ACADEMIC HONESTY POLICY
The IB Diploma Programme

Document prepared by: Mary Donnellan
Updated: September 2012
Next review: September 2013

Contents based on Academic Honesty: Guidance for Schools, published by the International Baccalaureate, (2003, 2011), Switzerland
The International Baccalaureate’s 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 programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB Learner Profile

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.
ACADEMIC HONESTY: PHILOSOPHY AND PRACTICE

Philosophy
Copenhagen International School, guided by the philosophy of the IB, places great value on the ethical qualities of personal integrity and academic honesty. Academic honesty is expected of all members of the school community; students, faculty, administration and parents. We are guided in our expectations and practices by two of the Learner Profile attributes which describe students as:

PRINCIPLED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

REFLECTIVE: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

It is the policy of Copenhagen International School that:

- All Diploma Programme students understand the basic meaning and significance of academic honesty
- All work produced by Diploma Programme students is their own, authentic work
- All such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to proper conduct of examinations
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion
- The policy refers to all assignments set and completed in school or at home, ranging from basic pieces of homework to formal assessments required by the IB

The aim of this policy is to:

- Promote good academic practice and a school culture that actively encourages academic honesty
- Enable students to understand what constitutes academic honesty and dishonesty
- Encourage students to look to their teachers, supervisors and co-ordinator for support when completing assessed work in order to prevent any possible form of malpractice (See page 6 for further details)
- Ensure that students understand the importance of acknowledging accurately and honestly all ideas and work of others
- Explain to students that they have an important role in ensuring that their work is ‘academically honest’
- Impart to students that plagiarism is a serious academic offence for which Copenhagen International School shows no tolerance
- Explain to students precisely what penalties will be imposed should they be found guilty of malpractice.

What is ‘Academic Honesty’?

Academic honesty refers to:

- Proper conduct in relation to the conduct of examinations
- The full acknowledgement of the original authorship and ownership of creative material
- The production of ‘authentic’ pieces of work
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright

Academic Dishonesty, therefore, involves:

- Plagiarism
- Collusion
- Duplication of work
- All forms of malpractice
What is ‘Malpractice’?
Malpractice is behaviour that results in, or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment component.

Malpractice may include:
- Plagiarism: The representation of the ideas or work of another as the candidate’s own
- Collusion: Supporting malpractice by another candidate – allowing one’s work to be copied or submitted for assessment by another
- Duplication of work: The presentation of the same work for different parts of the diploma. (An example would involve submitting the same piece of work for a History Extended Essay and the History internal assessment)

Malpractice also includes:
- Making up data for an assignment
- Falsifying a CAS record
- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, own rough paper, notes ...
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate
- Copying the work of another candidate
- Referring to or attempting to refer to, unauthorised material that is related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of an examination
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination
- Using an unauthorised calculator during an examination
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations

DEFINING FORMS OF MALPRACTICE

- **Collusion/Collaboration**
  Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each candidate’s own words and cannot therefore be the same as another candidate’s.
  Working together is collaboration.
  Copying someone else’s work is collusion. Even if you have ‘collaborated’ with another student, the work you present must be your own. Collusion is malpractice and will be penalised.

- **Plagiarism**
  Plagiarism is passing off someone else’s work, writing, thoughts, visuals, graphics, music and ideas as your own.
  Plagiarised work is work which fails to acknowledge the sources which it uses or upon which it is based.
  Plagiarism is a clear breach of academic honesty. It is also a criminal offence.

What is paraphrasing?
Paraphrasing is writing a piece of text out in your own words. You are allowed to do this, but you must acknowledge the source you have used
ACKNOWLEDGING SOURCES

How can I make sure that I am not plagiarising material?

- The simplest method of avoiding plagiarism is to honestly, accurately and clearly acknowledge, by references in the body of your work, and/or in a bibliography at the end, each and every piece of material you used in the production of your work.
- All ideas and work of other persons, regardless of their source, must be acknowledged.
- CD Rom, email messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals.
- The sources of all photographs, maps, illustrations, computer programmes, data, graphs, audio-visual and similar material must be acknowledged.
- Passages that are quoted verbatim must be enclosed within quotation marks and references provided.
- All works of art, film, dance, music, theatre arts or visual arts must have their source/origin acknowledged.
- Always use Turnitin in accordance with the school’s regulations.
- Material cannot be paraphrased without acknowledging the source.

