



CARROLLWOOD
DAY SCHOOL

Carrollwood Day School Middle Years Programme Academic Honesty Policy

Academic Honesty Policy

The academic policy is in alignment with the mission of Carrollwood Day School, The mission of Carrollwood Day School is to create **entrepreneurial thinkers** for a global society. We provide strong **character-based education** emphasizing problem-solving skills and philanthropic understanding. Our students are prepared to be world leaders using the **International Baccalaureate Programmes**, cutting-edge **technology**, **creative arts**, and **competitive athletics**. Most importantly, CDS fosters the development of the **entire student** not only in academics, but also ethically, emotionally, and through social experience. Our goal is to help students discover and develop their own talents and interests and use these to better the world and themselves.

Academic Honesty Philosophy

CDS provides a safe environment that encourages students to be creative, imaginative, and learn from a variety of teaching styles while building the skills to appropriately acknowledge sources and references. The character education program helps students to learn the value and ethics behind accurately citing and referencing, and the importance of academic honesty. It is a responsibility for all stakeholders in the students' education to understand the importance and definition of academic honesty and the consequent actions if there is malpractice.

The ultimate goal of the academic honesty policy at CDS is to teach students to research, analyze, understand and create original material with documentation to support their ideas.

In the MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students' developing competencies in self-management, research and communication. In some MYP subject groups (as well as MYP projects), students are introduced to the importance of the process journal as a tool that promotes academic honesty. Both the personal project and the community project require students and supervisors to note their meeting dates and the main points discussed, and to declare the academic honesty of their work. MYP teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviours necessary to avoid pitfalls in formal high-stakes assessments as well as externally assessed coursework and culminating projects.

(Academic honesty in the IB educational context, 2014)

Academic Honesty Policy Definitions

CDS defines academic honesty as producing original work which includes giving credit to sources, and transparency in the process used to understand and transfer knowledge to produce original work.

The IB defines academic misconduct as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.

Academic misconduct includes:

- **plagiarism**—*the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment*
- **collusion**—*supporting academic misconduct by another student, 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*
- *any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).*

For most MYP assessments, students are expected to work independently but with appropriate support from teachers and other adults, although there are many occasions when collaboration with other students is an important part of the learning process.

(MYP Principles Into Practice, 2014)

Roles and Responsibilities in Supporting Academic Honesty

School:

- The entire CDS community is committed to the central importance of character education, of which academic honesty is an essential component.
- The school policy on academic honesty is provided in the handbook.
- Students are taught inquiry and research skills along with proper citation methods.
- *Turnitin.com* is utilized as a check on student work.
- Individual teachers review the academic honesty policy with their students at the beginning of their classes along with their expectations.
- School personnel report and record academic dishonesty (teacher, administration).

Student:

- To know and understand the academic honesty policy and the expectations and consequences that are associated with it throughout their tenure at CDS.
- Ensure that all the work they submit for assessment is authentic, with the work or ideas of others correctly acknowledged.
- Students should ask their teacher for clarification of the expectations if they are unclear.
- Students sign an academic honesty declaration for course-work submitted.
- Report malpractice by other students to cultivate a culture of academic honesty

Parents:

- Parents should review the school's website to become familiar with the academic honesty expectations of CDS.
- Encourage their child to support a culture of academic honesty and the character education program.

Consequences of Academic Dishonesty

If there is an academic infringement or academic dishonesty identified by the teacher, the student will be addressed by the teacher to determine the severity and appropriate consequences. Teachers will consult with administration. Should a violation of academic honesty occur or become a recurring infraction, the resulting consequences are reflected in the school handbook.

Academic infringements

Definition of an academic infringement:

There can be instances where work submitted by a candidate (student) for assessment contravenes the standard academic practice of clearly acknowledging all ideas and words of other persons without the candidate having made a deliberate attempt to gain an unfair advantage, for example where a candidate has not used some means of indicating a quotation, but has cited the source of the text in the bibliography or in a footnote.