



International Nermien Ismail Schools

Academic Honesty Policy



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

NIS IB Academic Honesty Policy

Academic Honesty Philosophy

Academic honesty in students is an essential characteristic of an NIS IB student. This pillar of academic excellence is highlighted in numerous IB publications, such as *“Academic Honesty” in Diploma Programme: From Principles to Practice*. At NIS, we train and expect our IB students to be:

- **Principled:** Behave with integrity, respect the rights of others and honor all commitments with fidelity. Take responsibility for all actions and accept all consequences for his/her choices.
- **Resilient:** Expect and prepare for uncertainty and challenges. Work independently and cooperatively to solve problems and overcome challenges.
- **Innovative:** Use creative and critical thinking skills to develop original answers to complex questions. Exercise initiative in making logical, ethical decisions.

By pledging to adhere to these principles, students exhibit a growth in mindset, show a value for learning and vow not to take part in any academic misconduct.

Some examples of academic honesty are:

- Taking full credit for own work and giving full credit to others who have helped or influenced, or for whose work that was incorporated.
- Respecting other people’s effort and time.
- Representing work honestly and accurately.
- Collaborating with other students only as specified by the teachers.
- Submitting assessments on time.
- Being present and on time for scheduled assessments.
- Using technology appropriately.
- Following teachers’ requirements for each assessment. Only using appropriate resources, references and tools.
- Reporting breeches of academic honesty to the teachers and/or management.
- Ensuring that all sources that have been consulted are acknowledged in the work using the MLA referencing style.
- Making sure that information is acknowledged in the body of the text and is fully listed in the bibliography.
- Using quotation marks or indentation to show all text that is someone else’s exact words.
- Citing sources correctly so that readers can find locate the source if they wish; if the student cannot state the origin of the source, it should not be used.

Academic Misconduct Definition

Academic misconduct is a violation of the NIS honor code which prohibits giving or receiving any unauthorized aid on any assignment or exam. The IB (2014) defines academic misconduct as a behavior that results in or may result in, the student or any other student gaining an unfair advantage (or a behavior that disadvantages other students) in one or more assessment components.

Some examples of academic misconduct are:

- Plagiarism, which is the representation, intentionally or unintentionally, of the ideas or words of another person without proper acknowledgment. This includes the use of translated materials, unless the original material is properly cited.
- Taking shortcuts (such as unauthorized use of study aids or paraphrasing applications) that allows the student to bypass steps of an assignment.
- Using unauthorized tools during an assessment, such as cheat sheets or cell phones.
- Asking about and sharing questions and/or answers to quizzes and exams.
- Sharing answers to assignments without permission.
- Altering corrections or scores with the intent of changing the grade.
- Hacking into other students' or faculty computers or LMS accounts to change or copy their work.
- Misrepresenting one's work to teachers; for example, saying the assignment was turned in when it was not, or paraphrasing a classmate's assignment.
- Fabricating information to try to earn more time, more credit, or grading leniency on an assessment.
- Doing more or less than the students' share of a group project without permission from the teacher.
- Collusion, which is supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- Duplication of one's own work such as the presentation of the same work for different assessment components, unless the student has explicit, written permission from the teacher.

Quarterly Exams (School developed)

All written assessments must have a cover sheet which reminds students of the NIS Honor Pledge and asks them to sign below to indicate their awareness of this pledge.

Honor Pledge:

"Upon my honor: I have neither given nor received aid with my work."

This cover sheet is to be read, signed and dated by the student before beginning every formal assessment. This honor pledge is also displayed prominently in every classroom.

'Turnitin.com'

NIS students are required to submit their assignments on 'Turnitin.com'. This website employs a detailed plagiarism detection software that traces any similarity between assignments to other online sites. Additionally, it cross-references each submission with others from their peers. This feedback report is visible to the students and helps to emphasize the importance of proper source use, effective citation and referencing.

Policy Violation Consequences

Students must adhere to the guidelines set out by the school and the International Baccalaureate. IB regulations are very strict about upholding academic honesty expectations. For example, DP regulations state that if infringement has been found and confirmed (e.g. unintentional plagiarism) then no marks will be awarded for the part in question and the student will be ineligible for a grade.

Academic misconduct can lead to the withdrawal of the IB diploma. International Baccalaureate regulations state that the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.

IB candidates must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was unintentional or deliberate. The same principle applies to collusion.

Once the IB organization is involved then the following steps are taken:

1. Candidates suspected of malpractice will be invited, through the coordinator, to present a written explanation or defense.
2. Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide whether to dismiss the allegation, uphold it, or ask for further investigations to be made.
3. If the final award committee deems evidence of malpractice insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.
4. If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject(s) concerned. No IB diploma will be awarded to the candidate, but a certificate will be awarded for other subject(s) in which no malpractice has occurred. The candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
5. If a case of malpractice is very serious, the final award committee is entitled to decide that the candidate will not be permitted to register for any future examination session.
6. If the candidate has already been found guilty of malpractice in a previous. Individuals involved in the DP programme (teachers, management, parents, students) will be given the policy and it is a requirement of all individuals to have a full understanding of the policy. The DP coordinator will provide training in the policy to teachers, parents, management and students. Along with this, DP teachers must refer to this policy when assessing students work and provide task-specific training to students on this policy.

Repeated instances of academic misconduct will affect a student's chance of continuance in the Diploma Programme. Decisions will be made on an individual basis after an investigation and discussion with the student and his/her parents/guardians. As part of this discussion, faculty need to take into account the students' familiarity with all aspects of the concept of Academic Honesty and the various manifestations of Academic Dishonesty. It is also possible that students may still be struggling to understand the content; if so the student will be given extra instruction and support as is deemed necessary and appropriate.

Examples of Academic Honesty Works in the DP Programme

All examples were taken directly from IB Continuum: Academic honesty in the IB educational context, page 18, August 2014, International Baccalaureate Organization, United Kingdom.

- Example 1 Extended Essay: A DP student is writing his English A extended essay. He has a scheduled meeting with his supervisor on Sunday, where he is meant to submit a draft. Having missed his last meeting because he was off school ill, he is behind schedule and submits a draft consisting mainly of quotes hastily chosen from internet sites. The supervisor reminds the DP student of the importance of formulating his own ideas on the topic and a plan for the essay before consulting other sources. Without this preparation, the extended essay risks being simply a collection of other people's ideas on the topic, which increases the temptation for the student to pass off others' ideas as his own.
- Example 2 Internal Assessment: A DP student has been working in a group on her psychology internal assessment. A domineering member of the group is putting pressure on the student to write the reports of the experimental study for everyone in the group. The student being pressurized understands this is inappropriate but wants to be popular with the group. The teacher notices the group is being dominated by one member and has a quiet talk with the student, reminding her that, although the data collection was done as a group, each member must write up an individual report. The teacher offers support in communicating this message back to the group.
- Example 3 Presentation: A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice. The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint®.

Revision of this Policy

It is the responsibility of the coordinators to develop and maintain a policy review cycle, updating the information. School stakeholders will be asked to take part in this review.

Communication of this Policy

All NIS faculty and staff members are expected to be fully aware of the content of this policy. If clarification is needed, it is the faculty/staff member's responsibility to seek clarification to ensure that the correct information is shared with the school committee. Coordinators will be responsible for providing copies of this policy to the school community through staff meetings, parent meetings, school newsletter and website.