The CIS Library website contains links to sites that give detailed instructions on citing sources using different styles such as APA, MLA, Chicago/Turabian, CBE and more. Many of the sites also provide information on grammar and mechanics.

Copenhagen International School prefers the use of the MLA system when acknowledging sources.

The Role of the Librarian

The Librarian is a very useful resource for all DP students and teachers. She is an expert in the area of academic honesty, and can provide ethical guidance alongside information on the most appropriate citation system to use in each DP IA assignment, particularly the Extended Essay. She is also responsible for our Turnitin subscription and will provide teaching staff with individual log-in information.

THE RESPONSIBILITY OF EACH STUDENT:

As students, your responsibilities in respect of academic honesty include the following:

- You are responsible for ensuring that all work submitted for assessment is authentically yours.
- You are responsible for fully and correctly acknowledging the work and ideas of others.
- You are expected to review your own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material which require acknowledgement.
- You may be required to submit your work using Turnitin. Failing to do this could result in an accusation of plagiarism, and/or a refusal to accept your work within school and/or to submit your work to the IB.
- You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship.
- Once a student has ‘signed off’ the official IB DP coversheet, indicating that and internally assessed piece of work is authentically his/hers, there is no opportunity to re-submit different work, if the first submission is deemed to be plagiarised.
- You should be aware that teachers have the right to refuse to sign your cover sheet if they do not believe you completed the work, and if you cannot prove your ownership to their satisfaction, or the satisfaction of the IB DP Co-ordinator. The IB will accept the teacher’s decision in this case.
- It is the student’s responsibility, if academic dishonesty is suspected, to prove that all pieces of work are his/her own, and have not been plagiarised.
THE RESPONSIBILITY OF EACH TEACHER

Teachers are responsible as follows:

- To be vigilant for obvious changes in a candidate’s style of writing, for work which is too mature, too error-free or more characteristic of an experienced academic than a secondary school student.
- Subject teachers are in the best position to identify work which may not be the authentic work of the student.
- Teachers are expected to read and check candidates’ work for authenticity before submission. This refers to all internal assessments.
- Teachers are strongly encouraged to use Turnitin to check major assignments, and are required to use Turnitin for final versions of the Extended Essay and the TOK essay.
- Any issues of authenticity arising from plagiarism and/or collusion before the submission of work for assessment must be decided within the school, initially by the subject teacher, and then in discussion with the IB DP Co-ordinator.
- If the co-ordinator or teacher has reason to suspect that part or the whole of a candidate’s work, which counts towards the final IB Diploma grade in that subject, may not be authentic, that work must not be accepted or submitted for assessment. In such cases, the IB suggest that one of two possible courses of action may be adopted:
  - The candidate can be allowed one opportunity to revise and resubmit the work, which must be completed on time for the co-ordinator to send the work to the examiner by the appropriate IB deadline.
  - If there is insufficient time, an F must be entered against the candidate’s name on the appropriate mark sheet. This will result in no grade being awarded for the subject concerned. This will mean that no Diploma is awarded.
  - An F will be entered for candidate’s work, in line with the point above, if the candidate is unable to prove, to the teacher’s satisfaction that the work is his/her own, or when the teacher refuses to sign off the relevant cover sheet. Candidates must be prepared to prove their authorship, possibly through questioning on knowledge of the material presented.

The school may make further decisions, in line with its own disciplinary policy, which may include expulsion, in addition to, or even prior to, the suggested course of action noted above.

If plagiarism is detected after a candidate’s work has been accepted or submitted for assessment, the International Baccalaureate’s Curriculum and Assessment office (IBCA) must be informed.

ACADEMIC HONESTY IN DIPLOMA PROGRAMME ARTS

In December, 2012, the IB released new guidance relating to Academic Honesty in Diploma Programme Arts, the purpose being to explain how principles of academic honesty apply to each of the arts subjects in the Diploma Programme, in particular to each of the assessment components for the subjects. This guidance is outlined in the Appendix.

WHAT SUPPORT CAN STUDENTS EXPECT FROM TEACHERS/THE CO-ORDINATOR?

