

PARKLAND MAGNET HIGH SCHOOL ACADEMIC HONESTY POLICY FOR CANDIDATES ENROLLED IN ANY IB COURSE 2017-2018

This policy and additional resources are also posted on the “Academic Honesty” Haiku page.

STATEMENT OF PURPOSE

As an International Baccalaureate Diploma Programme school, Parkland High School strives to uphold the mission of the International Baccalaureate Organization (hereafter “IBO”), which says:

“The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (“Academic Honesty”)

Our students, particularly with reference to academic honesty, should strive to be:

- **“principled”** students, who “act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere” and who “take responsibility for [their] actions and their consequences”
- **“inquirers,”** who “nurture [their] curiosity, developing skills for inquiry and research” and who “know how to learn independently and with others” with “enthusiasm”
- **“risk-takers,”** who “approach uncertainty with forethought and determination [and] work independently and cooperatively to explore new ideas and innovative strategies” and who are “resourceful and resilient in the face of challenges and change”
- **“thinkers,”** who “use critical and creative thinking skills to analyse and take responsible action on complex problems” with “initiative in making reasoned, ethical decisions.” (“IB Learner Profile”)

It is our goal with this document to foster the kind of learner who values and fulfills the IBO mission statement in an academically honest way.

ACADEMIC HONESTY

Academic honesty is “a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.” (“Academic Honesty”) Academic honesty is a habitual practice, one that promotes authentic work.

Authentic work, which is academically honest, “is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.” Authentic

work demonstrates other learner profile traits, such as being “knowledgeable” or “open-minded.” Candidates are responsible for submitting work that is authentic and academically honest.

Academically honest behaviors make you a better student because they require you to personalize your learning and knowledge. Academically honest students tend to do better in the long run because they have developed the skills needed to handle a post-high school world.

Guidance on academic honesty is available from your teacher and on the IB Academic Honesty Haiku page. These resources include, among others:

- Academic honesty (IBO)
- Effective Citing and Referencing (IBO)
- Straight Talk about Plagiarism (Bedford/St. Martin’s)
- Are you completing your IB assignments honestly? (IBO)
- Academic honesty in the Diploma Programme (IBO)
- Effective searching on the internet (MIT)
- Writing Center resources (UNC)
- Citing information (UNC)
- Quoting, paraphrasing, and summarizing (Purdue OWL)
- Online tutorial for avoiding plagiarism (Bedford/St. Martin’s)

ACADEMIC DISHONESTY

It is often easier to define academic honesty by defining what it is not. In this section, we will outline practices that are academically dishonest and then provide some comparisons with honest actions. It is also important to remember that academic dishonesty is not confined to graded or scored work.

TYPES OF ACADEMIC DISHONESTY

Academic malpractice is “behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component.” and includes:

- **plagiarism:** “the representation of the ideas or work of another person as the candidate’s own.” Plagiarism is not limited to words. It also includes ideas; visual, structural, or linguistic layout; images (maps, illustrations, tables, diagrams, etc.); and art (music, film, dance, theater or visual arts). Plagiarism can be intentional or unintentional. Examples of **plagiarism** include, but are not limited to, the following:
 - copying and pasting information, ideas, images, layout, etc. from another source without proper citation
 - paraphrasing the ideas of another without proper citation
 - using information from a conversation with a classmate or teacher (or other person) without proper citation
 - obtaining or purchasing essays from websites and turning them in as your own work
 - using an electronic translator for a group 2 (language acquisition) class assignment

