

IB Academic Integrity Policy



BEARDEN MIDDLE SCHOOL & WEST HIGH SCHOOL

International Baccalaureate
Middle Years Program Partnership
Career-Related Program
Diploma Program

revised 9/2022

Overview

The purpose of this policy is to support our students in developing a true understanding of academic honesty and integrity and in developing a strong respect for the intellectual property of both themselves and others. This policy offers clarification and guidance for students as they learn how to build upon others' ideas and findings, respect the intellectual property of others, and protect their own intellectual property. It is the aim of this document to help explain what constitutes "Academic Misconduct" and its resulting consequences.

The principles of academic honesty outlined in this document should be reviewed and valued by all stakeholders of the Knox County Schools (KCS) IB program continuum, including but not limited to students, educators, parents, and members of our local community. We hope that the foundation provided by these principles will remain with each IB student throughout their education and beyond.

As IB learners, every student at each of our IB partnership schools is inspired to embody the IB Learner Profile Attributes. Our students are encouraged to be:

- | | |
|-----------------|-----------------|
| ❖ Principled | ❖ Risk-Takers |
| ❖ Balanced | ❖ Open-Minded |
| ❖ Reflective | ❖ Thinkers |
| ❖ Caring | ❖ Communicators |
| ❖ Knowledgeable | ❖ Inquirers |

At West High School and Bearden Middle School, students work to increase their academic potential while teachers and community members foster a belief in and a commitment to the holistic growth of each student.

As an IB Partnership, our educators consistently model the Learner Profile Attributes through everything they do. Our IB Partnership educators want to help students understand both the ethical and academic importance of academic honesty.

Definitions of Academic Misconduct

Academic Misconduct

According to IBO publications, academic dishonesty is "a behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or that disadvantages other students) in one or more assessment components."

Academic honesty is a part of being *principled*, a learner profile attribute within which learners strive to "act with integrity and honesty" as they learn, inquire, and act. While it is an extremely valuable educational tool, the use of the internet in research and learning has had a significant impact on the ease with which students can access information, copy it, and present it as their own thoughts and ideas.

Plagiarism

According to the IBO document "From Principles into Practice," plagiarism is defined as "the representation, intentionally or unwittingly, of the ideas, words, or work of another person without

proper, clear, and explicit acknowledgement.” Below are some helpful questions to ask yourself when striving to be academically honest and avoid plagiarism.

The American-based Centre of Academic Integrity defines plagiarism as occurring when someone answers yes to any of the following questions:

Have I used someone else’s words, ideas, or work products (intellectual property) attributable to another identifiable person or source?

Have I used someone else’s intellectual property without attributing the work to the source from which it was obtained?

Have I used someone else’s intellectual property in a situation in which there is a legitimate expectation of original authorship?

Have I used someone else’s intellectual property in order to obtain some benefit, credit, or gain? (Fishman, 2010)

Have I used any online translation tools to complete a Language Acquisition assignment?

Paraphrasing

Paraphrasing is defined as using other words to restate another person’s ideas. Paraphrased ideas usually have a sentence structure, style, and vocabulary different from the original author. Paraphrasing is an acceptable way to use a source. However, because paraphrasing still uses the ideas of another person, the source must be acknowledged through citations.

Collusion vs. Collaboration

Collaboration is actively encouraged within the Knox County Schools and as long as the work is stated as being completed by a group of students, then this is permitted. However, if collaboration involves a final piece of work to be completed by each student independently, each student must submit a body of work that is unique and expresses the ideas and opinions of the individual. The IB program defines collusion as “supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another.” There is a fine line between collaboration and collusion.

Students are academically dishonest and are guilty of collusion if:

- ❖ Two or more students have exactly the same introduction to an assignment that was completed within a collaborative group, but students are to be assessed separately.
- ❖ A student allows someone else to do all or part of their work.
- ❖ A student copies a part or all of someone else’s work, even if changes are made to make it slightly different. The *ideas* you present must be your own ideas.
- ❖ A student presents someone else’s work as their own.
- ❖ A student allows someone else to copy their work.

- ❖ When working in a group, one student completes all or most of the work and the group presents the materials/ideas as being equitably created.

