Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Jr / Sr

PLEASE PRINT

**Downtown Magnets High School**

**IB Academic Honesty**

Revised August, 2019

**Academic honesty** is the cornerstone of a school community. In all our actions at Downtown Magnets High School we encourage students toward a life governed by the values of honesty and personal integrity. The International Baccalaureate Organization (IBO), views academic honesty as a larger set of “values and skills that promote personal honesty and good practice in teaching and learning, including assessment.” (Academic Honesty, p. 12). The DMHS IB faculty believes and expects that all IB students possess and will demonstrate academic integrity. The purpose of this policy, therefore, is to clearly communicate these specific expectations of students and how the faculty will work with students to ensure they maintain this ideal.

**Academic dishonesty (malpractice)** is defined as behavior (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 components. Malpractice includes:

* **Intentional Plagiarism:** the representation of the ideas or work of another person as the candidates own. This is not limited to text; it also applies to works from the arts (including music, film, dance, theater arts), math, science, computer science, etc.
* **Unintentional Plagiarism:** careless paraphrasing or citing where misleading credit is given.
* **Collusion:** supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.
* **Duplication of work:** the presentation of the same work for different assessment components and/or diploma requirements.
* **The definition of malpractice also includes any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate**.

**Responsibility of staff:**

*The IB Coordinator shall:*

* provide a copy of the IBO’s publication “Academic honesty: guidance for schools” to all IB staff members and ensure they have read it, understand it and comply by it.
* communicate expectations of academic honesty to IB staff and students on a regular basis.

*Teachers shall:*

* make students aware of what constitutes academic dishonesty in their respective classes and how it undermines the learning process.
* make students aware of the consequences of academic dishonesty.
* teach students how to use the words and ideas of others appropriately to support their own oral and written communication: “using the words and ideas of another person to support one’s arguments while following accepted practices is an integral part of any intellectual endeavor, and integrating these words and ideas with one’s own in accepted ways is an important academic skill” (IBO, P.3)
* structure assignments and tests so as to minimize the opportunity for student dishonesty and malpractice.
* read, understand, and comply with the IBO’s “Academic honesty: guidance for schools” publication. These practices include NOT engaging in the following:
  + the unauthorized rescheduling of an examination
  + failing to keep exam papers secure prior to an examination
  + opening examination papers prior to an examination
  + providing undue assistance that contributes to the assessment requirements of the IB diploma
  + leaving candidates unsupervised during an examination period
  + allowing additional time in examinations without IBO approval
  + releasing or disclosing information about the content of a paper within 24 hours after the examination

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**Responsibility of students:**

*Students shall:*

* not engage in any form of academic dishonesty at any time; including collusion, duplication of work, plagiarism, submitting work written by someone else, and all other forms of cheating.
* learn correct methods of source citation, including for internet sources, and ask teachers for guidance. Ignorance of standard practice as taught in the program shall not excuse students’ responsibility for proper source citation.
* ensure that all the work they submit is authentic, with the work or ideas of others fully and correctly acknowledged
* inform a staff member when they are aware that another IB student or students have demonstrated academic dishonesty.
* work collaboratively only in appropriate circumstances. Students are encouraged to form study groups, but they should always ask their teachers for clarification about what type of collaboration is appropriate before working with other students. **Initial \_\_­­\_\_­**

**Authenticity of Work:**

An authentic piece of work is one that is based on the candidate’s individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate’s own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged. This includes:

* The work and ideas of others – in part or as a whole
* Versions of another person’s words
* CD Rom, email messages, Web sites, Chat rooms, Blogs, and other text communications
* Electronic media (news feeds, Podcasts, YouTube, etc.)
* Audio Visual Sources such as photographs, maps, illustrations, computer programs, data, graphs, audio-visual
* Direct quotations, whether from texts or oral communications
* Works of art including: film, dance, music, theatre arts, visual arts
* Misrepresentation or falsification of student work, including CAS documentation, also constitutes malpractice. **Initial \_\_­­\_\_**

**Validity of Data:**

Another area of concern is the validity of data – particularly in the sciences. Data must not be fabricated or manipulated falsely to suit a student’s need. **Initial \_\_\_\_­­**

**Plagiarism:**

Many candidates believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from web sites without the need for acknowledgment. Candidates must record the addresses of all web sites without the need for acknowledgment. Candidates must record the addresses of all web sites from which they obtain information during their research, including the date when each web site was accessed. The uniform (or universal) resource locator (URL) constitutes the web site address for this purpose. This includes the copying of maps, photographs, illustrations, data, graphs and so on. **Initial \_\_\_\_\_**

**Collusion versus Collaboration:**

Often, forms of assessment require students to work in groups in order to meet a common assessment goal. All members of the group are expected to participate in an equal and fair manner. Group activities might include discussion, meeting face to face, blogs, chat room conversation, etc. *In groups, the concept of academic honesty becomes slightly more complex:*

The rules for acknowledging sources will still apply, and in addition, the following is permissible:

* Discussion with other students around issues arising from the work to be assessed.
* Discussion with other students regarding ways to address issues arising from the work to be assessed.
* Sharing of location and sources of information relevant to the assessment.