- **collusion:** “supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.” Collusion is different from collaboration. Collaboration occurs when students work together as approved by the teacher or assessment guidelines; in collaboration, the final product is often a group product. Collusion may occur on assignments which are expected to be produced independently, even if they are based on group data. Examples of **collusion** include, but are not limited to, the following:
 - sharing homework or class work that has not been labeled as a group product
 - copying another’s work
 - allowing your work to be copied
 - having the same introduction as a group mate when you have been told to write your own report or essay
 - working with another person on an independent assignment
- **duplication of work:** “the presentation of the same work for different assessment components and/or diploma requirements... If, for example, a candidate submits the same or a very similar piece of work for the in-depth study in history internal assessment and for an extended essay in history, this would be viewed as malpractice. However, it is perfectly acceptable for a candidate to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay.” It would also, as another example, constitute malpractice to submit the same art piece for multiple art assignments (in the same year or in different years) or for an artistic assignment in a different class.
- Other forms of **malpractice** include, but are not limited to, the following:
 - “taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the examination[; in a regular class session, this would also include having the material on your desk, in your lap, underneath your desk, beside your desk, etc.]
 - “misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
 - “exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination[; in a regular class session, this would be similar to telling a later class period what was on a test or other assessment]
 - “copying the work of another candidate [see: **collusion**]
 - “failing to comply with the instructions of the invigilator [examiner] or other member of the school’s staff responsible for the conduct of the examination
 - “impersonating another candidate
 - “stealing examination papers[; in a regular class session, this would include taking a photo of an assignment or assessment]
 - “using an unauthorized calculator during an examination[; in a regular class session, this would be similar to using online solution sites for assessed work]
 - “disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination
 - “fabricating data [quotations, bibliography information, lab data, etc.] for an assignment”
 - using study aids without permission or in place of completing an assignment
 - aiding and abetting any dishonest act

- receiving substantial and/or unauthorized help on an assignment: heavy paper edits, reading in English a text assigned to be read in a foreign language, not doing a fair share in a group assignment, etc.
- making false claims: falsifying an excuse, changing an answer after an assessment was scored and claiming it as a scoring error, writing a lab report without doing the experiment, inventing sources, any form of cheating, etc.

Candidates are “ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.” If a student is unclear as to whether or not his or her action(s) constitute malpractice, it is that student's responsibility to clarify any ambiguities with the appropriate administrator, coordinator, or teacher. Candidates are also responsible for ensuring that collaborative work is academically honest. The following chart, which is not exhaustive, may provide some guidance.

COMPARING HONEST ACTIONS WITH DISHONEST ONES

This chart may be added to as the academic year progresses; any additions will be included on the Haiku page in a separate document entitled “Chart additions.”

Academically honest	Academically dishonest
Incorporating a quotation in your paper with quotation marks and an appropriate citation	Using the quotation without any indication that it is from another source
Turning in your powered-off phone before an exam	Having your phone, even if you don't use it, during an exam
Using an Spanish-English dictionary to look up a word you don't know for your translation assignment	Putting any portion of the Spanish text into an online translator and using the translation as your own work (even if you provide a citation, this action does not constitute your own authentic work)
Working with a group on a lab and then writing your own report	Working with a group on a lab and asking one person to write a group report for everyone's individual submission
Asking a peer a question to lead them to the right answer	Giving a peer the answer (that also doesn't help them learn anything)
Taking a quiz and turning it in	Taking a picture of a quiz and sending it to anyone
Reading a novel	Reading the Sparknotes only
Designing a (possibly less attractive) poster for a presentation OR including the citation for the layout location	Using a pre-existing poster design or layout from another source without citing

Telling your friend to study	Telling your friend what is on the test or telling them specifically what to study
Putting all ancillary materials away before beginning a test	Hiding materials and peeking at them
Putting a footnote on your journal assignment (i.e. "This idea came from John Doe during a ToK discussion.")	Using a peer's or teacher's idea without acknowledging it.
Doing your math homework yourself, emailing your teacher if you have questions	Putting your math problem into Wolframalpha (or any similar site) and claiming that as your own authentic work or using it on a graded assignment
Verifying that any collaborative work submitted is academically honest by reviewing the final products before submission.	Not holding group mates accountable for academically honest contributions. Not reviewing final submissions of collaborative work.

ROLES AND RESPONSIBILITIES

OF THE STUDENT

- sign to acknowledge receipt of the Academic Honesty Policy (hereafter "Policy")
- familiarize yourself with the Policy
- sign and return the Agreement, indicating that you will abide by the Policy
- familiarize yourself with resources to aid you in avoiding academic misconduct (many are available on the Haiku page)
- ensure all work you submit, including collaborative work, is authentic and academically honest
- ensure that your individual work is not available to be captured or copied by another student
- fully and accurately acknowledge any words, ideas, images, etc. that come from sources other than yourself
- ask questions about anything unclear in relation to academic honesty **before** the submission of an assignment
- sign all cover sheets for work submitted to IBO
- attend any needed academic honesty hearings or provide a written statement to be read

OF THE TEACHER/INSTRUCTOR

- include the program-composed reference to the Policy in your course syllabus:

As principled students, you are expected to produce your own authentic work and to fully and accurately acknowledge any words, ideas, images, etc. that come from any sources other than yourself. Academic dishonesty (malpractice, plagiarism, collusion, and duplication of work) will not be tolerated. Any suspicions of academic dishonesty will be dealt with in accordance with the PHS IB Academic Honesty Policy.

