



## Academic Honesty Policy Guidelines

### Purpose and Philosophy

As described by the IB Learner Profile HIS students are developing into “inquiring, knowledgeable and caring learners who contribute positively to their communities.” Opportunities to read, write, consider and create are a daily occurrence. Drawing upon a foundation of collaborative information and ideas HIS students build and voice their own understandings and express new ideas in their own unique perspective. These guidelines are intended to educate students in ethical effective use of the resources available to them as they make their own contributions to the HIS community and beyond.

We are committed to the practice and education of academic honesty in all aspects of teaching and learning. The work of all HIS stakeholders will be consistent with the IB Learner Profile as well as the guidelines outline by IB and the HIS Academic Honesty Policy Guidelines.

### Statement of Policy

The academic program of HIS is rigorous and often encourages independent inquiry-based learning. Students of HIS are encouraged to pursue their own authentic thoughts and ideas, and add credibility to their work by giving credit and properly citing sources where appropriate. In this environment, academic honesty and the trust it engenders is a core value of the community.

The school administration will publish Academic Honesty Guidelines and ensure faculty and students develop an understanding of what constitutes academic honesty and malpractice, procedures and consequences associated with misconduct, and roles of parents and faculty in upholding expectations of academic honesty at HIS.



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### **Academic Honesty Code**

“HIS values authentic academic work that holds learners accountable for the integrity of products they submit. This includes, but is not limited to, postings, assignments, exams, projects and the extended essay. HIS cannot accept work that lies outside of general academic and instructor expectations regarding proper citation of sources as specified by the most recent MLA Publication Manual. I understand that it is my responsibility to know the expectations of the HIS Academic Honesty Guidelines and submit work that represents my own effort. Where I have used the words and ideas of others, I have paraphrased and given credit according to the guidelines of the MLA Publication Manual.”

### **Policy Guidelines Review**

The policy guidelines are a living document, and all stakeholders have ongoing opportunities to engage with its principles and practices and provide feedback. The Academic Honesty Policy and corresponding guidelines are subject to a full review by a focused committee as part of the self-study process every five years, or more frequently as needed.

### **Academic Conduct**

Appropriate academic conduct calls for students to act as scholars, drawing on a growing body of information and ideas for knowledge, foundation, and inspiration while generating their own original products and using feedback as a constructive opportunity for continued growth. Academic misconduct is behavior (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment.

Behavior that may disadvantage another student is also regarded as academic misconduct. This behavior limits the opportunity for learning and growth for all involved.



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Any other behavior that gains an unfair advantage for a student or that affects the results of another student may also be considered a lapse of academic honesty and will prevent students from gaining the full learning benefit of completing the task. These may include, but are not limited to:

- Submitting work/idea that reflects the original thinking and/or writing of a tutor, parent, internet, or any other individual/source other than that of the student.
- Using translations from internet applications to produce work in the language of the class.
- Falsifying data to be analyzed as part of an original investigation.
- Copying the work of others.
- Allowing or assisting others to copy work.
- Plagiarism of any form such as copying websites and not citing ideas presented by others.
- Submitting work not performed by the student.
- Tolerating academic misconduct in others.



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Academic Conduct	Academic Misconduct
<p><b>crediting sources</b></p> <p>Ideas, information, and images created by others are explicitly cited using a standard convention that allows the audience to easily locate the original sources.</p>	<p><b>plagiarism</b></p> <p>the representation, intentional or unintentional, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.</p> <p><i>Example:</i> Making use of a good idea from a source without naming the original author and referring the reader to the source.</p>
<p><b>collaboration</b></p> <p>When appropriate to a given task, students work together as a team, discussing and clarifying their ideas, assisting each other to understand material, workshoping their writing, and so forth.</p>	<p><b>collusion</b></p> <p>supporting academic misconduct by another candidate, for example, allowing one's work to be copied by another:</p> <p><i>Example:</i> Letting a friend copy homework to be submitted in their own name.</p>
<p><b>original work</b></p> <p>Each assignment is a new opportunity for students to move forward with their learning and produce work at a new level.</p>	<p><b>duplication of work</b></p> <p>submitting the same work, even if original work by the student, for multiple tasks or in multiple courses.</p> <p><i>Example:</i> Submitting the same piece of writing for assessment in both History and English.</p>
<p><b>examination conditions</b></p> <p>Students sit for exams individually and quietly, prepared with writing instruments and formally authorized reference materials only.</p>	<p><b>misconduct during an examination</b></p> <p>taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate.</p> <p><i>Example:</i> Accessing the internet during an exam.</p>

Categories of misconduct in this previous section are taken directly from International Baccalaureate Organization, *Academic Honesty in the Diploma Programme*, OCC, 2016, with additions for clarity.



