

# Metropolitan Learning Center Academic Honesty Policy

## Academic Honesty

Academic honesty is the vital part of the MLC community. MLC fosters a learning environment where students gain an understanding of and appreciation for the values of academic honesty and personal integrity as defined in our school's mission statement and the IB Learner Profile.

Academic honesty requires students to be principled. That is, they take responsibility for completing work that is reflective of their own academic honesty and personal integrity and show respect for the dignity of others and the rights of people everywhere. Upholding academic honesty ensures that all students have equal opportunity to be inquirers and thinkers (two of the learner profile traits) as they explore ideas, demonstrate their knowledge and skills, and frame future interactions, choices and decisions with what they have learned. In short, academic honesty requires learning and practice in order for students to be prepared to act with "integrity and honesty (from the IB learner profile, "principled"):

*"The key is to guide [students] in building an understanding that using other people's work is acceptable, but honesty requires them to explicitly give credit to the original author" (from Academic honesty in the Middle Years Programme, 2016).*

*"[Students] should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding, and thinking transparent" (from Academic honesty in the Diploma Programme, 2016).*

At MLC, students develop the understanding and skills necessary to learn and create while maintaining academic honesty. All students are expected to:

- Make their work personal and use their own "voices" in their work;
- Know how to conduct research and to manage time so that work gets done properly;
- Know how to acknowledge sources and help used;
- Understand what constitutes academic misconduct;
- Know the consequences of academic misconduct;
- Ask for help from teachers when needed; and
- Act in a responsible and ethical manner throughout the IB experience.

## Academically Dishonest Behavior

**Malpractice:** behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

**Academic Misconduct:** 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 components of assessment.

### **Breaches to MLC (and IB) regulations**

**Plagiarism:** The representation, intentionally or unwittingly, of ideas, words or work of another person without proper, clear and explicit acknowledgment.

**Collusion:** Supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

**Duplication:** presenting, submitting and copying the same work for more than one course and for different assessment components or requirements.

**Cheating:** using or attempting to use unauthorized materials, assistance and aids in an effort to gain an unfair advantage.

### **Misconduct during standardized (SBAC, CAPT/CMT, PSAT, SAT, AP) and IB examinations:**

- Taking unauthorized material into an examination room
- Stealing examination materials
- Disruptive behavior during examination
- For IB examinations only: Disclosure of information about the content of an examination paper within 24 hours after a written examination

The following is a list of examples of **academically dishonest behavior**; it is by no means exhaustive:

- Presenting materials taken from sources, such as books, periodicals, newspapers or the internet without appropriate documentation.
- Copying or allowing another student to copy homework, test, quiz, project, book report, lab report, assignment, or take home test.
- Unauthorized use of programmable technology in a manner not specified by the teacher and unauthorized use of an electronic translator for foreign languages.
- Using notes, looking at another student's answers and/or talking to another student during a test or quiz.
- Unauthorized accessing, deleting, modifying, transferring digital files/software/programs.
- Fabricating or falsifying research data, stealing laboratory reports and examination papers.
- Attempting to receive credit by submitting the same work in two different classes.

### **Student Responsibilities**

- Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Reference in the text all material reproduced directly (copied) from any source. This includes all phrases, sentences, paragraphs, graphs, charts, images or any other information. Sources include printed and electronic media, such as books, textbooks, magazines, interviews, websites and images.
- If any idea or argument of someone else's work is used, give that individual credit, either in footnotes or in the text in parentheses.
- Procrastination and sloppy research techniques can lead to inadvertent plagiarism. When taking notes, be sure to put information copied directly from a source in quotations. It is always better to read the material, think about it and then write the information in your own words. This will make inadvertent copying less likely to occur. Thoughtful research takes time, so plan ahead and don't procrastinate.
- Common knowledge is knowledge known by everyone or nearly everyone, generally in reference to the community to which you are writing or presenting. Common knowledge does not need to be cited. When in doubt, it is always better to cite your sources.
- Be on the safe side. Having too many footnotes, while not the most desirable in appearance or readability, is not academically dishonest; on the other hand, if someone else's work is not acknowledged that is plagiarism.
- Intentions are not relevant in judging whether or not something has been plagiarized. If credit is not given where credit is due, plagiarism has occurred. Therefore, be sure to cite sources in order to avoid plagiarism.

