



Shiloh High School International Baccalaureate Academic Honesty Policy



Statement of Purpose

International Baccalaureate Organization (IBO, Academic Honesty, 2009) states, “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 modelling and taught skills. Although it is probably easier to explain to candidates what constitutes academic **dishonesty**, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Programme.” Additionally, the International Baccalaureate Learner Profile states, “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.”

Philosophy

Shiloh High School believes not only in academic and personal growth for all students, but also the social and ethical development of its students. Along with IB, Shiloh High School strives for an environment of trust between all stakeholders, where students can exhibit honor and respect for self and others as they mature academically. These values are the foundation of Shiloh’s core beliefs and mission and are in line with the IB mission statement and academic honesty philosophy. Students, teachers, parents, and staff are expected to uphold high integrity and fairness in order to maintain a positive learning environment, where all students can thrive.

Academic honesty can and should be promoted in a positive way. Below is a description of Jude Carroll’s explanation of how academic honesty is strengthened in a school, (IB Position Paper, July 2012):

For DP students, academic honesty is strengthened when they:

- *make the effort to learn academic writing, research and citation skills*
- *seek clarification when unsure, including in situations where they may be using the work of other IB students inappropriately, leading to collusion*
- *use guidance on referencing techniques: Consistency and traceability are important in assessing how students use the agreed citation system, whereas conformity with the minutiae of rules on formatting citations and bibliographies is not, especially at DP level; however, it is often helpful to inform writers that inconsistency in citation practices might lead readers to wonder if the work is the result of cut-and-paste*
- *construction—software to keep track of and record sources often helps.*
- *use time-management and self-management strategies to avoid procrastination which is often referred to by learners as explanation for their plagiarism.*

Students, teachers, parents and staff also need to be made aware of and understand the various forms of malpractice and the consequences of such actions. School staff, students, and parents all have a responsibility to ensure that academic honesty is discussed, modeled and upheld at Shiloh HS. Below are the definitions and forms of academic misconduct according to the IB’s General regulations: Diploma Programme, 2016:

2.1 The Regulations define malpractice 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 assessment component. Behaviour that may disadvantage another candidate is also regarded as academic misconduct.

Academic misconduct is a breach of these regulations and includes, but is not restricted to:

- ***plagiarism:*** *this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment*
- ***collusion:*** *this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another*
- ***duplication of work:*** *this is defined as the presentation of the same work for different assessment components and/or DP core requirements*
- ***misconduct during an IB examination*** *(for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate)*

- **unethical behaviour** such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research
- **any other behaviour that gains an unfair advantage** for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

Academically Honest Behavior	Academically Dishonest Behavior	Additional Comments
Bob is writing a research paper for HOA. He is using a source he found on the research databases. He uses an APA handbook and his IB guide “Effective citing and referencing” to make sure his citations and works cited are formatted correctly.	Bob is writing a research paper for HOA. He likes some ideas from a source he found on the research databases. He copies the text into his paper and finishes typing it to submit it to his teacher. He is unsure if this is correct, but the deadline is tomorrow.	This is an example of <u>plagiarism</u> . It is important to make sure you have given credit to ideas, phrases, quotes, etc. that are from other people. Plan your time to avoid feeling rushed.
Jane’s friend had a late basketball game last night and didn’t finish the last 3 questions from the Biology homework. Her friend asks to copy her answers in order to turn the homework in on time, but Jane says no. Jane advises her friend to talk with the teacher.	Jane’s friend had a late basketball game last night and didn’t finish the last 3 questions from the Biology homework. Her friend asks to copy her answers in order to turn the homework in on time. Jane agrees. Their teacher notices the work is identical and informs them the matter will be forwarded to the IB coordinator and administrator per the Shiloh Academic Honesty Policy.	This is an example of <u>collusion</u> . Both students in this scenario would receive consequences. Although Jane completed the work on her own, she allowed her friend to copy it. It is always better to complete your own work rather than risking academic misconduct.
Bob really enjoys literature. He writes a research paper for IB English on a novel by James Joyce. For his EE on literature, he chooses a different novel by James Joyce that he has not yet read or studied.	Bob really enjoys literature. He writes a research paper for IB English on a novel by James Joyce. For his EE on literature, he uses 3 paragraphs from his IB English paper in his EE.	This is an example of <u>duplication of work</u> . Bob cannot copy parts of an assignment to “double-dip” for another assignment.
Jane takes a selfie to post on Instagram before the IB exam starts. She puts her phone in her pocket as she takes a restroom break. Jane walks into the exam room and realizes she still has her phone in her pocket. She immediately raises her hand to notify the IB coordinator.	Jane takes a selfie to post on Instagram before the IB exam starts. She puts her phone in her pocket as she takes a restroom break. Jane walks into the exam room and sits down. 30 minutes after the exam starts, her phone rings. Jane’s IB coordinator must report the matter to the IB, causing Jane’s score for the exam to be in jeopardy.	This is an example of <u>misconduct during an IB examination</u> . Ask the IB coordinator questions you might have regarding conduct during IB examinations before they start. Even though a breach of regulations may be unintentional, it can still result in unfortunate consequences.
Bob is working on his CAS portfolio on Managebac. He doesn’t have pictures of the experience for his reflection, but thinks they would have been great. He talks with the CAS Coordinator and also decides to proofread his written portion to make sure it is detailed enough to ensure he has met all learning outcomes.	Bob is working on his CAS portfolio on Managebac. He doesn’t have pictures of the experience for his reflection, but thinks they would have been great. He finds generic pictures that look similar to what he did and uploads them with his written reflection.	This is an example of <u>behavior that gains an unfair advantage</u> . As IB learners we strive to be principled and act with integrity.

