IBDP at ANATOLIA COLLEGE

Academic Honesty Policy

Approved June 2013
IB 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.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

**IB learners strive to be:**

**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.

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I. Statement of Philosophy
The Anatolia IBDP endorses an Academic Integrity program built upon a philosophical foundation which is in essence positive, humanistic and proactive, while at the same time informative regarding what constitutes Academic Dishonesty and its consequences. A proactive and humanistic approach is one which gives emphasis to cultivating and nurturing on an on-going basis positive human qualities which are linked to integrity as an overall quality of character; these include self-respect and self-confidence; trust, honesty, respect, sincerity in one’s dealings with others; responsibility as a member of a community (in this case a learning community) to the well-being of that community. Informative requires that members of the IB community are clear and of a common wavelength about what constitutes Academic Dishonesty and what procedures are in place for handling breaches of Academic Integrity when they occur.

Cultivating the above humanistic qualities is a process which involves creating awareness and raising consciousness regarding the meaning of the terms, what it means to embody them, what it means to act them out in relation to others, how they are connected to Academic Integrity. According to Anatolia IBDP philosophy, this process of consciousness-raising--of planting and nurturing seeds of awareness regarding qualities connected with integrity--should be approached in ways that are positive, playful, upbeat, fun; in ways that can be built upon and reinforced from various angles. A positive approach to humanistic character building would seem to yield the most promising results.

II. Correlations with IB Mission and Philosophy
The above-stated philosophical approach to Academic Integrity seems to align naturally with the overall educational approach of the IB, which seeks to educate the person and not just the intellect. In relation to the IB learner profile, an approach to Academic Integrity which nurtures humanistic qualities links closely with Principled, Caring, Balanced, Reflective.

III. Philosophy into Practice
1. Faculty Option
The IB Policy which requires student and faculty signatures on IB Externally Assessed assignments could be required optionally and at the discretion of the faculty member for in-school homework assignments, with a statement such as the following accompanying in-school assignments:
“I have neither given nor received unauthorized assistance on this assignment, nor am I aware of any infraction of the IB Academic Integrity Policy.”

   Student Signature____________________

2. Student Council
Optimally, the Student Council should organize activities throughout the year which are Academic Integrity-related in that they serve to cultivate positive school spirit, nurture communal trust, build pride in community.
IV. **Procedures in cases of Academic Dishonesty**

Although the overall approach to Academic Integrity will consist of cultivating a culture in which students are disinclined toward committing acts of Academic Dishonesty, in cases of breaches of trust, the following procedures will be followed:

1. A teacher verbally reports an incident of Academic Dishonesty to the appropriate Class Advisor; in addition he/she reports the incident in writing through the on-line comments system.

2. The IB Coordinator, Class Advisor, and teacher reporting the incident meet with the student involved to discuss the breach of Academic Integrity.

3. The IB Coordinator, Class Advisor, and teacher decide upon appropriate action to be taken, depending on the nature of the incident and its degree of seriousness (type of malpractice; whether related to an in-school homework assignment or an IB assessed assignment; whether first offense or not).

   A. Follow-up action for first-time offenses could include:
      
      i. Receiving no grade for the relevant assignment
      
      ii. Being required by the teacher to re-do and re-submit the relevant assignment
      
      iii. A letter being sent to parents relaying the incident
      
      iv. Required participation in an Academic Integrity on-line tutorial under the supervision of the Writing Center (if appropriate)
      
      v. A required signature as acknowledgment that the nature and type of Academic Dishonesty is understood by the student, as well as agreement to the follow-up steps decided upon by IB Coordinator, Class Advisor, teacher

   B. Follow-up for subsequent offenses could include:
      
      i. Meeting with parents or guardians
      
      ii. Non-submission of work to IB (if related to IB assessed/moderated components)
      
      iii. Inclusion in university reference letters information concerning student’s Academic Dishonesty

4. Records of all cases and copies of relevant assignments will be kept on file.

  September 2013