The following is NOT permissible in group-work:

* Allowing a member or members of the group to write any part of your assessment piece.
* Allowing a member or members of the group to write any part of another member’s assessment piece.
* Giving a copy of one student’s work with respect to that assessment to any other student within the group.

According to the IBO, “For most assessment components candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment.

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Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data.

This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate’s own words and cannot therefore be the same as another candidate’s. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration. It is essential that both teachers and candidates are aware of the distinction between collaboration and collusion.

Students must clearly understand the difference between collaboration and collusion. Collusion is a form of plagiarism. It can result from improper collaboration during group work and involves at least two people. To avoid collusion in group-work, students should take their own personal notes during meetings. Collusion can also occur when one student allows another to copy his or her own work, even if that student makes changes to the work to make it look different. **Initial \_\_\_\_**

**Process for authenticating student work, investigating alleged malpractice and Consequences:**

If a teacher has reason to believe academic dishonesty has occurred, the following steps will be taken:

* The teacher will investigate the suspected malpractice to authenticate the student’s work, including the following actions:
  + Compare the style of writing with work known to be that of the student
  + Compare the final submission with the first draft of the written work
  + Check the references cited by the student and the original sources
  + Interview the student in the presence of a third party
  + Evaluate the student’s understanding of what s/he wrote
  + Use one of the many websites set up to prevent plagiarism
* The teacher will communicate the outcome of his/her investigation to the IB coordinator.
* If the teacher and IB coordinator are in agreement that malpractice has occurred, then the student will **receive no credit for the assignment in question** and disciplinary consequences will be enacted: writing a personal reflection, a parent conference, a “U” in cooperation for that five week progress report. Additional Consequences may include re-education with school librarian to cite sources or to practice paraphrasing and summarizing techniques.
* The IB coordinator will communicate, in writing, disciplinary consequences to the student and his/her parents. This letter will be placed in the student’s file in the coordinator’s office but will not become a part of the student’s permanent academic record.
* If, after a first incident of academic malpractice, **a second incident occurs, all IB instructors will exercise their right to decline writing the student a letter of recommendation or contact all colleges in which the student applied to rescind their letter of recommendation if one was already submitted. Additionally, the student will be excluded from academic awards, honors, scholarships, and prizes, as well as all leadership positions in all DMHS clubs and organizations. Initial \_\_\_\_**

**IB Diploma Assessments**

* In addition to the consequences described above, if a confirmed malpractice incident involves any work to be submitted for an IB Diploma assessment (including the Extended Essay, internal assessments, Theory of Knowledge essays, external assessments, and IB exams), the work will be submitted to IBO with a “O” grade, which will result in no diploma being awarded. If malpractice is suspected, but the coordinator is not able to confirm it, the coordinator is required to report the incident to the IBO. The incident will be investigated by a final award committee at the IBO: “If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. *No diploma will be awarded to the candidate.*” *Vade Mecum,* 2006. **Initial \_\_\_\_**

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**IB Honor Code Contract**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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The members of the Downtown Magnets High School community believe that the fundamental objective of the school is to provide the students with a quality education while developing in them a sense of ethical pupose and social responsibility. Honesty and trust are integral parts of the learning process and every instance of dishonesty hurts the entire school community.

The Honor Code at Downtown Magnets High School is designed to accomplish the following:

* Ensure students, faculty, and staff understand that it is their responsibility to uphold academic honesty and integrity;
* Prevent students from gaining an unfair advantage over other students through academic misconduct;
* Ensure that students understand that academic dishonesty is a violation of the trust of the entire community;
* Clarify what constitutes academic misconduct and what is expected of students by the faculty, the staff, and their peers;
* Cultivate an environment where academic dishonesty is not tolerated.

I have read the Downtown Magnets High School International Baccalaureate Academic Honesty Policy and I agree, on my honor, to accept the terms of the Honor Code and promise not to commit any acts of academic misconduct. I understand and accept my responsibility as a member of the Downtown Magnets High School community to uphold the Honor Code at all times.

**Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Cell Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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