Archbishop MacDonald High School
Academic Integrity Policy
Updated December 2023

Purpose:

1. Describes the rights and responsibilities of the school community.
2. Articulates responsibilities for teaching a variety of practices related to academic integrity and reflects its five fundamentals – honesty, trust, fairness, respect, and responsibility.
3. Clearly states what is good practice, what is misconduct, and what actions are to be taken if there are transgressions.

Rationale

The Academic Integrity Policy is intended to:

- Support the development of academic integrity within the school community.
- Maintain trust and credibility through ethical decision-making and behavior.
- Develop respect for self and others by encouraging integrity and principled practices.
- Ensure assessments fairly and accurately reflect individual achievement.
- Provide guidance of rights & responsibilities that encourage ethical and principled practices.
- Communicate the expectations, responsibilities and investigation processes of academic misconduct and maladministration.

School Philosophy

Fostering a culture of academic integrity is important in maintaining credibility and validity of the learning process. The school community promotes honesty, fairness, trust, respect and responsibility in all its members. Positive attitudes towards learning and academic integrity create an ethical culture that ensures fair, reliable, and valid assessments. Cultivating environments of shared respect is both an individual and a collective responsibility (ICIA 2021). Teachers and students have a reciprocal responsibility to uphold academic standards for themselves and others so standards are applied fairly and consistently. Handing in authentic work, working to the best of one's ability and ensuring guidelines are clear and equitable establish a positive learning environment and opportunities for success.

Key Definitions for Academic Integrity

Academic Integrity is a principle in education and a choice to act in a responsible way that fosters credibility and trust. It means conducting all aspects of your academic life in a responsible and ethical manner. Students are expected to produce genuine and authentic work, that represents their own abilities. Students should give credit where credit is due and be honest and transparent in acknowledging how other's work influences and supports their ideas and understandings. In this manner, students are empowered "to be content creators, not content imitators" (IBO 2022).

Academic Honesty means demonstrating and upholding the highest integrity and honesty in all the academic work that you do. Students are expected to act in accordance with the *Fundamental Values of Academic Integrity* which include honesty, trust, fairness, respect, and responsibility. Courage is also necessary to act with honor and truth in the face of adversity.

Intellectual Property (IP) refers to any form of knowledge or expression created with one's intellect such as inventions; literary and artistic works; designs; and symbols, names, and images. IP is protected in law by, patents, copyright and trademarks, which enable people to earn recognition or financial benefit from what they invent or create. By striking the right balance between the interests of innovators and the wider public interest, the IP system aims to foster an environment in which creativity and innovation can flourish (WIPO).

Authenticity is the quality of being real and true regardless of external pressures to act otherwise. When students hand in work that is genuine, learning and assessment are more reliable.

Authentic Authorship means that the product created is authentic to the creator. The leading author is responsible for the authenticity of the information about the contribution of individual co-authors.

Key Practices to Promote Academic Integrity at MAC

1. Students are provided access to resources that support academic research including MAC database subscriptions, Noodle Tools subscription for citation and referencing and free access to the Edmonton Public Library and University of Alberta Libraries online databases and in person resources.
2. Collaborations with the University of Alberta Libraries provide opportunities for IB students to attend presentations on academic research and writing skills throughout the year.
3. The IB Coordinator supports research practice and initiatives at the school by facilitating professional development and curating resources for teachers and students.
4. Fairness and consistency in assessment supports, expectations and procedures ensure consistency across subject areas and levels.
5. Teachers model in text citations for students using signal and lead in phrases and practice quoting, paraphrasing, and summarizing effectively.
6. Adequate practice, feedback and preparation of content and skills ensures students have confidence in themselves and their learning.
7. Collaboration and review of exam results allows teachers to target areas to improve student learning, the validity of assessments and the application of fair and consistent standards.
8. Responsible and fair use of technology encourages students to become digital citizens that think critically, ethically, and compassionately about the world and their role in improving it.
9. Personal integrity, honesty and principled practices build trust and credibility.
10. Use the most current citation and style guides for writing and instruction.

    Best Practices for Teachers, OWL Purdue
    Best Practices for Students, OWL Purdue

The Five Fundamentals of Honesty, Trust, Fairness, Respect and Responsibility are integrated into the Rights and Responsibilities of the School Community.

