

Academic Honesty Policy

Rationale

The SCIS mission is to develop inquiring, knowledgeable and caring learners who contribute positively to their communities.

The purpose of this academic honesty policy is to emphasize positive practices wherever possible, stressing the importance of respecting the work and the ideas of others while still recognizing the shared benefits of creative and collaborative inquiry.

As students move through the three IB programmes they may face increasing personal, family and peer pressure to achieve and perform. Guiding students to behave with integrity and in a principled manner in the context of academic honesty is in line with the IB learner profile and will hopefully lead to the development of lifelong values and good citizenship.

SCIS develops approaches to learning (ATL) skills to guide students on how to collaborate, research, take notes, acknowledge the work and ideas of others and communicate their own original ideas.

Framework: Programme Standards and Practices

Standard A: Philosophy

5. The school promotes responsible action within and beyond the school community.

Standard B1: Leadership and structure

5. The school develops and implements policies and procedures that support the programmes.

d. The school has developed and implements an academic honesty policy that is consistent with IB expectations.

Standard C2: Written curriculum

10. The written curriculum integrates the policies developed by the school to support the programme(s).

Standard C3: Teaching and learning

4. Teaching and learning promotes the understanding and practice of academic honesty.

Definitions: Academic Honesty and Malpractice

Academic honesty is seen by the IB "as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment." (IB, 2011. pg. 2).

Academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act (*IB learner profile in review: Report and recommendation (April 2013)*, page 21).

There are three concepts that are related to academic honesty:

- *Authenticity* – refers to work that is based on the student’s own ideas and which properly acknowledges others’ authorship and ideas. Therefore, in all work (whether written, verbal, visual, or audio-visual) that is submitted by a student, his/her original language and expression must be used. When other sources are used or reference to the work of others is made, whether directly or by paraphrasing, sources must be documented appropriately (IB, 2011. P.2).
Examples of acceptable conventions are: MLA, APA and Harvard
- *Intellectual property* – the World Intellectual Property Organization considers intellectual property as the “legal rights which result from intellectual activity in the industrial, scientific, literary and artistic fields” (WIPO, 2004). Students must understand that both creative and intellectual forms of expression must be respected and are normally protected by national and international law.
- *Malpractice* is considered as the “behaviour that results in, or may result in, the [student] or any other [student] gaining unfair advantage in one or more assessment component.” (IB, 2011. P. 3).

It includes:

- Plagiarism – presenting others’ ideas or work as his/her own.
- Collusion* – defined by the IB as occurring when a “student uses fellow learners as an unattributed source” (FPIP, 2014, P. 76), which includes allowing individual work to be copied by another student or any form of promoting malpractice by another student.
- Duplication of work – when the same piece of work is submitted for different assessment purposes within the program.
- Any behaviour that gives an unfair advantage to the student or that affects the results of another student.

**Collusion* should be distinguished from *collaboration* - that implies “working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in allowing one’s work to be copied or submitted for assessment by another” (FPIP, 2014, P. 76).

Preventing Malpractice by Promoting Best Practice

Academic honesty in the IB is closely connected with the development of teaching and learning skills, especially those that enable students to avoid malpractice. It is essential to consider that prevention of malpractice is primarily done through promoting good practice, which goes beyond just establishing the consequences for this behaviour.

Teachers must practise different research and study skills with students, motivate students to develop their own ideas through problem resolution, comparison, hypothesising, and analysing, as well as, providing opportunities for discussion, inquiry, and creativity.

Expectations

Students will ensure that their work meets the grade-level expectations for principled learning and academic integrity.