The referencing and citation method used in this course is: [insert whatever system is used in your course]

- within the first five academic days of the course, discuss with students:
 - the Policy, including examples of honest and dishonest behaviors
 - your course's citation style (MLA, APA, Chicago, etc.)
- (optional) have students sign and date a verification form indicating that you covered the above
- clearly outline assignment specifics: the degree to which students may collaborate, the use of study aids, whether students are allowed to use outside sources, etc.
- verify that student work is academically honest
- sign all cover sheets for work submitted to IBO or, if necessary, discuss with the IB Coordinator why a candidate's work cannot be authenticated
- report any possible violation and attend the hearing with all documentation
- refer to the "Academic Honesty for teachers" Haiku page

OF THE PROGRAM AND SCHOOL

- provide access to a copy of the Policy to each student enrolled in an IB course
- maintain an "Academic Honesty" Haiku page which should include:
 - a copy of this Policy
 - a copy of IBO's "General Regulations: Diploma Programme" publication
 - other IBO publications that address academic honesty, including, but not limited to, "Academic honesty" and "Effective citing and referencing"
 - information on/links to standard referencing and citation methods
- maintain an "Academic Honesty for teachers" Haiku page to include the above and resources specifically for teachers: information on how to report suspected violations, etc.
- keep on file signed Policy receipts and agreements and provide teacher access to this information
- keep a record of all suspected honesty violations, including conclusion of hearing
- maintain a copy of all materials from hearings and of correspondence related to hearing
- schedule academic honesty hearings in a timely manner, notify student and parent/guardian of hearing schedule and of outcome of hearing
 - ensure that each hearing has three Board members and that each Board member is from a different IB Group
- ensure confidentiality

OF THE BOARD SECRETARY

- maintain familiarity with the most updated form of the Academic Honesty Policy
- notify student and parent/guardian of hearing schedule and of outcome of hearing
- provide access to the details of the incident to the Board at the time of the hearing

- officiate the hearing formally and without bias; preserve hearing formality for all involved by precise adherence to format and decorum

OF THE PARENT/GUARDIAN

- familiarize yourself with the Policy, and sign and return the Agreement
- familiarize yourself with resources to aid your student in avoiding academic misconduct
- attend any needed academic honesty hearings
- “Encourage your son or daughter to plan each assignment.
- “Provide support with the scheduling of their work, as your son or daughter may have many assignments to complete.
- “Let your son or daughter do his or her own work, but show them how to research and plan their work.
- “Establish a good level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students.
- “If your son or daughter is having difficulty with their work, encourage him or her to ask a teacher for advice.” (“Academic honesty in the Diploma Programme”)

PROCEDURE FOR INVESTIGATING SUSPICION OF ACADEMIC MISCONDUCT

NOTE: Suspicion of academic honesty violations on an assessment submitted to the IBO will be investigated using the policy outlined in IBO’s Academic Honesty information (sections 7-14) with the results of the investigation and the any student statement sent to the IBO for a final decision. For any suspicions not related to an official IBO assessment (internal, external, or exam), the procedure is outlined below. This procedure is modeled on the IBO’s procedure.

All suspected academic honesty violations will be addressed through the Academic Honesty Board (hereafter “Board”). This board will be comprised of three rotating IB teachers, none of whom will be from the subject area in which the violation is suspected. Each of the three members will have a vote. The IB Coordinator and the Board secretary will also be present but will not have a vote.

1. After a suspected incident and any teacher investigation of that incident, the teacher will submit the details to the Board secretary. The teacher will bring any evidence to the hearing. The teacher’s submission will include:
 - a. Reporting date and time (automatically populated)
 - b. Student name (last name, first name)
 - c. Student grade level (junior or senior)
 - d. List of any other student(s) involved
 - e. Teacher of record (reporting teacher)
 - f. Subject area/class
 - g. Date of suspected violation
 - h. Type of academic dishonesty (i.e. plagiarism, collusion, duplication, other, etc.)
 - i. Summary of suspected violation
 - j. List of evidence from incident
 - k. List of evidence from previous guidance or instruction

NOTE: Details will be kept on file, along with the hearing outcomes, until a student graduates. The whole database may only be accessed by the IB coordinator, the Board secretary, and administrators.

