



**ASM** | AMERICAN  
SCHOOL  
OF MILAN

*Academic Honesty Policy*



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# ACADEMIC HONESTY POLICY

## 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 programmes of international education and rigorous assessment. These programmes 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.

## THE IB LEARNER PROFILE <sup>1</sup>

<b>INQUIRERS</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>KNOWLEDGEABLE</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>THINKERS</b>	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>COMMUNICATORS</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>PRINCIPLED</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>OPEN-MINDED</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>CARING</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>RISK-TAKERS</b>	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
<b>BALANCED</b>	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
<b>REFLECTIVE</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

<sup>1</sup> EFFECTIVE CITING AND REFERENCING, IBO, 2014

# ASM ACADEMIC HONESTY: PHILOSOPHY AND PRACTICE

## **ASM MISSION STATEMENT**

The American School of Milan (ASM) ensures a modern and rigorous education for International students to excel in the changing world of tomorrow.

## **ASM MISSION ACADEMIC HONESTY PHILOSOPHY**

At ASM we place great value on personal integrity and academic honesty. The administration, faculty, and staff strongly believe that integrity must be a significant component in the academic success of our students; therefore, we promote academic honesty throughout their scholastic years at ASM by fostering the traits outlined in the IB Learner Profile and in particular the following:

### » **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### » **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Academic Honesty is in line with the **IBO Approaches to learning**.

Through:

- » Self-management
- » Social
- » Communication
- » Thinking
- » Research

students develop skills that will allow to learn and be responsible of their learning.



# ACADEMIC HONESTY

## UNDERSTANDING AND PROMOTING ACADEMIC HONESTY AT ASM

Academic honesty and integrity are the foundation of any educational institutions. The IB upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.

Promoting Academic Honesty is essential because lack of academic integrity undermines the philosophy of any educational programme. Students engaging in academic misconduct miss the “**learning opportunity**”.

Moreover, those who breach the regulations of academic work will find it easy to contravene the conventions in other fields.

All stakeholders in the ASM community believe that the principle of academic honesty should be considered by students as a learning experience and become part of their academic study during and beyond the IB Diploma course of study. <sup>2</sup>

## ACADEMIC HONESTY AT ASM REFERS TO:

- » Undertaking research honestly and producing authentic pieces of work
- » Always respecting intellectual property by acknowledging all ideas and work of others. Source materials may include along with written texts, visual, audio, graphics, artistic, letters, lectures, interviews, broadcasts, maps. Forms of intellectual property include patents, trademarks, moral right, copyrights
- » Showing proper conduct during examinations

## WHAT IS MALPRACTICE?

“The IBO defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components”. <sup>3</sup>

### Students can incur in the following forms of malpractice:

- » **Plagiarism:** 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
- » **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another
- » **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements
- » **Paraphrasing:** this is defined as the restatement of someone’s work in another form. In order for it to be allowed, the source needs to be acknowledged

<sup>2</sup> ACADEMIC HONESTY — PRINCIPLES TO PRACTICE  
DR. CELINA GARZA — IB ACADEMIC HONESTY MANAGER IB ASSESSMENT CENTRE— CARDIFF.IBO AEM GENERAL CONFERENCE, ROME 2014

<sup>3</sup> GENERAL REGULATION: DIPLOMA PROGRAMME, 2014

## MALPRACTICE

- » **Fabrication of data:** this is defined as manufacturing data for an experiment and for mathematical exploration/project
- » **Disregarding the IB DP Examination Code of Conduct:** this is defined as an infraction or disregard of guidelines as established by the IBO with respect to examination conduct
- » **Disclosing information** to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination <sup>4</sup>

### EXAMPLES OF MALPRACTICE:

- » Submitting to IBO someone else's work
- » Copying the work of another candidate
- » Allowing a peer to copy your work
- » Not acknowledging sources
- » Asking another person to write your work
- » Falsifying data used in an assignment
- » Falsifying CAS records and journals
- » Stealing examination material and/or exam papers
- » Bringing unauthorized material into the examining room. Examples: *notes, unauthorised software on a graphich calculator, cell phones*
- » Disrupting behaviour during exams
- » Impersonating another candidate

### CONSEQUENCES OF MALPRACTICE

**At ASM any instance of academic dishonesty is to result in:**

#### **First Offense**

An automatic zero for the work in the case of a **first offence**. No opportunity is to be given to make up the zero grade. The document is to be collected by the teachers and filed with the Principal. Parents are to be notified;

#### **Second Offense**

An automatic zero for the work with the same above specified notifications and qualifications for a **second offence**. Additionally, a two-day out of school suspension is to be assigned and a meeting of the Parents, student, teacher and Guidance Counselor called by the Principal. All work undertaken during the out of school suspension shall be given a grade of zero;

#### **Third Offense**

Indefinite suspension pending a recommendation for expulsion for a **third offence** with a grade zero being assigned to all work.

