McCluer North High School Academic Honesty Policy:
Importance, Practice, and Consequences

Academic Honesty and its Importance

McCluer North High School and the IB program encourage students to think critically, creatively, and analytically. We also desire for students to demonstrate their own thinking in a variety of ways. Although academic ideas are not things which can be seen or held, they still have value and can be taken from their original owner. Academic honesty is the belief in giving the rightful owner of an idea credit for their original thinking. Intentionally or unintentionally taking someone else's ideas and claiming them as your own violates the idea and practice of academic honesty. Academic misconduct such as this is wrong because it is similar to stealing or cheating. The one practicing academic misconduct gains an unfair advantage over others who chose the ethical way of academic honesty.

The IBO aims to produce "balanced" and "principled" inquirers according to the learner profile. Practicing academic honesty contributes to these ideals through an ethical decision making process. Choosing the virtue of not using words and ideas attributed to others for self-benefit demonstrates moral thinking, kindness, responsibility, and accountability. Students who practice academic honesty often do so as a result of pride in their own contributions, but also because of a common ethical understanding that it is wrong to claim their work as original when it is not, or when it may have been produced with an unfair advantage. IB students are expected to know right from wrong in terms of academic behavior, demonstration of correct research, self-management, and other skills necessary for the practice of academic honesty.

Students will be actively engaged in the construction of knowledge which requires an understanding of their own role within the broader academic context of building on the ideas of others in a collaborative world. The academic process requires students should be able to show how they have constructed their ideas, and demonstrate their understanding by acknowledging the views, ideas, theories, or knowledge which they have followed, rejected, or built upon along the way. The IBO states that this is the essence of scholarship and academic honesty: "making knowledge, understanding and thinking transparent." An essential aspect of this is an understanding of the technical aspects of academic honesty which include citing and referencing in order to give credit, where credit is due.

Academic Honesty Policy at McCluer North High School

It is expected that all individuals involved in the learning process from students to teachers, administrators, and parents are activity involved in the preservation and practice of academic honesty. All North stakeholders will also act against academic misbehavior by adhering to a formal set of definitions, academic practices, and acceptance of consequences for academic misconduct.

In this regard, academic misconduct is referred to by IB as "deliberate or not," and defined 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." Students are therefore expected to present their own ideas, and show how they constructed their knowledge and understanding in various assessments. Students should also make their thinking transparent and respectful to the ideas of others with appropriate citation as prescribed by the teacher. Types of academic misbehavior are listed below.

Types of Academic Misbehavior

Plagiarism (intentional)

Plagiarism constitutes a decision to materially submit or accept credit for the work of another as one's own without specific recognition or acknowledgement of the origin. In this case, the one plagiarizing knowingly takes credit for the work of someone else for self-gain.

Example: submitting or accepting credit for written and oral communication, presentations (i.e. artwork), or digital media in which an idea, phrase, paragraph, or visual representations from another source were used but not properly cited. Paying someone to do your work for you. Blatantly cutting and pasting a paragraph from one work and claiming it is originally from you.

Plagiarism (unintentional)

Unintentionally or unwittingly submitting or accepting credit for the work of another as one's own without specific recognition or acknowledgement of the origin. In this case, the person acting inappropriately does not have a negative intention for their action.

Example: accidentally or choosing not to include a source in a works cited page or in parenthetical citations, paraphrasing and not using parenthetical citations, using a direct quote and not using quotations marks or not using parenthetical citation, forgetting to include a works cited page.

Collusion (intentional)

Collaborating, supporting, taking part in, or participating with other students in academically dishonest activities that constitute plagiarism or academic misconduct.

Example: revealing or receiving work, to or from others, for the purpose of copying, submission, or credit.

Collusion (unintentional)

Lack of vigilance or disregard for one's intellectual property that results in participation with other students in academically dishonest activities.

Example: not covering your answers during testing would be collusion, leaving your test answers visible while you leave to use the restroom would be unintentional collusion

Misconduct

The IB organization defines academic misconduct as "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."

Example: bringing or using unauthorized material in an examination room, stealing assessment materials, disruptive behavior during assessment, disclosure of information about the contents of a test, coercing another student to participate in academic dishonesty such as bullying or abusing your relationship with another student for academic gain, falsifying service or tutoring hours.

