

# East Nashville Magnet School

## Academic Honesty Policy

### Academic Honesty

Academic honesty is an extension of and a reflection of the **IB Learner Profile** and several traits that include principled, knowledgeable, and reflective, in addition to others. To practice academic honesty is to engage in academic pursuits in a truly authentic manner.

Academic honesty is the responsibility of all parties involved in the student's education, including the students, teachers, administrators, and parents. It is important that at East Nashville Magnet School (ENMS) our teachers communicate to students the importance of academic honesty and integrity for very positive reasons. As part of their social and ethical development, students need to see academic honesty beyond the context of "not cheating," but as an integral element of their social and intellectual construct. While academic honesty is broad in scope, we will start with the basic IB statement:

*As stated in the IB learner profile, all members of the IB community must strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere". [IB] Students must demonstrate academic honesty and avoid any form of academic misconduct.*

MYP: From principles into practice, IB

It is necessary to understand that students will not always approach assessment in an ethical manner. In cases of student malpractice, the ENMS IB Programme will follow a policy that is congruent with the greater school policy and that of the IB. ENMS supports academic honesty by working intentionally to prevent academic malpractice from occurring and by setting up a transparent and consistent set of consequences in the event that it occurs and is detected.

### Citations and Referencing

Any work that comes from the thinking of others deserves a citation. We cite to acknowledge and show respect for the work of others. Our references provide a path for those reading our work to verify these acknowledgements and, in the process, validate our own interpretation of information. Our work can only be considered credible once it contains references that are correctly and consistently cited using a recognized style.

ENMS will support the teaching and use of MLA format as the default citation style. Though IB does not prescribe any style, this decision recognizes the universal nature and accessibility of MLA for students. Teachers may decide to teach and use a style more specific to their subjects (e.g. Chicago style for history).

In these cases, teachers will help students learn the demands and requirements of this style and support students through the assignments that require them with intention and attention to detail.

For examples of different MLA citation scenarios and how the system demands these be addressed, students and teachers can visit the Purdue University's Writing Lab webpage<sup>1</sup>.

## **Responsibilities Regarding Academic Honesty**

### **IB Coordinator**

- To support teachers in their enforcement of the IBDP's academic honesty policy
- To communicate to teachers, students, and parents the IB and ENMS expectations regarding academic honesty and to report any academic malpractice tied to IB-required assessments
- To communicate expectations for teachers and project advisors regarding citations and references for IB and IBDP courses, Internal Assessments, and IB projects.

### **Teachers**

- To teach strong academic practices as they pertain to academic honesty, including the citation of work and rules regarding individual and group work
- To reinforce the characteristics of the Learner Profile that pertain specifically to academic honesty
- To make clear to students the penalties for academic malpractice on formative and summative assessments
- To communicate to parents acts of academic malpractice by their students
- To report to IBDP coordinator, and if necessary the administrator, acts of malpractice by students
- To introduce, support, and consistently assess citation and referencing expectations to students. It is understood that the teacher selects and communicates citation and reference style based on subject needs. The default reference style should be MLA unless otherwise stated. For example, courses in Individuals and Societies may require students to submit work using Chicago or Turabian instead of MLA. In this case, the teacher must communicate these requirements and support them formally and informally.

### **Students**

- To know the rules and expectations regarding the IB and ENMS' academic honesty policy, including the consequences of academic malpractice
- To act in a manner consistent with the IB and ENMS expectations of academic honesty
- To self-report instances of academic malpractice conducted by self or peers
- Support culture of academic honesty through Student Council and other informal measures
- To understand that unless otherwise communicated by the teacher (most often based on subject needs), the default citation and reference style shall be MLA.

### **Parents**

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- To understand the rules and expectations of the IB and ENMS academic honesty policy, including the consequences of academic malpractice
- To reinforce the value, expectations and practice of academic honesty to their students

## Types of Academic Malpractice

**Academic misconduct is defined by the IB as, “behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components.” (MYP: From principles into practice: Understanding academic misconduct)**

Authentic authorship is understood to mean a student’s piece of work based on his/her individual and original ideas with the ideas and work of others fully acknowledged. It is important to note that students may use other resources to support their ideas. Students must correctly cite these resources using MLA format (or appropriate style as determined by the teacher).

