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ACADEMIC INTEGRITY POLICY

KANG CHIAO INTERNATIONAL SCHOOL EAST CHINA CAMPUS

*NURTURING INTERNATIONAL LEADERS,
PREPARING STUDENTS FOR A BEAUTIFUL FUTURE*

FOUR IDEALS:

EXPERIMENTAL

NATURE LOVING

BILINGUAL

CREATIVE

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康桥学校 KUNSHAN CAMPUS
昆山校区

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Rationale for the KCIS East China Academic Integrity Policy

The practice of academic dishonesty undermines the purpose of education and denies students' right to their personal and academic integrity. KCIS East China believes that promoting Academic Integrity is the responsibility of the whole school community and thus attempts to encourage a learning environment that facilitates healthy respect among students for the value of Academic Integrity. Academic Integrity is linked to the IB learner profile attribute *principled*, in which all learners "act with integrity and honesty as we question, inquire and act." (Academic Honesty in the IB Educational Context, 2014: p3).

This document aims to show clearly and transparently how Academic Integrity is implemented and monitored at KCIS East China and what procedures are in place to fairly and consistently evaluate when this is in doubt. It is required reading for all teachers, administrators, parents and students.

How does this policy link to other policies?

Admissions policy: During the admissions process the Academic Integrity policy is discussed with the students and parents. The parents and students are asked to read through and sign the Academic Integrity Policy for their relevant programme.

Assessment policy: The importance of the Academic Integrity is discussed by teachers and students before each assessment task. Specific modes of possible malpractice for a task are discussed and strategies that ensure malpractice is not exhibited are examined before a task is started. For example, paraphrasing work, keeping note of references, importance of individual work, citing all photographs.

Inclusion Policy: Even if the student has SEN (Special Education Needs) accommodations, academic dishonesty in any form will not be tolerated and the student may face the consequences based on the Academic Integrity policy.

Student Handbook: The handbook is the primary reference for students with regards to school policies and regulations and through signing acceptance of the contents of the student handbook, the students are signing an Academic Integrity Contract.

School Responsibilities

As an IB World school, KCIS East China adheres to the IB Standards and Practices, which holds that development and promotion of an Academic Integrity Policy is an expectation and requirement.

The school will ensure that all students, for the appropriate age and grade level, will:

- understand what constitutes Academic Integrity and an authentic piece of work
- understand what constitutes malpractice, particularly plagiarism and collusion
- receive guidance on the skills of academic writing and acknowledging sources
- know the consequences of being found guilty of malpractice.

The school will also:

- provide a safe environment that promotes student learning
- provide professional development opportunities for teachers, including in-service and external workshops
- review and update the Academic Integrity Policy as needed and ensure that it is implemented appropriately.

Teacher Responsibilities

Teachers are expected to support the school's Academic Integrity policy and provide students with advice and guidance whenever necessary. They are expected to explicitly plan and teach Academic Integrity within their classes, as developmentally appropriate.

In particular, teachers should:

- model good academic practice
- provide students with examples of how to cite a variety of different sources
- provide guidance in how to correctly paraphrase
- develop authentic assessments and provide specific instructions so that students are able to generate their own ideas, hypotheses, analyses etc.
- provide formative assessment and feedback that includes evaluating sources and the authenticity of ideas
- pass all summative work from grade eight and above through turnitin.com, as appropriate.

Student Responsibilities

Students are ultimately responsible for ensuring that their work is authentic. All KCIS East China

students are expected to be truthful and fair in both their academic and non-academic school life. This is part of the expectation of students becoming independent and self-reliant learners.

The KCIS East China student understands:

- That they are ultimately responsible for their own work and that the consequences of any breaches of this policy will be theirs alone
- The importance of Academic Integrity in the development of lifelong learning
- Examples of malpractice including plagiarism, collusion and cheating in tests and examinations
- That they are required to uphold the virtues of honesty and truth
- The difference between academic dishonesty, intellectual property, plagiarism and authentic authorship.

