

Academic Honesty and Integrity Policy

I POLICY

The Board believes in supporting practices related to academic honesty and integrity. In line with the school's mission statement and motto, there is an expectation that all staff and students demonstrate excellence, innovation and integrity throughout the school and in the community.

The purpose of this policy is to clearly communicate the expectations of students and how academic staff will work with students to maintain this ideal. According to the IB, 'academic honesty is: making knowledge, understanding and thinking transparent'. All members of the community need to be aware that the school treats academic dishonesty as a very serious matter.

As MICS aspires to be a globally renowned centre for innovative international education, academic honesty is viewed with utmost importance.

All staff and students in MICS shall receive support in understanding the meaning of academic honesty and integrity. Further, students should know that programme coordinators and teachers are available to offer further advice and guidance. All candidates in the IB Diploma programme shall receive formal training, a written copy of the policy and will be required to sign an agreement to uphold this policy in regards to Diploma programme assessments and examinations.

This policy is guided by the IB publications, Diploma Programme Assessment Procedure (2020);

Academic Integrity (2019); Diploma Programme: Academic Honesty (2011); Academic honesty in the IB educational context (2014), Academic honesty in the IB educational context (updated in

2016) and is supported by the school's Vision, Mission, and Motto.

11 GUIDELINES

It is an expectation that students will submit their own authentic work. Any behaviour that results in students gaining an unfair advantage through the submission of work for assessment will result in disciplinary action. It is also an expectation that teachers will uphold the school's policy and act with utmost integrity in the assessment and examination process. The following practices will not be tolerated by the school:

Term	Definition (ref. Diploma Programme, Academic Honesty)
Plagiarism	Plagiarism means the direct copying of materials (words, ideas, pictures, information, etc.) from any source (a friend's work, an article off the internet, encyclopedia, work of art, etc.) and submitting it as your own.
Collusion	Collusion refers to an individual supporting malpractice by another student in allowing their work to be copied or submitted for assessment.
Duplication of work	Submitting the same work for different assessment components.
Misconduct during Exams	Misconduct can be defined as a student possessing unauthorized material; disclosing information to another student; or receiving information from another student.
	<p>It can also be defined as the teacher/coordinator not abiding by proper examination regulations.</p> <p>Academic misconduct may occur in different form as outlined in the IB Academic Honesty Policy (2023):</p> <ul style="list-style-type: none"> ● duplicating work to meet the requirements of more than one assessment component ● falsification or inventing fictitious data for an assignment ● taking unauthorized material into an examination room (this poster provides further details) ● disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance ● exchanging, supporting, or attempting to support, the passing on of information that is or could be 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 the examination ● impersonating another candidate ● theft of examination papers

	<ul style="list-style-type: none"> obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended
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	<ul style="list-style-type: none"> use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.
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Falsifying data	Falsifying data can be defined as creating or altering data which have not been collected in an appropriate way. Students may falsify data when submitting assignments that incorporate research and teachers may falsify data when marking assignments.
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Academic Integrity	Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.
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Use of AI	For any research work generated by the use of AI, students should edit the text to personalize it and, most importantly, to recognize the inherent bias in what is produced because of the bias in the programming and the material that the AI tool has been trained on from its creators. (Academic Honesty 2023).
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Responsibility of the School

It is an expectation that the school provides time and adequate resources for staff and students to understand and practice academic honesty and integrity. Senior Leadership is to ensure fairness and consistency in the implementation of assessments and is tasked to monitor the integrity of all coordinators and teachers when conducting examinations.

Extended Essay coordinators shall be provided to teach or take IB Diploma students through ways of producing authentic academic works as well as help students practice the proper way of inculcating other people's work in support of their own. (IB document, Diploma Programme:

Academic Honesty (updated 2023). There shall be at least two instructional periods per week to assist students produce authentic and honest academic works.

The school shall provide regular, consistent and clear information to parents about the policy and how they can support their child in maintaining academic honesty and integrity.

It is the school's responsibility to ensure that all students adhere to the school's Academic Honesty and Integrity Policy and to deal with malpractice in a consistent and fair manner.

Diploma students and teachers shall also adhere to the principles and practices set out in the IB document, Diploma Programme: Academic Honesty (updated 2016).

