

# ACADEMIC HONESTY POLICY

ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL  
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME\*

*\*A note to the readers: The greatest part of this policy is a very close paraphrase from several excellent academic honesty policies created by and for communities of higher education, most notably Assumption College, The College of the Holy Cross (both in Worcester, Massachusetts), and the University of Houston-Clear Lake (Texas). These sources have been footnoted and acknowledged in the bibliography. Except for the section entitled “The Meaning of Academic Honesty” this work is very much the work of others with adjustments made for the specifics of our school—mostly a matter of terms and titles. We are indebted to the fine work and precedence of the abovementioned institutions.*

*This policy was reviewed and revised in 2017.*

## THE MEANING OF “ACADEMIC HONESTY”

Academic honesty concerns more than issues of outright cheating. It is rooted in the deeper character virtues of honesty, trustworthiness, fairness, and self-discipline that are central to Abby Kelley Foster Charter Public School’s existing code of student behavior. Academic honesty has a *positive* content in and of itself, and must therefore be more than a *reaction* against specific dishonest acts.

The candidate, if he or she has incorporated the habits of mind that are essential to being an IB Learner, will want any academic research he or she undertakes to be truly his or her own. In this sense, an academic honesty policy helps explain the parameters of “ownership” in a way that guides the student through the process of doing research, attributing sources, evolving a thesis, and producing a document or other work that represents one’s own unique perspective. Knowing the difference between the mere *re-presentation* of another’s work and *interpreting* and *explicating* the *meaning* of his or her work is an essential part of education and should be an ongoing part of classroom instruction, document based inquiries, artistic evaluation, and so on. The Theories of Knowledge component of the IB Programme is meant, in part, to do just that.

With this in mind, the Abby Kelley Foster Charter Public School IB Diploma Programme’s academic honesty policy is meant to be as much a *prescriptive document* as it is a *proscriptive document*.

## **1. The hallmarks of academic honesty for students in the Abby Kelley Foster Charter Public School International Baccalaureate Diploma Programme**

All Diploma Programme students must be able to distinguish that there are “many different types of intellectual property rights, such as patents, registered designs, trademarks, moral right and copyright.”<sup>1</sup> Therefore, it is vital that students understand the gravity of misrepresenting another’s work as their own.

In keeping with Abby Kelley Foster Charter Public School’s role as an educational institution and as part of the IB Diploma Programme at the school in particular, students will be educated about what constitutes violations of academic honesty in specific situations and the consequences of such violations.

Thus, every student in the Diploma Programme will participate in a day-long seminar dedicated to reviewing basic research skills, library usage, and proper citation of sources. This seminar will be offered as part of a general orientation program during the summer before the junior year.

Every student agrees to the following personal standard for academic honesty<sup>2</sup>

**I will be honest in all my academic activities and will not tolerate dishonesty.**

### **Responsibilities**

**Joint Responsibility:** Students and members of the faculty are *jointly responsible* for maintaining the academic integrity of the IB Diploma Programme by following the Academic Honesty Code and by refusing to participate in or tolerate scholastic dishonesty.

**Student Responsibility:** All students in the Diploma Programme are expected to maintain complete honesty and integrity in all academic work attempted while enrolled the programme. This standard of conduct includes reporting incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the IB Coordinator, the principal, or to the superintendent. Each student acknowledges, by the mere act of submitting work for a grade, that he or she has honored the Academic Honesty Code.

## **2. The Academic Integrity Committee**

The Academic Integrity Committee shall consist of the IB Coordinator, the CAS Coordinator, the Principal and the teacher in whose class the in whose class the suspected cheating occurred. The teacher need not be an IB instructor.

## **3. Definitions and examples of violations of academic integrity**

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<sup>1</sup> (International Baccalaureate Organization 2007)

<sup>2</sup> This section is a close paraphrase from the University of Houston-Clearview Academic Honesty Code (Student Life Policies/Academic Honesty 2008)

### **A. Cheating**

Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

**Typical Examples:** May include copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination, graded homework assignments; using books, notes, or other devices (e.g., calculators, on-line translators or apps) when these are not authorized; procuring without authorization tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected these will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer work without authorization and without indication of the nature and extent of the collaboration; sending a substitute to take an examination.

### **B. Plagiarism**

Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.

**Typical Examples:** May include submitting as one's own work a work downloaded from the Internet or the work of a "ghost writer" or commercial writing service; directly quoting from a source without citation; paraphrasing or summarizing another's work without acknowledging the sources; using facts, figures, graphs, charts or information without acknowledgment of the source.

Plagiarism may occur orally and in writing. It may involve computer programs and files, research designs, distinctive figures of speech, ideas and images, or generally any "information" which belongs to another.

Plagiarism is the use of distinctive ideas or words belonging to another person without adequate acknowledgment of that person's contribution. In the context of academic work the standards for acknowledging sources are very high. An author must give due credit whenever quoting another person's actual words, whenever using another person's ideas, opinion or theory, and whenever borrowing facts, statistics or illustrative material, unless the information is common knowledge.

#### **1. Avoiding Plagiarism: Direct Quotation**

Every direct quotation must be identified by quotation marks or by appropriate indentation, and must be promptly acknowledged. The citation must be complete and in a style appropriate to the academic discipline.

**Example:** The following is an example of an unacknowledged direct quotation:

**Original Source:** “To push the comparison with popular tale and popular romance a bit further, we may note that the measure of artistic triviality of works such as Sir Degare or even Havelok the Dane is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it.” (From Robert M. Jordan, *Chaucer and the Shape of Creation* Howard University Press, 1987, p. 187.)