- Through its ‘Academic Honesty Policy’, the school makes it clear what constitutes academic honesty and an authentic piece of work.
- All Grade 11 students will be introduced to the Academic Honesty Policy, by the DP Coordinator, in Advisor Class, in the first Quarter.
- Students will be clearly informed how malpractice will be investigated, and what the consequences are of having been found guilty of malpractice.
- Teachers must also actively use correct citing conventions when providing candidates with reference material.
• The Librarian is always willing to provide support and assistance in terms of research, and the correct use of citations. The Library website also provides considerable advice regarding these aspects of academic honesty.
• Candidates will be advised at all times to act as honestly and as accurately as possible to acknowledge the ideas and work of others.
• Candidates will be provided with the ‘Conduct of Examinations’ prior to the Diploma exams, and this will be discussed fully in Advisor classes.

### MONITORING AND SANCTIONS

Teachers, students and administration are encouraged to reflect on the work they are completing, presenting and assessing. This self-reflective approach, coupled with a school ethos which values personal and academic integrity, should, we believe, result in an environment where the monitoring of academic honesty is consistent, student-led and non-invasive.

Teachers do, however, retain responsibility both for guiding students in the formation of academically honest practices, and for monitoring the work they hand in to ensure it complies with IBDP regulations. To assist students and teachers in understanding the importance of developing an academically honest approach to all aspects of the Diploma Programme, internal and external sanctions are in place in order to respond consistently should issues related to academic dishonesty arise. Internal sanctions are those used by CIS, and generally refer to assignments and classwork (general homework and ‘drafts’) which do not count towards the award of the final IB Diploma. External sanctions are those applied by the IB, and relate specifically to all pieces of work, usually ‘final version’ (internal assessments, final exams, TOK assessment, CAS folders, the EE…) which count towards the final IB Diploma. However, there is some overlap to be expected between the application of these sanctions, so they should not be seen as acting in isolation from each other.

**Internal Sanctions**

Internal sanctions may be imposed by the school for incidences of malpractice relating to homework, classwork, and internal exams which do not involve internally and externally assessed final pieces of official IB examination work, and will include:

- **1st Offense:** The student is required to re-do the work and reminded of CIS’s academic policy. Parents are notified by the teacher and the malpractice is noted in school records.
- **2nd Offense:** The student is given zero for the work, parents are notified by the Principal, and the student receives disciplinary consequences. This second malpractice offense is noted in school records.
- **3rd Offense:** If a student is found guilty of a 3rd breach of academic honesty, they will receive no credit for the relevant course, and may be recommended for withdrawal.

**External Sanctions**

External sanctions are those assigned by the IB, or by the school, in compliance with IB regulations, and relate specifically to the perception that academic dishonesty has taken place in work which counts towards the award of the final Diploma. Should such academic dishonesty be suspected in the first draft of an IA, the EE or the TOK essay, it is likely that the internal sanctions above will apply. However, if the suspected malpractice occurs at a later stage, either once work has been submitted to the IB, or when final versions of IAs are handed in with little or no time before the final submission date, malpractice investigation and sanctions will take place as detailed in the section below.

The school retains the right to apply other sanctions when dealing with malpractice internally including internal exams, tests, coursework (internal assessments) and homework procedures. When the malpractice involves official IB examination procedures, these sanctions could also be enlarged to include suspension, expulsion, refusal to allow the student to attend the Graduation Ceremony, or to receive the school’s High School Diploma.
INVESTIGATING MALPRACTICE

- Investigations take place when:
  - A coordinator informs IBCA that malpractice may have taken place during an examination
  - An examiner suspects malpractice and provides evidence to justify his or her suspicion
  - An IB member of staff identifies examination material that may or may not be the authentic work of a candidate and provides evidence to justify his or her suspicion

An investigation of malpractice detected by an examiner outside the school may take the following form:

- The head of examinations administration will inform the co-ordinator that a candidate is being investigated for suspected malpractice
- The co-ordinator immediately informs the head of the school that a candidate is being investigated
- The co-ordinator will provide IBCA with:
  - A statement from the candidate
  - A statement from the subject teacher or extended essay supervisor
  - A statement from the co-ordinator
  - A summary of the interview with the candidate about the allegation of plagiarism
- The investigation should take place immediately, although it can be delayed until after the last written examination taken by the candidate
- The candidate’s parents should be informed, but this decision will be taken by the Director and will depend on the age of the candidate. (The parents of a candidate who is under 18 will always be informed)
- The planning and conduct of the investigation are left to the discretion of the co-ordinator, but the candidate’s personal rights must be protected
- It is normal practice to interview the candidate with a relative or friend in attendance.
- The candidate must be shown the evidence and be invited to present an explanation or defence
- With the candidate’s permission, a transcript of the interview may be taken and submitted to IBCA. The candidate must also be given the opportunity to provide a written statement.
- The candidate and his/her parents have a right to see evidence, statements reports and correspondence about the case. Evidence may be withheld to protect the identity of an informant.
- The candidate must be given a copy of the Regulations and his/her attention drawn to the articles which concern malpractice
- The candidate must be given sufficient time to prepare a response to the allegation

