



Academic Honesty Policy

IBDP

ANATOLIA COLLEGE

Revised June 2015

Anatolia International Baccalaureate Diploma Program

POLICY ON ACADEMIC INTEGRITY

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 Malpractice 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 Malpractice 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 engendering 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 IBO, 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.

This Policy takes into account and builds upon the 2014 publications by the International Baccalaureate organization: *Academic honesty in the IB educational context*; and *General Regulations: Diploma Programme*. It correlates with academic standards regarding "Authenticity of Student Work" as stated in the *Anatolia IBDP Handbook* effective 2014. It serves as the academic honesty policy referred to in the Anatolia IB Application Form section titled DECLARATION OF COMPLIANCE WITH IB REGULATIONS ON MALPRACTICE, which is signed by all incoming IB students and their parents. This Policy aligns in philosophy and spirit with the Academic Integrity Policy of the Anatolia Middle Years Program, each taking into consideration the ages and levels of maturity of its students.

III. Responsibilities: Philosophy into Practice

A. Responsibilities of the School: the school is responsible for

1. Providing a safe learning environment for its students and cultivating a general atmosphere of individual and collective ethos and responsibility
2. Ensuring to the best of its ability that all pieces of student work, submitted at any level within the program, are the original work of the candidates;
3. Providing support systems through which students can seek assistance on academic assignments and on acceptable methods of incorporating into their work the knowledge of others. Examples of school support systems include:
 - a. Basic Study Skills Workshops provided to all IB1 students
 - b. The *Center for Writing Excellence and Fair Play*, available to all students on a weekly basis throughout the school year to cultivate student writing skills with responsible acknowledgement to outside sources of knowledge
 - c. The Library and Library Staff which serve as student support resources and consultants regarding acceptable standards of incorporating and referencing outside sources of knowledge;
4. Giving students opportunities within the classroom and through support services in informal situations and on ungraded assignments to practice incorporating into their words the ideas of others, through paraphrasing, quoting, citing, synthesizing;
5. Promoting awareness of this Policy to active members of the Anatolia IB Community;
6. Upholding consistency in the implementation of this Policy in an equitable fashion, while maintaining the right to apply professional judgment regarding variances of individual cases of Academic Malpractice
7. Maintaining records of all cases of Academic Malpractice reported to and acted upon by Class Advisors; those records of situations addressed and their consequences to be kept by Class Advisors
8. Making available for faculty use an Anatolia International Baccalaureate Cover Page, which can be used optionally by faculty for in-school homework assignments, which is stamped with a statement such as the following and requires the signature of the student:

“I have neither given nor received unauthorized assistance on this assignment, nor am I aware of any infraction on my part of the IB Academic Integrity Policy.”

Student Signature _____

B. Responsibilities of the Students: students are responsible for

1. On the level of the elected Student Council, optimally exemplifying qualities of self-management in organizing activities throughout the school year which serve to promote student responsibility to self and community, cultivate positive school spirit, nurture communal trust, build pride in self and community
2. Reading carefully and being cognizant of the content and implications of their signature on the Anatolia IB Application Form's DECLARATION OF COMPLIANCE WITH IB REGULATIONS ON MALPRACTICE, which includes expectations of familiarity with IBO policy on Academic Integrity and Misconduct, and with this Anatolia IB Policy on Academic Integrity
3. Taking pride in and cultivating their own natural gifts and innate intelligence through opportunities offered in their IB education; displaying their pride through the presentation of original work for all IB assignments; giving proper credit for all contributing sources of knowledge to their own understanding

4. Being familiar with and having a practical working knowledge of a reference system acceptable to the IBDP, such as MLA, APA, Harvard; and when not certain about how to apply the referencing system in a particular situation, seeking assistance from a teacher or school support system
5. Comporting themselves in their overall conduct according to ethical standards embodied in the IB ethos and as outlined by the IB Learner Profile attributes

