



# ACADEMIC HONESTY POLICY

*The policy is annually reviewed and revised – current version October 2020*

### **International Baccalaureate Organization (IBO) 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 encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

### **Pierce - The American College of Greece Mission Statement**

“The mission of Pierce is to provide a holistic education to form intellectually independent, morally responsible, socially engaged global citizens. “Non ministrari sed ministrare” (“Not to be served but to serve”) defines our institutional character and our aspiration for our students.”



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

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.

## KNOWLEDGEABLE

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.

## 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.

## COMMUNICATORS

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.

## 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.

## OPEN-MINDED

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.

## CARING

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.

## RISK-TAKERS

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.

## BALANCED

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.

## REFLECTIVE

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

# Academic Honesty Policy

## I. Purpose and Rationale:

The purpose of this document is to promote an academic honesty *ethos* among Pierce students, administrators, teachers and parents with regard to the use, production and dissemination of academic material in teaching, learning and assessment processes. In particular, the academic honesty policy aims to minimize incidents of academic misconduct and malpractice such as **plagiarism, collusion, duplication of work, and misrepresentation**. Understanding the reasons for academic honesty in scholarly work and assimilating good academic practices are integral and fundamental parts of the learning process.

## II. Academic Misconduct:

Academic misconduct is 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” (*Academic Integrity*). The following forms of misconduct are defined:

- **Plagiarism:** The representation of the ideas or work of another person as the candidate’s own. Examples of plagiarism include the using the language, structure, ideas, pattern of thought, sequence of ideas, programming or computer code of another person or source as one’s own without giving credit. Plagiarism does not include statements of common knowledge and information in the public domain such as “Athens is the capital of Greece.” Plagiarism does not include the use of frequently used collocations (commonly found sequences of words) such as “Once upon a time....”
- **Collusion:** supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another.
- **Duplication of work:** the presentation of the same work for different assessment components and/or diploma requirements.
- **Misrepresentation:** false reporting of results (as in scientific experimentation, surveys, etc.).
- **Other:** any other breach of ethical misconduct, such as dishonesty on an exam or the disruption of an exam through misbehavior.

With the aim of preparing Pierce graduates for university, Pierce recognizes that Academic Honesty Policy must be aligned with international university standards, policies, and best practices regarding **plagiarism, collusion, duplication of work, misrepresentation, and other**. The following, including the attachments in the appendix, are examples of international education standards in this area:

**Harvard College Writing Program:** (last access: 01/10/20)

<http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page355322>

**University of Oxford:** (last access: 01/10/20)

<http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

**Yale College Writing Center, Addressing Academic Integrity and Plagiarism:** (last access: 01/10/20)

<http://ctl.yale.edu/writing/wr-instructor-resources/addressing-academic-integrity-and-plagiarism>

### III. How to Avoid Academic Misconduct/Responsibilities/Roles:

Academic misconduct is avoided by making students aware of the problem and by offering the necessary learning procedures and tools of reference and citation.

**Responsibilities:** The following roles and responsibilities are identified:

**School's Directorship:** Focusing on processes for managing academic integrity incidents, programme Coordinators must support all the tasks listed in the Responsibilities in the "School leadership team" section and are also responsible for:

- ensuring that all school and IB policies are applied fairly and consistently
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

(Adapted from *IBDP Academic Integrity*, pg.11)

The IB Coordinator's office is responsible for maintaining all records and consequences for all IBDP-related academic honesty infractions.

**Teachers:** Focusing on processes for managing academic integrity incidents, IB teachers must support their school and programme coordinators and are also responsible for:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.

(Adapted from *IBDP Academic Integrity*, pg.14)

**Students:** Focusing on processes for managing academic integrity incidents, IB students must support their school, programme coordinators and teachers and are expected to:

- have a full understanding of their school's and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators

- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.

(Adapted from *IB DP Academic Integrity*, pg.16)

These are for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version.

In the first year, **students** and their parents will sign a statement indicating they have read and understood the Pierce IBDP Academic Honesty Policy.