Duplication of Work

Duplication of work is defined by IB as “the presentation of the same work for different assessment components.” Within the MYP, DP, and CP programming in the Knox County Schools, students will complete inquiry projects that are student-driven. For instance, throughout the MYP/DP/CP continuum at Bearden Middle and West High, students will complete multiple projects that are meant to allow students to study, research, and teach others about a topic of interest to them. From those inquiries, students may choose one to study further in 10th grade as their Personal Project. Furthermore, a student may decide to focus on that topic again for either the CAS, Extended Essay, or Reflective Project component of the Diploma or Career Programme. If a student uses content already submitted for one assignment and presents it as new, that student is guilty of duplicating work and submitting it for multiple assessment components.

Authentic Authorship

Authentic authorship is defined as a student’s piece of work based on their “individual and original ideas, with the ideas and work of others fully acknowledged” (Academic Honesty 2). It is important to note that students may use resources that support their ideas, but they must also cite the sources.

Conventions for Citing and Acknowledging Original Authorship

Two basic formats are used when citing work within academic writing:

1. Numbered reference note (footnote or end note)
2. Parenthetical Reference Method (APA, Chicago, or MLA)

When writing an original academic paper, any ideas, data, or conclusions a student uses to support their own intellectual property must be properly acknowledged and cited. Your teacher will specify which citing convention should be used.

Aspects of Academic Misconduct Specific to IB Examination Sessions

- ❖ Taking unauthorized material into an examination room (such as cell/mobile phone, written notes).
- ❖ Leaving and/or accessing unauthorized material in a bathroom/restroom that may be visited during an examination
- ❖ Misconduct during an examination, including any attempt to disrupt the examination or distract another candidate
- ❖ Exchanging information or in any way supporting the passing on of information to another candidate about the content of an examination
- ❖ Failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of the examination
- ❖ Impersonating another candidate

- ❖ Stealing examination papers
- ❖ Using an unauthorized calculator during an examination, or using a calculator when one is not permitted for the examination paper
- ❖ Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours after the examination.

**Some aspects of the above examples may not be applicable to all areas of the partnership (e.g., MYP [grades 6-10] in which there are no external examinations)

Responsibilities of the School

The importance of academic honesty is introduced during class meetings within the first two weeks of each school year. Students are introduced to the concept of academic honesty and specific examples of academic misconduct, as well as the corresponding consequences. In addition to speaking with students specifically about academic honesty, each student must read and sign this policy, which will be kept on file throughout their tenure at BMS and/or WHS. Finally, academic misconduct is revisited and emphasized before IB examination sessions each spring.

Responsibilities of the Educators

All teachers are required to share with students what might be considered academic misconduct in their individual class/subject area. This will be addressed as each teacher covers the IB Learner Profile attributes and different ways they can manifest within their specific subject area. Some educators may choose to have students sign a specific academic honesty policy for their course, which would be kept on file in the classroom.

Responsibilities of Students

Students are held accountable for knowing and understanding academic misconduct as it relates to them and are made aware that ignorance is not an acceptable reason for committing academic misconduct. Through the mandatory signed copy of the IB Academic Honesty Policy, the school will ensure that the student has been given the opportunity to fully understand the expectations concerning academic honesty and integrity.

Responsibilities of Parents/Community Members

Parents and community members must read and understand this academic honesty policy at the beginning of each school year. Community members serving as Personal Project mentors will also be required to sign this policy as an indicator of understanding. Additionally, parents and mentors are expected to report any instances of academic misconduct as they arise to the appropriate school IB Coordinator.

Consequences of Academic Misconduct

Classroom Assignments (MYP, DP, and CP)

The first time a student is suspected of academic misconduct on a classroom assignment, the classroom teacher will address the student. Consequences may include, but are not limited to:

- ❖ A percentage penalty on the assignment
- ❖ The situation being reported to the IB Coordinator and appropriate administrator
- ❖ Additional disciplinary consequences as applicable per Knox County policy

If a student has a subsequent issue regarding academic misconduct in any class, they will face penalties that may include:

- ❖ An increased negative impact on the student's grade in the course
- ❖ Mandatory conference with student, parent, IB Coordinator, and School Administrator can be required before registering as an IBDP or IBCP student (10th graders only)

IB Certificate, Diploma, and Career Programme Courses

If a student has been found guilty of academic misconduct on any part (including comment drafts) of any assessment that is completed as part of the requirements for the IB Certificate, Diploma, or Career Programme, *and* the IBO investigates the occurrence, the student may be required to forfeit the right to test in the subject at hand.

This penalty will lead to consequences, that may include:

- ❖ Loss of financial assistance (provided by KCS) for the exam in the subject at hand
- ❖ Loss of recognition at graduation for having completed the Diploma or Career Programme
- ❖ The IB Coordinator may reject any student work that they cannot authenticate as the student's own.