C. Responsibilities of the Parents and Guardians: parents and guardians are responsible for

1. Reading carefully and being cognizant of the content and implications of their signature on the Anatolia IB Application Form's DECLARATION OF COMPLIANCE WITH IB REGULATIONS ON MALPRACTICE, which includes expectations of familiarity with IBO policy on Academic Integrity and Misconduct, and with this Anatolia IB Policy on Academic Integrity;
2. Supporting their child's natural cultivation of skills and abilities to a degree that is in keeping with fair standards and is supportive of the child's own holistic and organic development

IV. Definitions of Academic Misconduct

The following definitions are from *GENERAL REGULATIONS: Diploma Programme*, published April 2014, on behalf of the International Baccalaureate Organization; Section IV: Special cases, Section C: Malpractice, Article 20: Candidates suspected of academic misconduct:

"The IB Organization defines academic misconduct as behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of the assessment. Behavior that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- a. Plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear, and explicit acknowledgement
- b. Collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- c. Duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d. Misconduct during an IB examination (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media)." (12-13)

V. Procedures in cases of Academic Misconduct

Although the overall approach to Academic Integrity should be one of creating a culture in which students are disinclined toward committing acts of Academic Malpractice, in cases of breaches of trust, the procedures outlined below will be followed.

Language instructors will keep on record a copy of student writing produced at the beginning of the year in class for that particular course. These writing samples can be consulted for purposes of comparison in cases where authenticity of a student's written work is questionable.

A. Academic Misconduct in cases of homework:

1. First offense:

When an instructor encounters or suspects a case of Academic Misconduct on a homework assignment in any form (plagiarism, cheating, duplication, collusion), and this is the first case of Academic Misconduct for the particular student, the teacher(s) involved will meet with at least one other faculty member to discuss the case and to agree upon whether or not the incident warrants notification of the Class Advisor.

If so, a Comment will be entered into the Comment System about the case and a meeting will be called by the Class Advisor, at which meeting will be present the Class Advisor, the involved faculty member, the involved student, the Director of the *Center for Writing Excellence and Fair Play* (Academic Integrity Coordinator). The Class Advisor will initiate the meeting and explain its purpose; the instructor will explain how and why the piece of work does not comply with standards of AI; the student will have the opportunity to respond and offer his or her perceptions; the Director of the *Center for Writing Excellence and Fair Play* will make the student aware of possible sanctions in the case of any subsequent incident of Academic Misconduct, and if deemed appropriate, will arrange for follow-up tutorials with the student. The Class Advisor will keep a record of the meeting and of all relevant materials.

The main purpose of this meeting is to clarify how the assignment does not comply with Academic Integrity standards, and to outline what consequences could result from a subsequent breach of Academic Integrity standards.

Follow-up action for first-time offenses could include:

- a. Being required by the teacher to re-do and re-submit the relevant assignment
- b. Receiving no grade for the relevant assignment
- c. A letter being sent to parents relaying the incident
- d. Required participation in an Academic Integrity tutorial under the supervision of the *Center for Writing Excellence and Fair Play*
- e. A required signature on the part of the student as acknowledgment that the nature and type of Academic Malpractice has been understood, as well as agreement to the follow-up steps decided upon by the Committee

2. Subsequent Offense:

When a subsequent case of Academic Misconduct is committed by a student on a homework assignment in any of the above forms (cheating, plagiarism, duplication, collusion) the case will be taken by the teacher(s) to the Academic Standards Committee, comprised of the IB Coordinator and/or Deputy Coordinator, the Class Advisor, the involved teacher, the Director of the *Center for Writing Excellence and Fair Play* (Academic Integrity Coordinator). Upon assessing the case and its legitimacy, if deemed appropriate, a meeting will be held with the involved student, at which time the student will have the opportunity to respond to questions by the Committee.

The student reserves the right to request at this meeting, as support, a parent or guardian, a member of the student council, a faculty member of choice. The student at every stage in the above-outlined process maintains the right to bring forth relevant evidence in his or her defense.

Following the meeting with the student, the Committee will determine the course of action to be taken for the subsequent act of Academic Misconduct.