In the PYP

- Students will take responsibility for their own work
- Students will communicate information they have gathered in their own words
- Students will reference sources according to agreed-upon (age-appropriate) bibliographic formats for each grade. □
- Students will use information technology and library resources responsibly. □

In the MYP

- Students will complete an academic honesty module within the first month of enrollment in the high school.
- Students are expected to know that the purpose of an assessment is to show what *they* know, understand and can do and must be able to provide and account for their own work.
- Students working collaboratively will ensure any product reflects each member's contribution and each member's work is explicitly acknowledged.
- Students understand what constitutes academic honesty and use tools - TurnItIn.com, Noodletools, Creative Commons, MLA resources, school librarian - to properly cite any sources, images, data, and/or ideas. □
- Students must seek assistance from teachers, librarians and curriculum coordinators to clarify academic honesty questions. □
- Students will review their work prior to submission to check that all sources of information are acknowledged.

In the DP

- Students will complete the academic honesty module within the first month of enrollment in the high school. □
- Students will abide by the conduct of the examinations as published by the IBO
- Students will be responsible for submitting work that is their own
- Students will avoid common issues with academic honesty in the DP like sharing assignments with peers, submitting assignments for multiple purposes, deliberately missing assignments/assessments without valid excuses.
- Students must seek assistance from teachers, librarians and curriculum coordinators to clarify academic honesty questions. □
- Students review work before submission to ensure all sources of information are acknowledged correctly using MLA style formatting (including words, images, maps, charts, tables, data sets, music, song lyrics, video clips, interviews, computer source codes etc - any material that is not their own.) in the body of the text and also in the list of works cited.
- Students should use only royalty-free media - images, video and music (eg Creative Commons)

Teachers will:

- Implement the school's academic honesty policy, and support students in identifying good practice
- Be role models in academic honesty for students, including citing sources on materials used in class.
- Confirm that, as far as they know, every accepted piece of work from a student is authentic, including all assessment tasks.
- With support from the library, help students obtain reliable information from various sources.

- Set assignments that do not lend themselves to academic malpractice.
- Teach ATL skills that encourage principled learning and academic integrity
- Clearly explain when and how students may collaborate and when they must work alone.
- Treat any incident of academic dishonesty fairly and in line with the policy - giving the opportunity to make mistakes and to learn from them.
- Authenticate student work completed for the Exhibition, Personal Project, Extended Essay, and any externally assessed work.

Parents will:

- support students in being principled, through understanding and collaboration.
- Support the academic honesty policy and promote good practice in students.
- encourage their child to share project timelines and to schedule and manage multiple tasks for different classes.
- allow their child to do their own work, but support them to research and plan their work.
- maintain good communication with the school to understand what is expected of students.
- encourage their child to ask a teacher for advice if they are having difficulty with their work.

SCIS will:

- create the academic honesty policy with teachers, promoting good practice and fostering a school environment that motivates the school community to act honestly.
- guarantee that the school community understands what academic honesty means, communicate clearly what malpractice is, and make students aware of the consequences.
- develop school wide approaches to learning (ATL) skills that encourage principled learning and academic integrity.
- provide professional development for staff on principled learning and academic integrity.
- raise parental awareness of school expectations around principled learning and academic integrity.
- provide a safe environment where students are given the opportunity to make mistakes and to learn from their mistakes.
- ensure that incidents of academic misconduct are addressed in a fair and consistent manner
- meet IB requirements with respect to academic honesty.

Consequences + Remediation

Consequences for academic honesty can be found in the student handbooks for each division.

Monitoring Academic Honesty

Details of any incidents involving academic honesty will be entered into a student's record as a reference for deciding further consequences and for providing further education and support.

As students progress towards a Diploma, the details of these incidents may increasingly become a matter of public record if/when students transfer to other schools or when students make requests for references applying to post-secondary institutions.

Review Process

This policy is reviewed once every 5 years ahead of evaluation visits by the school's accrediting bodies - WASC and the IBO. Review should include stakeholders from administration and teachers from all divisions of the school.

