# Pueblo East High School Academic Integrity Policy

## Philosophy of Academic Integrity

According to the *MYP:  From principles into practice* (Updated September 2017), "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-modelling and taught skills."  The guide goes on to explain the necessity of teaching about academic integrity from a more constructive standpoint. Therefore, it is important to teach students the ATL skills necessary to properly conduct academic research.

Pueblo East High School promotes actions of integrity in all of students' academic and daily life endeavors.  Academic integrity is believed to be everyone's responsibility, and the East High staff takes this responsibility seriously to ensure that all students are educated in actions that promote academic integrity. In applying attributes of the learner profile to  academic integrity, students at East High School acknowledge usage of the following: being principled in their actions,   being a thinker when synthesizing sources and acknowledging the ideas of others, being balanced in their usage of time   in order to complete tasks thoroughly, being reflective, and being an effective communicator utilizing academic integrity.

## Purpose of this Document

The purpose of this document is to do the following:
- define plagiarism, collusion and the duplication of work
- provide examples of what constitutes academic dishonesty, intellectual property, negligence**,** plagiarism, the   duplication of work and authentic authorship as well as guidance on the distinction between legitimate   collaboration and unacceptable collusion
- give examples of conventions for citing and acknowledging original authorship
- explain roles of students, teachers, and school in academic integrity
- inform students of consequences when students are suspected and found guilty of academic misconduct
- connect actions to Learner Profile qualities

## Definitions of Academic Misconduct

All Pueblo East High School students in all grades and courses need to understand what constitutes academic misconduct.   According to *Academic Honesty in the Diploma Programme,* the IB Organization defines academic misconduct as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

Academic Misconduct includes the following:
a. Plagiarism: this is defined as 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 acknowledge is also considered plagiarism.
b. Collusion: this is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
c. Duplication of work: this is defined as the presentation of the same work for different assessment components   and/or Diploma Programme requirements.
d. 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, misconduct during an examination,   falsifying a CAS record, disclosure of information to and receipt of information from candidates about the  content of an examination paper within 24 hours after a written examination).

## Components of Academic Integrity Explained
In order to avoid malfeasance within the areas of academic dishonesty, negligence, plagiarism, collusion, cheating, the duplication of work, the concept of intellectual property must be understood.

The World Intellectual Property Organization has defined intellectual property as follows: "Intellectual property (IP) refers to creations of the mind, such as inventions; literary and artistic works; designs; and symbols, names and images used in commerce. IP is protected in law by, for example, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create. By striking the right balance between the interests of innovators and the wider public interest, the IP system aims to foster an environment in which creativity and innovation can flourish" (Accessed, December 10, 2013).

It is unethical and unacceptable for a student to engage in any of the following actions:
- submit an essay written in whole or part by another student as if it were his own
- download an essay from the internet, then quote or paraphrase from it, in whole or in part, without acknowledging the original source or obtaining permission to use it
- restate a phrase verbatim (word for word) from another writer without acknowledging the source
- paraphrase part of another writer's work without acknowledging the sources
- reproduce the substance of another writer's work without acknowledging the source
- cheat on tests or quizzes through:
    - the use of hidden notes
    - viewing another student's paper
    - revealing the answers on his or her own paper to another student
    - verbal communication
    - sign language
    - or other means of storing and communicating information, including electronic devices, recording devices, mobile phones, smart watches, headsets and laptops
- copy another student's homework and submit the work as if it were his or her own
- have another person, for example a tutor or parent, do parts or all of his or her assignment
- use applications to complete homework assignments

Additionally, the internet has provided an avenue for obtaining a wealth of information; however, students should understand that information taken from websites need acknowledgement. All websites from where information is obtained should be documented, including the uniform (or universal) resource locator (URL) and the date when each website was accessed. Listing the search engine that was used to find the website is not acceptable and does not, in the view of the final award committee, constitute a form of acknowledgment. This expectation includes citing the copying of maps, photographs, illustrations, data, graphs, and so on. For example, to cut and paste a graph from a website without acknowledging its source constitutes plagiarism. CDRoms, DVDs, music downloads, peer-to-peer/P2P file sharing, email messages, and any other electronic media must be treated in the same way as the internet, books and journals. Cheating comes in many different forms and the list above is not exhaustive (Diploma Program: Academic Honesty, p. 3).

