

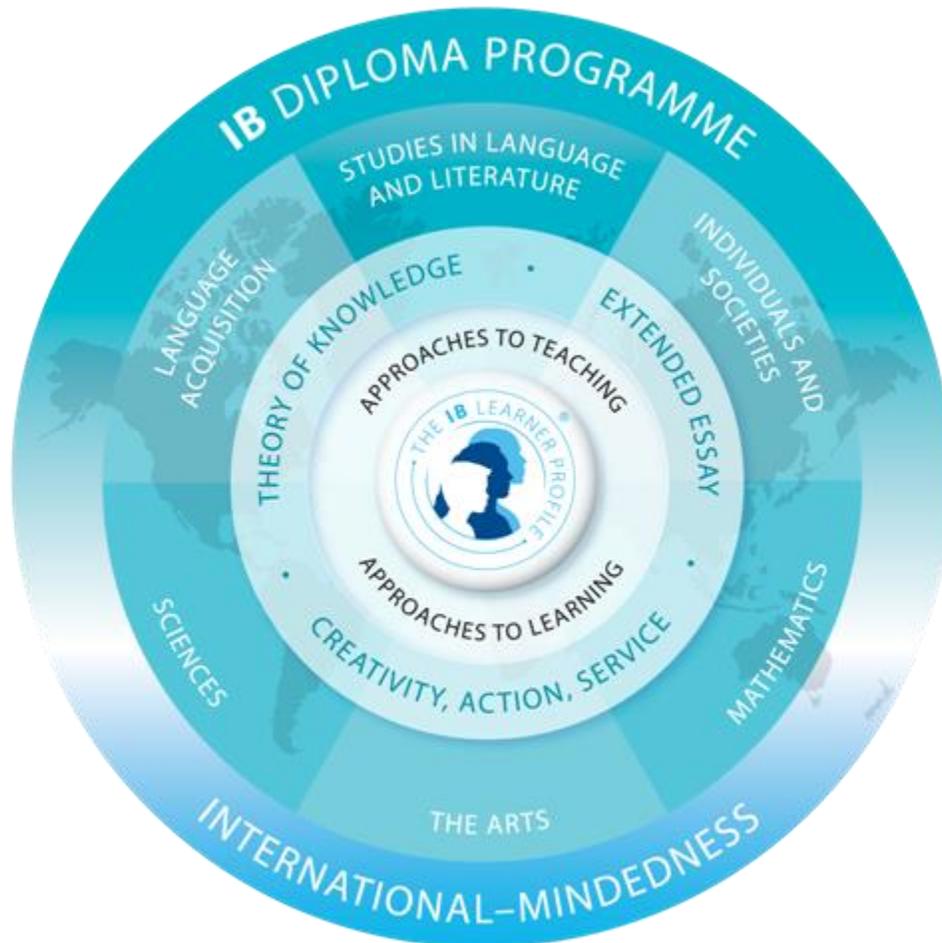
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# ACADEMIC HONESTY POLICY

The Academy of Richmond County High School - IB Programme

March 2016

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## Academy of Richmond County International Baccalaureate Programme Academic Honesty Policy

## Dean's Message

Reflecting on our 2015 DP 5-year self-study report, our IB policy revision team has come to believe that part of our Action Plan should be a more vigorous focus on the IB Learner Profile. After all, regardless of honors, admissions, and scholarships, the point of an IB education is to help students develop into IB Learners. We further believe, in keeping with the 2012 IB position paper, "Academic Honesty in the IB" by Jude Carroll, that one contention stands out: "[E]ach contravention of IB principles requires effective management as dishonesty threatens the value of IB accreditation and failure to deal with dishonesty, however rare, would threaten IB standards." Global recognition (by colleges, universities, and employers) of the value of an IB education depends solely on the integrity of IB standards. Academic dishonesty is fraudulent by nature; it follows that ineffectual management of academic dishonesty dilutes IB standards and leads to fraudulent representation of actual student achievement. A school that does not effectively address this fraud is itself complicit in the fraud.

Therefore, in order to better support development of the Learner Profile element "Principled," and to protect IB standards, we believe our academic honesty policy should reflect the two above beliefs. In our experience, there are two general categories of academic malpractice: 1. *passive malpractice* and 2. *active malpractice*. Passive malpractice occurs through carelessness, neglect, or failure to understand academic honesty in practice. These incidents can be managed with correction and better instruction and guidance. Active malpractice occurs when a student willfully, knowingly commits an act of academic dishonesty. These acts represent a direct and conscious rejection of the IB Learner Profile attribute of "Principled," and therefore they must be dealt with through corrective, coercive action coupled with additional instruction and guidance. In order to fulfill our school's commitment to the IB Learner Profile and to protect the integrity of IB standards, repeated willful failure to abide by the standards of academic honesty may require increasingly serious consequences, and may ultimately require a student's dismissal from our IB Programme.