School Responsibilities

- Provide opportunities for awareness, learning, and practice of academic integrity to all members of the school community (teachers, students, and parent/guardians).
- Design activities and educational strategies to support academic integrity in the classroom.
- Ensure the responsible use of information technology and social media.
- Provide a safe and equitable environment that fosters respect and accountability for ethical and principled behavior by all members of the school community.
- Adhere to ethical and honest practice during examinations and on assessments.
- Support timely reporting, recording, and monitoring of academic integrity issues.
- Schedule regular reviews and updates for the school *Academic Integrity Policy*

Teaching and Non-Teaching Staff Rights and Responsibilities

- Ensure students have a full understanding of the expectations and guidelines of all subjects, what constitutes academic misconduct and the possible consequences.
- Include a link to the *Academic Integrity Policy* on all course outlines.
- Plan a manageable workload so students can allocate time effectively to produce work according to expectations.
- Provide guidance and timely feedback to students as they learn while ensuring fairness and consistency.
- Provide instruction on academic integrity and citation including, but not limited to
    - explicit instruction and practice on current citation methods for the subject to acknowledge the work of others, including artificial intelligence (AI) tools, in both the body of the text and in a reference list.
    - advise students on what constitutes intellectual property and authentic authorship.
    - distinguish between valid collaboration and unacceptable collusion.
    - use Noodle Tools and research organizers to support ethical and principled thinking.
    - model academic integrity practices for students
    - teach ethical behavior around the use of artificial intelligence (AI) tools, research and data collection.
- Emphasize a culture of respect and trust to build credibility and ethical behavior.
- Ensure all work submitted by students is the genuine work of the candidate by using secure exam accounts, plagiarism software/originality reports and/or familiarity with each student's individual work.
- Ensure exams are administered with consistency and fairness.
- Respond to student academic misconduct and support investigations.

Students Rights and Responsibilities

- Distinguish between what is right and what is wrong. Students are expected to be "principled" and to act honestly, responsibly, and ethically (IBO 2022).
- Review the school's *Academic Integrity Policy* and consequences of misconduct.
- "Be a content creator, not a content imitator" (IBO 2022).

- Receive guidance, practice and feedback on citation and referencing, ethical practices and considerations for research and use of technology in all subject areas.
- Access library resources and supports available to enhance understandings and practice of research and citation, including the most current citation and style guides.
- Complete all assignments, tasks, examinations, and quizzes in an honest manner and to the best of their abilities.
- Create content and complete assessments that are an authentic and genuine reflection of their personal level of achievement.
- Complete and edit work within the prescribed guidelines outlined by the teacher.
- Ensure all work submitted is authentic and the work or ideas of others is fully and correctly cited in the body of the work and in a reference list.
- Demonstrate honesty, integrity, and a strong sense of fairness, justice, and respect by:
  - Citing sources fully and effectively
  - Avoiding giving or asking for undue assistance from peers in the completion of work.
  - Being principled when receiving assistance or accommodations in the completion or editing of work. Students should not receive non-permitted assistance. This includes unwarranted extensions on assessments, extra time or support from friends, relatives, other students, private tutors, writing or copy-editing services, pre-written essay banks, AI or file sharing websites.
  - Not reusing materials for multiple assessments.
  - Respecting reference to sensitive topics and content to create inclusive and safe learning environments for all students.
  - Showing responsible use of the internet and social media platforms.
  - Adhering to ethical and honest practices in data collection and use, use of AI tools, group work, and on assessments and examinations.
  - Refraining from discussing the content of any examination paper with any person outside their immediate cohort before, during or within 24 hours of an examination ending.
- Attend information sessions on exam conduct and procedures.
- Adhere to exam guidelines, procedures, and rules of conduct.
- Report known instances of student academic misconduct and school maladministration.

Parents and Legal Guardians Responsibilities:

- Review the school's *Academic Integrity Policy* and consequences of misconduct.
- Support the development of a conscientious and responsible attitude towards learning.
- Understand the policies, procedures, and guidelines in the completion of coursework and/or examinations.
- Help plan a manageable workload for their children so they can allocate time effectively.
- Refrain from giving or obtaining unfair assistance in the completion of assessments to their children**. Tutors and third-party services are expected to adhere to the school's guidelines for academic integrity.**
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children.

Academic Misconduct is defined as the "deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment" (IBO 2022). Misconducts may include one or more of the following in varying degrees.