### Group Work and Cheating
Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behavior that does not result in "allowing one's work to be copied or submitted for assessment by another" as defined in the Regulations (Diploma Program: Academic Honesty, p.2).

Section, 2.5 of the *Diploma Program: Academic Honesty* explains 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). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for some internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on the same or similar data as other candidates in the group. This means that the abstract, introduction, content and conclusion/summary of a piece of work must be written in each candidate's own words and cannot therefore be the same as another candidate's. For example, if two or more candidates have exactly the same introduction to an assignment, this act will be interpreted as collusion (or plagiarism), and not collaboration (p. 4).

Section 1.5 of the *Diploma Program: Academic Honesty* explains that an authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a candidate's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged (p. 2).

**Artistic Work**
Within the area of the arts, the observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. Obviously, candidates may be influenced by the work of other artists and writers, whose works may inspire the candidate's own creativity. These influences must be acknowledged and documented. The imitation of another artist's work may be acceptable in contexts that are well defined by the teacher, but candidates must understand that passing off the work of another person as their own is not acceptable and constitutes academic misconduct (*Diploma Program: Academic Honesty,* p. 2).

**Academic Negligence**
"Academic negligence" occurs when students are careless when recording sources, or displaying a careless disregard for the origin of material within their work. The internet has made a significant contribution to academic negligence, making it all too easy to cut and paste material into a piece of work in electronic format. Negligence is not a valid excuse for plagiarism (*Diploma Program: Academic Honesty,* p. 11).

Section 2.4 of the *Diploma Program: Academic Honesty* explains that many candidates are not aware of when or how to acknowledge sources. It is essential that candidates are taught this important academic skill. For example, 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. Although each case requires a separate judgment, 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 academic misconduct. These cases may attract the penalty applied to an academic infringement, and not academic misconduct. For example, 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 academic misconduct. 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 (p. 4).

The **presentation of the same work for different assessment components** and/or diploma requirements is a duplication of work and therefore constitutes academic misconduct. For example, if a candidate submits the same or a very similar piece of work for history internal assessment and for an extended essay in history, this would be viewed as academic misconduct.
However, 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 (*Diploma Program: Academic Honesty,* p. 4).

Additionally, section 2.7 of the *Diploma Program: Academic Honesty Guide* explains that the fabrication of data is a further example of academic misconduct. If a candidate **makes up false data for a table, survey or other such**

**requirement**, this will be interpreted as an attempt to gain an unfair advantage in an assessment component. Consequently, the final award committee will find the candidate guilty of academic misconduct. Using authentic data is a matter of academic honesty (p. 4).

Furthermore, students must be aware that copying a passage of text, **translating this passage into another language**, then using the translated text in their work without acknowledging its source still constitutes plagiarism (*Diploma Program: Academic Honesty Guide,* p. 5). If done correctly, paraphrasing is a legitimate way to use a source. However, because paraphrasing uses the ideas of another person, it is still necessary to acknowledge the source (*Diploma Program: Academic Honesty Guide,* p. 10).

## School and Teacher Responsibility

Students at East High School will explicitly be taught how to acknowledge their sources of information. Specific instruction on the concept of academic integrity occurs in all courses at Pueblo East High School to differing degrees; however, in the following courses, students are specifically taught the processes involved in documenting and citing sources.