An investigation of malpractice which happens during an IB Diploma exam may take the following form:

- The candidate will be allowed to complete the exam. As little disruption as possible should take place.
- The co-ordinator should be immediately informed by the invigilator of his/her suspicions
- The co-ordinator should begin an investigation immediately after the exam has ended. This will include interviewing the candidate, and taking written statements from everyone involved, including the candidate, and the invigilator
- The Director (and Secondary School Principal) should be informed as soon as possible
- The candidate’s parents/guardians should be contacted – if the candidate is under 18, and with the candidate’s agreement if she/he is over 18
- Full written statements should be submitted to the relevant section of the IB and these should be shared with the candidate and his/her parents
- The candidate must be allowed to complete all other exams in that Diploma session
- The IB will make the final decision as to whether or not there should be consequences.
An investigation of suspected or proven malpractice relating to internal assessments may take the following form:

- The candidate is told that there are doubts about the authorship of his/her work
- If the candidate agrees that the work is not his/her own, if time allows, and if the cover sheet has not been signed off by the candidate, then the work can be re-done
- If the candidate continues to insist that the work is his/her own, the subject teacher should be asked to provide a statement explaining why he/she believes that this can not be the case.
- The candidate, his/her parents, the subject teacher and the IB DP Co-ordinator should hold a meeting to discuss the situation fully. A record of the meeting should be kept.
- The candidate will be asked to provide evidence that the work is his/her own – corrected drafts, work of a similar style or standard completed earlier in the subject, or a brief test on the candidate’s knowledge of the work – and the subject.
- The subject teacher’s decision will be final, and the candidate must be aware that the school can award an F for the work, which the IB is extremely unlikely to question or dispute.
- If time does not allow, or the cover sheet has been signed off, the candidate should be informed of the situation, and that an F has been entered. Although the candidate can dispute this, it may be too late, as IA marks have already been entered. While the school will remain open to discussion with the candidate, it should be made clear that any further investigation may not be worthwhile, or result in a positive outcome.

CONSEQUENCES OF MALPRACTICE/SANCTIONS (as outlined by the IB)

- If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as ‘Academic Infringement’
- If a candidate is found to have plagiarized all or part of any assignment then no grade will be awarded for the subject. This automatically means that no Diploma can be awarded.
- Misconduct during an examination will result in no grade being awarded for the specific subject involved.
- If a candidate falsifies a CAS record, no Diploma will be issued until 12 months after the examination session have passed. The CAS record will need to be correctly completed.
- If the case of malpractice is very serious, the candidate may not be allowed to re-register for examinations in any future session
- An IB Diploma may be withdrawn from a candidate at any time if malpractice is subsequently established

An appeal may be made to the final award committee in the light of new factual evidence, within three months of the original decision.

SOME FINAL POINTS:

- You should be aware that the IB randomly checks candidates’ work for plagiarism using a web-based plagiarism prevention service
- Academic Honesty is valued highly by CIS, by the IB and by universities and employers. Academic dishonesty is viewed as a serious transgression of the values which CIS seeks to impart and uphold. There can be no tolerance of deliberate academic dishonesty.
- So that you have a full understanding of the IB’s approach to Academic Honesty, we strongly recommend that you read the full IB Guide to Academic Honesty which is available on the school’s website.

Remember – IB Diploma students as are expected to be ‘Principled’.

You will act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. You will take responsibility for your own actions and the consequences that accompany them.
BIBLIOGRAPHY:
*Academic Honesty: Guidance for Schools*, (2003, 2011), Published by the International Baccalaureate Organisation, Switzerland.