Sources:

1. Academic honesty in the IB educational context (2014)
2. Carroll, J. 2012. Position paper: Academic honesty in the IB. UK.
3. International Baccalaureate. 2011. Academic honesty. UK.
4. World Intellectual Property Organization. 2013. Available in: <http://www.wipo.int>.
5. "Chapter 1: The Concept of Intellectual Property" in Intellectual Property Handbook: Policy, Law and Use. World Intellectual Property Organization, 2004.
6. MYP: From principles into practice. 2014. International Baccalaureate Organization.
7. IB learner profile in review: Report and recommendation (April 2013).July 2013.
8. General regulations: Middle Years Programme - First assessment 2016 (2014)

Appendix - Examples/Assistance with MLA formatting

Examples of in-text citation:

Referencing the text within your work. Parenthetical Citation (the "author/page" method)

MLA format
(Author/Page Documentation)

The author's last name and the page number(s) from which the quotation is taken must appear in the text. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase. The page number(s) should always appear in the parentheses, not in the text of your sentence. It is **not** correct to separate the author's name and the page number with a comma. It is not correct to use an abbreviation for the word "page" (p., pp., pg.) before the page number.

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

A complete reference should appear in your works-cited list.

- Your works-cited page corresponds to your parenthetical citations.
- It is placed after the paper itself, and begins on a fresh page.
- The works-cited page is always in alphabetical order.
- The works-cited page is never numbered or divided according to the type of text.

Books

Author(s). *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999. Print.

A part of a book (such as an essay in a collection)

Author(s). "Title of Article." *Title of Collection*. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Pages. Medium of Publication.

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34. Print.

An article in a periodical (such as a newspaper or magazine)

Author(s). "Title of Article." *Title of Source* Day Month Year: pages. Medium of Publication.

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

Citing a website:

Try to collect as much information as you can when citing a web resource. Include what you know in the following format:

Author. Title. Title of Container (This may be a database like Questiaschool, or if it is a short story then the collection that the short story is in), Other contributors, Version, Number, Publisher, Publication date, Location <URL>, Date of Access.

Example: A Book Accessed Through questiaschool.com

Saywell, John T. Quebec 70: A Documentary Narrative. Toronto: U of Toronto, 1971. Questia School. Web. 23 Oct. 2016.

Example: A Youtube Video

Note: Youtube Videos Should Be Cited The Same Way Print Sources Are Cited.

"Saving Private Ryan." *Youtube*, Uploaded by History Buffs, 10 July 2016, www.youtube.com/watch?v=h1aGH6NbbyE.

Recommended Resources:

SCIS owns multiple copies of the short MLA reference guide: *The Essentials of MLA Style* by Joseph Trimmer. This short book also contains an example paper prepared in the MLA format.

You can check this book out from the SCIS upper school library (Room A211)

OWL: Purdue Online Writing Lab - <https://owl.english.purdue.edu/owl/>

Online Citation Tools:

Noodletools www.noodletools.com (our school account uses the username and password: scis)

This tool will help you assemble your notes and prepare a bibliography/works cited page.

Questia School www.questiaschool.com Any sources found through this database can be cited automatically using the citation tools embedded in the website.

Citation Machine www.citationmachine.net

Appendix A: Guidelines of procedures to address an incident of academic misconduct

The consequences for academic misconduct will vary according to the severity, frequency, history and context of the event and may range from discussion and reminder of principled behaviour up to and including legal and enrollment consequences.

Incidents of academic misconduct are considered on a case by case basis, but the following steps guide teachers when they suspect that students have submitted work that is not their own, and/or when the work of others has not been acknowledged:

