

## ACADEMIC HONESTY POLICY — NOBLESSE INTERNATIONAL SCHOOL



### THE IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs of international education encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

# NIS Mission & Purpose

## Mission

*Noblesse International School endeavors to maintain a positive learning environment that enables all students to become successful learners, confident individuals, and respectful, responsible world citizens who contribute effectively to a competitive global society.*

**Noblesse International School aims to maintain a positive learning environment for ALL students by:**

- Offering small class size where English is the main language of instruction
- Providing individualized instruction plans
- Offering ESL classes for English language learners
- Offering foreign language classes
- Providing native English-speaking teachers from the United States, Canada, & Australia
- Encouraging students to think critically
- Encouraging students to work collaboratively
- Providing opportunities for students to appreciate cultural diversity, including Filipino culture and history
- Providing community service and leadership opportunities for students
- Providing extra-curricular activities, including Art, PE, and Music (including lessons in piano, violin, and various wind instruments)
- Promoting a healthy, balanced lifestyle

## We believe:

- Education is a shared responsibility of the home and school.
- Students should be provided with a rich academic environment based upon the ideals of classical education with a global perspective.
- A safe and secure environment is conducive to effective learning.
- Education must encompass the development of the *whole* individual--academic, personal, social, and emotional.
- Students are individuals whose learning is influenced by age, prior knowledge,

background, experiences, personality, and physiology.

- The educational process should recognize and accommodate different abilities & learning styles.
- Education is most effective when the learner is actively engaged in the learning process.
- Education should provide real world experiences.
- Teachers must receive continuous training with respect to the latest educational methodologies.
- The students' school experience should foster self-esteem and self-confidence.
- The school experience should promote positive interpersonal relationships.
- The establishment of high (yet realistic) expectations promotes academic excellence.
- Education should encourage responsible citizenship and global awareness.
- Education should instill in students a desire for lifelong learning.<sup>1</sup>

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<sup>1</sup> [www.nis.com.ph](http://www.nis.com.ph)

## The NIS Schoolwide Learner Goals

At Noblesse International School, we produce:

### **Critical Thinkers who:**

- Apply rational, higher order, critical and creative thinking skills to analyse and take responsible action on complex problems.
- Develop and use conceptual understanding, exploring knowledge across a range of disciplines.

### **Knowledgeable, Academic Inquirers who:**

- Develop their own skills for inquiry and research, and learn both independently and with others.
- Learn with enthusiasm to demonstrate academic growth, continuous improvement and meet year-level expectations.

### **Confident Communicators who:**

- Express themselves creatively in more than one language in many ways.
- Collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **Open-minded, Caring Citizens who:**

- Critically appreciate their own cultures and personal histories, as well as the values and traditions of others.
- Show empathy, compassion and respect, and a commitment to service in the hope of making a positive difference

### **Balanced and Reflective People who:**

- Understand the importance of balancing the intellectual, physical and emotional aspects of their lives.
- Consider the world, their own ideas and experience, and work to understand their strengths and weaknesses in order to support learning and personal development.

### **Principled Risk-Takers who:**

- Act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere.
- Approach uncertainty with forethought and determination, while working independently and cooperatively to explore new ideas and innovative strategies.

At NIS, we believe a *principled* learner should always act in accordance with the principles of *academic honesty* and conduct research that is *academically honest*.

# ACADEMIC MISCONDUCT

## What is Academic Misconduct?

IB regulations define *Academic Misconduct* as “behaviour (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.”<sup>2</sup>

According to the IB’s *Academic Honesty in the Diploma Programme* document, academic misconduct can take several forms:

**Plagiarism** is “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”<sup>3</sup>

**Collusion** is defined as “supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.”<sup>4</sup>

**Duplication of work** is defined as “ the presentation of the same work for different assessment components and/or DP core requirements”<sup>5</sup>

Examples of *Academic Misconduct* can include, but are not limited to:

- ❑ Looking at another student’s exam and writing the answer down--this is a very serious form of academic dishonesty
- ❑ Copying and pasting information from the internet or elsewhere, and turning it in as your own work. This is known as **plagiarism**, and is a very serious form of academic dishonesty
- ❑ Having a tutor, parent or caregiver complete an assignment for you--this is also **plagiarism**
- ❑ Using an assignment you completed in grade 10 for an internal assessment in grade 11--This would be a serious instance of **duplication of work**
- ❑ Citing a non-trustworthy and inappropriate source for your research, such as Wikipedia, Shmoop or Sparknotes, or a blog. This is **accidental plagiarism**.
- ❑ Forgetting to cite your work using an approved referencing system such as MLA--even if accidental, this is still academic dishonesty
- ❑ Working with another student to complete an assignment that was supposed to be completed individually--this is known as **collusion**, and is also a very serious form of academic dishonesty
- ❑ Paraphrasing someone else’s work without citing it--even if accidental, this is still **plagiarism**
- ❑ Submitting to IBO or NIS staff someone else's work

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<sup>2</sup> IBO Academic Honesty - principles to practice, p.4

<sup>3</sup> Academic Honesty in the Diploma Programme, p.2

<sup>4</sup> Academic Honesty in the Diploma Programme, p.2

<sup>5</sup> Academic Honesty in the Diploma Programme, p.2

- Bringing a prohibited item, for example a textbook, into an exam
- Copying the work (even only parts) of another candidate for your EE
- Allowing a peer to copy your work
- Asking another person, for example your **tutor** or big brother, to write your work
- Using a Youtube video of a TOK presentation and copying it word-for-word (or partially) for your TOK presentation
- Falsifying data used in an assignment
- Falsifying CAS records and journals
- Stealing examination material and/or exam papers
- Changing your examination answers after the time limit has expired
- Disrupting behaviour during exams
- Impersonating another candidate
- Changing grades electronically
- Using the wrong calculator in an exam

## **CONSEQUENCES OF ACADEMIC MISCONDUCT**

### **First Infraction**

A student's first infraction should be considered a learning experience and a 'teachable moment.' The student should be counselled by teachers, coordinators, parents, caregivers and tutors on what constitutes academic misconduct and what does not. Notwithstanding, the following consequences still apply

- Automatic zero for the work
- No chance to make up the grade
- Head of school and parents notified
- Student receives counselling and support
- Student warned that next infraction will result in suspension

### **Second Infraction**

The second offense should be considered a serious infraction. The following consequences apply:

- Automatic zero for the work
- No chance to make up the grade
- Automatic 3-day suspension
- The student must complete all work over the 3-day period, however, they will receive zeroes for this. The student must complete all set work and receive more counselling on academic honesty before returning to school.

### **Third Infraction**

- Automatic and indefinite suspension
- Recommendation for expulsion from the school
- In the case of an external governing body such as the IB or AP overseeing that assessment item, that body will be notified and the student will be further subject to their consequences.

## HOW TO AVOID ACADEMIC MISCONDUCT

### THE ROLE OF THE IB WORLD ORGANISATION

According to the *IB General Regulations*<sup>6</sup>:

The role of the International Baccalaureate is to:

- provide the regulations and instructions that govern the conduct of each examination session
- offer guidance to schools on what constitutes academic misconduct and how it can be prevented
- investigate cases of alleged academic misconduct in liaison with the school concerned
- review all available statements and evidence collected during an investigation and decide whether to dismiss or uphold the allegation
- notify the head of school of the decision of the final award committee
- if requested, reconsider a decision made by the final award committee on submission of new factual evidence, and if requested, implement the appeals procedure on decisions made by the final award committee

### THE ROLE OF STUDENTS

Students must take responsibility for their learning. They are expected to do their own work and to demonstrate honestly what they have learned.

According to the *IBO Academic Honesty* document,

*“The IB expects Diploma Programme candidates to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.”*<sup>7</sup>

#### **Student's responsibilities:**

Students must:

- Read and understand the contents of this document
- Understand what Academic Honesty is and what isn't
- Understand what constitutes Academic Dishonesty and what doesn't
- Provide, when asked, examples of Academic Dishonesty

<sup>6</sup> IB General Regulations: Diploma Programme, pp. 1-16

<sup>7</sup> “Are you completing your IB assignments honestly?”

- Ensure that all work turned in is their own
- Ensure that all work is turned in within set and/or negotiated deadlines
- Ensure they have correctly acknowledged any external sources they have used
- Ensure they have used an approved academic referencing system for citing their work
- At NIS we prefer MLA, but students may use others at their discretion, and at the approval of their teacher, the EE coordinator, the DP Coordinator, or the MS/HS Coordinator.