Parent responsibilities

It is important that parents read the Academic Integrity policy and understand the consequences of malpractice. Parents should discuss the Academic Integrity policy with their child and reinforce the regulations and rationale behind it. There are links on the website to the IB Regulations.

When a new student enrolls for the Diploma Programme at KCIS East China, part of the interview process will involve a discussion of Academic Integrity policy in general and the school's policy in order that both student and parents understand its importance. This will be the responsibility of the interviewer, either the Principal or the Diploma Coordinator.

Parental and legal guardians' understanding and cooperation is a key factor in encouraging Academic Integrity in students.

Academic Malpractice

Academic dishonesty falls in four major areas:

- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the student's own.
- **Collusion:** this is defined as supporting malpractice by another student, such as copying or allowing one's work to be copied or submitted for assessment by another student.
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements.

- **Copyright Infringement:** this can take many forms but may include the unauthorised use of patents, registered designs, trademarks, and copyright. These should be respected and are normally protected by law.

Other forms of Malpractice include any action that gains an unfair advantage for a student, or that affects the results of another student (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a Community, Action & Service (CAS) record). The following tables provide an overview of some example situations of academic malpractice; the examples and consequences are a guide and do not cover all possible scenarios.

Academic Integrity Guidelines • MYP

Academic Integrity in the MYP is very much based on student learning and skill development. The process of learning how to be academically honest is promoted through the MYP, and the Approaches to Learning (ATLs) are the core of this. The Academic Integrity in the IB Educational Context states this all very clearly:

The relationship between the teacher, student achievement and the learning process is a critical part of the MYP, so it is natural to develop Academic Integrity in positive ways that stress respecting the honesty of all student work and recognizing the shared benefits of properly conducted academic research. MYP teachers are responsible for guiding and supporting students in the development of Academic Integrity in ways that prepare them for further study.

As students gain experience in the MYP, they can develop the understanding and behaviours necessary to avoid pitfalls in formal high stakes assessments as well as externally assessed coursework and culminating projects.

Academic Integrity must be seen as a larger set of values and skills that promote personal honesty and good practice in teaching and learning, including assessment. In the MYP, approaches to learning skills are particularly relevant to Academic Integrity given the clear links to students' developing competencies in self-management, research and communication (Academic Integrity in the IB Educational Context, 2014).

Academic Integrity Progression in MYP

Academic Integrity in the MYP is about developing skills and awareness related to Academic Integrity. This takes time and students need to receive explicit instruction along with scaffolded guidance and practice on how to adhere to these standards. To recognize this, the standards that are expected for

MYP students shift in line with the progression from MYP1 to MYP3 and then MYP5 rubrics. For MYP, the expected standards are as follows:

The expectations for class work adjust as students’ progress through the MYP.

Grade	Works Cited List	Accurate In-Text Citations
6	Yes	No
7	Yes	No
8	Yes	Yes - In second semester
9	Yes	Yes

In Grades 6 and 7, students should be introduced to how to create a Works Cited list using correct format by all of their teachers. Any assignment they do that involves them finding and using information from outside sources needs to be cited. It is not appropriate to expect students in these grade levels to do in-text citations because they have not been taught this yet in their IAS and Science classes.

The expectations vary by grade and can be summarized as follows, but by the end of MYP in Grade 9, it is a clear expectation that students are able to cite in full MLA.

	G6-G7	G8-G9	G10-G12
	Learning to Cite	Aspiring to Cite Properly	Must Cite Properly
Chinese	MLA simpler version	Full MLA	Full MLA
English	MLA simpler version	Full MLA	Full MLA
IAS	MLA simpler version	Full MLA	Full MLA
Maths	MLA simpler version	Full MLA	Full MLA
Sciences	MLA simpler version	Full MLA	Full MLA
Creative & Performing Arts	MLA simpler version	Full MLA	Full MLA

Addressing Failures of Academic Integrity in MYP

Step 1: For all students, record the incident in the academic integrity incident record regardless of it being their first, second or third incident please record it in the Google drive. Also create a folder and submit the evidence and the academic dishonesty incident report. Notify the IB Office and the MYPC.

