



Academic Honesty Policy

The Viking Way

Accountability. Honor. Scholarship.

Academic Honesty

The character attributes exemplified through *The Viking Way* reflect the core values of our school community. This moral code informs and promotes the principles of academic honesty and personal integrity in instruction, learning and assessment. As teachers and students we strive to uphold *The Viking Way* in our daily lives while recognizing that “a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills” shape and influence our personal decisions and actions (Academic Honesty, 2009). Academic integrity is defined as respect for the ideas of others’ work through proper acknowledgement, reference and citation.

The International Baccalaureate (IB) Programme describes academic honesty as “a principle informed by the attributes of the IB learner profile.” Furthermore, the IB Programme states:

In teaching, learning and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

Academic honesty is an essential principle of the IB’s academic programmes that enhances the organization’s credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities”. In all their studies for the Diploma Programme, students must demonstrate academic honesty and avoid any form of academic misconduct.

Source: *Academic Honesty in the Diploma Programme*

Academic Misconduct

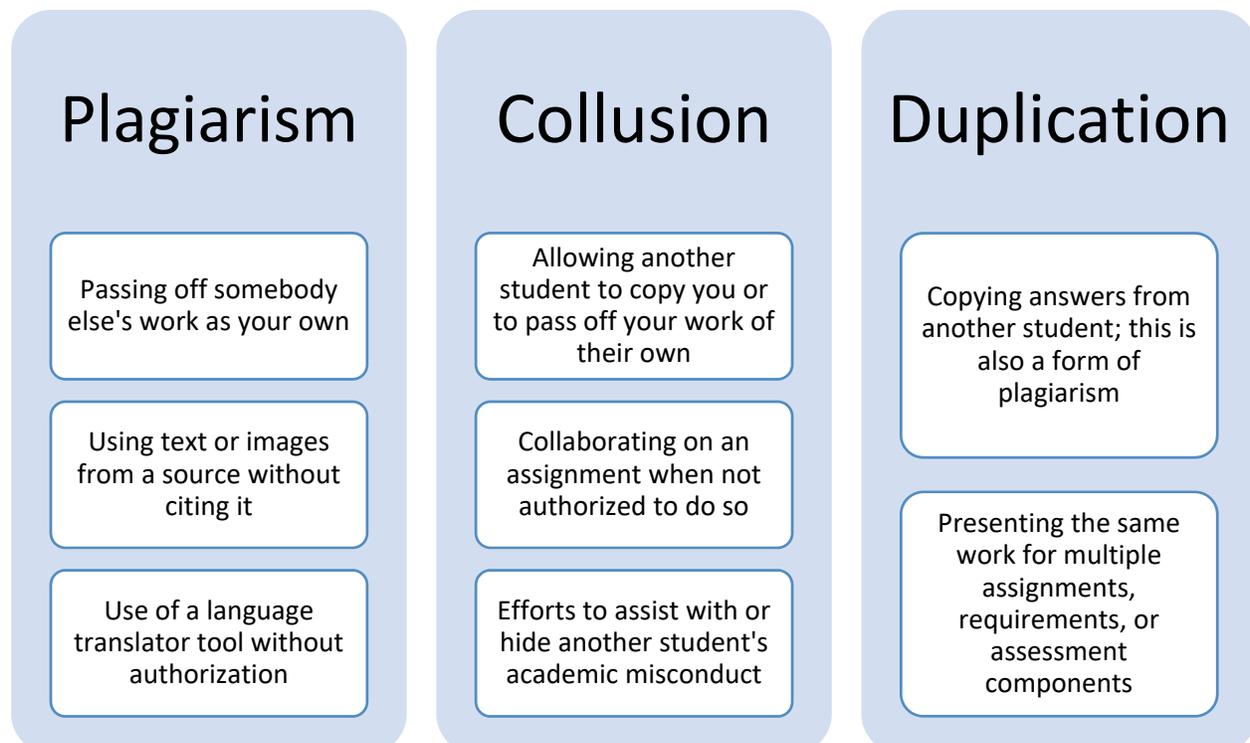
Academic misconduct is defined as behavior that leads to, or may be inclined to lead to, a student or any other student(s) in obtaining an unfair academic

advantage (UNIS, 2014). Such misconduct may occur in a wide variety of media including, but not limited to, written or audio text, film production, photographs, published images, artwork, and all forms of digital media.

