

IB ACADEMIC HONESTY POLICY

Fairmont Private Schools, Historic Anaheim Campus

REVISION PROCESS

Draft: March 2019

Revision: June 2019

In keeping with the mission of the school and the requirements of the International Baccalaureate Organization (IB), an academic honesty policy has been agreed upon by the teaching faculty to promote, nurture, and establish academic honesty as a core principle.

PURPOSE

To support staff, students, and parents in creating a learning community where academic honesty is taught, expected, and practiced.

DEFINITION OF ACADEMIC HONESTY

Respecting the work and the ideas of other individuals. When one makes use of, or makes reference to another's ideas or creations, appropriate credit and proper acknowledgment must be given.

INTRODUCTION

An essential part of academic honesty is developing the skills, knowledge, and attitudes to be academically honest. This includes learning the principles of paraphrasing and quotation, citing the work of others according to accepted conventions, and knowing what constitutes intellectual property and what limits are placed on the use of those properties.

Understanding and implementing such skills and knowledge allows students, as a matter of practice, to present only work that is authentically their own.

“An authentic piece of work is one that is based on [the student’s] individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that [student’s] own language, expression, and ideas. Where the ideas or work of another person are represented within a candidate’s work, whether in the form of direct quotation or paraphrase, the source(s)

of those ideas or the work must be fully and appropriately acknowledged” (Academic Honesty, IB, July 2011, p. 2).

IB LEARNER PROFILE

As stated in the IB learner profile, all members of the IB community must strive to be “principled,” acting with “integrity and honesty, with a strong sense of fairness, justice, and with respect for the dignity and rights of people everywhere.”

Any staff member, student, or parent who is practicing the attributes of the IB learner profile will, by definition, be practicing academic honesty. We encourage learners to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. Principled learning requires students to be honest and ethical in referencing sources of knowledge and ideas in their work.

DEFINITIONS OF MALPRACTICE

(adapted from Academic honesty, IB, July 2011, p. 19-22):

- Plagiarism – Representation of the ideas or work of another person as the student’s own.
- Collusion – Supporting malpractice by another student, as in allowing one’s work to be copied or submitted for assessment by another.
- Duplication of work – Presentation of the same work for different assessment components and/or IB requirements.
- Misconduct during an examination – Malpractice includes any other behavior that gains an unfair advantage for a student or that affects the results of another student.

EXAMPLES

Plagiarism:

1. Copying what someone else has written without using quotation marks and appropriate citation. There are particular rules, or conventions, about how to cite someone else’s work, and those rules must be followed. Examples of acceptable conventions are: MLA, APA, and Chicago.
2. Using someone else’s ideas and putting them in your own words (paraphrasing) without using an appropriate citation.
3. Just as with printed materials, all Internet sources, video, electronic media, email messages, and conversations must be cited appropriately. Students sometimes think that these media are exempt. They are not.

Collusion:

1. Copying someone’s work and presenting it as your own.

2. Allowing someone to copy your work and present it as his/her own.

Collaboration:

1. Working with others on a common aim should not result in a member of the group copying or submitting the work of other members for assessment.
2. Students are encouraged to collaborate in some instances; for example, they might work together on creating a data table in sciences. The data tables will be identical, but all other required parts of the lab must be individual work.
3. Students are expected to follow the guidelines of specific, collaborative group assignments in order to accurately reflect the contributions of all members of the group to the assignment.
4. The assessment task-specific clarifications can assist in identifying the elements that are expected to be a collaborative group effort and those, if any, that are to be individual endeavours.

SCHOOL'S RESPONSE TO ACADEMIC MALPRACTICE

When teachers suspect that a student has committed academic malpractice, they must report the incident to the appropriate administrator. The administrator will investigate and will make a determination as to whether there is sufficient evidence to take action.

1. If there is sufficient evidence to take action, the administrator will:
 - a. Record the incident in the student's academic record.
 - b. Report the incident to the Campus Director.
 - c. Contact the parents to arrange a meeting to review the academic honesty policy.
 - d. Set guidelines for appropriate completion of the assignment.
2. In cases of academic malpractice, students may not be given a mark for the assignment, nor may the assignment be submitted to the IB for assessment. Revised assignments may be marked and/or submitted, assuming that all external deadlines are met.

IB's RESPONSE TO ACADEMIC MALPRACTICE

IB expects that all incidents of academic malpractice will be handled at the school site. The school's response is outlined above. In addition to an individual school's policy, candidates' work is also subject to random checks for plagiarism using a web-based plagiarism prevention service. In cases where IB examiners suspect malpractice, the following may and/or will occur:

1. IB will ask the coordinator to investigate the circumstances and report to the IB assessment center.
2. IB reserves the right to withhold candidate (or group of candidates) results until the investigation is completed.
3. Cases of suspected malpractice are presented to the final award committee which assesses the evidence and renders a decision.

ACADEMIC HONESTY AGREEMENT

Any and all work that I submit to any teacher for consideration and/or assessment will be my own authentic work. This includes homework assignments, formative assessments, summative assessments, and work to be submitted to the IB.

I will learn the processes for acknowledging someone else's work or ideas and will appropriately acknowledge all uses of someone else's work or ideas. I understand that I can ask for help if I am unsure about what constitutes academic honesty in any of my assignments.

I will submit only work that I have completed independently. I will not allow other students to copy or to submit work that I have completed.

I have read the school's academic honesty policy.

Student name:

Student signature:

Date:

Parent/Guardian acknowledgment:

I have read the school's academic honesty policy. I have reviewed it with my child.

Parent/Guardian name:

Parent/Guardian signature:

Date:

Sources:

- Academic honesty in the IB educational context (2014)
- Carroll, J. 2012. Position paper: Academic honesty in the IB. UK.
- International Baccalaureate. 2011. Academic honesty. UK.
- World Intellectual Property Organization. 2013. Available in: <http://www.wipo.int>. Last access on: February 19, 2014.
- "Chapter 1: The Concept of Intellectual Property" in Intellectual Property Handbook: Policy, Law and Use. World Intellectual Property Organization, 2004.
- MYP: From principles into practice. 2014. International Baccalaureate Organization.
- General regulations: Middle Years Programme - First assessment 2016 (2014)