**Parents:** Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB students are expected to:

- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- support their children’s understanding of IB policies, procedures and subject guidelines
- understand school internal policies and procedures that safeguard the authenticity of their children’s work
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school’s directorate and/or the IB
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining assistance in the completion of work to their children

(Adapted from *IB DP Academic Integrity*, pgs.17-18)

In the first year, Pierce IBDP students and their **parents** will sign a statement indicating they have read and understood the Pierce IBDP Academic Honesty Policy.

#### IV. **Practices and Procedures:**

The Pierce IBDP Academic Honesty Policy is shared and explained to students, parents, and teachers before students begin the program. All assignments are checked by the teachers for originality through plagiarism detection software such as <http://turnitin.com/>. This IBO-recommended service allows for a comparison of student papers to documents in a reference database, the Internet, and other sources.

**The Internal Process for Disciplinary Action:** Pierce follows all rules and regulations of the Greek Ministry of Education for secondary schools. Examples of infractions which may fall under the internal discipline process may be homework, an Internal Assessment, the Extended Essay or any other academic work, e.g. tests. Students should be aware that consequences for a student’s involvement in an act of academic dishonesty will vary based upon the severity, intent, and repeated dishonesty. The process whereby a student is penalized for an infraction of the Pierce Academic Honesty Policy shall include the following steps:

- The teacher will also provide appropriate documentation of the incident to the Lyceum Director, the IB Coordinator and Lyceum Dean of Students who will then meet with the student, and document the incident/follow-up action.
- The teacher of the class will confer with the student and contact the parent/guardian by phone or e-mail. **The student will receive an automatic zero (failing grade) on the assignment or test; no make-up work will be offered to compensate for the zero.**

If the frequency and severity of the academic dishonesty incidences increase, the school may additionally consider the following:

- The student may be dropped from consideration for Pierce-specific Honors or Awards.
- The student may face suspension from Pierce-specific extra-curricular activities including sports programs and schools excursions.
- The DP subject area teacher has the right to refuse to serve as a reference for the student for the international university application process.
- The administration may recommend a student leave the IBDP for infractions of the Pierce IBDP Academic Honesty Policy.
- If deemed necessary, the school's administration in conjunction with the university counselor will verify the authenticity of all college/university application essays and other application documents.
- The university counselor and the school administration have the obligation to withdraw the school's support for any college/university applicant who has been academically dishonest.

**The External Process for Disciplinary Action:** The DP Coordinator must inform the IBO if there is suspected malpractice in relation to a candidate's work **after the work or an internal assessment mark has been submitted to the IBO**. When an external examiner suspects malpractice during marking, the school will be required by the IBO to conduct an investigation and provide the IBO with any relevant documentation concerning the case. If Pierce IBDP students are suspected of malpractice or academic misconduct, they will be invited, through the school's IB Coordinator, to present written explanation and/or defense.

**Student Rights:** In all cases regarding a suspected violation, the student will be accorded, at minimum, the following rights:

- Confidentiality within the school.
- Receive both a fair hearing and fair application of the Pierce IBDP Academic Honesty Policy by teachers and administrators.

**References:**

*Academic Integrity*, International Baccalaureate Organization,  
(October 2019)

*Effective Citing and Referencing*, International Baccalaureate Organization,  
(August 2014)

*Academic Integrity for IA*, International Baccalaureate Organization,  
(September 2020)

*DP Assessment Procedures 2021*, International Baccalaureate Organization,  
(September 2020)

*General Regulations*, International Baccalaureate Organization,  
(September 2016, updated May 2019)

*DP From Principles into Practice*, International Baccalaureate Organization,  
(August 2015)

***The policy is annually reviewed and revised – current version October 2020***

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## Pierce IBDP Academic Honesty Policy

Parent/Guardian and Student Acknowledgement Form:

I have received and reviewed the **Pierce IBDP Academic Honesty Policy** for both my child and myself and understand our roles and responsibilities within the Pierce IBDP.

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Name of Pierce IBDP Student

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Signature of Pierce IBDP Student      Date

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Signature of Parent/Guardian      Date

Please return the signed page to the IBDP office.