Examples and definitions of academic misconduct:

- Plagiarism, which is “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own” (Dictionary.com, 2015).
- *Collusion*, or “a secret understanding between two or more persons to gain something [dishonestly], to defraud another of his or her rights” (*ibid.*).
- *Duplication of work*, which is the act of copying.
- *All forms of malpractice*, including the “taking of unauthorized material into an examination (whether the student uses it or not), behavior that disrupts the examination or may distract other students and communicating with another student during the examination” (UNIS, 2014).

Types of Academic Misconduct



Source: *United Nations International School* (2014)

Overview of Responsibilities

Accountability for academic honesty is the responsibility of all stakeholders, including students, parents, teachers, and all other school employees.

- Students are responsible for understanding what academic misconduct is and how to avoid such actions and behaviors.
- Parents are expected to uphold all aspects of the academic honesty policy.
- Teachers will convey the academic honesty policy and teach proper techniques for avoiding academic misconduct, such as plagiarism. Additionally, teachers are responsible for monitoring, identifying, and addressing any and all instances of academic misconduct.
- School employees will be aware of the academic honesty policy through dissemination of publications and examples of upholding the implementation thereof.

Implementation and Review of Policy

The policy for academic honesty will be implemented by teachers and school leadership in a variety of ways.

- Orientation for students, parents, teachers, and school staff will include an introductory overview of the academic honesty policy and the responsibilities of each stakeholder group.
- Course syllabi will include an academic honesty statement.
- Teachers will utilize a plagiarism checking program such as Turnitin.com in order to monitor academic honesty and to provide feedback to students in order for them to improve the integrity of their written work.
- School publications, including the school website, will include a copy of the academic honesty policy.
- Instructional practices and classroom consequences will be consistent with the academic honesty policy.
- School leadership, including administrators, the IB MYP, IB CP, and IB DP Coordinators, and Department Chairs, will monitor and assess implementation of the academic honesty policy through observation, delivery of relevant professional development, mentoring, and collegial support.

- A committee of stakeholders will review the academic honesty policy on an annual basis and offer recommendations for modification and improvement.

Consequences

Academic honesty is valued highly by the IB Programme, universities, and employers. Academic malpractice is viewed as a serious transgression of the values which Amundsen seeks to impart and uphold.

Internal sanctions may be imposed by the school for incidences of academic malpractice relating to homework, classwork, and all assessments, including exams submitted for official IB examination work.

1st Offense: The student is given zero credit for the work. Parents are notified by the teacher and the academic malpractice may be documented in school records as a 3-8 infraction of the Student Code of Conduct.

2nd Offense: The student is given zero credit for the work and the final course average is lowered by one full letter grade. Parents are notified by an administrator and the student receives disciplinary consequences. The academic malpractice is documented in school records as a 3-8 infraction of the Student Code of Conduct.

3rd Offense: The student will receive no credit for the respective course and may be recommended for withdrawal from any applicable application-based program (e.g., AVID, CTE, or the IB Programme). Parents are notified by an administrator and the student receives disciplinary consequences. The academic malpractice is documented in school records as a 3-8 infraction of the Student Code of Conduct.

External sanctions may also be assigned by the IB Programme, or by the school, in compliance with IB regulations. Such sanctions relate specifically to academic

malpractice that has taken place with regard to scholarly work directly impacting the award of the IB Diploma or of the Certificate of the IB Career Programme.

Should such academic malpractice be suspected in the first draft of an internal assessment, the extended essay, or the Theory of Knowledge essay, it is likely that the internal sanctions listed above will be adequate. However, if the suspected academic malpractice occurs at a later stage, either once a final version of an internal assessment has been submitted or if such work has already been sent for external evaluation, an investigation of academic malpractice and sanctions will take place as detailed in the section below.

The school retains the right to apply additional or alternative sanctions when confronting academic malpractice, including those related to internal exams, quizzes, tests, coursework, or homework. When academic malpractice involves official IB examination procedures, sanctions may also include any related fees.

All stakeholders should be aware that the IB Programme randomly checks candidates' work for plagiarism using a web-based plagiarism prevention service.