Scott W. Guinn  
IB Dean

## **Introduction**

The Academy of Richmond County is a place where learning and knowledge are based on the inquiry cycle of action, reflection, and understanding, and the core values of respect, excellence, accountability, consideration, and honesty. We expect our students to internalize the importance of academic honesty, take responsibility for their actions and learning, and strive for continuous improvement of themselves and our community. We understand that part of our collective duty is to prepare our students for the rigors, principles, and expectations of universities and employers. We further understand that the internalization of the principles of academic honesty is a process and that students will make mistakes as they learn.

Students in the International Baccalaureate (IB) Programme at the Academy of Richmond County are expected to internalize and maintain the highest standards of academic integrity. The IB Programme is designed to provide a quality education as well as promote integrity, respect, and perseverance, all of which are essential to becoming principled, lifelong learners and productive members of the community. With this goal in mind, the academic honesty team has developed this policy.

## **Purpose of this document**

This Academic Honesty policy has been created to outline the expectations associated with the processes of generating and submitting accurately referenced, authentic academic work. This document will provide an understanding of academic malpractice, explain how to avoid academic malpractice, and outline the consequences and sanctions associated with academic malpractice.

## Definitions \*

**Academic Malpractice**- Performing, attempting to perform, or aiding any other persons in performing acts that misrepresent actual academic accomplishment. This includes (but is not limited to) plagiarism, cheating, lying, fabricating, or stealing

**Academic Conspiracy or Collusion**- Supporting the misconduct committed by another student or assisting another in academic dishonesty.

**Cheating**- The use or attempted use of unauthorized assistance during the preparation for or execution of academic work including formative and summative assessments.

**Dismissal**- This is the ending of the student's participation in the program.

**Dovetailing**- This is deception in which a student submits work he or she has previously submitted to fulfill another assignment without clear permission from the teacher and/or without citing the previously submitted work.

**Fabrication**- Falsifying any information for academic purposes. This information is not solely for assessment purposes; this includes falsifying documentation in order to postpone assessments or to request an extension for assignments.

**Malpractice**- All behaviors resulting in a student gaining unjust advantages in academic work.

**Plagiarism**- The representation of another's work, ideas, thoughts, and concepts as one's own.

**Resolution Meeting**- This meeting is an opportunity for the teacher and student to discuss the allegation(s) and determine if a violation occurred and if so what sanction is appropriate.

**Turnitin.com**- A service that compares student papers to an extensive database in an effort to address academic dishonesty through electronic communications.

\* Any term not included on this list can be clarified by the IB Dean.

### **School Responsibilities**

Ensure all students receive training on academic integrity.

Ensure fair and accurate investigations of suspected violations of the Academic Honesty policy.

Provide all teachers with sufficient training to assist in upholding the Academic Honesty policy.

Provide parents and students with information on the Academic Honesty policy during Freshman Orientation and Open House.

Ensure the Academic Honesty policy is communicated to and available to all stakeholders.

### **Teacher Responsibilities**

Follow school protocols and guidelines to ensure all students receive a foundation in proper research practices.

Ensure all students receive one unit of training on academic integrity.

Be well-versed in the proper guidelines for research documentation (Modern Language Association, American Psychological Association).

### **Student Responsibilities**

Learn, understand, and adhere to the Academic Honesty policy.

Certify all submitted assignments, projects, examinations, and laboratories are genuine and citations are provided when using the thoughts, concepts, ideas, and work of another.

Adhere to all deadlines and submit work through Turnitin.com when required.

Learn and understand proper citing or acknowledging another's thoughts, concepts, ideas, and work (MLA for English, Math, History and APA for Business, Psychology, Sociology, Technology, and Experimental Sciences).

Report all known academic dishonest activities.

Understand the consequences of academic dishonesty.

Read and sign the Academic Honesty policy.

**Parent Responsibilities**

Review, understand, and support the Academic Honesty policy.

Encourage students to participate in academic honesty.

Encourage students to show respect to teachers, staff, and peers.

Understand the consequences of academic dishonesty.

Read and sign all formal notifications.

Read and sign the Academic Honesty policy.

Attend appeals and defense meetings.

## **Incidents of Academic Malpractice**

For students in the IB Programme at The Academy of Richmond County, incidents of academic malpractice are categorized according to the adjudged intent of the student; the nature of the malpractice will dictate the type of sanctions that are imposed.

