Education will discuss each request with the student and consider permission on a per case basis, taking into consideration the student's attendance, workload, course standings, and possible conflicts between the production and the College calendar.

College students may not audition for competitions (including but not limited to reality TV contests).

Professional Engagements

During the program study dates, enrolled students may not take on professional industry work. Commitment to training takes priority. A student may accept professional industry work outside the College program study dates (e.g. during winter, spring, or summer breaks), however must inform the Director of Education.

The College requests that all students notify the College of any professional engagements after graduation from the College. In addition to wanting to celebrate with and promote our alumni, the College keeps statistics of working graduates for reporting purposes. This information can be submitted to alumni@ccpacanada.com

Student Health and Wellbeing

Taking care of health and wellbeing is vital to ensure that students are able to make the most of their training and thrive in our College environment. We want to reduce any barriers or stigmas around seeking support and will strive to ensure that confidentiality is respected.

Students are welcome to bring a peer counselor, friend or representative to any meeting with faculty, directors, or administration.

For full contact details on the below resources, please see the "Key Contacts" booklet, or speak to the Director of Education for additional guidance.

Student Learning Assistance

For course related questions: Please contact your course instructor. All faculty make themselves available when possible for student consultation or tutoring. Please refer to the course outline for each teacher's process. Students are encouraged to email a request for tutorial to their course instructor. Faculty emails are listed in the course Syllabi. Allow 48 hours as an acceptable length of time to expect a reply.

For general help and guidance: Please reach out to the Student Support Coordinator.

For program related questions/help: (or in the absence of the Student Support Coordinator), please speak with the Director of Education.

Maple Healthcare

The College offers access to Maple (www.getmaple.ca), a medical service designed for urgent and long-term wellness needs. They offer 24/7 access to virtual medical and mental health care. This saves you waiting time and travel time for accessing care when needed. Simply register via the link emailed to you in September.

Mental Health Resources

If at any point you feel you need to consult professional medical mental health help, the 'Key Contacts Booklet' contains a comprehensive list of health support services you can access directly.

These include:

- Cascadia Counselling will see College students at a student fee rate. (cascadiaconsultation.com/counselling.html, 250 590 7050, info@cascadiacounsultation.com)
- Here2Talk, a government provided 24/7 phone counselling service available to post-secondary students in British Columbia (https://here2talk.ca/main, 1 877 857 3397)
- Vancouver Island Crisis Line: 1 888 494 3888
- Local Physiotherapist and extended health clinics

There are many other additional services listed. If you need guidance, please speak to the Director of Education or Student Support Coordinator.

Medical Insurance and Health Care

Students are responsible for their own medical care on campus, tours, outings, at all College events, and off campus. There are medical clinics and the Royal Jubilee Hospital a few blocks from the campus. Addresses and phone numbers are listed in the 'Key Contacts Booklet'. If you are not currently covered by another provincial health plan or covered through your parents' private health insurance it is strongly advised that you sign up for the BC Medical Services Plan (MSP) as soon as you arrive as the process takes 3 months to complete. This will grant you access to free emergency care in hospitals and clinics while you live in BC.

- MSP Application form: https://www2.gov.bc.ca/assets/gov/health/forms/101fil.pdf
- Further information for MSP for international students: https://www2.gov.bc.ca/gov/content/health/accessing-health-care/health-fee-international-students

The College's Student Health Benefit Plan covers up to $160.00 per academic year toward health services. Students are strongly advised to have additional health coverage.

Health services or practitioners must be approved by the college administration office. Submit receipts to finance@ccpacanada.com or the finance office (Admin 5) for reimbursement.

Accidents and Injuries

Report any accidents or injuries immediately so that College staff and faculty can support you.

If a student is unable to participate in class due to injury, they are expected to audit the class and keep up with assignments.

