Academic Honesty Policy
Charlottetown Rural High School
International Baccalaureate Programme

IB 2009/2010
Statement of Philosophy

Quality education is the primary objective of Charlottetown Rural High School. At this stage in the life-long process of learning, it is our goal to help students to attain their academic potential, develop a positive self-image, and acquire the skills to become productive, well-adjusted and responsible members of society.

Achievement of quality education at Charlottetown Rural involves an inter-relationship among administration, staff, students, parents and community that is based upon mutual respect, a spirit of cooperation and a basic concurrence on fundamental principles. These principles apply equally to all students and include the recognition that students have differing cultural backgrounds, needs and abilities.

The best environment for quality education at Charlottetown Rural is a milieu featuring open and effective communication, cooperative decision-making, clear understanding of rules and responsibilities and a climate of mutual respect and caring. Charlottetown Rural encourages the input and involvement of parents and the community in the education of our students.
## Contents

Rationale ................................................................................................................................. 4

Purpose ................................................................................................................................. 5

Academic Honesty Processes and Procedures ....................................................................... 5
   What is Academic Honesty? .............................................................................................. 5
   Authenticity of Work ........................................................................................................ 5
   Intellectual Property ......................................................................................................... 6
   Proper Conduct during Testing Procedures ..................................................................... 6

Malpractice ............................................................................................................................ 7
   Instances of Malpractice .................................................................................................. 7
   Malpractice in Examination Sessions ............................................................................. 7
   How To Avoid Malpractice ............................................................................................. 8
      1. Avoid Plagiarism ........................................................................................................ 8
      2. Beware of Collusion versus Collaboration ............................................................... 9
      3. Cite and Acknowledge Sources ................................................................................ 10
      4. Know Examination and Internal Assessment Procedures and Guidelines ........... 10

Roles and Responsibilities ................................................................................................. 11
   IB Coordinator and/or School Administration ............................................................... 11
   Teachers (and other Candidate Supervisors) ................................................................ 11
   Students .......................................................................................................................... 11

Investigation of Malpractices .............................................................................................. 12
   Procedure of Investigation Initiated by the School ......................................................... 12
   Procedures of Investigations Initiated by the IBCA ........................................................ 12

Consequences of Malpractice ............................................................................................ 13
   Malpractice Identified Before a Submission Date to IBO ............................................... 13
   Malpractice Identified Internally On or After a Submission Deadline .......................... 13
   Malpractice Identified Externally by IB Examiners ......................................................... 13

Policy Evaluation ................................................................................................................ 14

Works Cited ......................................................................................................................... 15

Academic Honesty Contract ............................................................................................... 16
Rationale

Academic honesty is highly valued at Charlottetown Rural and in other learning institutions around the world. It is expected that students will conduct academic research properly and adhere to acceptable policies for all assessment. We must instill within our students the understanding that academic work is the property of its author and that considerable time and effort would have gone into the preparation of an academic piece of work. Being academically honest has far reaching benefits. We hope to produce graduates who are honest, trustworthy, respectful of others and responsible for their own actions. Respecting the need for authentic student work is an important part of this goal. As an IB World School, Charlottetown Rural acknowledges the IBO’s desire to produce young people who are principled. To that end, students will be held “accountable for the ethical use of ideas and words of others” ("Academic Honesty Policy" 2007).
Purpose

The creation of an academic honesty policy is central to our belief in creating a learning environment where students produce original work and respect the work of others. The presentation of genuine work is essential to good study and practice. This policy clearly outlines the school’s expectations for honest academic conduct, the teachers’ roles in promoting academic honesty and the consequences of academic misconduct.

Academic Honesty Processes and Procedures

Our Academic Honesty policy has been developed to support IBO regulations. Staff and students will receive a copy of the policy and an explanation of its contents. Teachers and students must be aware of the guidelines found within the policy and the subsequent consequences of malpractice. Students and parents will be required to sign a document acknowledging their understanding of the policy and the consequences that are in place should a breach occur.

What is Academic Honesty?

According to the IBO, academic honesty “… must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills” (“Academic Honesty” 2007).

Concepts that relate to academic honesty include but are not limited to the following: authenticity of work, intellectual property, and proper conduct during testing procedures.

