

Alameda International
International Baccalaureate Programme
Academic Integrity Policy
MYP, DP and CP



Programme Standards and Practices for all Programmes

- o Standard A.4 → The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
- o Standard B1.5→ The school has developed and implements policies and procedures that support the programme(s).
- o Standard B2.6 → The library/multimedia/resources play a central role in the implementation of the programme(s).
- o Standard B2.9 → The school has systems in place to guide and counsel students through the programme(s).
- o Standard B2.11→ The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
- o Standard C1.9 → Collaborative planning and reflection addresses the IB learner profile attributes.
- o Standard C2.11 → The written curriculum fosters development of the IB learner profile attributes.
- o Standard C3.4 → Teaching and learning promotes the understanding and practice of academic honesty.
- o Standard C3.16 → Teaching and learning develops the IB learner profile attributes.

Philosophy

Academic honesty forms the foundation for the type of learners we strive to be, and must be explicitly taught to students and consistently modeled by all members of the school community. Stated in the IB Learner Profile booklet is the expectation that every participant in our school actively pursues the development of “**independent** critical and creative thought,” “**integrity and honesty**,” and “the skills necessary to **conduct inquiry and research** and show **independence in learning**” (2008). Therefore, it is essential that instruction regarding academic honesty be embedded in every aspect of our work, with emphasis placed on correct citing and referencing, so that students clearly understand and value that the process of furthering understanding is one based on transparency, with purposeful acknowledgement of the resources that led to new knowledge and ideas. Teachers must also be diligent in adhering to these same standards by exhibiting ethical practices, adhering to

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copyright laws, and holding one another accountable for acknowledging the intellectual property of others (Reed, 2011).

Purpose

To promote personal integrity and engender respect for others and the value of their work; to teach students to be principled and to act with a strong sense of honesty; to ensure students' understanding of concepts such as intellectual property and authenticity; to increase awareness of how various forms of creative and academic expression are protected by law; to clarify consequences for malpractice within and beyond the educational system; to help students make visible the progression of their learning through a clear and comprehensive documentation of sources; to develop in students a strong sense of fairness and justice, with respect for the dignity and rights of people everywhere

Practice

Instruction

Principles of Instruction:

Explicit instruction regarding the value of academic honesty, as well as the skills for its practice, is delivered in every subject group and every year of each of the programmes. It is the responsibility of all staff members to intentionally plan opportunities for students to practice academic honesty in the classroom.

❖ Students...

- Show balance by making use of a variety of sources, including but not limited to: online databases, books, journals, interviews, lectures, fellow students, websites, etc.
- Are risk-takers who form their own ideas and opinions (as opposed to information reporting)
- Have opportunities to develop and practice the skills of citing and referencing over the course of each programme, including but not limited to
 - the approaches to learning skills
 - self-management
 - research

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- communication
 - classroom formative assessments
 - classroom summative assessments
 - process journals
 - DP internal and external assessments
 - the MYP personal project, the CP reflective project, and the DP extended essay
- Reflect on how academic honesty fits into a larger set of values

❖ Teachers...

- Expect all students to deliver authentic work that demonstrates independent thought
- Use the plagiarism detection resources Turnitin.com and/or Google Classroom plagiarism checker to ensure students are submitting authentic work
- Collaborate with the teacher librarian and take advantage of their expertise regarding issues associated with plagiarism
- Establish conventions for acknowledging sources which are consistent within each department
 - Example: The Language and Literature Department expects all students to follow MLA guidelines when citing and referencing information
 - These conventions are clearly communicated to students by all teachers
- Model the use of conventions for acknowledging sources
 - When providing materials, examples, demonstrations, presentations, etc.
- Provide examples of correct citing and referencing for multiple types of sources (plays, data, digital, multi-media, etc.)
- Plan explicit instruction regarding academic honesty, and the academic and legal repercussions of failing to do so
- Assess students' ability to correctly acknowledge all sources
- Create classroom environments that assume best intent, and allow students to make mistakes in safety as they learn the skills of academic honesty

Planning for Instruction

Teachers at Alameda International understand that the nature of knowledge has changed over time. Whereas knowledge was once a concrete set of skills and information, it has now become something constructed by the learner over time through inquiry and research. Best instructional practices

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have likewise shifted in order to accommodate this new paradigm (International Baccalaureate Organization, 2014).

When planning for instruction, teachers work closely with one another and with the teacher librarian in order to anticipate student misunderstandings regarding malpractice.

Through collaboration with teachers, our teacher librarian provides support with locating, evaluating and ethically using information. This is accomplished through planning with teachers and direct instruction in classes, in addition to providing professional development and/or informal support.

Response to Suspected Malpractice in the Diploma Programme

In accordance with article 21 of the General Regulations of the Diploma Programme, the school will respond to and resolve any suspicion of academic misconduct if it is regarding work that has not been submitted for external assessment.

