新东方国际双语学校

NEW ORIENTAL ACADEMY

A better you, a bigger world.

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ACADEMIC HONESTY POLICY

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1. NOA Guiding Statements

1.1 NOA Vision

To become an excellent, impactful international bilingual school that provides a Chinese-rooted and internationally-minded education for students.

1.2 NOA Mission

NOA will nurture students to have global visions and the courage to assume social responsibilities while encouraging them to demonstrate distinguishing character and become active life-long learners.

2. Philosophy

The mission of New Oriental Academy is "NOA will nurture students to have global visions and the courage to assume social responsibilities while encouraging them to demonstrate distinguishing character and become active life-long learners." At NOA we strongly believe that in order to be responsible life-long learners, integrity must be a significant component in the academic success of the students. Hence, at NOA we promote academic honesty as a fundamental part of the learning process.

2.1 Code of Conduct - Respect

For effective learning to take place in our school, it is necessary for all students to demonstrate respect for themselves and other people, respect for their own belongings and those of others (including school property), and respect for time.

Student behavior should, at all times, reflect nothing but credit upon the student and the school.

3. Academic honesty purpose/goals

The Academic Honesty policy is designed to clearly define the expectations for submitting authentic work. This document will help the school authority to better understand academic malpractice and will be provide guidelines for preventing all forms of malpractice.

4. Definitions

Malpractice is any behavior that results in, or may result in, a student or group of students gaining an unfair advantage in academic work. Malpractice includes but is not limited to plagiarism, collusion, duplication of work, cheating and falsifying data/work.

4.1 Plagiarism

Plagiarism is the representation, intentionally or unwittingly, of the ideas or work of another person without proper, clear, and explicit acknowledgment.

Examples

- Submitting a paper, homework assignment, project, artistic work, computer program, etc. as one's own work that was created entirely or partially by someone else
- Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks and properly cited
- Failure to cite the source of quotations and paraphrases. One must cite the source of quotations; one must also cite the source of ideas and information that are not common knowledge even
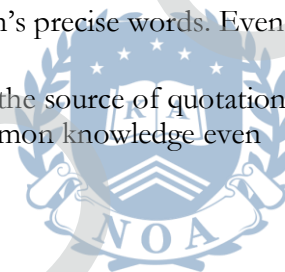
when paraphrased. Sources include unpublished as well as published items – for example, books, articles, material on the internet, television programs, instructors' lectures, and people, including other students, friends and relatives

- Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, photograph/image, or mathematical proof) that are derived from the work of others

4.2 Collusion
Collusion is supporting the malpractice by another student or assisting another student's academic dishonesty.

Examples
- Writing a paper or other project for another student
- Allowing another student to copy from one's examination paper, homework, assignment, or other project
- Assisting another student on a take-home examination, paper, homework assignment, or other project if one knows or suspects such assistance is not authorized by the instructor
- Sharing information regarding assessment contents and questions with other students

4.3 Cheating
Cheating is the use or attempted use of unauthorized assistance during an examination, on a writing assignment, homework assignment, or other project.
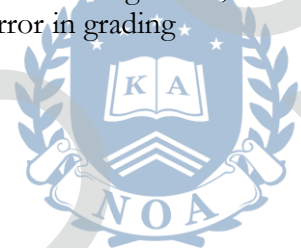
Examples
- Copying answers from another student's examination, paper, homework assignment, with or without that person's consent
- Providing work to be copied (collusion)
- Communicating in any way with another student or a third party during examination without the permission of the instructor
- Unauthorized use of materials or devices like notes, textbooks, translators, cell phone, calculator or any other electronic device during an assignment or examination without the permission of the instructor
- Obtaining and/or reading a copy of an examination before its administration without the permission of the instructor
- Collaborating with other students or third parties on a take-home examination, paper, homework assignment, lab work or other project without the permission of the instructor

4.4 Fabrication
Fabrication is the creation of false data or citations

Examples
- Fabrication of data: inventing or falsifying the data of a laboratory experiment, field project, CAS activity, or other project
- Fabrication of a citation: inventing a phony citation for a research paper or other project
- Alteration of an assignment: Altering a graded examination, paper, homework assignment, or other project and resubmitting it to the instructor in order to claim an error in grading

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4.5 Duplication

Duplication of work is using the same work for more than one course without clear permission from the instructor. Students are expected to produce original work for each course of study.

Examples

- Submitting a part of or whole project in more than one course for a grade
- Submitting a lab report for more than one course without discussing it with the teachers involved

6. Roles and Responsibilities

All people involved in the process of the student learning have their roles and responsibilities. There are Do's and Don'ts that promote Academic Honesty within our school.

6.1 Teacher

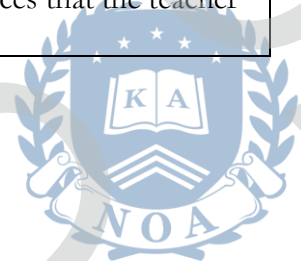| *Do's*	*Don'ts*
Design inquiry-based assessment tasks that cannot be easily plagiarized. For example, "Suppose you were organizing tourism to Mars. What would you need to find out and how would you market, etc…"	Design assessment tasks with simple answers that can easily be found on the internet. For instance, a request to "Write about Mars".
Design challenging tasks that go beyond factual answers.	Design tasks that are so challenging that students are tempted to use dishonest means to complete them.
Assign work that elicits an original response, thereby discouraging plagiarism.	Assign work where the answers can be directly 'Baidu-ed' or 'Googled'.
Teach how to properly cite all sources including photographs, websites, music and literature and discuss when to cite depending on the types of assignments.	Give students research assignments without explaining how they would like the student to give credit to the original site/source.
Teach students how to reflect on what they have read and take appropriate notes by paraphrasing and writing down general statements from the text.	Allow students to copy/paste, highlights or copy down entire paragraphs.
Focus on helping students understand how to help peers on assignments without providing all the answers on allowing others to copy their work, depending on the subject area.	Focus on punishing students for helping others on assignments before teaching them.
Model academic honesty in their own resources and presentations.	Present the work of others as their own.
Supervise students during exams and tasks.	Provide undue assistance in the production of student work.
Keep exam papers and tests secure.	Leave exam papers out in the open.
Clearly state expectations for collaborative and individual work.	Allow students to be unaware of teacher expectations for individual work.

