

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM FOR ACADEMIC HONESTY

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment.” (*IBO Academic Honesty, 2007*)

Academic honesty is a fundamental element to every International Baccalaureate (IB) Diploma Program candidate’s moral reasoning. Such response of integrity is also a characteristic of the IB learner profile. In our effort to promote academic honesty, the East and West High IB faculty nurtures our students to be:

1. Inquirers – acquiring the skills necessary to conduct inquiry and research
2. Knowledgeable – acquiring in-depth knowledge
3. Thinkers – exercising initiative in applying thinking skills critically and make ethical decisions
4. Principled – acting with integrity and honesty
5. Risk-takers – brave and articulate in defending their beliefs
6. Reflective – giving thoughtful consideration to their own learning

An academic honesty policy requires the involvement of all stakeholders to ensure a well-developed ethical response. This includes the student, the families, the teachers, and administrators. Each group has a level of response to promote every student’s intellectual development.

Consequences of Academic Dishonesty

Cheating and plagiarism impede the goals of the IB philosophy and the IB learner. Students who engage in academic dishonesty open themselves up to disciplinary actions which are dependent upon the offense. Based on the severity of the offense, the teacher, IB coordinator, and administrator will determine the outcome. Students could receive a zero on assignments, have parents contacted, be precluded from receiving certain honors or recognition, and/or be suspended or dropped from the IB diploma program.

Note: *Parts of this document include modifications of policies used in the Waterloo Schools and IB Schools around the world.*

Cross Ref.: 504.3 Student Conduct Code

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