Some medical or health related injuries/illnesses may require a doctor's letter stating the student can safely and responsibly participate in the rigours of program. If a physical injury causes an inability to participate in dance class for more than two (2) sessions, then they are advised to see a doctor or appropriate medical professional (e.g. physiotherapist, chiropractor, etc.) for diagnosis and treatment. A letter will be required outlining the following, and must be submitted along with the *Student Injury Recovery Form* (see Student Google Drive) by email to the Registrar, Director of Education, and ALL dance teachers you study with.

- The Injury/Complaint
- Date of Injury
- Medical Professional
- Prescribed Exercises
- Recovery Plan
- Anticipated Recovery Time per Medical Professional
- Date for Re-evaluation by Medical Professional

If a student must miss more than three (3) consecutive classes/series of classes due to illness or injury, they must discuss with their teachers an alternate method of study or assignments and requirements for completion of the course and must follow the Attendance Policy. Any recommendations must be approved by the Director of Education and must be documented in writing and kept in the student's file.

A student who has an injury which deters them from completing any course will enter discussion with faculty and the Director of Education about an alternate form of study or the possibility of deferral or withdrawal.

Financial Assistance

The College will provide letters of support to assist students applying for financial support from service clubs, foundations, and provincial or federal grants upon request.

The following financial aid programs apply to all College programs, unless noted otherwise:

Scholarships and Awards (Internal)

The College offers annual scholarships and awards that are supported through endowment funding and specific donors. Nominations are made based on specific criteria or submission by the student (for those with specific requirements), and in some cases are based on peer nomination or as result of an audition process. A scholarship panel reviews the nominations and selects the successful recipients at the end of each year of study. An awards ceremony takes place in April, where these are announced.

The College does not currently have entrance scholarships for first year students.

Bursaries

The College offers a limited number of bursaries for students needing financial assistance; there are two annual disbursements in autumn and winter.

To apply for a bursary the student must complete the *Financial Assistance Application* available from the Registrar. Incomplete applications will not be considered. The applicant may be requested to provide additional information. Bursary recipient selection is done by the Student Aid Committee and based on demonstrated financial need. The Committee will not know the identity of the applicant.

Bursary awards will first be applied to any outstanding tuition. Any remaining amounts will be disbursed directly to the student at the completion of the year. Should a student withdraw or be dismissed, the bursary award will be revoked.

Student Assistance Fund

In the event that a student is experiencing urgent and unexpected financial difficulties due to a large unforeseen event (i.e. excessive medical bills, a death in the family leading to needing unexpected travel, etc.), students may apply to receive financial support by contacting either the Student Support Coordinator or Managing Director (confidential@ccpacanada.com). Review and approval of urgent requests can often be done within 24-48 hours.

Campus Work Positions

Students can earn money through a campus work position. To be considered for campus employment, you must complete the application form. The five employment groups are:

1. *Facility Monitors:* Opening or closing the College facilities at designated times in accordance with proper open/close procedures.

2. *Student Librarians:* Overseeing computer sign-in and sign-out of books and music, maintenance of the library database, cataloguing new books, and ensuring library tidiness.

3. *Green Team:* Supporting facility caretakers through tidying of public and student areas as outlined in the green team rota.

4. *A/V Team:* Assisting with the A/V system and other production equipment in studios, including ensuring the studio Google Meet is running and recording during classes.

5. *Student Marketing Assistant:* Using your own phone/camera to capture photos and videos of rehearsals, student events, and general content showcasing student life.

Other Financial Assistance Available

External scholarships: Information on scholarships available from sources other than the College is forwarded to all students when it is received by the College.

Student Loans: The College is designated by the Private Training Institutions Regulatory Unit (PTIRU) of the British Columbia Ministry of Post-Secondary Education and Future Skills and is designated for loans in all provinces and/or the Canada Student Loan program. The results of your student loan application are a requirement of your Financial Assistance Application form. Applications begin in June.

Passport to Education and BC Award Vouchers: BC students only, please submit to the Registrar for processing.

RRSP: Students may withdraw funds from their RRSP under the Life Long Learning Plan.

RESP, USC Education Savings Plan, Canadian Scholarship Trust Plan: Government and private education savings programs.