**Student Paper (example of a direct quote used as one’s own work):** “To push the comparison with popular tale and popular romance a bit further you can note that the measure of artistic triviality in some works of Chaucer’s time period is their casualness, their indifference to all but the simplest elements of literary substance. The point is that high genre does not certify art and low genre does not preclude it.”

## **2. Avoiding Plagiarism: Paraphrase**

Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Locke’s comment...” or “according to Rousseau...” and conclude with a citation identifying the exact reference. ***A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.***

**Original Source (example):** “The era in question included three formally declared wars. The decision to enter the War of 1812 was made by Congress after extended debate. Madison made no recommendation in favor of hostilities, though he did marshal a ‘telling case against England’ in his message to Congress of June 1, 1812. The primary impetus to battle, however, seems to have come from a group of ‘War Hawks’ in the legislature.” (From W. Taylor Reveley III, “Presidential War-Making: Constitutional Prerogative or Usurpation?”, *University of Virginia Law Review*, November, 1969, footnotes omitted.)

**Student Paper (example of unacceptable paraphrase):** “There were three formally declared wars during this era. The decision to enter the War of 1812 was made by Congress after extended debate. Madison actually made no recommendation in favor of hostilities in his message to Congress of June 1, 1812, though he presented a persuasive case against Britain. The primary impetus to battle, however, appears to have come from group of ‘War Hawks’ in the legislature.”

## **3. Avoiding Plagiarism: Borrowed Facts or Information**

Information contained in one’s reading or research which is not common knowledge must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. If there is doubt whether information is common

knowledge the citation should be given. Materials which contribute only to one's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited.

One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper or report draw their special information from one source. When direct quotations are used, however, quotation marks must be inserted and prompt acknowledgment made. Similarly, when a passage is paraphrased, prompt acknowledgment is required.

### ***C. Abuse of Academic Materials***

Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resources material.

**Typical Examples:** stealing or destroying library or reference materials needed for common academic exercises; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing or intentionally destroying another student's notes or laboratory experiments; receiving assistance in locating or using sources of information in an assignment where such assistance has been forbidden by the instructor.

### ***D. Complicity in Academic Dishonesty***

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

**Typical Examples:** may include knowingly allowing another student to copy from one's paper during an examination or test; knowingly distributing test questions or substantive information about the material to be tested before the scheduled exercise; taking an examination or test for another student, or signing a false name on an academic exercise.

### ***E. Fabrication and Falsification***

Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information to use in any academic exercise.

**Typical Examples:** (Fabrication) inventing or counterfeiting data, research results, information or procedures; inventing data or fabricating research procedures to make it appear that the results of one process are actually the result of several processes; counterfeiting a record of internship or practicum experiences; (Falsification) altering the record of data or experimental procedures or results; false citation of the source of information (e.g., reproducing a quotation from a book review and indicating that the quotation was obtained from the book itself);

altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false report for absence or tardiness in a scheduled academic exercise; altering a returned examination paper and seeking re-grading.

#### ***F. Multiple Submission***

The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

**Typical Examples, *Multiple Submission*:** Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work. (Different aspects of the same work may receive separate credit; e.g., a report in History may receive credit for its content in a History course and for the quality of presentation in a Speech course<sup>3</sup>

#### **4. Suspected violations of academic integrity and the process of investigation**

The faculty member who observes or suspects academic dishonesty should first discuss the incident with the student. The very nature of the faculty-student relationship requires both that the faculty member treat the student fairly and that the student responds honestly to the teacher's questions concerning the integrity of his or her work.

If the teacher is convinced that the student is guilty of academic dishonesty he or she shall impose an appropriate sanction in the form of a grade reduction or failing grade on the assignment in question and/or shall assign compensatory course work. The sanction may reflect the seriousness of the dishonesty and the teacher's assessment of the student's intent. In all instances where a teacher does impose a grade penalty because of academic dishonesty, he or she must submit a written report to the IB Coordinator (copies will be made to the Principals and Executive Director). This written report must be submitted within forty eight (48) hours of the faculty member's determination that the policy on academic honesty has been violated. This report shall include a description of the assignment, the evidence used to support the complaint, and a summary of the conversation between the student and the faculty member regarding the complaint. The student's parents or guardians will be contacted by the teacher. The Academic Integrity Committee shall convene to investigate the charge and review the student's statement, meeting separately with the student and the faculty member involved. If the panel finds that the charge of dishonesty is supported, the faculty member's initial written report to the IB Coordinator shall be placed in the student's file until graduation, at which time it shall be removed and destroyed unless a second offense occurs. If the panel finds that the charge of dishonesty is not supported, the faculty member's initial complaint shall be destroyed, and the assignment in question shall be graded on its merits by the faculty member.

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<sup>3</sup>This section is taken with very slight editing from the Assumption College Academic Honesty Policy (Assumption College Academic Honesty PDF 2004)

This information will be sent to the student's parents/guardians. Each instance of academic dishonesty reported to the IB Coordinator (provided that the charge of dishonesty is upheld following a possible review, as described above) shall result in an administrative penalty in addition to the penalty imposed by the faculty member.<sup>4</sup>

NOTE: Disciplinary actions on the part of the Administration will conform to the guidelines set in the version of the Student Handbook current at the time as approved by the Board Trustees and the Executive Director of the School.

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<sup>4</sup> (Holy Cross Student Handbook--Academic Honesty unknown)

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