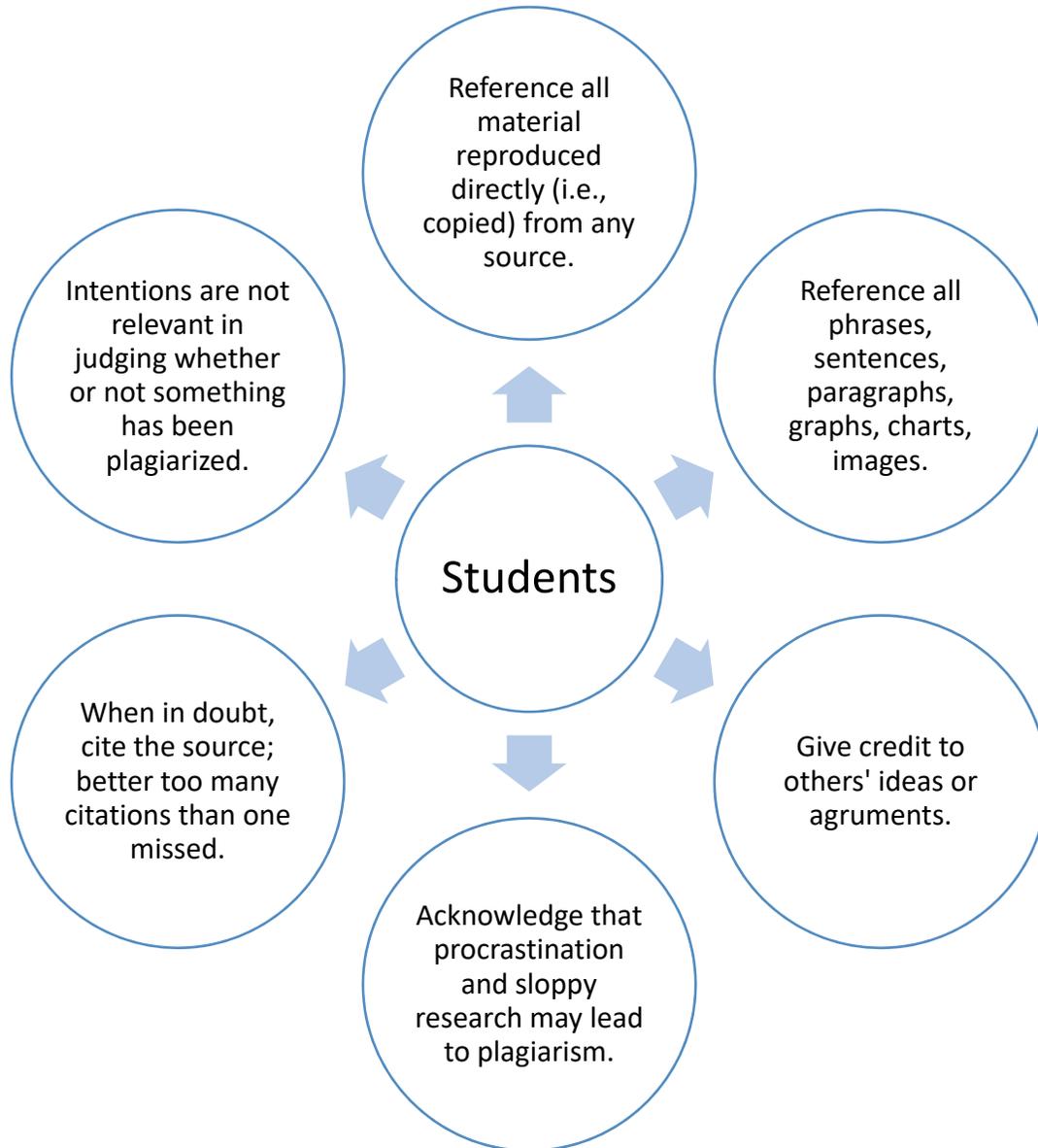
Honor Council

According to the CPS Student Code of Conduct (effective 2013), behavior involving “plagiarizing, cheating and/or copying the work of another student or other source” is a 3-8 infraction and is considered “seriously disruptive” to the learning environment (p.22). Per the Student Code of Conduct, recommended instructive and corrective responses to such behavior may include “referral to [a] school peer jury, peer mediation or peer conferencing” as well as detention or suspension for repeated offences (*ibid.*). To this end, a peer jury—the Honor Council—will be established to fulfill this role.