The IB, in its document, *MYP: From principles into practice*, includes in its definition of malpractice the following categories and definitions:

Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion: supporting academic misconduct by another student, as in allowing one’s work to be copied or submitted for assessment by another. **Important differences exist between collusion and collaboration. Collaboration requires acknowledged permission from the collaborators and the teacher who assigned the work. Collusion, then, is essentially a secret agreement outside of the acceptable boundaries for the assignment that produces an unfair advantage for the colluders.**

Duplication of Work: the presentation of the same work for different assessment components and/or Middle Years Programme or Diploma Programme requirements.

Other: any other behaviour that gives an unfair advantage to a student or that affects the results of another student including but not limited to:

- Taking unauthorized material into an examination room
- Stealing examination materials
- Disruptive behavior during examination
- Disclosure of information about the content of examination papers within 24 hours after a written examination.

- Use of intellectual property (i.e. the work or invention that is the result of creativity, such as a manuscript or a design, to which one has rights and for which one may apply for a patent, copyright, or trademark) without citation (and potentially permission)

### **Preventative efforts to support academic honesty**

ENMS wants to create and maintain a school culture that promotes and celebrates academic honesty. First, we use the IB Learner Profile to discuss and recognize when students embody the traits of Principled, Thinker, Open-Minded, Balanced, Communicator, and Risk-Taker. In addition, our teachers and classes will support responsible citation practice to ensure that student deficits in understanding how to successfully cite the work of others is not an obstacle to fulfilling our expectations of academic honesty. We recognize the academic risk-taking required to undertake the rigorous work our school's IBDP courses assign and will support students through our counseling services, as advisors in projects and assignments, with intentional formative feedback, and as positive and patient role models.

We recognize the importance of communicating our expectations, our plans to support students, and the consequences for all of us in the event academic malpractice is uncovered. As such, our programs and teachers communicate expectations in this policy at the beginning of every academic year to students in individual classes and at grade level meetings, to parents in publications and on our school website, and to teachers in team meetings and during inservice training.

East teachers will have access to and use the plagiarism service "Turnitin" through our district's use of Schoology. Teachers will communicate to students about the assignments submitted through Turnitin. At a minimum, all Internal Assessments and the Extended Essay will be submitted using this service to ensure academic honesty. These expectations, processes, and requirements will be included in course syllabi and student assignment guides.

### **Consequences of Malpractice**

When a student is considered to have engaged in an act of academic dishonesty or malpractice, the teacher will have the discretion to act in a manner that is commensurate with the extent of the transgression. Action taken can include assigning a "zero" to the coursework in question, contacting the student's parent(s) or guardian(s), assigning students to remedial tutorial on academic honesty and misconduct, and notifying an administrator for additional action.

When a student acts in a manner that reflects academic malpractice in an IBDP class, the teacher will begin the process of investigation to determine the manner and extent of the malpractice. Depending on the teacher's findings, including the scope and severity of the offense, the significance of the assignment (i.e. homework, unit test, process journal, etc), and the recidivism of the offending student, the teacher will use discretion to determine the specific consequence of the offense.

When a Diploma Programme student acts in a manner that reflects academic malpractice on an Diploma Programme Internal or External Assessment, the teacher will begin the process of investigation to determine the manner and extent of the malpractice. Depending on the teacher's findings, including the scope and severity of the offense and manner in which the academic malpractice was discovered, the student may face expulsion from the Diploma Programme and may lose the ability to earn the Diploma.

In each case, the teacher will:

- Meet with the student to discuss the offense and its implications
- Contact the parent(s) to inform them of the malpractice
- Contact the IB coordinator to inform him of the malpractice

Further consequences, at the discretion of the teacher, can include:

- Receiving of a "0" on the assignment or assessment in question
- Contacting the student's counselor and/or administrator

For more information regarding academic honesty and malpractice, see the IB's publications, *DP: From principles into practice* and *MYP: From principles into practice*.

This policy was reviewed, discussed, revised, and accepted by East Nashville IB Steering Committee (Meeting agendas 8/14/2019 and 9/11/2019). It is reviewed, updated, and approved annually.

Most recent edition was created on October 14, 2020 as part of the IBDP Authorization process.

Our program policies are published via the school's IB website (<https://enmsib.weebly.com>) and referenced in communications to families. ENMS ensures that this information is presented to students during orientations to IBDP and DP programs and discussed both formally and informally in classes and town hall meetings.