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### **International Baccalaureate Organization: Intent Defined**

“The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behavior in the exam room and around the time of the examination. For these reasons, a student’s intent cannot be taken into account if the IB investigates an alleged breach of the General regulations: Diploma Programme. Be aware that a breach of IB regulations will have serious consequences.” (Academic Integrity in the Diploma Programme, 2014, IBO)

### **HIS Specific Practices and Expectations**

**Student responsibilities.** The school expects students to work together and to help each other learn. Additionally, the school encourages a classroom environment in which the ideas of students are valued both by the teacher and by fellow students. Most tests, quizzes, and written assignments (compositions, research paper, and so forth) are intended by the teacher to be completed independently by the student. Students who copy information from another student, or who in any way present work or ideas as their own when the work is not theirs have violated the code of academic honesty.

- Ensure that all submitted work is authentic in nature as in it is their own work.
- All externally evaluated IB assignments, internal projects, and advisory guidance will be instructed and completed in MLA style. Work in the classroom as well as the extended essay is determined by departmental discretion related to style guides limited to Chicago, APA, and MLA.
- Include a References (APA), Works Cited (MLA), or Bibliography (Chicago) page with any assignment that draws on sources.
- Cite the work of others, whether quoted or paraphrased, using the most current APA, MLA, or Chicago format.
- Respect the concept of intellectual property for non-textual sources.
- Conduct themselves appropriately within a testing environment.



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- Act in a manner that is consistent with the HIS Academic Honesty Policy and corresponding guidelines.
- Seek clarity from teachers in the event of any confusion regarding academic honesty.
- Support other students by advocating Academic Honesty.

**Teacher responsibilities.** Ensure that all tasks, whether submitted to the IB or assessed internally, including but not limited to the Personal Project, External/Internal Assessments, and the Extended Essays, are authenticated through both a plagiarism detector such as Turnitin.com and appropriate professional practice.

- Ensure that every course taught includes a minimum of one assessment task per year that requires effective use of research skills and/or source citation.
- Understand and support the concept of Academic Honesty.
- Act in manner that is consistent with the HIS Academic Honesty Policy and corresponding guidelines.
- Provide appropriate instruction to students regarding academic practices that result in ethically responsible work.
- Provide clear guidance to students on subject specific academic writing and use of the most recent subject specific style guide.
- Provide clear guidelines for group and collaborative work, so that students avoid collusion, ensuring fair assessment.
- Confirm that all work accepted for assessment is the authentic work of that student.
- Report all incidents of Academic Misconduct to the divisional principal.
- Make effective use of tools to check for originality, such as reviewing originality reports from a plagiarism detector such as Turnitin.com.



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**Identifying Academic Misconduct.** Teachers use professional discretion to identify work of concern and must provide evidence in supporting that concern. Such evidence might include:

- Examples of student work showing an unexplained “jump” in apparent quality.
- Inconsistencies between knowing, understanding, and skills demonstrated in daily learning activities and on assessment tasks.
- Lack of notes, plans, process journals, drafts, or other evidence of the student’s scholarly process.
- Reports from a plagiarism detector such as Turnitin.com.
- Professional judgment, not admittance of guilt is the basis for whether the Academic Honesty Policy Guidelines has been breached.

**School responsibilities.** Devote time to specific activities that promote student awareness of academic honesty, specifically by allowing students to create scenarios, principles, and punishments appropriate for grade level understanding.

- Promote and publicize the HIS Academic Honest Policy Guidelines, as well as the IB Academic Honesty guidelines.
- Facilitate advisory sessions addressing academic honesty every semester. These will cover grade and subject level appropriate information regarding correct documentation of the ideas of others, attribution, respect, and learner understanding regarding HIS and IB policies.
- Require that all teachers incorporate the explicit teaching of appropriate academic conduct and practices for any/all reports, projects, and written work by students.
- Offer professional development for all teachers (new and returning) with respect to IB and HIS Policies regarding academic honesty during annual teacher orientation.
- Provide a mid-year training for all teachers regarding the use of these polices on



assessments and assignments.