6.2 Administrator

Do's	*Don'ts*
Make expectations clear for both students and staff	Just hope students will be academically honest
Focus on teaching the skills for being academically honest rather than the consequences of dishonesty	Warn students not to plagiarize
Have an established progression of consequences when dishonesty occurs	Use the harshest consequences for first offenders
Establish a school culture that actively encourages academic honesty	Tolerate academic dishonesty
Place the Academic Honesty Policy in the handbook	Expect school members to actively seek the academic honesty policy themselves
Inform staff and students through various media what constitutes malpractice and how it can be prevented	Assume everyone knows the policy

6.3 Students

Do's	*Don'ts*
Regarding Plagiarism	
Submit authentic work that is based on their original ideas and acknowledge the ideas and work of others.	Submit work without stating where it came from according to MLA or another appropriate format.
Cite sources using MLA format even if they are not sure if they should including books, journals, internet sites, magazines, photographs, music, interviews, etc.	Copy work
Paraphrase ideas of another person or use in text citations when appropriate	Copy work
Use resources to promote your own ideas	Steal the ideas from resources and pass them off as your own
Regarding Collaboration	
Collaborate to meet a common assessment goal.	Let one person do all the work.
Share ideas during collaborative tasks.	Allow someone to copy their work even through the other person may change a few things
Support classmates by asking questions and brainstorming ideas	Give the answers
Regarding Tests	
Look at their own paper	Look at the papers of others
Keep the content of the test to themselves after taking it	Tell other students the questions and/or answers on the test
Use notes and electronics approved by the teacher	Use "cheat sheets" or devices that the teacher hasn't approved.

6.4 Parents

Do's	*Don'ts*
Be aware of the Academic Honesty Policy	Remain unaware that there's a policy
Support students at home	Do the work for their students
Help students balance their school work load so they are ready for tasks/tests on the day they are due in order to help students resist temptations to be academically dishonest	Excuse their students from school so they have more time to study or do a project

7. Consequences of Academic Dishonesty

As a school community, we understand that students need support and guidance when it comes to being academically honest. Therefore, the school will deal with academic infringements on a case-by-case basis with the end goal being behavioral change. As concerns arise, teachers will strive to define both the issue and the student's intent. Teachers will then recommend appropriate measures to be taken by faculty and student. For situations deemed more serious, the head of school may be consulted to determine consequences. These may include any of the following:

- Detention
- Communication with parents via email, letter, phone call
- Meeting with parents, staff or administrators
- Redoing the work that is affected by academic dishonesty
- Administering a lower or failing grade
- Placing a temporary or permanent note on the student's academic record indicating academic misconduct.
- Suspension
- Expulsion

7.1 Consequence procedure

It is the general opinion of the school that any assignment found guilty of academic misconduct should receive a zero and the assignment may or may not be re-offered at the discretion of the teacher. In all situations, the homeroom teacher of the offending student should be informed of the situation. In more serious situations or for repeat offenses (especially as noted by the homeroom teacher), the head of school may be called to determine a consequence (detention, suspension, expulsion, etc.) after discussion with the student and parents.

It is the responsibility of the DPC to report any instance of academic misconduct during IBDP assessments or examinations to the IB. Furthermore, it is the responsibility of the DPC to inform the student, their parents, and the school about the status of the IB review and findings regarding any reported academic misconduct.

8. Communication and Review Process

8.1 Communication of Policy to the NOA Community

The NOA School Management Team disseminates this policy document to staff at the beginning of each academic year and makes it available to all members of the school community. It is available on the School's website. During the opening of the school year, leadership will share this policy with students.
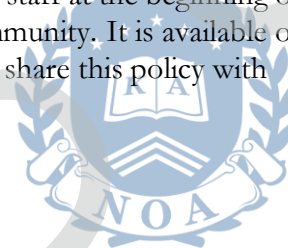
8.2 Policy Review

The NOA School Management Team will collaboratively evaluate and review this policy document on an annual basis, using the supporting information as provided by the IBO.

9. Academic Honesty Tools

As of November, 2019, the school now has access to TurnItIn.com, a website used to deter academic misconduct and confirm the authenticity of student work. It is the responsibility of DP teachers to ensure all future IB internal and external assessment components be reviewed by TurnItIn (when applicable).

10. References and Resources

- *Academic Honesty*, IBO, 2011
- *Academic Honesty in the IB Educational Context*, IBO, 2014
- *General Regulations: Diploma Program*, IBO, 2011
- *Handbook of Procedures for the Diploma Program*, IBO, 2013.
- www.ibo.org
- *Student Code of Conduct*, Marion County Public Schools, 2013.
- *Suncoast Community High School Academic Honesty Policy*, Palm Beach County Public Schools, 2012.
- *South Fork High School Academic Honesty Policy*, Martin County Public Schools, 2013.
- *Academic Honesty Policy*, Mountain Ridge Middle School, 2014.