**ACADEMIC HONESTY POLICY AND COMPLIANCE AGREEMENT**

**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

**QUARTZ HILL HIGH SCHOOL**

**Documents Consulted:**

* *Diploma Programme Policies and Practices: Academic Honesty* (as posted on IBIS, first published August 2009, updated July 2011)
* *Diploma Programme: From Principles Into Practice,* p. 12

1. **Philosophy Guiding Academic Honesty and Integrity for the IB Diploma Programme**

**The purpose of this policy statement on academic honesty and integrity, developed and reviewed collaboratively by the Quartz Hill High School IB Faculty and Administration, is to establish formal alignment with the academic honesty policy of the International Baccalaureate Organization, to inform all stakeholders of the elements of the official policy, and to establish a formal obligation by each IB Diploma Programme candidate to abide by accepted standards of honest, ethical academic conduct**.

As an authorized IB World School, the faculty and administration accept the philosophy of the IBO that “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 modeling and taught skills…**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.”** (*Policies and Practices: Academic Honesty*, IBO 2009 and 2011, p. 2; *The Diploma Programme: From Principles Into Practice, p. 12).*

In order to promote, protect and preserve the rigor and integrity of the IB Diploma Programme curriculum, IBO policy guidelines state that an entire school community is responsible for developing and implementing a comprehensive policy governing academic honesty. More specifically, the IBO states that “all subject areas must contribute to the development of a policy of academic honesty so that candidates gain a clear idea of what constitutes plagiarism in a variety of disciplines” (*Policies and Practices,* p. 8). The Quartz Hill High School IB Faculty and the Site Administration concur. Faculty and Administration recognize that a comprehensive policy and effective practice for academic honesty **MUST** include the following components:

* **Clear and unequivocal statements on what constitutes academic dishonesty,** including plagiarism, collusion and cheating in examination situations.
* **Lessons and other communication from teachers to students about what constitutes academic dishonesty, including plagiarism, collusion and cheating in examination situations.** Lessons and communication from teachers to students may include teacher modeling and student practice. Teachers may promote academic honesty in their classes by offering instruction on research and study skills. This component will be offered in the policy as a proactive, positive means to preserve academic honesty and integrity.
* **The requirement of a contractual commitment to the practice of academic honesty, the parties to include students, parents and faculty.** The instrument that establishes the contractual obligation must state the reasons for the contract, including the goals of establishing and maintaining academic honesty and integrity and promoting the IB Learner Profile. The Learner Profile states that IB learners are “principled” people who act with honesty and integrity. This component will be offered in the policy as a proactive, positive means to preserve academic honesty and integrity.
* **The establishment and articulation of due process governing violations of the academic honesty policy, including penalties, other consequences, and the rebuttal process.** The imposition of penalties upon a candidate determined guilty of malpractice “ensures that the candidate does not gain an unfair advantage, maintains the integrity of the examination session by excluding those candidates who have abused the system, and deters other candidates from taking the same action” (*Policies and Practices: Academic Honesty,* p. 17).
* **Clear and concise information on consequences and action to be taken should an IB Candidate be found guilty of academic malpractice.**
* An extract from IB Regulations relating to malpractice.

Again, even though a policy statement on academic honesty and integrity will naturally include a section on penalties for academic malpractice, the policy statement must be understood as “a means of promoting good practice; a practical reference that is used and perceived in a positive way. The emphasis should be on prevention, not detection and penalties” (*Policies and Practices: Academic Honesty, p. 9).*

1. **Understanding Academic Dishonesty and Malpractice: Extract/Definitions**

The International Baccalaureate Organization Regulations governing malpractice and conditions that constitute malpractice clearly define the following:

**Malpractice:** Behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes plagiarism, collusion, duplication of work, or “any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).”

**Plagiarism:** the representation of the ideas or work of another person as the candidate’s own.

**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.

**Fabrication of Data:** the manufacture and use of date for a table, survey, graph, etc. The IBO views this as “an attempt to gain an unfair advantage in an assessment component. Consequently, the IBO would find a candidate who fabricates data and uses such data in an assessment component guilty of malpractice.

**Using Translated Texts From Another Language Without Acknowledgement:** copying a passage of text, translating into another language, and using verbatim without acknowledgement is plagiarism.

**Taking Unauthorized Material into an Examination Room:** includes cell phones, written notes.

**Leaving and/or Accessing Unauthorized Material in a Bathroom/Restroom That May Be Visited During an Examination:** self-explanatory.