***Students should remember the following:***

*Why cite?*

- *To show respect for the work of others*
- *To give the reader the opportunity to follow up references*
- *To help a reader distinguish between the work of the creator and the work of others*
- *To give the reader the opportunity to check the validity of creator's interpretation*
- *To receive proper credit for the research process*
- *To establish credibility and authority of own knowledge and ideas*

*What to cite?*

*Students are expected to acknowledge any source materials or ideas which are not their own and have been used in any way such as a quotation, paraphrase, or summary*

*Written or electronic source materials may include:*

- |                   |                        |
|-------------------|------------------------|
| • <i>Text</i>     | • <i>Interviews</i>    |
| • <i>Visual</i>   | • <i>Conversations</i> |
| • <i>Audio</i>    | • <i>Letters</i>       |
| • <i>Graphic</i>  | • <i>Broadcasts</i>    |
| • <i>Artistic</i> | • <i>Maps</i>          |
| • <i>Lectures</i> |                        |

*When to cite?*

*Citation is expected in the body of the student's work where the external source has been used. The reader must be able to clearly distinguish between the words/work of the creator and the word/work of others. Including the reference **ONLY** in the bibliography is not enough.*

*How to cite?*

*Follow the expectations set forth by your teacher in the assignment explanation. Either MLA or APA format will be required; be sure to cite according to the specifications of your teacher.*

## **Teacher Responsibilities**

- Support and act on the school's policy on good academic practice and provide candidates with advice whenever necessary.
- Provide instruction and support in research and study skills, and be available to offer advice and guidance to students.
- Give specific requirements as well as written examples of proper citation of a variety of sources in their discipline area(s).
- Structure assignments to encourage the development of students' own ideas through problem solving, comparison, precise hypothesis, analysis etc.
- Provide a formative assessment structure for investigative reports that includes planning and the evaluation of sources, and reflects the need for candidates' work to be authentic. The formative assessment structure might include:
  - a carefully developed thesis
  - the evaluation of sources
  - planning for an investigation
  - personal critique or analysis
  - evidence of higher thinking
  - in-class research assignments.
- Assess and provide formative feedback on regular class and homework assignments that are not being submitted to the IB for assessment, taking into account the use of and acknowledgement of sources. The formative data will show evidence of the degree to which a candidate has correctly used and acknowledged all sources.
- Guard against what might be described as "academic negligence". Teachers provide the necessary feedback to warn candidates about the consequences of being careless when recording sources, or displaying a disregard for the origin of material within their work.
- As role models for their students, teachers observe the same procedures as students and actively use the MLA bibliographic convention (or other discipline appropriate style) when providing students with reference material.

## **IB Coordinator and School Administration Responsibilities**

- Establish processes and procedures that support a school culture that actively encourages academic honesty.

- Know the regulations and instructions as provided by the IBO that govern conduct of each examination session.
- Inform staff and students through various media what constitutes malpractice and how it can be prevented.
- Support the IBO fully in the prevention, detection and investigation of malpractice.
- Undertake any additional responsibilities required by the IBO should a candidate or staff member be investigated for malpractice.

### **Guidelines for dealing with consequences for academic misconduct**

Any case of academic misconduct will be dealt with in a manner that ensures equity, consistency, procedural fairness, timely resolution and further learning. Students may be penalized with a failing grade for the assignment or assessment, the semester, or the year. Academic misconduct identified by the IB Organization may also result in the loss of the IB Diploma.

Steps taken in the case of academic misconduct:

- Investigation of misconduct
- Student(s) conference with the teacher regarding the incident
- Referral of the infraction to the administrative team (IB Coordinator, Dean or Assistant Principal, and/or Principal)
- Conference with the student, parent(s), teacher and administrative team
- Documentation of incident for student file and appropriate parties notified (IBO, prospective colleges, etc.)
- Recommendations for further study on appropriate referencing process and ethical behavior

**Level One Offense:** Violations will be handled by the teacher in the classroom. Students who are caught engaging academic dishonest activities will receive a grade of “F” or 0 for the submitted assignment, paper, test or quiz. Parents will be contacted. Students will receive an extended detention to review academic honesty policy.

Level One violations include (but are not limited to):

- Copying or allowing another student to copy any assignment.
- Looking at another student’s answers during test or quiz.
- Taking materials from another source that is not properly credited or cited.
- Using notes and talking to another student during a test or quiz.
- Working on an assignment with others that should be done by individuals.
- A second Level One violation will be considered a Level Two violation and will be dealt with accordingly.

**Level Two Offense:** Violations will be handled by the teacher and administrative team. Parents will be contacted. Students will receive no credit for the submitted work and will be assigned a Saturday detention.

Level Two violations include (but are not limited to):

- Taking papers straight from books, periodicals, newspapers or the internet.
- Using electronic device to receive or give questions and answers on a test or quiz.
- Submitting the same piece of work for more than one class.
- Copying entire papers from another student.
- Students who found guilty of Level Two violations will not be eligible for National Honor Society membership for the next round of inductions.

**Level 3 Offense:** Violations will be handled by the administrative team. Consequence would include (but not be limited to) the student receiving a failing grade for the submitted work and an assigned in-school suspension.

Level Three violations include (but are not limited to):

- Hacking and altering grades on a computer database.
- Falsifying research data, stealing laboratory reports and examination papers.

*MLC Academic Honesty Policy adapted from the following resources:*

- *Academic Honesty in the IB Educational Context* (IBO 2014)
- *Effective Citing and Referencing* (IBO 2014)
- *Academic Honesty in the IB* (IB Position Paper 2012)
- *Academic Honesty – Principles to Practice* (Dr. Celina Garza 2014)
- *United Nations International School* (Academic Honesty Policy 2014)