- Language and Literature Courses
- Individuals and Societies Courses
- Visual and Performing Arts Courses

Throughout these courses students engage in personal skills, social skills, and technical skills connected to information literacy. Additionally, Pueblo East High teachers work with librarians from Pueblo Library District and Colorado State University of Pueblo to aid in our students' understanding and usage of information. Students in the IB World Course attend training at CSUP in the usage of JSTOR, which is a growing digital library of more than 2,000 academic journals, nearly 20,000 books, and two million primary source objects. JSTOR exposes secondary school students to peer-reviewed scholarly research for the first time. It also helps teachers enrich their classrooms with key scholarly literature, and gives a resource of more than 2,000 academic journals and 20,000 scholarly books. Students working on projects such as the Personal Project or Extended Essays utilize this resource. Teachers encourage students to take advantage of the nearby university library as well public library resources.

Students at Pueblo East High are encouraged to use an online citation generator as an aid in achieving full and consistent documentation of sources used. On the Personal Project Webpage and the Extended Essay Webpage, online citation generators such as citation machine and easybib are listed.

Additionally, Pueblo East High School has adopted the Modern Language Associate (MLA) formatting process school-wide, so students will apply a consistent method of documenting sources. Students are taught that other citation formats exists; however, to allow for consistency, all courses will require MLA citation of sources. Also, a school wide utilization of the Purdue Online Writing Lab (OWL) Website is occurring. The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material and provides these resources as a free service of the Writing Lab at Purdue. Students, members of the community, and users worldwide will find information to assist with many writing projects. Teachers and trainers may use this material for in-class and out-of-class instruction.

## Plagiarism Detection and Prevention

Random checks for plagiarism will occur. A number of methods for determining if plagiarism has occurred may include the following:

- Searching for the occurrence of specific sentences or unusual phrases contained within a suspect assignment using Internet search engines
- Searching Library full text databases for text taken directly from a journal article
- Searching research papers available for purchase via "paper mills"

- Checking students work using plagiarism detection software, such as Turn-it-in. Turn-it-in allows students to review their work and provides teachers and students with a tool for checking the integrity of work submitted.

Any work submitted by a student may be checked for plagiarism, including through an electronic system and be held in the database for future matching purposes and protection of his work against copying by others. Teachers will review the school's academic integrity policy with students. Students will sign and Academic Integrity Declaration for each of their courses. This declaration will highlight important aspects of the policy but also addresses that each student has reviewed the entire policy.

## Rights and Responsibilities

### Student Responsibilities
- To be aware of the what constitutes academic integrity and academic misconduct
- To act with academic integrity and to be a principled student
- To understand and accept the consequences of academic misconduct

### Student Rights
- To be made aware of the what constitutes academic integrity and academic misconduct
- To ask clarifying questions surrounding academic integrity and assignments and assessments
- To receive due process for any suspected cases of academic misconduct

### Teacher Responsibilities
- To educate students about academic integrity and the consequences of academic misconduct
- To provide equitable enforcement of the academic integrity policy
- To teach and emphasize the importance of appropriate referencing, citation, collaboration, and technology use

### Teacher Rights
- To receive support from administrators when informing students about academic integrity
- To receive support from administrators in providing the student with due process and appropriate consequences

### Parent Responsibilities
- To be aware of what constitutes academic integrity and academic misconduct
- To assist in educating the students on how to act with academic integrity and to be a principled student

### Parent Rights
- To be made aware of the what constitutes academic integrity and academic misconduct
- To be informed if their student has been suspected of academic misconduct
- To be informed of consequences given to their student

## Consequences of Academic Misconduct

Pueblo East High School encourages the usage of integrity, and the IB recognizes that academic integrity is influenced by factors that include peer pressure, culture, parental expectations, role-modelling and taught skills. Within this policy, several examples of academic misconduct have been defined. The school expects students to act in a principled way and honor approaches to academic integrity.

Academic misconduct is considered a very serious offense. Depending on the severity of the incident, any instance of

academic misconduct results in an automatic zero for the assignment, and parents will be contacted.  Administrators will be made aware of the incident.   The teacher has the discretion whether or not to provide an alternative assignment or assessment and actions of academic misconduct may even result in additional disciplinary action depending on the circumstances, which could  include being removed from the IB Program. More than one offense may result in a referral with recommendation for  removal of course, suspension, or possible enrollment withdrawal.