1. The incident provides an opportunity for the student to learn from a mistake and to develop Approaches to Learning (ATL) skills.
2. The class teacher explains the concerns to the student; that the work appears not to be the student's own and/or the work of others has not been correctly acknowledged.
3. If the class teacher's suspicion is correct, the teacher clarifies academic integrity expectations and ensures the student fully understands the specific requirements for the task.
4. The student is given a mandatory opportunity to edit and resubmit the work at a time agreed between the teacher and the student.
5. The class teacher informs the student's parent(s), Head of Department, and relevant IB Programme Coordinator about the actions taken and how the student has been supported to resubmit the work. The incident is recorded in the student's record in ManageBac.
6. The re-submitted work is assessed using the original criteria/mark scheme without penalty.
7. The IB Programme Coordinator monitors the work submitted by the student in this and other classes via academic misconduct reports from teachers.
8. If there is a subsequent incident of deliberate academic misconduct, the IB Programme Coordinator informs the student's parent(s). Consequences may vary depending on factors such as the student's background, age, awareness of academic integrity, history of academic misconduct, deliberate or inadvertent, and severity of the incident. Consequences may include the student not receiving a grade for the work and the student may not have the opportunity to resubmit the work.
9. If there are ongoing incidents of academic misconduct, the matter is referred to the Vice Principal (Academic) who communicates with the student, teachers, IB Programme Coordinator, High School Principal and the student's parent(s). The Vice Principal will investigate and determine how best to support the student towards future academic success and the appropriate consequences for academic misconduct. Consequences may vary depending on factors such as the student's background, age, awareness of academic integrity, history of academic misconduct, deliberate or inadvertent, and severity of the incident. Consequences may include detention, suspension, the student not receiving a grade for the course and the incidents being recorded on the student's semester report card.
10. For students in Grade 10 and above, the school is required to follow all IB rules and regulations regarding academic misconduct.

Appendix B: Summary of IB Diploma Programme mandated procedures

An investigation of malpractice detected by an examiner outside the school will take the following course:

1. The IB will inform the IBDP coordinator that a candidate is being investigated for suspected malpractice.
2. The IBDP coordinator will immediately inform the Head of the School and High School Principal that a candidate is being investigated.
3. The investigation will take place immediately, although it can be delayed until after the last written examination taken by the candidate.
4. The Head of School (or designate) will inform the parents of the candidate.
5. The candidate will be shown the evidence and be invited to present an explanation or defence.
6. The candidate will be given a copy of the IB regulations and his/her attention drawn to the articles that concern malpractice.
7. The candidate will be given sufficient time to prepare a response to the allegation.
8. The IB will be provided with statements from the candidate, the subject teacher or extended essay supervisor, and the IBDP coordinator.
9. With a relative or friend in attendance, the candidate will be interviewed. A summary of this interview or, with the candidate's permission, the transcript will be provided to the IB.
10. The planning and conduct of the investigation will be left to the discretion of the IBDP coordinator, but the candidate's personal rights will be protected.
11. The candidate and his/her parents *have the right* to see evidence, statements, reports and correspondence related to the case, although the identity of any informant will be withheld.

An investigation of malpractice that takes place during an IB Diploma Programme examination at school will follow the following procedure:

1. The candidate will be allowed to complete the exam with as little disruption as possible.
2. The invigilator will immediately inform the IBDP coordinator of his/her suspicions.
3. The IBDP coordinator will begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate and the invigilator.
4. The IBDP coordinator will inform the Head of School and High School Principal as soon as possible.
5. The candidate's parents/guardians will be contacted immediately if the candidate is under 18, and with the candidate's agreement if he/she is over 18.
6. Any written statements pertaining to the suspected malpractice will be submitted to the relevant authority of the IB and shared with the candidate and his/her parents.
7. The candidate will be allowed to complete all other exams in that Diploma Programme session.
8. The IB will make the final decision as to whether or not there should be consequences.

Consequences of malpractice for IB Diploma Programme students, as outlined by the IB:

- If the amount of plagiarism is minimal, for example sources have been cited in the bibliography but the candidate has not used some means of indicating a quotation, this is referred to as 'Academic Infringement'. Zero marks will be awarded for the assessment component where the malpractice has occurred. However, the candidate may still be awarded a grade for the subject based on other assessment components.
- If a candidate is found to be guilty of malpractice, then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session has passed. The CAS record will need to be correctly completed.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved.

- If the case of malpractice is considered very serious either because of what it entails or the candidate has already been found guilty of previous malpractice, the candidate may be refused the right to re-register for IB examinations in any future session.
- If a student/former student is found guilty of malpractice at any time after the IB Diploma is awarded, the IB Diploma may be withdrawn.

Within three months of the original decision, an appeal may be made to the IB Academic Honesty Review Panel in light of new factual evidence.