**Any Misconduct That Disrupts or May Disrupt the Examination Process:** varied.

**Passing Any Information on to Another Candidate About the Contents of an Examination:** self-explanatory.

**Non-Compliance With Invigilator Instructions During Examinations:** self-explanatory.

**Impersonating Another Candidate:** self-explanatory.

**Stealing Examination Papers:** self-explanatory.

**Using Unauthorized Calculators:** self-explanatory.

**Disclosing or Discussing Examination Content With Someone Outside the Immediate School Community Within 24 Hours After the Examination:** self-explanatory.

**Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate.** (*Policies and Practices: Academic Honesty,* p. 3-5).

Quartz Hill High School IB Diploma Programme will be guided by these definitions as articulated by the IBO.

1. **Understanding Academic Dishonesty and Malpractice: Clarification**

The IBO states that in many cases candidates are unaware of what constitutes academic malpractice, and that **candidates need a significant degree of guidance and instruction from the teacher as proactive measures to ensure academic honesty**. The IBO provides some general guidelines and subject-specific guidelines regarding what does and does not constitute academic malpractice and what schools must do to ensure academic honesty and integrity:

* **Teach “acknowledgment of sources and citation”: Many students are unaware of when or how to acknowledge sources. Candidates must be taught this vital academic skill.** According to the IBO, “a candidate may copy one or two sentences from a book, journal or website without showing it as a quotation, but indicating its source in a footnote or the bibliography…**in general such cases are the result of negligence or a lack of awareness on the part of the candidate and do not warrant an allegation of malpractice.** These cases may attract the penalty applied to an academic infringement, and not malpractice. On this point, the IBO states that “work submitted by a candidate for assessment may contravene standard academic practice by failing to acknowledge the ideas or words of another person using quotation marks (or some other accepted practice). However, if there is some attempt by the candidate to acknowledge the source in the bibliography or in a footnote, the final award committee may designate a case of this type an academic infringement and not malpractice. The judgment as to whether academic infringement is the appropriate decision will be partly based on the quantity of text (or other media) that has been copied by the candidate.”
* **Understand that some data used by students can be shared by students: The IBO states that “for most assessment components candidates are expected to work independently but with support from their subject teacher (or supervisor in the case of extended essays).** The IBO states however that **“there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for some internal assessment.”** The IBO states that in some types of assessments, data used by individual candidates may be similar or identical to data used by other candidates, and that in some instances, data is gathered in student groups to be used by individual members of that group. The IBO provides some examples:
  + In Group 3 Geography for example, a teacher can present students with a research question and allow them to work in groups to collect data. Then **students would be required to write up their own report using the data collected as a group.**
  + In Group 4, the IBO states that **“no collaboration is allowed in assessment tasks except in the area of data collection. Although there are different requirements depending on the subject, candidates ideally should work on their own when collecting data. When data collection is carried out in groups, the actual recording and processing of data must be undertaken independently if this criterion is to be assessed…This does not apply to the Group 4 project, which by its very nature is a collaborative project and is assessed for personal skills only.**
  + In Group 5, the IBO states that “candidates must be aware that the written work they submit **must be entirely their own.** The IBO stresses that **“although group work can be educationally desirable in some situations, it is not appropriate for the Mathematics HL or Mathematics SL portfolio. For Mathematical Studies SL, group work must not be used for projects. Each project must be based on different data collected or measurements generated.”**
  + The IBO states that **“the presentation of the same work for different assessment components and/or diploma requirements is a duplication of work and therefore constitutes malpractice.** As an example, the IBO mentions the case where a candidate submits the same or very similar piece of work for both the history internal assessment and for the extended essay. This is malpractice. The IBO states, however, that **“it is perfectly acceptable for a candidate to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay.”**

Teachers may direct their candidates to use one or several methods of citation conventions that are appropriate in different curricular areas. Some common conventions include the conventions used by the American Psychological Association (APA) or the Modern Language Association (MLA) Format, or possibly the latest methods in the Chicago Manual Style.