Authenticity of Work

According to the IBO, “An authentic piece of work is one that 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” (“Academic Honesty” 2007).
Where sources are used or referred to, whether in written or oral assessments, they must be fully acknowledged.

Students must acknowledge use of the following:

- The work and ideas of other
- Versions of another person’s words
- CD Rom, email messages, Web sites, Chat rooms, Blogs
- Electronic media (news feeds, Podcasts, YouTube, etc.)
- Sources of photographs, maps, illustrations, computer programs, data, graphs, audio-visual
- Direct quotations
- Works of art including: film, dance, music, theatre arts, visual arts (“Academic Honesty Policy” 2007)

It is important to note that students are expected to produce authentic pieces of assessed work in all subjects at all times using proper referencing procedures.

Another area of concern is the validity of data – particularly in the sciences. Data must not be fabricated or manipulated falsely to suit a student’s need.

**Intellectual Property**

“The concept of intellectual property is potentially a difficult one for candidates to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. Candidates must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by national and international law” (“Academic Honesty” 2007).

The staff at Charlottetown Rural High School makes every effort to prevent plagiarism by asking students to respect various forms of intellectual property.

**Proper Conduct during Testing Procedures**

Students will be made aware of proper conduct procedures before their scheduled examinations. Students are expected to adhere to policy during exams. A list of malpractice situations can be found later in this document, and a more comprehensive Examination Procedures Booklet will be provided and reviewed with all candidates prior to their examinations.
Malpractice

Ethical and responsible practice is required from staff and students within our school. According to the IBO, malpractice is defined as “behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components” (“Academic Honesty” 2007). Malpractice most commonly involves plagiarism or collusion.

Instances of Malpractice

According to Queensland Academy for Creative Industries’ Academic Honesty Policy, examples of malpractice include but are not confined to:

- Intentional plagiarism: representing the ideas or work of another person as the candidate’s own
- Unintentional plagiarism: careless paraphrasing or citing where misleading credit is given
- collusion: supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another
- duplication of work: presenting the same work for different assessment components and/or diploma requirements
- other misconduct: any behavior which provides an unfair advantage (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record) (“Academic Honesty” 2007)

Coordinators (and teachers) must not engage in the following:

- the unauthorized rescheduling of an examination
- failing to keep exam papers secure prior to an examination
- opening examination papers prior to an examination
- providing undue assistance in the production of any work that contributes to the assessment requirements of the IB diploma
- leaving candidates unsupervised during an examination period
- allowing additional time in examinations without IBO approval
- releasing an examination paper, or disclosing information about the content of a paper within 24 hours after the examination (“Academic Honesty Policy” 2007)

Their document clearly indicates what we at Charlottetown Rural see as forms of plagiarism.

Malpractice in Examination Sessions

Incidents of misconduct could include, but are not limited to the following:

- bringing unauthorized material into an exam room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone)
• misconduct during an exam (for example, disrupting the examination or distracting another candidate)

• supporting, or attempting to support, the passing on of exam related information

• copying the work of another candidate

• failing to comply with the instructions of those conducting the exam

• impersonating another candidate

• stealing examination papers

• using an unauthorized calculator during an exam

• 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” (“Academic Honesty” 2007).

How To Avoid Malpractice

1. Avoid Plagiarism

Individual subject teachers will discuss academic honesty in the context of their own subject areas, but generally, an “authentic piece of work is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged” (“Academic Honesty Policy” 2007). Assessed work includes written and oral assignments for internal or external assessment and must use a student’s “own language and expression” (“Academic Honesty Policy” 2007). Sources must be acknowledged whether quoted directly, paraphrased, or used for ideas. (“Academic Honesty Policy” 2007).