- *Plagiarism*: copying from external sources or peers (40+ consecutive words)
- *Facilitated Plagiarism:* sharing or copying work or the work of third parties, to peers and or forums/essay mills.
- *Collusion*: when a student's work has close similarities to another student's work, work that is heavily edited or produced by a third party (including AI, translators, and online editing tools) when a student seeks and receives assistance from others beyond what is recommended, disclosing/sharing information on a secured exam or assessment
- *Submitting work commissioned, edited, or obtained from a third party* (including but not restricted to friends, family members, other students, private tutors, file sharing sites, essay banks or essay or copy-editing services)
- *Duplication of work*: partial or complete reuse of materials for different assessments or subjects.
- *Inclusion of inappropriate, offensive, or obscene material:* conducting research without the permission of the participants or in a manner that inflict pain or risks the well-being of the environment or live organisms, materials with excessive violence or work that denigrates personal, political, spiritual values or contains offensive remarks about, race, gender or religion.
- *Falsification of data:* data is fabricated, misrepresented, or is discarded to enhance conclusions creating biased findings.
- *Exam Conduct & Integrity*: possession of unauthorized materials, disruptive behavior during an exam, removal of exam materials, sharing content or gaining access to an exam before, during or after the examination's scheduled time or within 24 hours after the exam, failing to report an incident of misconduct.

Maladministration includes any actions that infringe on the rules and regulations, that potentially threatens the integrity of examinations and assessments. This can happen before, during or after the completion of an assessment or examination.

- During the coursework production process, excessive assistance to students including use of templates and extra edits.
- Not following exam procedures and invigilation, including secure exam storage and release of secure materials.

Reporting Possible Misconducts

Possible breaches in conduct are to be reported to the school administration for review and investigation.

Consequences of Academic Misconduct

Consideration of the severity of the incident, intent or non-intent, level of awareness based on previous teaching and/or the student's history and character will be considered in the review and administration of consequences for misconduct. Each incident will be reviewed and treated on a

case-by-case basis; however, the school may reference records to highlight trends or problems that need to be evaluated.

The following consequences, remedial action and/or penalties are:

a. Parental contact and documentation of academic misconduct in PowerSchool by the teacher.
b. Referral to school administration and/grade coordinator for investigation and review.
c. Replacement of the evaluation with an alternate at the teacher's discretion.
d. Reduced grade or a grade of zero for the work in question.
e. Withdrawal from the course and loss of credits.
f. School suspension.
g. Possible loss of Honors designations at the school and opportunities for awards and scholarship recommendations.
h. Possible suspension or expulsion from the school and or Edmonton Catholic School Division

If academic misconduct on an IB assessment is discovered after the declaration on IBIS has been completed it will be addressed with the previous consequences as well as the following possible consequences:

a. IB coordinator reports the incident to the IB Education Division for investigation.
b. IB coordinator completes a report which includes: a statement from the teacher for the subject area concerned, CAS coordinator, or the Extended Essay supervisor, a statement from the IB Coordinator, a statement from the candidate (student), a summary of an interview with the student regarding the alleged misconduct.
c. Students are subject to a penalty determined by the IB Education Division upon receipt of all relevant materials.
d. IB Diploma candidates may jeopardize the completion of their IB diploma.
e. Penalties are based on the degree of misconduct determined in a review of the school report by the IB Education Division.
   - Level 1 - Warning level to the student
   - Level 2 – Zero marks for component.
   - Level 3 - No grade for subject(s) concerned.
   - Level 4 – No grade for "parallel" subjects.

Note: all IB fees are forfeited.

Policy Review Process

A committee comprised of IB Faculty teachers, MAC teachers and school administrators are responsible for updating the current policy annually and reporting back to the IB faculty and school community. Additionally, the committee is responsible for providing professional development to the school community on the implementation of good practices that foster a culture of integrity.

Policy Review Considerations:

- Review the works cited list, in particular, the IB *Policies & Regulations* & the ECSD *Student Code of Conduct* to ensure the policy meets all necessary requirements and remains current.
- Update and revise the current policy to reflect new initiatives, update errors in formatting, syntax, mechanics. Include date of revisions, committee members, & works cited.
- Upload the edited policy & relevant support material/resources to the *IB Policies Folder* in the *MAC IB DP Faculty Sharepoint files.*
- Share an overview of the policy and any updates with the IB Faculty & school community.
- Create a development plan to address areas of growth.
- Upload a copy of the new version to the school website.

This policy was reviewed, amended and updated on the 4th of December 2023, by Jennifer Vandendooren.

References

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