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IB DIPLOMA PROGRAM ACADEMIC INTEGRITY POLICY

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Mission

At the American International School · Vienna, we empower each student with the skills and character strengths necessary to be positively impactful global citizens who strive for personal growth and excellence in an ever-changing world.

Vision

A community of innovative learners realizing their chosen futures with courage, curiosity and joy.

Core Values

Respect: We will be kind, considerate, inclusive and thoughtful in our interactions with others and the environment.

Aspire: We will pursue our passions (and interests), imagine possibilities, and make them real.

Achieve: We will strive for personal growth, always applying effort and ingenuity to the best of our ability every day.

Ethical Culture

The IB defines academic integrity as “a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work” (Academic Integrity, 2019).

At AIS, we interpret this in terms of ethical culture, which is evidenced by our mission, vision, and core values.

Core values:

Respect: We will be kind, considerate, inclusive and thoughtful in our interactions with interactions with others and the environment.

Aspire: We will pursue our passions, imagine possibilities, and make them real.

Achieve: We will apply ourselves to the best of our ability with effort and ingenuity and strive for personal growth.

Simply put, AIS learners are **inquirers** who learn for the sake of learning; **principled risk-takers** who embrace opportunities to learn from their mistakes; **reflective** and resilient **thinkers** who are **open-minded** and **balanced** in their approach to their studies.

Student academic misconduct

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen.

How Teachers Detect Academic Dishonesty

Teachers have considerable experience in recognizing academic integrity issues. A variance in writing style is easy to detect. A student who suddenly produces the "perfect" paper will be suspect. The rushed handing in of work late is sometimes a red flag. Teachers and students have access to www.turnitin.com. This resource provides a report of similarity of a piece of work to other published or student papers; however, it is up to the student and/or teacher to check that the work has been cited correctly. Additionally, the internet can be searched for similar writing. Information that is inaccurate, but cited to a source is also a red flag. Generally, any work that does not match with the teacher's formative assessment of the student may be an indicator of a violation of academic integrity. Summative assessments with sudden differences in voice or writing quality, scientific data that was not part of a first draft, or mathematical equations a student cannot explain can all be indicators of an academic integrity violation.

Violation	IB Definition	Example of violations	Example of good practice
Plagiarism	The representation of the ideas or work of another person as the candidate's own.	<p>Presenting information collected, organized, or written by someone else as your own (with or without the author's permission).</p> <p>In the arts, plagiarism can include taking someone's ideas or concepts and portraying them as your own.</p> <p>Plagiarism can be both intentional and unintentional, but both are treated the same way. Some examples:</p> <ul style="list-style-type: none">• Copying an article from a website and not giving credit--but not understanding you had to	<p>Always give credit to the ideas of others in your sources by citing them within the text and in the works cited.</p> <p>Never copy and paste without putting quotation marks around that information and citing your source. You can also paraphrase, but if the ideas aren't your own, you still need to cite your source.</p> <p>If a task requires creativity, cite your inspiration.</p> <p>Utilize resources such as Turnitin, your teacher, or the Secondary Librarian when you're unsure if you need to cite a source.</p>

		<p>give credit--is still plagiarism. Always ask a teacher if you should give the original author credit if you are unsure.</p> <ul style="list-style-type: none"> • Copying and pasting information from a website into your work, and then failing to give the website credit. • Reading an article or other text, taking ideas from it, and then claiming them as your own ideas. 	
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How to avoid plagiarism

If you ever use someone else's words or ideas, give them credit. In the same sentence where you copied their ideas or words you must mention the author or location where you found the information. Don't worry--using outside sources makes a better argument and gives your work greater credibility.

Violation	IB Definition	Example of violations	Example of good practice
Collusion	Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.	<p>You let another student copy from your homework.</p> <p>The teacher gives a lab to be completed individually and you work with other students but submit the work with only your name on it. If the teacher gives work to be completed individually, you should not work with other students or give friends your work. This is known as unacceptable collusion.</p> <p>In an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz.</p> <p>You are allowed to take an exam, test or quiz earlier than your peers and you share the material with them.</p>	<p>Your work should not be shared with others, whether it is homework, test, quiz, etc. Each student should submit their own work in order that they receive feedback to improve themselves.</p> <p>In the case of collaborative work, each member of the team should have a specific role and all final submissions should include the names of all who contributed.</p> <p>If you submit work early and receive feedback before your classmates, you should not discuss or share with them until they've also submitted.</p>

How to avoid collusion

Always do your own work. If you're unsure, ask your teacher before you ask a classmate. During assessments, avoid talking to or looking at your classmates. If you have a question, raise your hand.

Violation	IB Definition	Example of violations	Example of good practice
Duplication (double-dipping)	The presentation of the same work for different assessment components and/or IB requirements.	You conducted an experiment in grade 11 for your EE and are using the same data for IA in grade 12.	The EE and IAs are different tasks, and as such the process should start from the beginning with brainstorming ideas for your inquiry-based project.

How to avoid duplication

Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask a teacher when you are unsure if you can borrow an idea from a previous piece of work.