*Academic Honesty in Diploma Programme Arts* (2012), Published by the International Baccalaureate Organisation, Switzerland

Appendix: Academic Honesty in Diploma Programme Music, Theatre and Visual Arts

<table>
<thead>
<tr>
<th>Subject and component</th>
<th>Approaches necessary to maintain academic honesty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td></td>
</tr>
<tr>
<td>Paper 1</td>
<td>This is an exam paper and normal rules apply regarding conduct of examinations.</td>
</tr>
<tr>
<td>Musical links investigation</td>
<td>In addition to meeting the requirements of criterion D, the citing of sources is required to maintain academic honesty; failure to cite sources adequately may be considered as academic misconduct.</td>
</tr>
<tr>
<td>Creating</td>
<td>When submitting work for composing, music technology composing, arranging or improvising, candidates must cite each influence whether written, oral, aural or visual, in their reflective statement. Candidates submitting work for stylistic techniques must properly attribute sources.</td>
</tr>
<tr>
<td>Solo performing</td>
<td>This task requires the performance of a piece of music which must be attributed (for example, Moonlight Sonata, Piano Sonata no 14, Beethoven). Teachers are required to authenticate that the performance is that of the candidate. Candidates are also required to provide their programme listed in line with convention.</td>
</tr>
<tr>
<td>Group performing</td>
<td>This task requires the performance of a piece of music which must be attributed (for example, Comish Dances, Op 91, Malcolm Arnold, No. 3. <em>Con moto a sempre senza parola</em>). Teachers are required to authenticate that the performance is that of the group and to provide the programme listed in line with convention.</td>
</tr>
<tr>
<td><strong>Theatre</strong></td>
<td></td>
</tr>
<tr>
<td>Theatre Performance and Production Presentation</td>
<td>With reference to the following phrase found on page 29 of the Theatre guide, “images should be arranged to accompany the presentation in any way of the student’s choosing” it is important that the images are arranged in such a way that facilitates referencing. For example, candidates are advised to display only one image on each A4 sheet, and should not post image collages. To aid referencing images could be numbered and referenced separately or directly beneath each image. Each reference should include details of the source of the image.</td>
</tr>
</tbody>
</table>
| Independent Project Portfolio | Page 31 of the guide states that the portfolio for both HL and SL should consist of:  
  • a table of contents  
  • an introduction  
  • clearly marked sections  
  • a conclusion  
  • all visual material, which must be sourced and attributed.  
Teachers are reminded that in addition to visual material, the usual expectation for acknowledging and attributing all work, words or ideas of others applies. |
<p>| Practical Performance Proposal | Although page 28 of the guide states “This section must not be written in a formal essay style.”, work in this component is still required to follow the usual guidelines for maintaining academic honesty. All work, words and ideas of others must be clearly acknowledged; both in the body of work and as a bibliography where appropriate. All images used must be clearly referenced. Each reference should include details of the source of the image. |
| Research Investigation | The usual guidelines for acknowledging all sources apply to this component. |</p>
<table>
<thead>
<tr>
<th>Subject and component</th>
<th>Approaches necessary to maintain academic honesty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Arts</strong></td>
<td>Pages 10 – 12 of <em>Visual arts: Assessment clarification</em>, published in June 2010 via the subject page of the OCC, should be consulted.</td>
</tr>
<tr>
<td>Studio work</td>
<td>Schools are recommended to keep a copy of the candidate declaration for each candidate presenting for assessment, which should be dated before 10 April (the deadline date for completion of all visual arts work to be submitted to the IB).</td>
</tr>
<tr>
<td></td>
<td>Where studio work references the words, work, or ideas of another person, these should be properly referenced in the supporting documentation for the studio work in the student’s investigation workbook. Where examiners raise academic honesty concerns, and the pages were not selected as part of the IWB submission, the IB may request these pages as part of their investigation.</td>
</tr>
<tr>
<td>Investigation workbook</td>
<td>Pages 10 – 12 of <em>Visual arts: Assessment clarification</em>, published in June 2010 via the subject page of the OCC, should be consulted.</td>
</tr>
<tr>
<td></td>
<td>Schools are recommended to keep a copy of the candidate declaration for each candidate presenting for assessment, which should be dated before 10 April (the deadline date for completion of all visual arts work to be submitted to the IB).</td>
</tr>
<tr>
<td></td>
<td>Students will probably refer to a lot of different artists’ work during their investigation processes. It is important that students demonstrate best practice in ensuring that any investigation workbook pages submitted for assessment cite sources appropriately and in line with the style included in the school’s own academic honesty policy. In addition to being mentioned within the assessment markband descriptors, the citing of sources is required to maintain academic honesty.</td>
</tr>
</tbody>
</table>