You must acknowledge:

• Sources for all verbatim quotations of two or more consecutive words.
• sources from which you paraphrase or summarize facts or ideas
• sources for ideas or information that could be regarded as common knowledge but which you think your reader might still find unfamiliar
• Sources for materials that you might not normally consider as "texts" because they are not written.
• Sources that add relevant information to the particular topic or argument of your work.
• If in doubt about whether or not to cite a source, cite (“Sources - Their Use and Acknowledgement” 2001).
The IBO states in their Academic Honesty Policy document that:

- Many candidates believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from web sites without the need for acknowledgment. Candidates must record the addresses of all web sites from which they obtain information during their research, including the date when each web site was accessed. The uniform (or universal) resource locator (URL) constitutes the web site address for this purpose. (Simply stating the search engine that was used to find the web site is not acceptable.) This includes the copying of maps, photographs, illustrations, data, graphs and so on. For example, to cut and paste a graph from a web site without acknowledging its source constitutes plagiarism. CD-ROMs, DVDs, e-mail messages and any other electronic media must be treated in the same way as the Internet, books and journals.

- The issue of plagiarism is not confined to groups 1 to 5 of the Diploma Programme. In general, copying works of art, whether music, film, dance, theatre arts or visual arts, also constitutes plagiarism. There are circumstances where the creative use of part of the work of another artist is acceptable, but the original source must always be acknowledged. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice.

- Copying text is not always a deliberate attempt by a candidate to present the ideas or work of another person as their own. In fact, in the experience of the final award committee it is apparent that many candidates are not aware of when or how to acknowledge sources. Occasionally, a candidate may copy one or two sentences from a book, journal or Web site without showing it is a quotation, but indicating its source in a footnote or the bibliography. Although each case requires a separate judgment, in general such cases are the result of negligence or a lack of awareness on the part of the candidate and do not warrant an allegation of malpractice. These cases may attract the penalty applied to an academic infringement, and not malpractice. (“Academic Honesty” 2007).

**NOTE:** The IBO randomly checks candidates’ work for plagiarism using Web-based plagiarism prevention and education systems, such as Turnitin.com

### 2. Beware of Collusion versus Collaboration

Often, forms of assessment require students to work in groups in order to meet a common assessment goal. All members of the group are expected to participate in an equal and fair manner. Group activities might include discussion, meeting face to face, blogs, chat room conversations, etc. In groups, the concept of academic honesty becomes slightly more complex.

The rules for acknowledging sources will still apply, and in addition, the following is permissible:

- Discussion with other students around issues arising from the work to be assessed.
- Discussion with other students regarding ways to address issues arising from the work to be assessed.
- Sharing of location and sources of information relevant to the assessment.
The following is NOT permissible in group work:

- Allowing a member or members of the group to write any part of your assessment piece.
- Allowing a member or members of the group to write any part of another member’s assessment piece.
- Giving a copy of one student’s work with respect to that assessment to any other student within the group (“Academic Honesty Policy” 2007).

According to the IBO, “For most assessment components candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate’s own words and cannot therefore be the same as another candidate’s. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion. Teachers must pay particular attention to this important distinction to prevent allegations of collusion against their candidates” (“Academic Honesty” 2007).

Students must clearly understand the difference between collaboration and collusion. Collusion is a form of plagiarism. It can result from improper collaboration during group work and involves at least two people. To avoid collusion in group work, students should take their own personal notes during meetings. Collusion can also occur when one student allows another to copy his or her own work, even if that student makes changes to the work to make it look different.

3. Cite and Acknowledge Sources

Charlottetown Rural High School uses the MLA referencing system. Upon entry to the Diploma Programme, students will be given access to reference materials and resources. When individual subjects/teachers have their own specific requirements, guidelines will be provided by the subject teacher.

4. Know Examination and Internal Assessment Procedures and Guidelines

The key to avoiding malpractice during examination sessions, and with Internal Assessment, CAS and EE is to be familiar with the rules, regulations and requirements of the assessed work. Both the teachers and the IB Coordinator will review these at key times during the two year program.
Roles and Responsibilities

IB Coordinator and/or School Administration

- Know the regulations and instructions as provided by the IBO that govern the conduct of each examination session
- Inform staff and students through various media what constitutes malpractice and how it can be prevented
- Establish a school culture that actively encourages academic honesty
- Support the IBO fully in the prevention, detection and investigation of malpractice
- Undertake any additional responsibilities required by the IBO should a candidate or staff member be investigated for malpractice

Teachers (and other Candidate Supervisors)

- Provide students with instructions on how to use ethical research practices
- Provide instruction and guidelines on academic writing and reference styles required in each subject
- Provide students with consistent advice and feedback in the drafting process of assessed work as permitted within the guidelines of the IBO
- Support and comply with the school’s Academic Honesty Policy
- Confirm, to the best of his or her knowledge, that all candidate work accepted or submitted for assessment is the authentic work for the student
- Assist in the detection of instances of plagiarism
- Provide clear guidelines on the procedures of conducting and assessing group work with emphasis on the difference between collaboration and collusion.