Step 2: If the IB Office confirms this is the student’s first incident, this is considered a “teachable moment”. Once you have spoken with the student, record the meeting on the academic integrity sheet

on the Google drive.

Step 3: If it is the student’s second incident, repeat Steps 1 & 2 and inform the MYPC and the IB Office. At this point, the MYPC and the office staff will send a letter home informing the parents of the incident. The parents & child will then attend a meeting with MYPC and the teacher of the latest reporting incident. In this meeting, evidence of prior academic dishonesty & the form completed by the student at the start of the year in English will be shown to the parents as well as the most recent incident. The parents and student will be informed about how academic dishonesty is not an acceptable practice.

Step 4: If a student submits work which falls under the academic dishonesty policy for a third time, then Steps 1, 2 & 3 will be repeated, however the Director of IB, will this time host the meeting with all parties involved. At this point, a warning letter will be issued.

MYP Assessments and Academic Integrity

Group Work	<p>Students work together on many different types of projects in the MYP. And while collaboration is an emphasis of the entire program, it is essential that students keep track of their contributions throughout, and on any summative projects, they must show their own work to allow the teacher to record certain levels of achievement. This usually means dividing the task into several parts, so that each student can work on an appropriate section.</p> <p>Students often brainstorm in groups, and the sources they use for this are to be kept track of in some way (process journal, action plan, notes, etc.).</p> <p>Finally, credit should be given, for ideas developed when working collaboratively, to the individual student. For example, during a presentation the student’s name could be quoted as the source or credits provided at the end.</p>
Independent Work	<p>Students use process journals in Design and the Arts specifically to track their research process. They also keep track in classes like Science and Individuals and Societies using an action plan/research sheet, where they show evidence of the research they did and where they tracked that information from.</p> <p>When completing written work, the final product at the younger year levels will begin by including a reference list in appropriate MLA format. While during Grade 8 students will start to work on using in-text citations. By Grade 10 this will be commonplace in many subjects across many types of tasks.</p>

<p>Culminating Project (Community Project)</p>	<p>Students track their sources and research using their process journal located on ManageBac. They meet with their supervisor on a regular basis to track their meeting dates and discussions. The students are encouraged to put into practice all of their learning about Academic Integrity by evaluating their sources, using appropriate in text citations, and including a reference list at the end of their project.</p> <p>Students also sign an Academic Integrity form before turning in their final work to verify understanding of the originality of their work and they have credited sources appropriately.</p>
<p>Presentation/ Oral Work</p>	<p>At lower year levels, students track of their work using some sort of research sheet or process journals. When giving a presentation, they are to put a reference list together as the last slide.</p> <p>As students mature through the MYP, they then work on giving credit to sources during their presentations. This may mean putting citations underneath pictures used, as well as orally giving credit to the source of certain information. They also should always have a reference list at the end of their presentation that matches up to their research sheet and accounts for all sources given throughout the presentation.</p> <p>Students also learn about copyright laws of images and videos, etc. in the younger year levels, and then follow these in terms of researching and using them appropriately in their presentations.</p>

Academic Integrity Guidelines -DP and Pre-IB

DP AND PRE-DP students, given their age, maturity and the fact that they are preparing for university entrance, are required to be much more independent in their research and assessment than an MYP student. The Academic Integrity requirements for them are more formal and complex than for younger students.

In August all DP and Pre-IB students attend a session on Academic Integrity. Following this, they are required to sign an Academic Integrity contract stating that they understand the Academic Integrity policy and pledging that they will remain academically honest throughout the duration of the DP. They also sign that they understand the implications of a failure to follow the Academic Integrity Policy. Should a transfer or new student arrive after this date, they will be required to sign this at the earliest opportunity.