## **THE ROLE OF THE DP AND MS/HS COORDINATOR**

The DP AND MS/HS Coordinators are responsible for ensuring that this policy is communicated to teachers and students regularly, and that it is being adhered to. Additionally, the DPC will:

- Ensure that this policy is communicated and understood by all teachers and students by asking direct written and verbal questions
- Ensure that this policy complies with the policies of the IBO and other external governing bodies
- Update and amend this policy where required
- Set up a calendar through ManageBac for the submission of all assessment items
- Ensure to the best of his/her ability that all assessment items adhere to the principles of academic honesty
- Establish an examinations schedule and provide competent and trained invigilators

## **THE ROLE OF THE EXTENDED ESSAY COORDINATOR**

The Extended Essay Coordinator is responsible for delivering lessons on Academic Honesty, research skills and citing effectively to students in Grades 10-12. Additionally, the EE Coordinator will:

- Provide training and resources to staff (where required) on the application of this document and the principles of academically honest research
- Oversee the Extended Essay in the IB programme and ensure that principles of Academic Honesty are complied with
- Ensure to the best of his/her ability that all EEs submitted are the students' own work
- Oversee the school's JSTOR account and provide students with instruction on its use
- Provide guidance to teachers and other stakeholders on the principles of Academic Honesty

## **THE ROLE OF THE HEAD OF SCHOOL**

The Head of School will:

- Ensure that the DP Coordinator, MS/HS Coordinator, EE Coordinator, all staff and students are aware of their obligations regarding this document
- Ensure that this document is communicated effectively to the school community in online and hard formats

## **THE ROLE OF TEACHERS**



According to the IB Academic Honesty Policy document,

*“It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate. This includes all work for internal assessment where teachers’ marks are entered on the IB information system (IBIS), the secure web-based service for schools. When a school has implemented all prevention measures, teachers are expected to detect any plagiarism, collusion or duplication of work. Teachers are also expected to support and act on the school’s policy on good academic practice and provide candidates with advice whenever necessary. In this respect teachers must act as good role models for the candidates.”<sup>8</sup>*

At NIS teachers are expected to:

- Understand what constitutes academically honest research
- Have read and understood this document and the key terms--teachers should talk regularly to students about plagiarism and academic dishonesty, and how to properly produce a research paper or prepare an oral presentation
- Provide students with actual classroom instruction on citing from proper sources when researching
- Check work that is received visually and through the use of available online tools such as Turnitin

## **THE ROLE OF PARENTS, CAREGIVERS AND TUTORS**

At NIS, we strive to foster a strong sense of community based upon the foundation of strong relationships between all stakeholders including parents, caregivers, tutors, students and teachers. We believe that parents, caregivers and tutors can play a very important role in supporting and helping students achieve their full potential and to act with honesty by:

- Reading and understanding this document
- Talking to their children regularly about what constitutes academically honest research, and what does not
- Ensuring that work completed in their presence is the student’s own
- Not completing students’ work on their behalf
- Ensuring that work is not copied and pasted from the internet or elsewhere
- Ensuring that all external sources are cited correctly
- Cooperating with the school in the case of any investigation into alleged academic dishonesty

## **Communication of Policy to Staff, Students and other Stakeholders**

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<sup>8</sup> IB Diploma Programme Academic Honesty, p.7

This policy is given to teachers and students before the first day of every school year. It is mentioned regularly in meetings and assemblies throughout the year, and training on its implementation is ongoing. The Head of School is responsible for distributing this document to parents, tutors and caregivers.

## **JSTOR**

The school has a JSTOR subscription and all students have access to its collection of primary and secondary sources. The JSTOR subscription and student use of it is overseen by the Extended Essay Coordinator.

## **Turnitin & ManageBac**

All IB core and subject assignments are submitted through ManageBac, which uses our Turnitin account to check for originality and detect instances of plagiarism and academic dishonesty.

Teachers and students also have access to Turnitin through which student work is checked for originality.

## **Further Information and Resources on Academic Honesty and Referencing**

All students are trained to use the EasyBib reference generator through the Google Docs plug in. MLA is the preferred referencing system of the school.

<http://www.easybib.com/>

<https://owl.english.purdue.edu/owl/resource/747/01/>

<http://www.bibme.org/citation-guide/mla/>

## **Academic Honesty & Assessment Policy Steering Committee**

Mr. Ben Parsons - IBDP Coordinator & Committee

Mr. Felix McGarry - MS/HS Coordinator

Mr. Ryan Dloski - EE Coordinator

## **Bibliography:**

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Noblesse International School Website, [www.nis.com.ph](http://www.nis.com.ph)