Violation	Example of violations	Example of good practice
Cheating	Misrepresenting yourself on a summative task such as saying you have turned in an assignment when you did not. Using restricted material during an exam, such as cheat sheets, graphing calculators, or other electronic devices. Leaving the exam room or classroom and using restricted materials. Fabricating information to try to earn more time or credit on an assignment, project, or exam.	Be honest about what you have and have not done. Utilize the extension procedure if you need more time. See your counselor, the Dean of Curriculum, your teacher, and/or the Learning Support Specialist if you need support in planning out the task. Bring only the materials you need/that are permitted into an exam. Do not access unauthorized materials when you leave an exam room if you intend to go back in and continue your work.

How to avoid cheating

Leave all electronic devices in your locker when you have an exam (unless you are required to have GDC for an exam). Avoid talking to or looking at classmates during an assessment. Be a good human being and tell the truth.

Discipline Consequences for Academic Integrity Violations

Violations of academic integrity are "counted" cumulatively throughout a student's high school career at AIS.

Level One: Level One defines what happens when a student is caught in the first incident of academic dishonesty:

- The students will be assigned to detention in the HS office
- The student will be allowed by the teacher to rewrite the work or be given an alternative assignment. Once the work is done properly, the administration and teacher will determine how to use the assessment data in the overall score.
- The teacher or the high school principal will inform parents of the incident as well as consequences.
- AIS keeps a record of all academic integrity violations in order to cross-reference with reports submitted.

Level Two: Level Two is for a repeated violation of academic integrity. The occurrence of a second or further reported incident of academic integrity violation (not necessarily from the same teacher) results in more significant consequences.

- When a second incident happens with significant time having elapsed since the last one, consideration will be made on whether detention or suspension is appropriate.
- Parents will be notified by the principal of the school's procedure for disciplining academic dishonesty.
- Repeated incidents of academic integrity may suggest a student needs to be removed from a course of study, up to and including the IB Diploma.
- For third and repeated instances of academic dishonesty, the student may be suspended from school.

Consequences for Students Aiding Other Students in Acts of Academic Dishonesty

Academic dishonesty can also take the form of one student passing on the answers to homework assignments or one student turning in the work of another student. This is called **collusion**. Teachers feel strongly that a student aiding another student to commit an act of academic dishonesty can be as guilty as the student committing the offense. Because a student can be put under a great deal of peer pressure to aid another student, teachers feel that this should be viewed as a mitigating factor for a first time offender:

Level One: Level One consequence for the first offense in aiding another student to be academically dishonest is as follows:

- The teacher will give a firm verbal warning to both students.
- The student will not receive an academic penalty, but may be required to complete the assignment again or complete an alternate assignment if the validity of the task is in question. Once the work is done properly, the administration and teacher will determine how or if the assessment data will be used in the overall score.

- Both students will receive records in their file indicating the context of the academic integrity violation.
- Parents be notified.

Level Two: Same as a violation for Academic Integrity, Discipline Level Two.

Responsibilities

Responsibilities of the School

- AIS will support students in developing both research skills and knowledge of citation methods to be used in ethical academic writing.
- The school will ensure students understand what constitutes academic misconduct, and what the possible repercussions might be.
- Teachers will teach students about academic integrity, with a focus on honesty, trust, fairness, respect, and responsibility.
- Teachers will set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted.
- The school will submit student work for final assessment to the IBO only after the work has been authenticated by the teacher with the support of tools such as Turnitin.
- Subject teachers and academic staff will be role-models of an ethical culture ensuring all shared materials (handouts, presentations etc.) are referenced correctly.
- Whenever possible, assessments and assignments should be designed in such a way that they support students acting with integrity.
- The school will support teachers in best practice in teaching research and citation skills, as well as how best to utilize Turnitin as a teaching tool.
- Incidents of suspected breach of academic integrity, whether caused by misunderstanding or deliberate, will be treated as serious, as they undermine the learning process.

Responsibilities of Students

- It is the responsibility of students to ensure their work is their own, and they are expected to act with honesty, integrity and in an ethical manner.
- Students understand that plagiarism, whether intentional or not, constitutes academic misconduct.
- Students understand there are consequences if they submit work that is not their own, or engage in academic malpractice, of whatever nature.
- Students must approach teachers for clarification and support if there is anything regarding academic integrity they do not understand.
- Students will acknowledge all text that is not their own using appropriate citation methods.
- Students will cite their sources according to the appropriate citation method so that readers can find them; if they cannot state the origin of the source, this source should not be used.

- For the protection of students and to allow for time to address any issues, students will submit work for assessment according to deadlines set by the school in order to allow time to check Turnitin similarity reports.
- For external assessment, DP students are required to authenticate their work either by signing a declaration of authenticity.

Responsibilities of Parents

- Parents should understand the requirements of the IBDP and ensure they read and understand the Academic Integrity Policy in terms of the expectations of their children.
- Parents are encouraged to ask for an explanation if there is anything about the Academic Integrity Policy they do not understand.
- Parents should support their children to plan and schedule their workload so that students have ample time to plan and ask for clarification from their teachers.
- Parents should understand that disproportionate external support from outside the school whether paid or unpaid, may constitute a form of academic malpractice.
- Parents should refrain from inappropriate levels of support with student's work.
- Parents and the school should maintain open and honest channels of communication.

IB Standards and Practices associated with academic integrity:

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

IB Requirements associated with academic integrity:

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent. (0301-03-0500)