DP and Pre-IB teachers are expected to set internal deadlines in advance of the official due dates, to ensure that there is sufficient time to authenticate studentwork and resolve any errors in referencing.

As per IB guidelines, both teachers and students are required to sign a coversheet for all externally assessed components (except examination scripts) and all internal assessment to confirm that the work is authentic and to confirm that the work being submitted for assessment constitutes the final version of the work.

DP and Pre-IB Assessments and Academic Integrity

<p>Culminating Project</p>	<p>Students and supervisors are encouraged to include a discussion of sources during both their interactions and in the Viva Voce.</p> <p>Both the rough draft and the final draft are submitted to Turn-it-in for authentication. Students then review the Turn-it-in reports as needed if there are errors or concerns. Deadlines are provided to ensure this is done in advance of final submission to examiners.</p>
<p>Presentation /Oral Work</p>	<p>Students are reminded that a presentation requires a list of works cited. For example, a slide at the end of a PowerPoint or an uploaded document of sources.</p> <p>Students are encouraged in particular to acknowledge the use of others' ideas (students/teachers), either orally or in the works cited section.</p>
<p>Group Work</p>	<p>In the TOK presentation, students may work in groups of up to three. All students are equally responsible in the group for ensuring that they acknowledge their sources appropriately: this includes citing images in the presentation, providing a slide documenting works referenced and acknowledging the input of others' ideas, either students or teachers.</p> <p>All students in the group now receive the same grade; this means that they are all responsible for the consequences of a failure to acknowledge sources appropriately. This places extra emphasis on the importance of authentic work and collaboration.</p>

Exams	<p>For all examinations requiring calculators, memory is cleared and calculators are checked to ensure compliance with IB Regulations.</p> <p>An Advisory Group session is held with all DP and Pre-IB students to review the conduct of examinations and the consequences of not complying. This session is repeated before the IB Exams.</p> <p>Exam conduct posters and other literature is distributed to the students by email, linked to on the school website and placed in the Grade 12 Homerooms.</p>
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Malpractice in the DP and Pre-IB

Scenario	Consequence
Turn-it-in (plagiarism software) detects that a student has plagiarised substantially for an internally assessed piece of work.	The subject teacher will complete an Incident Report and submit it to the Curriculum and Learning Coordinator and the DP Coordinator will be informed. The Curriculum and Learning Coordinator and the DP Coordinator will request a meeting with the teacher, student and parent to explain possible future consequences. The Incident Report is shared with the student and parent and kept on file. The work is not assessed and a zero recorded.
Two students hand in identical work for an internally assessed assignment (e.g. lab report, statistics).	The subject teacher will complete an Incident Report and submit it to the Curriculum and Learning Coordinator and the DP Coordinator informed. The Curriculum and Learning Coordinator and the DP Coordinator will request a meeting with the teacher, student and parent to explain possible future consequences. The Incident Report is shared with the student and parent and kept on file. The work is not assessed and a zero recorded.
Turn-it-in detects that a student has plagiarised substantially for an internally assessed piece of work that must be sent to the IB or an Examiner (e.g. extended essay)	<p>The subject teacher will complete an Incident Report and submit it to the Curriculum and Learning Coordinator and the DP Coordinator informed. The Curriculum and Learning Coordinator and the DP Coordinator will request a meeting with the teacher, student and parent to discuss the situation.</p> <p>The student is required to re-write the assessment within a limited timeframe or under test conditions.</p> <p>Depending on previous Incident Reports involving malpractice, the student may also be suspended from school.</p>