Follow-up for subsequent offenses could include:

- a. A meeting with parents or guardians, at which time a formal written report is delivered to and signed by student and parent or guardian, outlining the nature of Academic Misconduct committed and its consequences
- b. Inclusion in university reference letters information--whether stated implicitly or explicitly by referees--concerning the student's record of Academic Misconduct
- c. A recording of the grade of "N" ("grade not awarded") for the subject and the school term in which the breach occurs
- d. A formal comment recorded by the Class Advisor in Semester Comments which are sent to parents and accessed by university referees

B. Academic Misconduct in cases of formal IBO Assignments:

1. When Academic Misconduct is suspected in relation to a drafted written IBO assessment (such as TOK essays, Extended Essays, Written Assignments, etc.), the teacher involved will meet with at least one other faculty member to discuss the case and to agree upon whether it warrants intervening action and what steps should be taken in response to the drafted assignment. Possible actions could include:
 - a. The student being interviewed by at least two Subject Group Teachers regarding his or her submitted drafted work; and depending on the outcome of the interview:
 - b. The student being required to rewrite the assignment on a different topic within a confined and timed school situation, which could include restricted access to resources, and under the supervision of a Subject Group Teacher.
 - c. A Comment recorded in the Comment System and records of the incident kept by the Class Advisor.
2. When an instructor encounters any case of Academic Misconduct as related to a formal and final version of an IBO assessment, the case will go directly to the Academic Standards Committee. Upon assessing the case and its legitimacy, if deemed appropriate, a meeting will be held with the involved student, at which

time the student will have the opportunity to respond to questions by the Committee.

The student reserves the right to request at this meeting, as support, a parent or guardian, a member of the student council, a faculty member of choice. The student at every stage in the above-outlined process maintains the right to bring forth relevant evidence in his or her defense.

Following the meeting with the student, the Committee will determine the course of action to be taken for the act of Academic Misconduct.

Possible consequences could include:

- a. A meeting with parents or guardians, at which time a formal written report on the incident is delivered to and signed by student and parent or guardian, outlining the nature of Academic Misconduct committed and its consequences
- b. Inclusion in university reference letters information--whether stated implicitly or explicitly by referees--concerning the student's record of Academic Misconduct
- c. A formal comment recorded by the Class Advisor in Semester Comments which are sent to parents and accessed by university referees
- d. Non-submission of work to the IBO
- e. Submission of earlier drafted work for the assessment to the IBO

C. Other Instances of Academic Misconduct:

1. Any situation in which a student is involved in behavior which disadvantages another IBDP candidate or other candidates (such as misconduct during an exam, communicating or trying to communicate with another student during an exam) the case will be taken directly to the Academic Standards Committee. The Committee will use professional judgment to determine sanctions.
2. Any situation in which a student is involved in behavior which gives that candidate unfair advantage over other IBDP candidates (such as falsifying a CAS record, disclosing information about the contents of an exam within 24 hours following the exam), the case will be taken directly to the Academic Standards Committee. The Committee will use professional judgment to determine sanctions.

D. Academic Misconduct in cases of formal IBO Assignments already submitted to the IB for External Assessment:

According to the IB document titled *GENERAL REGULATIONS: Diploma Programme* (Revised and Published April 2014) as stipulated under Article 21: If Academic Misconduct is identified after formal IBO assignments have already been submitted to the IBO for External Assessment, the following processes would or could occur:

- If possible Academic Misconduct is identified by the school after submission of an assessment component, the IB Coordinator is obligated to inform the IBO as soon as possible;
- If an IBO Examiner establishes evidence to suspect a candidate of Academic Misconduct, the IBO notifies the school and initiates an investigation;
- Grades and Diplomas can be withheld with a decision that Academic Misconduct has been committed;
- If a diploma has already been awarded, it can be rescinded by the IBO with the establishment that Academic Misconduct has been committed.

NOTE:

1. This Academic Integrity Policy will be reviewed on an annual basis.

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