Teacher Responsibilities

Teachers and staff at Shiloh High School are expected to model honest and fair behavior. Teachers should support their students by being encouraged and expected to:

- Teach students about malpractice and the proper way to cite information.
- Read IBO's Academic Honesty Policy.
- Use the software "TurnItIn" to detect plagiarism and other academic dishonesty.
- Confirm to the best of his/her knowledge that work submitted to the IBO is free of malpractice.
- Collaborate with the Media Specialist to offer students the most up to date information on such things as copyright rules.
- Communicate regularly with parents about academic honesty regulations.
- Collaborate with Shiloh's technology team to learn more about the internet and academic misconduct.
- Communicate with the IB coordinator if academic dishonesty (including cheating) is suspected.
- Review student work regularly for violations of the Academic Honesty Policy.

Student Responsibilities

All Shiloh students are encouraged and expected to:

- Practice academic honesty in all assignments, projects, assessments, homework, and all other items produced at Shiloh.
- Read and study the IBO's Academic Honesty Policy.
- Use the software "TurnItIn" to detect accidental plagiarism.
- Acknowledge resources used from the internet, books, articles or any other reference materials with the correct citations.
- Confirm that the work has been authentically completed by you.
- Acknowledge group members when collaborating.
- Follow all testing rules and regulations in all standardized and non-standardized exams.
- Ask for help and guidance from a teacher when you encounter difficulty, doubts, or uncertainty in an assignment.
- Use your copy of the IB's guide to "Effective citing and referencing" or request a replacement copy from the IB Office.
- Plan your assignments and manage time in advance to avoid an occurrence of academic dishonesty.

Parent Responsibilities

Parents and guardians of Shiloh students are encouraged and expected to:

- Read and be familiar with the IBO's Academic Honesty Policy.
- Support the consequences of the Academic Honesty Policy.
- Talk to your student about the importance of academic integrity.
- Encourage your student to plan each assignment and to ask the teacher for advice when experiencing difficulty.
- Communicate with your student's teachers to understand expectations and requirements of the Diploma Programme.
- Provide clear expectations for your student.
- When helping your student with work, remember to ensure the work remains the student's own.

School Administrator Responsibilities

Administrative staff is encouraged and expected to:

- Keep the Academic Honesty Policy public for all stakeholders to access.
- Facilitate ongoing conversations and reflection about the Academic Honesty Policy together and with students.
- Administer fair and consistent consequences for offenses of the Academic Honesty Policy.
- Obtain and maintain records of student and staff academic honesty offenses.
- Provide teachers with appropriate IB training at regular intervals.
- Work to maintain an environment conducive to teaching and learning.
- Provide parents information regarding academic honesty at grade-level meetings.

Consequences of Academic Dishonesty

Students suspected of academic malpractice will be investigated, and if found guilty will be subject to any or all of the following consequences:

First Incident

- A grade of 0 on the assignment/test. Notification of the parents.

Second Incident

- Disciplinary referral to the grade level administrator/counselor (consequence aligned with local school policy). Notification of advisors of Shiloh's extra-curricular sponsors.

Third Incident

- Loss of eligibility for the IB Diploma or IB Course Candidate Certificate. Student is removed from the IB Programme.

School staff and administrators will talk with any student suspected of academic misconduct. The parent/guardian of a student suspected of academic misconduct will be contacted as well. Depending on the nature and/or severity of the incident, conferences regarding a student's academic misconduct may involve the student, parent/guardian, teacher(s), IB coordinator, administration, or other school district officials.

Policy Review

This document will be reviewed at the beginning of each year to make necessary updates or changes. Shiloh believes that group collaboration with representation from all stakeholders produces the best possible policies for our students to achieve.

Shiloh High School
January 2019

Bibliography

IB publications:

Academic Honesty (July 2009)

Programme Standards and Practices, (January 2011)

General regulations: Diploma Programme (September 2016)

IB Learner Profile (2013)

IB position paper: Academic honesty in the IB (July 2012)