<p>A student copies from another during an internal exam or brings in unauthorised material to the exam (notes, phone, flash•cards etc.).</p>	<p>The invigilator reports immediately any malpractice to the Curriculum and Learning Coordinator and the DP Coordinator and informs the Principal.</p> <p>The Curriculum and Learning Coordinator and the DP Coordinator will request a meeting with the Principal, student and parent to discuss the incident. If it is determined that malpractice has occurred, the student receives a zero for the exam, is suspended from school and an Incident Report placed in the student’s permanent file.</p> <p>Repeated offenses of malpractice (i.e. more than 1 time) may result in expulsion from school.</p>
<p>A student copies or attempts to communicate with another or brings in unauthorised material to the exam (notes, phone, flash•cards etc.) during an IB Examination.</p>	<p>The procedures as specified in the Diploma Programme: Academic Integrity and the Conduct of the IB Examinations will be followed, led by the DP Coordinator.</p> <p>The Invigilator reports immediately any malpractice incident to the DP Coordinator. An Incident Report is written and submitted to the Principal.</p> <p>The Principal will request a meeting with the DP Coordinator, student and parent to discuss the report. A transcript of this meeting will be made.</p> <p>The School is required to report the incident to the International Baccalaureate for review. This may result in a candidate receiving no grade for the exam, or the subject and therefore not having the opportunity to receive their IB Diploma.</p>

Guidelines on Referencing - Citations

Students include a citation in the text to acknowledge that the material (including written, oral and electronic products) they are using, whether a direct quote, paraphrase or summary, is “borrowed” from the work of someone else.

There are three main types of in•text citations:

1. Author: Uses introductory or parenthetical citation giving the last name of the author and (if applicable) the page numbers from which the quote or paraphrase is taken.
2. Author•date: Uses introductory or parenthetical citation giving the last name of the author, the year of publication and (if applicable) the page numbers from which the quote or paraphrase is taken.
3. Numbered footnote: Uses superscript numbers after the referenced passage, with corresponding

footnotes placed at the bottom of the page. Footnotes contain all the reference details from which the quotation, paraphrase or summary is taken. If a source is used more than once, shorter footnotes are sufficient.

Each citation must then be given a reference. At KCIS East China we primarily use the first option, unless for a special request.

Note: MLA 8 no longer requires the use of URLs in MLA citations. As a guide, the following information is needed for citing electronic sources:

- Author and/or editor names (if available)
- Article name in quotation marks (if applicable)
- Title of the Website, project, or book in italics. (Remember that some Print publications have Web publications with slightly different names. They may, for example, include the additional information or otherwise modified information, like domain names [e.g. .com or.net].)
- Any version numbers available, including revisions, posting dates, volumes, or issue numbers.
- Publisher information, including the publisher name and publishing date.
- Take note of any page numbers (if available).
- Medium of publication.
- Date you accessed the material.
- URL (if required, or for your own personal reference; MLA does not require a URL). (Russell, Brizee, and Angeli; 2014)

Guidelines on Referencing – References

A reference gives the full details of the source of the words/work cited in a student's work, enabling the reader to trace the exact material used. Each reference must follow the conventions set out in the latest 8 Style Guide and be arranged in alphabetical order by author and then title. Reference lists are found at the end of a document or presentation. Each reference included should relate to a citation in the text. Sources that have been consulted, but not mentioned or cited need not be included in this reference list. However, materials consulted, even where not mentioned or cited, are included in a separate list called a bibliography.

Examples of references for a range of materials:

Books	Gillette, J. Michael. <i>Theatrical design and production</i> . Boston: McGraw Hill, 2000. Print.
Journal	DelGuidice, Margaux. "When a Leadership Opportunity Knocks, Answer!" <i>Library Media Connection</i> , vol. 30, no. 2, 2011, pp. 48-49.
Newspaper	Campoy, Ana. "Gasoline surges in Southeast Asia after Ike." <i>The Wall Street Journal</i> 23 Sept. 2008: A14. Print.
TV/Radio	"The Saudi experience." Prod. Mary Walsh. <i>Sixty Minutes</i> . CBS. WCBS, New York, 5 May 2009. Television.
Film	<i>Girls Just Wanna Have Fun</i> . Directed by Alan Metter, performance by Sarah Jessica Parker, New World Pictures, 1985.
Sound recording	Corgan, Billy, and Butch Vig. "Today." <i>Siamese dream</i> . Smashing Pumpkins. Virgins records America, 1993. CD.
Interview	Abdul, Paula. Interview by Cynthia McFaddon. <i>Nightline</i> . ABC. WABC, New York. 23 Apr. 2009. Television.
Website	Provenzano, Nicholas. "Project Based Learning and the Great Gatsby." <i>The Nerdy Teacher</i> , May 3, 2016. www.thenerdyteacher.com/2016/05/project-based-learning-and-great-gatsby.html .

It is now acceptable to use online handles or screen names in place of authors' names.

Example:

@WSJ. "Generation X went from the most successful in terms of homeownership rates in 2004 to the least successful by 2015." *Twitter*, 8 Apr. 2016, 4:30 p.m.,
www.twitter.com/WSJ/status/718532887830753280.

In previous versions of the MLA handbook, it was up to the discretion of the instructor whether URLs should be included in a citation. In MLA 8, it is highly recommended to include a URL in the citation. Even if it becomes outdated, it is still possible to trace the information online from an older URL. Omit "http://" or "https://" from the URL when including it in the citation.

Examples of references for electronic resources:

Entire Website	<i>The Purdue OWL Family of Sites</i> . The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 23 Apr. 2008.
A page on a website	“How to Make Vegetarian Chili.” <i>eHow</i> . Demand Media, n.d. Web. 24 Feb. 2009.
An online image	Goya, Francisco. The Family of Charles IV. 1800. Museo Nacional del Prado, Madrid. <i>Museo Nacional del Prado</i> . Web. 22 May 2006.
An article in a web magazine	Bernstein, Mark. “10 Tips on Writing the Living Web.” <i>A List Apart: For People Who Make Websites</i> . A List Apart Mag., 16 Aug. 2002. Web. 4 May 2009
An article in a scholarly journal online that is also in print	Wheelis, Mark. “Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention.” <i>Emerging Infectious Diseases</i> 6.6 (2000): 595•600. Web. 8 Feb. 2009.
An article in a scholarly journal • online only	Dolby, Nadine. “Research in Youth Culture and Policy: Current Conditions and Future Directions.” <i>Social Work and Society: The International Online•Only Journal</i> 6.2 (2008): n. pg. Web. 20 May 2009.
Email (including email interviews)	Kunka, Andrew. “Re: Modernist Literature.” Message to the author. 15 Nov. 2000. E•mail.
Online Database	Ahn, Hyunchul, and Kyoung-jae Kim. “Using genetic algorithms to optimize nearest neighbours for data mining.” <i>Annals of Operations Research</i> 263.1 (2008): 5•18. Academic Search Premier. Web. 25 Sept. 2014.
Blogpost/Discussion Board	Salmar1515 [Sal Hernandez]. “Re: Best Strategy: Fenced Pastures vs. Max Number of Rooms?” Board Game Geek, 29 Sept. 2008. Web. 5 Apr. 2009.
Tweet	Brokaw, Tom (tombrokaw). “SC demonstrated why all the debates are the engines of this campaign.” 22 Jan. 2012, 3:06 a.m. Tweet.

Rights of the Student

Any student suspected of academic malpractice will have the right to explain his/her actions and/or to dispute the charges against them. The nature of this will be based on the severity of the situation.

In the case of suspected malpractice in an IB Exam or externally moderated or assessed work, the student has the following rights and expectations of the process (from *Diploma Programme: Academic Integrity*; p11):

- to be informed that they are under suspicion
- an interview with a relative or friend present as an adviser, witness or observer.
- a transcript of this may be taken and submitted as additional evidence, with the candidate's approval.
- to be shown all the evidence and allowed to present an explanation or defence.
- to provide their own written statement

An IB Committee will have the final say on the results of such an investigation. Students have the right to appeal this result.