1. **Possible Actions to be Taken By the IBO as Penalty for Malpractice**

The IBO imposes penalties on a candidate upon a determination of academic malpractice for the following reasons:

1. To ensure that a candidate does not gain an unfair advantage.
2. To maintain the integrity of the examination session by excluding those candidates who have abused the system.
3. To deter other candidates from taking the same action. (*Policies and Practices: Academic Honesty, p. 17).*

In cases where candidate academic infringement or academic malpractice is determined by the IBO, the final awards committee of the IBO may act in the following manners (*Policies and Practices*: Academic Honesty, pp. 17-18). In general:

* For instances of academic infringement, no mark will be awarded for the assessment component concerned. The candidate will still be eligible for a grade in the subject or diploma requirement concerned.
* For instances of academic malpractice, no grade will be awarded in the subject area concerned. In the case of a Diploma Programme candidate the consequence is that no diploma will be awarded to the candidate.
* The IBO states that “if a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee may decide that the candidate will not be permitted to register for examinations in any future sessions.”
* If a candidate is found guilty of using unauthorized materials in an examination session or is found guilty of misconduct in an examination session, no grade will be awarded in the subject area concerned.

1. **Actions to be Taken By Quartz Hill High School as Penalty for Malpractice and Any Violation of IB and Honors Program Honor Code**

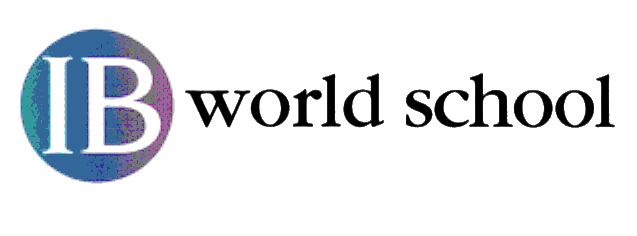
Since the inception of the Quartz Hill High School Honors Program and IB Diploma Programme, the faculty has mandated parent and student signatures on The IB World School Honor Code. Our code states that “honesty and integrity form the cornerstone of the International Baccalaureate Honor Code…and as such, are central to the high standards by which all students should live. The IB Honor Code begins with the belief that every student has the right to pursue an education free from the ills caused by any form of intellectual dishonesty…We understand that the IB course of study is rigorous and, while group study is both accepted and encouraged in many instances, ethical conduct is expected at all times…Inherent in this Code is the responsibility of an individual to come forth and report any violation of the Honor Code. Violations of the Honor Code, including plagiarism, collusion and duplication of work as defined by the IBO, will be handled in accordance with written teacher policy, and such policy may include the following:

* Teacher assignment of “no credit” (zero/F) for the work in question.
* Teacher notification of both parent and IB Coordinator
* Issuance of Unsatisfactory Citizenship Grade
* Initiation of the disciplinary sequence to be handled in IB Office:

Offense 1—student conference, notation in discipline file, parent notification

Offense 2—IB Coordinator Recommendation to Site Administration for Removal from Honors/IB Programs

**In any case of possible occurrence of academic infringement or malpractice, the IB Coordinator will consult Site Administration on matters of due process, so that the process is in compliance with District Policy and the mandates of California Education Code stipulations.**



**INTERNATIONAL BACCALAUREATE PROGRAM**

**HONOR CODE**

**HONESTY** and **INTEGRITY** form the cornerstone of the Honors Program and the International Baccalaureate (IB) Honor Code at Quartz Hill High School and, as such, are central to the high standards by which all students should live. The IB Honor Code begins with the belief that every student has the right to pursue an education free from the ills caused by any form of intellectual dishonesty.

We understand that the Honors Program and the IB courses of study are difficult and, while group study is both accepted and encouraged, ethical conduct is expected at all times. Academic violations of the Honor Code consist of the following: **CHEATING** includes the actual giving or receiving of any unauthorized aid or assistance on any form of any academic work. **PLAGIARISM** includes the copying of or representation of another’s work as one’s own.

**INHERENT** in this Code is the responsibility of an individual to come forth and report any violation of the Honor Code. Violations of the Honor Code will be handled in accordance with written teacher policy. The teacher-imposed penalties shall include a referral to the IB Coordinator, and may include a zero on the assignment and/or unsatisfactory citizenship grade.

**ALL** violations shall be considered disciplinary matters to be handled in the International Baccalaureate office as follows:

1st Offense: Student conference. Notation in discipline file. Parent notification.

2nd Offense: Recommendation By IB Coordinator to Site Administration for dismissal from the IB Program.

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Date Student Signature

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Class Parent Signature

***This form will be kept on file by each Honors and IB teacher and will be forwarded to the IB Coordinator for filing upon the first offense.***