Students

- Have ultimate responsibility for ensuring that his or her work is authentic, with the work of others or ideas of others fully and correctly acknowledged” (Academic Honesty Policy, p4)
- Comply with all internal school deadlines so that suitable feedback time is provided before work is submitted to the IBO
- Comply with Academic Honesty guidelines in written and oral assignments and in the examination sessions
- Seek advice from his or her teachers and/or librarian for clarification on matters related to Academic Honesty (e.g. citing sources) (“Academic Honesty Policy” 2007).
Investigation of Malpractices

Students are ultimately responsible for ensuring that their submitted work is authentic. Once submitted, the subject teacher will review the work. The following list outlines the possible procedure should a suspicion of malpractice occur:

**Procedure of Investigation Initiated by the School**

- The teacher will notify the IB Coordinator if malpractice is suspected and any suspicion of malpractice will be kept confidential.
- The teacher and IB Coordinator will determine if malpractice has taken place based on information an investigation.
- The IB Coordinator will inform the parents of the process.
- If evidence of malpractice is confirmed, the student and parents will be notified of the consequences (“Academic Honesty Policy” 2007).

**Procedures of Investigations Initiated by the IBCA**

The four most common circumstances that initiate investigation by the IBO are:

- A coordinator (upon being informed by a teacher) informs IBCA that they suspect that a final work submitted for assessment may be affected by malpractice.
- A coordinator informs IBCA that malpractice may have taken place during an assessment.
- An examiner suspects malpractice and provides evidence to justify his or her suspicion.
- An IBO member of staff identifies examination material that may not be the authentic work of a candidate and provides evidence to justify his or her suspicion. (“Academic Honesty” 2007).

A detailed list of procedures for IBCA investigations can be found at the website found at this link:  [http://occ.ibo.org/ibis/documents/general/specific_inter/interest/malpractice/g_0_malpr_sup_0707_1_e.pdf](http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf)
Consequences of Malpractice

Any work suspected not to be authentic will not be submitted to IBO. In such cases, one of the following courses of action will occur:

Malpractice Identified Before a Submission Date to IBO

If malpractice is identified before a school based due date, the student will have a chance to correct the problem(s) in time to meet the IBO’s submission date. If the student does not meet the due date, a failing grade will be given.

Malpractice Identified Internally On or After a Submission Deadline

This situation is likely take place with work set by teachers and not necessarily required by the IB for an impending deadline (e.g. lab work or teacher-set assignments). Once the assessment has been formally submitted and malpractice is suspected, the investigation process will take place. If malpractice is confirmed, this will likely have a significant impact on the student being able to receive the IB Diploma under IB rules.

Malpractice Identified Externally by IB Examiners

Examiners will inform the IBCA and an investigation will occur. An IB Diploma or Certificate may be revoked at any time if malpractice is established.
Policy Evaluation

This policy will be reviewed regularly as part of the school’s and the IB’s self assessment process.

A complete guide to the IBO Academic Honesty policy can be found at the following link:

http://occ.ibo.org/ibis/documents/general/specific_interest/malpractice/g_0_malpr_sup_0707_1_e.pdf
Works Cited


<http://www.dartmouth.edu/~sources/about/when.html>.
Academic Honesty Contract

We have read the academic honesty policy and have clarified any questions we have about its contents. We understand what constitutes academic malpractice and what ___________________________ must do to remain academically honest and accountable. We understand the consequences of malpractice, the most serious of which is not being awarded the IB Diploma.

Student Name (please print): __________________________________________________________

Student Signature: _________________________________________________________________

Parent/Guardian Name (please print): ________________________________________________

Parent/Guardian Signature: _________________________________________________________

Date: __________________________________________________________________________