### **School responsibilities (Continued)**

- Monitor subject overviews in Upper School to ensure that every course in every subject at every grade level includes a minimum of one assessment task per year that requires explicit teaching and effective use of research skills and/or source citation.
- Monitor grade level overviews in Lower School to ensure that every class includes a minimum of one assessment task per year that requires grade level appropriate research skills and/or source citation.
- Develop and promote a standard MLA style guide handout for use of all classes from grades 6-12.
- Provide appropriate support for MLA style guidance for lower school instructors.
- Ensure all teachers include the Academic Honesty Code in each class syllabus at the beginning of the year.
- Hold a seminar for parents on academic honesty to promote awareness and the need to reinforce behaviors and values with their children.
- Provide ongoing training for teachers in the use of Turnitin.com and similar tools to promote their effective use.

**Guardian responsibilities.** Students may seek advice from a parent, tutor, family members, chaperone, or other adult advisor in understanding an assignment or in solving a problem. Guardians and students should realize that the purpose of the homework is to reinforce what the child has been doing in the class and to solidify understanding. Therefore, guardians who help children with homework should ensure that the student is able, after receiving help, to solve the problems or do the work independently. Students must have full ownership of their own work and be confident in explaining every aspect of their process. Appropriate guardian support may include:

- Collaborating with the students to find and identify appropriate sources of information and ideas.





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- Understanding and support the HIS Academic Honesty Policy Guidelines.

### **Guardian responsibilities (Continued)**

- Assisting students in identifying and citing sources of ideas and information.
- Discussing sources with students and helping to identify key information and ideas.
- Asking open-ended questions to encourage students to go further in their critical thinking.
- Working with students on the self-management of schedules and organization of ideas.

The following types of support are NOT acceptable:

- Writing text or taking dictation on behalf of the student.
- Completing a project on behalf of the student.
- Revising a student draft to correct/change content, usage, and style.
- Providing students with additional information or ideas without an appropriate academic source.
- Selecting and using content from sources without collaborating with the student.
- Purchasing writing from a consultant.

### **Consequences of Academic Misconduct**

Academic honesty is required at HIS. In the event that a student is shown to be dishonest, one or more of the following will occur: the assignment will not be accepted, student support will be notified, administration will be notified, the student's parents will be notified, (s)he will serve a suspension. Note that the student will lose the right to appear on the honor roll for that semester. Repeated results will result in a student being asked to leave HIS.

Where misconduct is suspected, teachers will meet with the students in person, express



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their concerns, and give students the opportunity to provide additional evidence of the originality and integrity of their work.

In Grade 6 or before, and for students of any grade in their first year at HIS, initial lapses in academic honesty may be treated as learning opportunities, and the teacher should work with the student to ensure that they understand the standards and have opportunities to practice them. Work in this case or in the case of lower school may be resubmitted for a grade with no penalty, at the teacher's discretion.

Whether subject to disciplinary action or treated as a learning opportunity, all incidents in Upper School will be documented, and the student's advisor and administrator will be informed. Work produced through confirmed malpractice will not be graded. Reoccurring misconduct, malpractice may be subject to disciplinary action, at the discretion of the teacher and administration. Such action may include, but is not limited to, the following:

- Informing the student's parents.
  - Documenting the incident in the school database.
  - Recording an N/A on the relevant criteria, or on the entire assignment.
  - Required resubmission of the assignment. Resubmission may or may not be given credit toward a grade, at the discretion of the teacher.
  - Withdrawal of privileges until the case is resolved.
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- Where one student has multiple incidents of malpractice, they will be subject to further disciplinary action at the discretion of the administration, in consultation with the advisor, counselor, and parents.
  - In the case of work that is subject to external assessment by the IB, including MYP Personal Projects, DP Extended Essays, and Internal and External Assessments, the work will not be submitted to the IBO. The student will not receive credit for the missing component.
  - If malpractice is suspected after work has been submitted to the IBO, the



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organization will be informed, which will normally result in the withdrawal of an IB Diploma or MYP Certificate.

### **Rights of the Students**

Students have the right to invite a guardian or advisor into any teacher conference. They have the right to appeal any decision by a teacher to the principals. Charges of academic misconduct may be appealed to the teacher, the corresponding IB Coordinator, divisional Principal, and Assistant Principal. With regard to instances of misconduct in internal or external assessments within the IB, the IB Coordinator will ensure that the school responds in full compliance with the IB Guidelines on Academic Integrity and to ensure that students are aware of the IB Academic Integrity Policy.