The opinions and recommendations of the Honor Council will advise and inform the consequences for academic malpractice imposed by teachers and school leaders. Appeals of Honor Council decisions will be made to the school administration.

AMUNDSEN HIGH SCHOOL

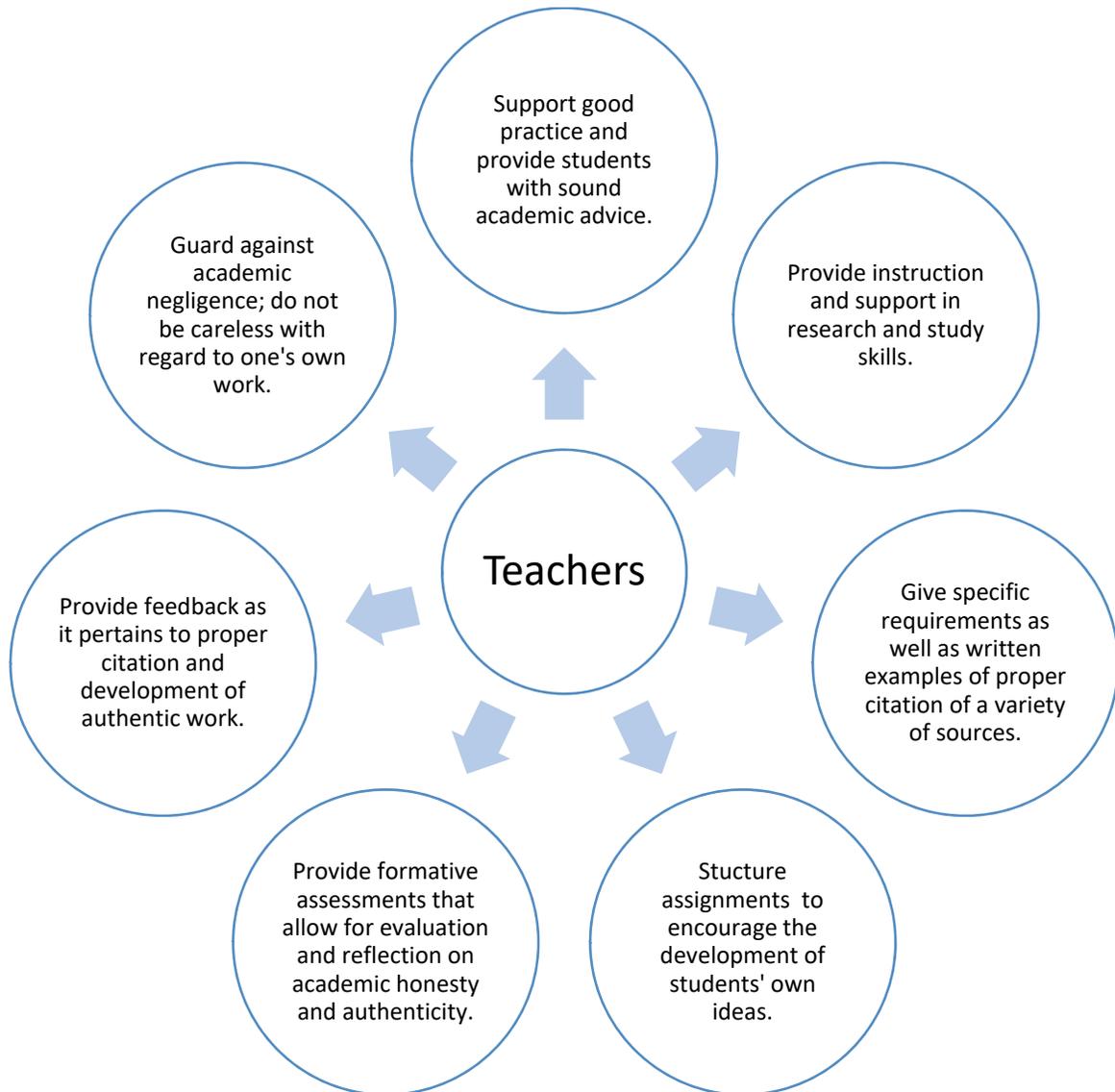
Student Responsibilities for Academic Honesty



Source: *United Nations International School* (2014)

AMUNDSEN HIGH SCHOOL

Teacher Responsibilities for Academic Honesty



Source: *United Nations International School* (2014)