Student Line of Credit: Most financial institutions offer Student Line of Credit programs - contact your bank for details.

Provincial Arts Councils: Most provincial Arts Councils provide scholarships for post-secondary studies.

Additional funding may be available through community service organizations and the guidance/career education departments of various educational institutions.

Student Accounts

Students will be invoiced at the end of each unit, and unpaid balances may mean a student

can no longer charge items to their student account until the balance is paid. Once all fees have been calculated at the end of the school year, any unused deposit will either be carried forward (for returning students) or refunded. The account balance must be paid in full to meet the qualifications for graduation.

Should a student's account fall into arrears during the school year, there may be consequences such as exclusion from audition and performance opportunities. Such consequences will be at the discretion of the Director of Education and in conversation with the student.

Optional Expenses

The following are optional expenses a student could anticipate in addition to the required expenses outlined in the student contract:

- Headshots
- College branded clothing additional to the required performance shirt
- Photocopying & Printing
- Students are charged $0.10 per page for copying/printing. Each student is assigned a confidential copy code and is responsible for all copies incurred on their code, therefore, be sure to press the "ACCESS" button to clear your code when you are finished. At the end of the school year the student's individual code count will be printed and forwarded to the finance department and charged to their student account.

Fees for Student Services

- Student ID card replacement: $15.00
- Official transcripts:
    - $10.00 for processing within 5 business days
    - $17.50 for priority processing in 1 business day
- Course outline production & transmission to other educational institutions: $15.00
- Re-write/re-evaluation fee: $75 per exam/evaluation

Any disagreements with respect to a student award decision will be referred in writing to the Student Aid Committee, which will review the disagreement and respond in writing.

Proven falsification of documents or information submitted in support of a financial aid application can be grounds for student dismissal.

Student Academic and Guidance Support

Accommodated Learning Support

The College supports students who submit a documented, diagnosed disability in achieving their educational goals by coordinating reasonable and appropriate academic accommodations within the means of the institution. The College also strives to enable faculty and staff to create a more accessible learning environment.

Our work is guided by the BC Human Rights Code and we are committed to protecting the privacy of our students. Personal information regarding a student's disability is treated in accordance with the BC Freedom of Information and Protection of Privacy Act and the College's Privacy Policy.

How to Get Help:

Option 1: For any student who has submitted a Psych Ed Learning Assessment or secondary school Independent Learning Plan, the Student Support Coordinator or Director of Education will meet with the student to agree on reasonable learning accommodations that the College can support.

Option 2: If you do not have a formal assessment, but are concerned about learning challenges experienced, and wish to discuss possible accommodations please make an appointment with the Student Support Coordinator or Director of Education, in the absence of the Student Support Coordinator.

Reasonable learning accommodations may include, but are not limited to:

- More time for written work (including class notetaking, journal, essays/reports, exams). Up to 10 days extension will be given if the student applies based on the extenuating circumstances of learning needs.
- Use of laptop in class for notetaking/journaling
- Permission to record class lectures
- Handouts and text/script provided in advance of a class (must also be posted on the Student Google Drive)
- Instructions to aid with physical movement, such as the sock method

Academic Honesty

Plagiarism is using another person's ideas and words as your own when, in fact, they are not. Students are required to cite all references (Harvard Style) including web resources and use of AI.

Academic Honesty Agreement Statement:

This statement must be included with all submissions requiring research:

"I affirm that the writing in this assignment is my own, and that borrowed ideas and quotations have been identified and cited."

AI Use Guidelines

AI software programs are widely available, and even Google and Microsoft Word have integrated AI into their systems. AI program sophistication is rapidly evolving, and this presents opportunities and challenges for CCPA faculty and students.

AI capabilities can offer potential benefits when applied appropriately and transparently. However, they also present challenges for maintaining academic integrity and ensuring students develop important skills by generating original work. CCPA guidelines for ethical AI use are in place to prevent issues like plagiarism and to ensure students are submitting original work that is reflective of their understanding of assignment subject.