Work that has been submitted to the IBO may be uploaded to internet sites used to detect plagiarized text, and should an examiner establish evidence to support misconduct, “the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case” (General Regulations: Diploma Programme, 2016).

Penalties may be imposed by the IBO pursuant to IB Regulations.

Should a student believe that academic misconduct has been applied in error, there is an appeals process outlined in the General Regulations: Diploma Programme document that may be pursued.

Response to Suspected Malpractice in the Career Programme

In accordance with Article 20 of the General Regulations of the Career-related Programme, the school will respond to and resolve any suspicion of academic misconduct if it is regarding work that has not been submitted for external assessment.

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- Upon the first incident of suspected cheating, the teacher will notify the parents, the IB DP Coordinator, and file a referral.
 - After examining the evidence and noting the seriousness of the violation, the IB DP Coordinator will meet with the parties involved and will proceed in one of two ways:
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Should an examiner establish evidence to support misconduct, “the school will be required to conduct an investigation and provide the IB Organization with statements and other relevant documentation concerning the case” (General Regulations: Career-related Programme, April 2014, updated in April, 2018).

Penalties may be imposed by the IBO pursuant to IB Regulations.

Should a student believe that academic misconduct has been applied in error, there is an appeals process outlined in the General Regulations: Career-related Programme document that may be pursued.

In accordance with Alameda’s Informational CP Handbook, the disciplinary procedure for malpractice is as follows:

- Upon the first incident of suspected cheating, the teacher will notify the parents, the IB CP Coordinator, and file a referral.
 - After examining the evidence and noting the seriousness of the violation, the IB CP Coordinator will meet with the parties involved and will proceed in one of two ways:
 - Place the student on academic probation
 - Recommend immediate removal from the program
 - If the student is placed on probation,
 - The incident is documented
 - The student will remain on probation for the remainder of the academic year.
 - The student may be removed from Internship/Apprenticeship experiences as deemed appropriate. Community partners will only be notified in the event the malpractice would impact the worksite
- If a second incident occurs, the student will be immediately removed from the program.

Response to Suspected Malpractice in the Middle Years Programme

In accordance with the Jefferson County Student Code of Conduct handbook, the disciplinary procedure for academic honesty malpractice in the MYP at Alameda International is as follows:

- In the event of suspected cheating or other violations of academic honesty, the teacher will reteach the relevant aspects of academic honesty to the student(s) and have a discussion guided by the terminology and philosophy of the Learner Profile to help the student(s) understand the negative consequences of academic misconduct.

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- After examining the evidence and noting the seriousness of the violation, the teacher may also:
 - Contact parents/guardians
 - Write a referral for the student to enter the school-wide discipline process
 - Reduce the grade or award zero points for the assignment
- Allow the student to redo the assignment in a manner that demonstrates adherence to academic honesty policies

Relevant Terminology

Academic Honesty	Academic Dishonesty
<i>Authenticity</i> – According to the Diploma Programme’s guide to Academic Honesty, “an authentic work is one that is based on...individual and original ideas with the ideas and work of others fully acknowledged.” The guide goes on to state that all works “regardless of their format, must wholly and authentically use that [author’s] own language, expression and ideas. Where the ideas or work of another person are represented...whether in the form of direct quote or paraphrase, the source(s) of those ideas or that work must be fully and appropriately acknowledged” (International Baccalaureate Organization, 2011).	<i>Malpractice</i> – Any attempt by a student or students to gain an unfair advantage in assessment is considered to be malpractice. Plagiarism, cheating, collusion, duplication, fabrication, tampering, and the use of unauthorized materials all fall under the category of malpractice and constitute violations of academic honesty.
<i>Intellectual Property</i> – Creations of the mind are considered to be intellectual property and are protected by law. There are different kinds of intellectual property, including things like patents for inventions, trademarks, and works that can be copyrighted: novels, poems, plays, essays, films, articles, music, etc. Scientific discoveries also fall under the category of intellectual property.	<i>Cheating</i> – When a student or students use(s) dishonest means to obtain credit for academic work, they have cheated. Cheating most commonly involves collusion, plagiarism, or the use of unauthorized materials.
<i>Common Knowledge</i> – In general, information that an educated reader would already know and accept falls under the category of common knowledge and does not have to be cited. What constitutes as common knowledge may change depending on the audience of a particular work. For example, if writing for a particular cultural group, the basic history of that culture may be common knowledge. However, if writing to a foreign audience, that same information may need to be cited. Common knowledge takes into account the experience and expertise of the anticipated reader.	<i>Collusion</i> – The IBO defines collusion as “supporting malpractice [by] allowing one’s work to be copied or submitted...by another” (International Baccalaureate Organization, 2011).

