

# Santa Clarita Valley International Charter School



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## Academic Honesty Policy The IB Diploma Program

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Contents based on:

*Academic Honesty* (2009, 2011), IBO, Geneva Switzerland

*Academic Honesty in the IB Educational Context*, (2014), IBO, Geneva, Switzerland

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## Academic Honesty Policy

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Academic honesty and personal integrity are fundamental components of a learner's education and character development. SCVi Charter High School expects that learners will not cheat, lie, plagiarize, or commit other acts of academic dishonesty. The well-being of the entire school community depends on the learner accepting responsibility for personal conduct in both social and academic endeavors.

Academic honesty is expected of all members of the school community; learners, faculty, administration and parents. We are guided in our expectations and practices by two of the Learner Profile attributes which describe students as:

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The academically honest learner produces work representative of his/her own efforts and abilities, whereas the academically dishonest learners attempts to show knowledge and skills that he/she does not possess by claiming it as his/her own. Academic dishonesty may take many forms; moreover, the practice of academic dishonesty undermines the purposes of education and denies the learner his/her right to personal and academic integrity.

SCVi believes that promoting academic honesty is the responsibility of the total school community. Only when there is a commitment on the part of all concerned can a school's academic environment facilitate a healthy respect among learners for the value of academic honesty. In such an environment, learners will know that facilitators will not ignore or condone cheating, plagiarism or other acts of academic dishonesty. Learners

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will also know that facilitators, administrators, and parents/guardians will hold them accountable for any act of academic dishonesty.

## What is academic honesty?

- Proper conduct in relation to examinations
- The full acknowledgement of the original authorship and ownership of creative material
- The production of 'authentic' pieces of work
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright

## What is Academic Misconduct?

Academic misconduct is defined as behaviour, whether deliberate or inadvertent, that results in or may result in the candidate or any other candidate gaining an unfair advantage in one or more components.

Misconduct may include:

- Plagiarism: The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit referencing
- Collusion: Supporting academic misconduct by another candidate – allowing one's work to be copied or submitted for assessment by another
- Duplication of work: The presentation of the same work for different parts of the Diploma. An example would involve submitting the same piece of work for a History Extended Essay and the History Internal Assessment

At SCVi we highly value the culture building and prevention rather than stating examples of misconduct. That is why we are constantly seeking of examples, resources and activities for building culture of authenticity, self-expression and creation of "beautiful work" (term defined by Ron Burger) meaning high quality, thorough and original work.

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## Acknowledging sources

*How can I make sure that I am not plagiarising material?*

- The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of your work, and/or in a bibliography at the end, each and every piece of material you used in the production of your work.
- All ideas and work of other persons, regardless of their source, must be acknowledged
- Information located via email messages, websites on the internet, social networks and any other electronic media must be treated in the same way as information found in books and journals
- The sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided
- All works of art, film, dance, music, theatre arts or visual arts must have their source/origin acknowledged
- Material cannot be paraphrased without acknowledging the source

The IB does not require the use of any particular citation system – there is however a clear expectation that all information will be fully and correctly referenced in a consistent manner, be that using a conventional system, or a system devised by the student/teacher/school. For the sake of simplicity and to not engender confusion among the learners, SCVi generally prefers the use of the APA, but facilitators and supervisors are free to instruct the learners in the use of a citation system appropriate to their particular subject discipline.

## The responsibility of the student

As learners, your responsibilities in respect of academic honesty include the following:

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- You are responsible for ensuring that all work submitted for assessment is authentically yours
- You are responsible for fully and correctly acknowledging the work and ideas of others
- You are expected to review your own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.
- You may be required to submit your work using an online LMS or a tool for plagiarism check. Failing or refusing to do this could result in an accusation of plagiarism, and/or a refusal to accept your work within school and/or to submit your work to the IB.
- You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship.
- Once a learner has signed the official IBDP cover sheet, indicating that a piece of work is authentically his/hers, there is little to no possibility of submitting different work if the first submission is deemed to be plagiarised.
- You should be aware that facilitators have the right to refuse to sign your cover sheet if they do not believe you completed the work, and if you cannot prove your ownership to their satisfaction, or the satisfaction of the IB DP Coordinator. The IB will accept the teacher's decision in this case.
- It is the learner's responsibility, if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarised.

## The responsibility of the facilitator

Facilitators are responsible as follows:

- To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a secondary school learner
- Subject facilitators are in the best position to identify work which may not be the authentic work of the learner
- Facilitators are expected to read and check candidates' work for authenticity before submission. This to all internal and external DP assessments.

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- Facilitators are strongly encouraged to use online tools to check major assignments.
- Any issues of authenticity arising from concerns about plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject facilitator, and then in discussion with the IB DP Coordinator
- If the coordinator or facilitator has reason to suspect that part or the whole of a candidate's work, which counts towards the final IB Diploma grade in that subject, may not be authentic, that work must not be accepted or submitted for assessment. In such cases, the IB suggest that one of two possible courses of action may be adopted:
  1. The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed on time for the coordinator to send the work to the examiner by the appropriate IB deadline
  2. For all other other instances the IB team (IB coordinator, IB facilitators/teachers, and school administration) will make decisions on a case by case basis.

If plagiarism is detected by a teacher or Coordinator after a candidate's work has been accepted or submitted for assessment, the International Baccalaureate's Curriculum and Assessment office (IBCA) must be informed.

## What support can students expect from facilitators and the IB coordinator?

- Through its 'Academic Honesty Policy', the school makes it clear what constitutes academic honesty and an authentic piece of work
- All IBY1 learners will be introduced to the Academic Honesty Policy, by the DP Coordinator and Language A facilitator in the first month of their studies.
- Learners will be clearly informed how malpractice will be investigated, and what the consequences are of having found evidence of malpractice
- Facilitators must also actively use correct citing conventions when providing candidates with reference material

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- The language A facilitators are always willing to provide support and assistance in terms of research, and the correct use of citations. The LMS portals also provide considerable advice regarding these aspects of academic honesty.
- Candidates will be advised at all times to act as honestly and as accurately as possible to acknowledge the ideas and work of others.
- Candidates will be provided with the 'Conduct of Examinations' prior to the Diploma exams, and this will be discussed fully in Advisory classes before the Mock and final DP exams.

## Academic honesty and the approaches to learning (ATL)

In a recent IBO publication, the special challenges for the IB Diploma level is outlined as follows:

“In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6).” (Academic honesty in the IB educational context, p.16 (IBO, 2014).

With a starting point in this understanding, facilitators, learners, and administration are encouraged to reflect on the work they are completing, presenting and assessing. This

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self-reflective approach, coupled with a school ethos which values personal and academic integrity, and constant communication between students, teachers and the Coordinator, should, we believe, result in an environment where the monitoring of academic honesty is consistent, student-led and non-invasive.

## **CONSEQUENCES**

Individual violations of academic honesty are significant. It is SCVi's intent, through the use of consequences, that the learner will learn from his/her mistakes and not exhibit dishonest behavior in the future. Violations of academic honesty are cumulative during the learner's entire attendance at the school. Consequences will include any one of the following:

1. Facilitator will assign "no credit" (zero/F) for the work in question.
2. Facilitator will notify parent/guardian.
3. Facilitator will submit a referral to the coordinator and/or site director.
4. Extra consequences will be designed and implemented on a case-to-case basis.