Guidelines:

- Faculty have the right to define permitted use of AI for assignments in their classes.
- If a teacher has not clearly described permitted AI use for an assignment, students must assume that AI use is not permitted.
- Transparent citation and reference of permitted AI use within an assignment must be included in the reference section, or as indicated by the assigning teacher.
- Students are not permitted to submit AI generated content as their own original work. This is considered a breach of academic integrity and will be subject to disciplinary action, potentially including a failing grade on the assignment or course.
- Suspected misuse of AI will be subject to investigation and further inquiry.

To avoid plagiarism:

- Reference all ideas or words that are not your own using the Harvard style.
- Confirm permitted use of AI resources from your instructor and reference appropriately.

Students should know that generating written content submitted as their own original work is considered plagiarism and subject to consequences for breach of academic integrity. Review CCPA's Academic Honesty policy.

Levels of AI Use

Level 1: No AI Use

- *Description:* No AI-enabled tools may be used at any point during this assessment. Preparatory final work should reflect solely your own knowledge, understanding, and skills.
- *Disclosure Requirements:* With no AI allowed no AI citations are required. Your inclusion of the Academic Honesty Agreement Statement acknowledges your responsibility to hold yourself accountable.

Level 2: AI-Assisted Idea Generation and Structuring

- *Description:* AI can be used for brainstorming, creating structures, and generating ideas for improving work. Final work submitted must be your own words and reflect your own understanding of the content.
- *Disclosure Requirements*: All AI-created content must be cited in-text and in a bibliography using the Harvard style, including the direct link to the AI tool. Include a statement at the end of your assignment listing AI prompts and be ready to provide links to AI chats.

Level 3: AI-Assisted Editing

- *Description:* After completing an original piece of work without AI tools, you may use AI to revise and edit the expression of your ideas. This includes improvements to clarity or structure. No new content can be created using AI.
- *Disclosure Requirements:* All AI-created content must be cited in-text and in a bibliography using the Harvard style, including the direct link to the AI tool. Include a statement at the end of your assignment listing AI prompts and be ready to provide an original piece of work without AI use as well as links to AI chats.

Level 4: AI for Specific Elements

- *Description:* AI can be used for specific elements of a task as outlined by the teacher. The teacher will indicate whether Level 3 AI-assisted editing of the whole product is also allowed.
- *Disclosure Requirements:* All AI-created content must be cited in-text and in a bibliography using the Harvard style, including the direct link to the AI tool. Include a list of prompts used.

Style Guide

The College requires all students to use the **Harvard reference format** for bibliographies and referencing all quotes and paraphrasing. A clear Harvard Style Guide is located in the Student Google Drive in the folder 'Academic Support Materials'.

Academic Writing Advice

You will be required to write an essay, create and deliver verbal presentations, and engage in journaling during your time at the College. This section outlines guidance for preparing written work for submission. But this is just a starting point. Please ask your instructor for additional guidance. Computer and printing problems are not considered valid reasons for handing work in past the due date.

- **Give yourself time:** Begin working on your essay soon after your instructor assigns it. All quality writing requires time to work through the reading, outlining, drafting, and editing processes.

- **Understand the question on your assessment brief:** The purpose of writing an essay is to learn and think critically about a topic and demonstrate to your instructor that you have developed an understanding of it. If you are uncertain about any part of the assignment description, please ask your instructor to clarify.

- **Reading:** Reading resources include books and other academic material suggested by your instructor or discovered through research. Regular reading throughout the course will best support your essays and assignments. In regard to information found online, be aware that not all websites have accurate information. Look for multiple sources to improve the validity of your information. Consult your instructor if you are using online resources in your essay.

Detailed Notes

Make detailed notes of classes, lectures, and workshops

One of the features of our work is the exploration of performing arts theory through practice. It therefore follows that while you practice, it is important to reflect on how your experience relates to the theory.

Sometimes there will be time to make notes within the sessions, and it's a great idea to make notes soon after your sessions while your memory is fresh.