**If a student commits malpractice on any component of any official IB assessment (including, but not limited to, official rough drafts, IAs, EEs, presentations, final submissions, and exams), the violation will be immediately classified as Level Two: Third Offense Malpractice and will require adjudication by the Academic Ethics Team.**

### **Level One (Passive)**

A level one malpractice violation may occur unintentionally through laxity or as a result of inexperience and lack of knowledge of particular principles of academic integrity. Such violations usually involve a minor fraction of the total work, and occur on formative assessments. Situations that involve Level One violations will be considered as “teachable moments.” In such a case, the teacher will impose the sanction during the resolution meeting with the student and notification will be reported to a parent and the IB Dean. Level One violations include, but are not limited to the following:

- Failing to provide appropriate citations or give accurate acknowledgement of sources over a minimal amount of the assignment.
- Attempting to paraphrase a limited section of the assignment without appropriate citations.
- Failure to use quotation marks to cite passages.
- Instances in which the author’s voice is not clearly differentiated from that of a source.

### **Level Two (Active)**

A Level Two malpractice violation is a more serious and immediate level of dishonesty. Level Two violations are indicative of a student’s conscious attempt to commit academic malpractice.

#### **Level two violations include, but are not limited to the following:**

Unauthorized use of language translation programs on assignments

Using “text-spinners,” “synonymizers,” or other paraphrase software to disguise a source

Falsifying CAS hour documentation

Sabotaging the work of another student

Fabricating or falsifying data or creating sources that are not factual

Theft or unauthorized possession of tests or quizzes (including in digital form)

Falsifying any documents by omission, mutilation, or addition

Fabricating documents or information in order to delay tests, projects, due dates, &c.

Engaging in dovetailing

Using unauthorized notes or electronic devices during a test

Unsanctioned collaboration on assignments, tests, projects, and labs

Allowing another student to submit your assignments such as labs, projects, tests, and research papers as his or her own

Purchasing or selling unauthorized assistance on tests, labs, projects, research papers, and assignments

Paraphrasing or directly quoting a significant portion of an assignment without appropriate citations

Failure to notify a teacher or the IB Dean if you know someone is intentionally cheating

### **Consequences for Academic Violations**

Candidates are expected to submit authentic work to all teachers. All violations of the academic honesty policy will remain on file with the IB Dean for the duration of the student's enrollment.

Probationary periods will not exceed 90 school days.

#### **Level One First Offense**

Student will have the opportunity to redo the assignment or one comparable to it.

The teacher will have an Academic Resolution Meeting with the student and discuss the violation.

The teacher will notify a parent and the IB Dean.

#### **Level One Second Offense**

Student will have the opportunity to redo the assignment or one comparable to it.

The teacher will have an Academic Resolution Meeting with the student and discuss the violation.

The teacher will notify a parent and the IB Dean.

#### **Level One Third Offense**

Student will earn a zero for the assignment in question.

Teacher will have an Academic Resolution Meeting with the student and discuss the violation.

The IB Dean will discuss the violation with the student and parents.

Further Level One offenses will be treated as Level Two offenses

### **Level Two First Offense**

Student will earn a zero for the assignment in question.

Teacher will have an Academic Resolution Meeting with the student and discuss the violation.

The teacher will notify the IB Dean in writing.

The IB Dean will discuss the violation with the student and parents.

Student will be on a probationary period of 90 school days. If the probationary period begins less than 90 school days before the end of the year, the probationary period will resume on the first day of the next school year. Further Level Two violations during the probationary period will be evaluated by the Academic Ethics Team and may result in immediate dismissal from the IB Programme.

### **Level Two Second Offense**

Student will earn a zero for the assignment in question.

Teacher will have an Academic Resolution Meeting with the student and discuss the violation.

The teacher will notify the IB Dean in writing.

The IB Dean will discuss the violation with the student and parents.

Student will be on a probationary period of 90 school days. If the probationary period begins less than 90 school days before the end of the year, the probationary period will resume on the first day of the next school year. Further Level Two violations during the probationary period will be evaluated by the Academic Ethics Team and may result in immediate dismissal from the IB Programme.

### **Level Two Third Offense**

The student will earn a zero (if applicable) for the assignment in question.

The teacher will notify the IB Dean and the student's parents.

An Academic Ethics Team made up of the Principal, IB Dean, a counselor, and at least two DP teachers will meet to decide upon disciplinary action which may include dismissal from the IB Programme. This may result in out-of-zone students having to return to their zoned school.

### **Review and Revision**

This policy will be reviewed annually by the Academic Honesty Team. It will be published on the school website and is available in the IB Handbook. The review committee shall be comprised of the IB Dean, two or more DP teachers, a counselor, and one or more DP parents.