In case of malpractice in work for an external diploma or certificate (such as the **Diploma and IB Courses, PSAT, SAT**), the school shall notify the external organization in addition to the above. Given the potential of discrediting ASM under such circumstances, the student may also face expulsion.

<sup>4</sup> ACADEMIC HONESTY GUIDE, IBO, 2009

# AVOIDING MALPRACTICE

## HOW TO AVOID MALPRACTICE

### • 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.

#### Student's responsibilities include:

- » Read, understand and become familiar with the rules of the ASM Academic Honesty Policy and with all IBO rules and regulations documents
- » All work submitted is the student's own work
- » All sources are fully and correctly acknowledged including sources taken from websites, audio-visual, emails, CD.s, photographs, graphs and similar
- » When required by teachers and/ or by the DP Coordinator, students must submit their work to Turnitin
- » Respect internal deadlines
- » Make proper use of a citation style. At ASM we have adopted the Chicago citation style (or APA for Psychology)
- » When submitting his/her work to IB examiners, 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.
- » Before submitting their work to IBO, students must sign a **declaration of authenticity form**.

### • THE ROLE OF THE DP COORDINATOR

- » Ensure that students understand clearly the IBO expectations regarding academic honesty
- » Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- » Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty.
- » Agree with IB teachers on an internal calendar of all due dates for the receipt/ submission of candidates' assessment material
- » Ensure candidates and invigilators are provided with relevant information about examination regulations.
- » Establish a calendars for assignments.
- » Plan regular meetings with faculty members to verify that all parties have a clear understanding of IB expectations.
- » Ensure that policies and procedures are easily available to all interested parties (teachers, students and their legal guardians)
- » Organize regular briefings with student's legal guardians

# AVOIDING MALPRACTICE

## HOW TO AVOID MALPRACTICE

### • THE ROLE OF THE HEAD OF SCHOOL

- » Establish an academic honesty policy.
- » Provide teachers with effective training opportunities.
- » Ensure teachers and students adhere to the school's academic honesty policy.
- » Share with legal guardians the aim of the academic honesty policy.
- » Ensure everybody understands academic honesty and consequences for IB students if they engage in academic misconduct. <sup>5</sup>

### • THE ROLE OF THE LIBRARIAN

The Librarian has a key role in helping students become familiar with the research process and teach them the fundamentals of academic honesty. The Librarian provides guidance to students throughout their scholastic path and is a valuable resource in conducting teaching and learning of specific conventions accepted in a community of learners.

### • THE ROLE OF TEACHERS

#### At ASM teachers are expected to:

- » Talk to students about plagiarism and how to properly conduct a research paper or prepare an oral presentation
- » Set clear expectations for assignments and provide guidance to candidates on how to correctly cite sources
- » Be vigilant for changes in writing style, and in noticing that the student's work is too complex and academic and goes beyond the student's ability
- » Read the final version and check for authenticity of any work submitted to IBO. (EE, TOK papers, Internal Assessment)
- » Teachers are strongly encouraged to make use of Turnitin when checking on major IB assignments
- » Although 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, 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.
- » Be role models of academic honesty and integrity



# AVOIDING MALPRACTICE

## HOW TO AVOID MALPRACTICE

### • THE ROLE OF PARENTS

At ASM we strongly believe in the open communication between teachers, school administration and parents. Parents can play a very important role in supporting and helping their children achieve their full potentials and acting with honesty by:

- » Read and become familiar with the Academic Honesty Policy and all IBO documents related to the IB Diploma rules and regulations
- » Supporting teachers and administrations in talking to their children about the importance of academic integrity
- » Cooperate with the school in case their child is found to be guilty of malpractice either intentionally, or by inappropriate documentation of sources.

### ACKNOWLEDGEMENTS

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**Accountability, Respect and Empowerment**

**We ARE our Values**