Make notes that include:

- what you did and how you did it
- what you learned
- what you don't understand
- how you might develop ideas further
- points of difficulty

Useful questions to ask yourself in relation to your work:

- If something worked, why?
- If something didn't work, why?

Everything you are being taught is intended to help you succeed. Taking notes and asking questions of your teacher will help you to be active in your learning process.

Journal Advice: What to Consider in Your Journal Notes

Getting started:

- Find a bound blank book that suits you in terms of its size and texture of paper.
- Find a collection of different drawing and writing tools, i.e. pens, coloured pencils, charcoal, etc. and find a suitable case to carry them in.
- Always keep these with you in the studio and before a session begins take them out of your bag so they are close at hand!

Steps to Writing an Essay

Step 1: Identify a number of themes/moments of significance you wish to discuss in your essay

You may want to discuss these with instructors and peers in advance so that you can formulate your ideas further. Your instructor will be offering you guidance in class on the topic you are asked to write about.

Step 2: Create an outline

1. *Introduction:* In your outline, draft a few opening sentences on how your themes are related to the topic of your essay.

2. *Themes:* Include a bullet point list for each theme section, outlining the context of your theme to the topic of your paper

3. *Conclusion:* One or two sentences or bullet points summarizing your discussion and final synthesis.

Step 3: Draft your essay

Regardless of the topic of your essay, it is advisable that you write what you find interesting about it. An essay is you bringing your reflections to the conversation of what is already known about the topic.

Each theme section should be developed in conversation with the others, which means they can be different themes that, when brought together, create a harmonious perspective and analysis of your essay question.

- Each theme section should include 1-2 paragraphs
- Begin with introducing the chosen theme and why it is relevant to the topic and essay question you are discussing
- References to theory (direct quotes or paraphrased)
- Your understanding of that theory of knowledge; your reflections of what it means
- Allow the theoretical references and your reflections to develop your theme
- Analyze: allow each component of the discussion to respond to the essay question
- Think of connecting all of the conversation points to the topic of inquiry and formulate a supported conclusion from the thematic discussion.

Step 4: Write your introduction and conclusion

Your introduction should prepare the reader for what your essay will discuss.
Your conclusion should provide a summary of the synthesis of your thematic discussion. Think of what you want your reader to take away from your essay.

Step 4: Proofread your work

Proofreading and editing should take several rounds, and can often take as long as writing the essay (or longer).

Start with reading your paper out loud to yourself, and edit as you go to refine. It is often easier to hear any issues than it is to see them. It is advisable to pair up with someone in your class to proofread each other's work. Try reading out loud for each other as well.

Each round of proofreading and editing should focus on correcting one thing. Try this focus pattern for each round of editing:

1. Grammar
2. Punctuation
3. Capitalization and spacing
4. Formatting - such as proper headlines, paragraph indentation, page breaks, page numbers
5. References/citations - check that every reference is cited in the paper, and every citation has a reference in the list. Make sure the references are all properly formatted in Harvard style on your reference page.

Plagiarism/Unfair Practice

Anytime you are using the ideas, words, or forms of expression from anyone else, you must acknowledge the source through reference. If you do not reference your sources consistently and carefully, you risk committing plagiarism. If you copy or paraphrase anyone else's work without reference on purpose, that is plagiarism.

> *All plagiarism is against our educational and ethical standards, and there are serious consequences for committing plagiarism.*

Referencing Your Research Sources

You will read the work of others and incorporate their ideas into your work. You will agree with some and should say why; you will disagree with some and should say why. **What you must never do is to attempt to pass off their work as your own** either by copying out their phrases and sentences and not acknowledging them, or by using their arguments and ideas as if they were your own. This applies to all printed/published material held in such places as books, journals, e-books, newspapers, websites, handouts, or academic work submitted by other students, **and all work generated through AI.**

Consider the writing from other sources as being in conversation with your own. You are using references to support your ideas, as well as to support critique or argument for literature with which you disagree.

Synthesizing your own ideas with the support of literature and other evidence will demonstrate that you understand the topics and have learned more about the subject.