2. The secretary will schedule a hearing with the Board and notify the teacher and student in writing. This notification will include the date, time, and location of the hearing; the details on the suspected incident; and the student's right to have an advocate (parent/guardian, teacher, coach, etc.) present. The hearing should take place within the week, to give both student and teacher time to prepare; though, in some cases, it may be necessary to schedule the hearing later. The secretary will attempt to notify a parent/guardian.
 - a. If a teacher, student, or student advocate is unable to attend, he or she may submit a written statement to be read by the Board secretary. The statement must be received by the hearing date and time, or it will be logged as not submitted. Be aware that not attending a hearing will mean that the Board may not be able to ask necessary questions, which may influence their understanding or interpretation of your statement.
 - b. Proceedings will not be rushed. If you feel you will not be able to be present during the whole hearing, you may wish to prepare a statement.
3. The hearing will be run by the Board secretary and will proceed as follows:
 - a. Open of hearing, in which the suspected violation and hearing procedures are outlined.
 - b. Teacher presentation of information, during which Board members may ask questions, or reading of teacher's statement
 - i. "the guidance given to all candidates on how to acknowledge sources, avoid collusion and so on (as appropriate to the nature of the case) in the subject and component concerned
 - ii. "the nature and extent of supervision given to the candidate (or candidates) on the work under investigation
 - iii. "the procedure followed for verifying that, to the best of his or her knowledge, candidates' work accepted or submitted for assessment in the subject and component concerned is authentic" ("Academic Honesty")
 - iv. any evidence collected may be presented at any time. Please bring multiple copies of the material of that everyone can review it at the same time.
 - c. Student presentation, during which Board members may ask questions, or reading of student's statement
 - i. Direct address of suspicion, including any mitigating circumstances
 - d. Student's advocate option to respond
 - e. Repeat as many times as needed for each student involved.
 - f. Teacher additional response
 - g. Student additional response
 - h. Final questions from Board
 - i. Next case or Adjournment
4. After the hearing (and any subsequent hearings that session), the Board will review and discuss any evidence and any information from the hearing. The Board will make a ruling when a clear majority is reached. That ruling may:
 - a. be in favor of the student,
 - b. not be in favor of the student, or
 - c. require further investigation.

5. The student and teacher will be notified by the Board secretary in writing:
 - a. The decision is in favor of the student. The student may not receive a consequence. The suspicion will remain on record in the files.
 - b. The decision is not in favor of the student. The student receives a consequence.
 - i. 1st offense: student warning; assignment receives a zero score; student has the opportunity to redo the assignment correctly to replace the zero with a maximum 70% score.
 - ii. 2nd offense: assignment receives a zero
 - iii. 3rd offense: assignment receives a zero; student is referred to administration with a record of all previous incidents
 - c. The decision requires further investigation. The Board will request any additional information from either party. After reviewing any additional information, the Board will make a decision and inform the student and teacher.

Offenses further than three will result in automatic administrative referral without any further hearings. These referrals will include all academic dishonesty information on file.

FAQS

This information is located on the Haiku page in a document titled "FAQ update."

POLICY REVIEW

This policy will be reviewed at the end of the academic year. This process may include garnering feedback from program stakeholders.

WORKS CITED

"Academic honesty in the Diploma Programme." Cardiff: International Baccalaureate Organization, 2014.

"Academic Honesty." Cardiff: International Baccalaureate Organization, 2007.

"IB Learner Profile." Cardiff: International Baccalaureate Organization, 2013.

PARKLAND MAGNET HIGH SCHOOL: ACADEMIC HONESTY POLICY AGREEMENT

2017-2018

Our goal is to foster the kind of learner who values and fulfills the IBO mission statement in an academically honest way. Your signature below indicates that you and your parent(s)/guardian(s):

- have reviewed the Academic Honesty Policy
- are aware that it is your responsibility to discuss any ambiguities of the Academic Honesty Policy with teachers or administrators
- agree to abide by the Academic Honesty Policy or to accept any consequences that result from failing to abide by the Academic Honesty Policy

Candidate name: _____

Candidate signature: _____

Grade level: _____

Date: _____

Parent/guardian name: _____

Parent/guardian signature: _____

Date: _____

Parent/guardian name: _____

Parent/guardian signature: _____

Date: _____

Please detach and return this form.