Communication about the Test (intentional)

Academic misconduct in which students engage in directly sharing/explaining questions or tested content, with the intention of assisting others in scoring higher on the same exam in the future.

Example: Student takes an exam 2nd hour and then explains the questions or content to another student who will take the same test 7th hour. This allows the second student to have an unfair advantage of knowing test content beforehand.

Communication about the Test (unintentional)

Academic misconduct in which students engage in discussing a particular test or question that could be indirectly overheard by others who may have not taken the test yet. This could result in an unfair advantage for the student who overheard the conversation.

Example: Several students finish a test and have an open discussion about how they think they did on a particular question. A different student sitting nearby may use this overheard information to score higher on the same exam later in the day.

Duplication of Work

Academic misconduct that includes the submission of one's academic work with the intent of fulfilling multiple assignments or assessment requirements within the same course, multiple courses, or programs.

Example: producing an essay in a history class, and using any portion of that work for another assignment, or for another class.

Roles and Responsibilities of MNHS Stakeholders

As stated above, it is expected that all individuals involved in the learning process from students to teachers, administrators, and parents are activity involved in the preservation and practice of academic honesty. Everyone in the North community must work for this policy and act against academic misbehavior. As a community we will attempt to accomplish these goals by adhering to the given formal set of definitions, academic practices, acceptance and enforcement of consequences for academic misconduct.

McCluer North IB Academic Honest policy will be given in written form at the start of each school year with all students in the program. The IB Coordinator or IB teachers will verbally review the policy with all IB students. Further, parents will be asked to sign a form stating they have seen and understand the policy after reading the expectations document. The policy will also be available on the McCluer North IB website for all interested parties.

North teachers must orally and in writing state their intention to follow the academic honesty policy to their students. North staff must teach students what academic honesty and academic misconduct entails by giving definitions and examples of both. After this initial teaching, it is the student's responsibility to know how to cite sources, and make sure that sources and information used are completely and accurately listed in the references page using the appropriate style agreed by the teacher.

Annually, the IB faculty and student committees will review the document. Any changes suggested by these two committees will be discussed by the IB Coordinator, Principal, and the Area 3 Superintendent. If the suggested changes do not violate existing FFSD policies and procedures, and also meet criteria established by IB, they should be made part of the Academic Honesty policy.

Consequences for Academic Dishonesty

Academic Dishonesty and consequences for such are outlined in the Ferguson Florissant Student Expectations Code and are described as:

"Cheating/Academic Dishonesty – Cheating on tests, assignments, projects, or similar activities; plagiarism; claiming credit for another person's work; fabrications of facts, sources or other supporting material; unauthorized collaboration; facilitating academic dishonesty, and other misconduct related to academics."

The Student Expectations code is reviewed once a year by the Student Expectations Committee and is then voted on by the School Board. Parents must submit they have read and understand the expectations once a year.

According to the Secondary Students information, Cheating/Academic Dishonesty can qualify as a Type1 or Type 2 behavior with increasing punishment for repeated offenses. The policy also states, "The final decision regarding unacceptable behavior will be at the discretion of school administrators."

At McCluer North we expect all students to know the consequences of academic misbehavior and violation of IB regulations. If for some reason a student commits an act of academic misbehavior one or more of the following consequences may apply.

Upon the first incident of suspected breach of the Academic Integrity Policy, the teacher will notify the parents and the IB Coordinator, as well as file a referral with the grade level administrator.

The IB Coordinator will also determine if the academic misconduct violation is severe enough to report to the national IB office. Any academic misconduct, such as intentional cheating on external or internal assessments, that would negatively affect other IB students locally or outside of North must be reported to IB authorities. Other types of academic misconduct, whether intentional or unintentional, giving an IB student an unfair advantage must also be reported.

After examining the evidence and noting the seriousness of the violation, the IB Coordinator and teacher will meet with the parties involved and will proceed in one of two ways based on the severity/nature of the violation:

Place the student on academic probation.

Recommend immediate removal from the IB Programme or IB Coursework.

If the student is placed on probation, a letter will be placed in the student's file and the student will remain on probation for the next two semesters. If a second incident occurs, the student will be immediately removed from the IB Programme or IB Coursework.

Resources and Acknowledgements

- FFSD Board of Education Policy and Procedures 2017-2018
- Academic honesty in the IB educational context, August, 2014
- Academic Honesty in the Diploma Programme
- Academic Honesty: Principles to Practice, 2014