References

1. ISPP Whole School Academic Integrity Policy.
2. IBO. Academic Integrity in the IB educational context. August 2014. Middle Years Programme.
3. MYP: From principles into practice. May 2014.
4. Russell, Tony, Allen Brizee, and Elizabeth Angeli. "MLA Formatting and Style Guide." The Purdue OWL. Purdue U Writing Lab, 10 Oct. 2014. Web. 17 March 2015.
5. Primary Years Programme, Middle Years Programme, Diploma Programme and IB Career related Certificate. Programme standards and practices. January 2014.

Appendix A: KCIS East China IBDP and Pre-IB Academic Integrity Contract

Together with the School's Academic Integrity Policy, all IB DP and Pre-IB students are required to sign this contract. This is to show that you understand what Academic Integrity is and agree to remain within the guidelines for the duration of the IB DP and Pre-IB at the Kang Chiao International School EastChina Campus.

- | | |
|---|--|
| 1. Have you read and understood the KCIS East China Academic Integrity Policy? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 2. Do you understand the meaning of plagiarism? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 3. Do you understand the meaning of collusion? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 4. Do you understand that allowing someone else to use your work, even if you do not benefit, is breaking the school's Academic Integrity policy? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 5. Have you seen the MLA Citation Guide available on ManageBac and do you know when and how you need to reference/cite other people's ideas? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 6. Do you understand that any unfair advantage with regard to internal assessment or examinations is breaking the Academic Integrity policy? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 7. Do you understand that you are not allowed to communicate with others students during examinations? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 8. Do you understand what constitutes unauthorised material? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 9. Do you understand that you are not allowed to take unauthorised material into the examination room? | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| 10. Do you understand that any patents, registered designs, trademarks, moral rights and copyright must be respected? | Yes <input type="checkbox"/> No <input type="checkbox"/> |

I _____ agree to remain academically honest throughout the duration of the International Baccalaureate Diploma Programme.

Signature

Date

Appendix B: KCIS East China MYP Academic Integrity Contract

Together with the School's Academic Honest Policy, all IB MYP students are required to sign this contract. This is to show that you understand what Academic Integrity is and agree to remain within the guidelines for the duration of the IB MYP at the Kang Chiao International School East China Campus.

1. Have you read and understood the KCIS East China Academic Integrity Policy? Yes No
2. Do you understand the meaning of plagiarism? Yes No
3. Do you understand the meaning of collusion? Yes No
4. Do you understand that allowing someone else to use your work, even if you do not benefit, is breaking the school's Academic Integrity policy? Yes No
5. Have you seen the MLA Citation Guide available on ManageBac and do you know when and how you need to reference/cite other people's ideas? Yes No
6. Do you understand that gaining an unfair advantage with regard to an assessment task is breaking the Academic Integrity policy? Yes No
7. Do you understand that you are not allowed to communicate with other students during examinations? Yes No
8. Do you understand what constitutes unauthorised material? Yes No
9. Do you understand that you are not allowed to take unauthorised material into the examination room? Yes No
10. Do you understand that any patents, registered designs, trademarks, moral rights and copyright must be respected? Yes No

I _____ agree to remain academically honest throughout the duration of the International Baccalaureate Middle Years Programme.

Signature

Date

Appendix C: KCIS East China Academic Integrity Incident Report Template

Academic Dishonesty Incident Report

Type of Academic Malpractice: Academic dishonesty falls in four major areas:

- **Plagiarism**
- **Collusion**
- **Duplication of work**
- **Copyright Infringement**

Student's Name: _____

Homeroom Class: _____

Student's Email: _____

Graduating Class of _____

Other students implicated in same act: _____
(Please submit separate forms for each)

Teacher's Name: _____

Date and description of infraction (completed by instructor): _____