## Academic Misconduct Investigations in the Diploma Program

According to the *Diploma Program Assessment Procedures 2020* (September 2019), Appendix 4.4 explains the applicable procedure for academic misconduct investigations:
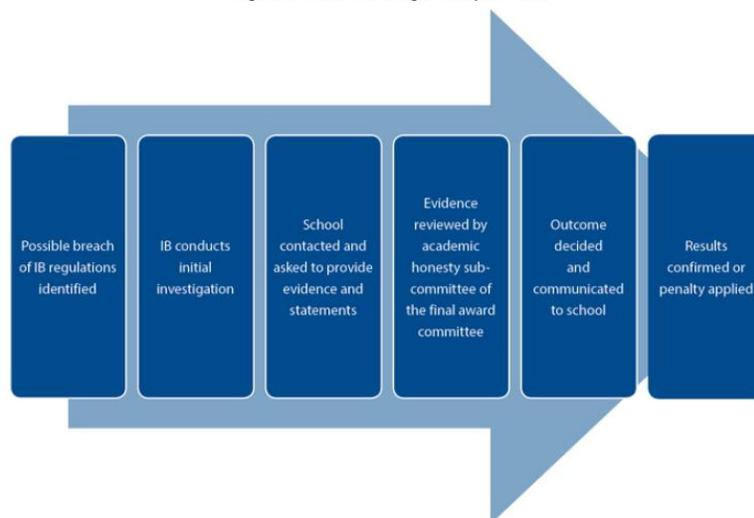
A4.4.1 Circumstances that will trigger an investigation

Alleged candidate misconduct and school maladministration is reported to or identified by the IB in the following ways:
- A coordinator reports that academic misconduct may have taken place during an examination.
- An examiner or moderator reports possible misconduct during the marking process.
- An IB quality assurance sample of assessment material randomly submitted to plagiarism detection software indicates possible misconduct.
- A comparison of specific assessment components using an IB bespoke software program shows similarities between candidate work (in the same or across IB World Schools).
- Whistle-blower reports. Before the IB will investigate a case of suspected academic misconduct, there must be clear evidence to justify a suspicion of wrongdoing. In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate. In cases of collusion, an investigation will only be pursued if the candidates' work shows clear similarities

A4.4.2 The investigation process When the IB starts an investigation into academic misconduct, the coordinator is informed by email. The IB requires the coordinator to immediately inform the head of school of the investigation. The IB will include full instructions for the investigation, including the steps required to be taken by the coordinator, statement templates to be completed and more information on the process. All statements and evidence are presented to the academic honesty sub-committee of the final award committee for review. This occurs immediately prior to the issue of results. If a breach of IB regulations is established, a penalty will be applied. If it is decided that no breach has occurred, the subject result will be released in the normal way.



Figure 3: The investigation process

| Possible breach of IB regulations identified | IB conducts initial investigation | School contacted and asked to provide evidence and statements | Evidence reviewed by academic honesty sub-committee of the final award committee | Outcome decided and communicated to school | Results confirmed or penalty applied |

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*\*\*Please note that the IB is in the process of changing the terminology from academic honesty to academic integrity.  Until all documents are updated, academic honesty and academic integrity should be interchangeable and recognized as one and the same.*

## Communication and Review of Academic Integrity Policy

Parents, students, and staff can access our IB policies on our school's website.  As a staff, we will review our academic integrity policy annually prior to the start of each new school year.  Policy revisions will be facilitated through the academic integrity policy committee.

It is important that students receive explicit teaching of academic integrity skills as part of the instruction of ATL skills, receive an age-appropriate copy of the policy, and are made aware that the coordinator and teachers are available to offer further advice and guidance. Additionally, parental awareness and cooperation is an important factor in encouraging academic integrity.

# Works Cited

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