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Paraphrasing – The IBO defines paraphrasing as “the rendition of another person’s words presented in a new style and integrated grammatically into the writing” (International Baccalaureate Organization, 2011).	Duplication – The IBO defines duplication as “the presentation of the same work for different assessment components or...requirements” (International Baccalaureate Organization, 2011).
Bibliography – The list of sources used in the creation of a scholarly work, usually included as an appendix, is known as the bibliography.	Fabrication – When a student invents information with the intent to deceive, he/she has committed fabrication (which is an example of malpractice). Examples of fabrication include creating false reasons to receive special consideration or extensions on assignment, inventing false data for a lab, citing information not taken from the source indicated, etc.
Parenthetical Citation – This involves the placing of source information in parentheses within the text of an academic paper. Parenthetical citations include information that directs the reader to the correct source listed on a bibliography, works cited, or reference page.	Plagiarism – The IBO defines plagiarism as “the representation of the ideas or work of another person as [one’s] own” (International Baccalaureate Organization, 2011).
Reference Page – When using APA formatting, the list of sources referenced in the creation of an academic paper is known as the reference page.	Tampering – If teacher materials such as exam questions or student records are altered by a student, or distributed in an unauthorized manner, tampering has occurred.
Works Cited – When using MLA formatting, the list of sources referenced in the creation of an academic paper is known as the works cited page.	Unauthorized Material – Some examinations have strict regulations regarding the tools students can access. Unauthorized material refers to any item that violates those regulations and may include: cell phones, written notes, calculators, etc. Similarly, anyone in possession of materials that have not been released (test questions, or any other examination documents) is handling unauthorized material.

Scenarios

International Baccalaureate Programmes				
Approaches to Learning	Self-Management, social, communication, thinking, and research skills			
Activity	<i>Group Work</i>	<i>Oral Presentation</i>	<i>Independent Work</i>	<i>Creative Work</i>
Task and/or Subject Group		Presentation: Language Acquisition	Personal Project	Music

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	Applying mathematics in real-life contexts: Mathematics			
Scenario	<p>A CP year 2 student has been part of a group project in which students are asked to put together a plan for remodeling a room. They must choose the appropriate formulas in order to calculate an accurate supply order.</p> <p>The student notices that one of his group members has copied the work of another group.</p> <p>This is an example of collusion, and the teacher should work with the students in both groups to discuss the difference between authorized collaboration (students within a group coming up with solutions together) and collusion (copying the work of another).</p> <p>The teacher should explain that in instances of collusion, there are consequences</p>	<p>An MYP year 2 student is working on a presentation for her language acquisition class, but she is not confident in her skills.</p> <p>She uses the internet to find a speech already in the language she is learning, and tries to memorize it. She wants to try and pass off this previously written speech as her own work in class.</p> <p>This is an example of plagiarism.</p> <p>The teacher should work with the student until she understands the concept of intellectual property, and that passing off words and ideas created by someone else as her own is an example of malpractice.</p> <p>The teacher should also explain to the student how cheating in this way prevents her from</p>	<p>An MYP year 5 student is creating a video blog for his personal project in which he records various speeches on political topics.</p> <p>He wants to obtain a minimum of 1,000 viewers, and so decides to make sure his material is inflammatory to attract a larger audience.</p> <p>In doing so, he invents some quotes and attributes them to various political figures that he does not like.</p> <p>This is an example of fabrication. The teacher should follow up with the student with a lesson on libel and slander. She should explain to the student the possible legal ramifications of his actions, as well as the way fabrication affects his integrity,</p>	<p>A DP year 1 student has been asked to write an original piece of music in a specific scale to demonstrate her understanding of music theory.</p> <p>She has done a similar project already in a different class and decides to submit the same piece of work without alterations.</p> <p>Though the student did create the piece of music, this is still malpractice because it constitutes duplication.</p> <p>The teacher should explain how duplicating work does not allow the student to demonstrate new or nuanced understanding of the material.</p> <p>This provides an excellent opportunity to discuss the purpose of assessments, and how through completion of assessments, students give themselves the opportunity to develop new learnings.</p>

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	for both the copier and the person being copied from. Consequences listed in the previous section.	improving in her language acquisition, and reflects on her character.	and the trust between him and his audience.	Consequences listed in the previous section.
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Policy Review Process:

A steering committee will review the academic honesty policy annually. It will be revised as needed to reflect current best practices. Once the policy has been reviewed and revised by the steering committee, it will be shared with the programme pedagogical leadership teams for final notes and feedback. Upon completion, the policies will be shared with all stakeholders.

All policies will be published on the school website where they can be accessed by students and community members.

Academic Honesty Steering Committee:

Erin Murphy: MYP Coordinator
Steve Houwen: CP Coordinator
Merinda Sautel: DP Coordinator
Chris Curtis: EE Coordinator
Rachel Fisher: PP Coordinator

Works Cited

Academic Honesty in the IB Educational Context. Cardiff, Wales: International Baccalaureate Organization, 2014.

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