It is the school's responsibility to also keep central records of each academic honesty breach situations and consequences to ensure proper monitoring and evaluation. The Senior Leadership team, programme coordinators and extended essay coordinators shall be responsible for monitoring and recording of all academic honesty situation and consequences.

Responsibility of staff

The Programme Coordinators shall provide a copy of this policy and the IBO's publication on Academic Honesty in the IB educational context (IB, 2014) to all staff and ensure they have read it and will understand and comply with it. Further, the Diploma Coordinator will ensure that all students and teachers in the Diploma Programme receive the Diploma Programme: Academic Honesty Guide (update 2023) and a copy of the school's policy.

The Programme Coordinators shall communicate expectations of academic honesty to staff and students on a regular basis and ensure that the IB Learner Profile attributes are being understood and practiced.

The Programme coordinators shall collaborate with the school librarian to ensure there are adequate resources in the library and that appropriate research skills are taught to the students.

The Diploma Programme Coordinator shall ensure that all parents and students receive a copy of the General Regulations: Diploma Programme and understand its content.

The Diploma Programme Coordinator, in collaboration with teachers, shall ensure that a piece of student work submitted to IB for external moderation is authentic and fully and correctly acknowledged with a bibliography and/or references.

Teachers shall:

- Make students aware of what constitutes academic dishonesty in their respective classes and how it undermines the learning process;
- Make students aware of the consequences of academic dishonesty;
- Teach students how to use the words and ideas of others appropriately to support their own oral and written communication;

- Be vigilant about preventing and identifying malpractice at all grade levels and in all subjects; Structure assignments and tests so as to minimize the opportunity for student dishonesty and malpractice. This includes requiring students to submit work to the plagiarism prevention website Turnitin.com; and
- Read, understand, and comply with the appropriate IB 'Academic honesty' publications referenced in this policy.

Responsibility of students

Students shall:

- Not engage in any form of academic dishonesty at any time, including collusion, duplication of work, plagiarism, and all other forms of cheating;
- Learn correct methods of source citation, including for Internet sources, and ask teachers for guidance;
- Ensure that all of the work they submit "is authentic, with the work or ideas of others fully and correctly acknowledged" (IBO, p 7)
- Inform a staff member when they are aware that another student or students have demonstrated academic dishonesty; and
- Work collaboratively only in appropriate circumstances. Students are encouraged to form study groups, but they should always ask their teachers for clarification about what type of collaboration is appropriate before working with other students.

Students Right:

1. Right to Clear Guidelines: Students have the right to clear and transparent guidelines regarding academic integrity, including definitions of plagiarism, cheating, and malpractice.

2. Right to Access Resources: Students have the right to access resources and support that help them understand how to uphold academic integrity (e.g., citation guides, workshops).

3. Right to Fair Investigation: In cases of suspected academic misconduct, students have the right to a fair and unbiased investigation process.

4. Right to Be Heard: Students have the right to explain their actions and provide evidence or reasoning if accused of academic dishonesty.

5. Right to Know the Consequences: Students have the right to be informed in advance of the potential consequences of violating academic integrity policies.

6. Right to Receive Ethical Guidance: Students have the right to receive guidance and education on the importance of academic honesty throughout their studies.

7. Right to Appeal: If found guilty of academic misconduct, students have the right to appeal the decision through a formal process.

Responsibility of Parents

It is expected that parents act in partnership with the school to oversee their child's work and they are familiar with the school academic honesty and integrity policy.

III PROCEDURES

It is the expectation that all incidents regarding dishonesty and malpractice be dealt with in a fair, consistent and age-appropriate manner.

Ethical Use OF Artificial Intelligence (AI)

The ethical use of AI in the Academic Integrity Policy emphasizes responsible engagement with AI tools to support, rather than replace, student learning and original work. As AI becomes increasingly prevalent in education, the IB encourages students and educators to adopt transparent, honest practices when using AI in academic contexts. Here are key aspects:

AI as a Learning Aid, Not a Substitute While AI tools can aid in learning processes like research support, language translation, or skill-building exercises, they shouldn't take the place of independent critical thinking and personal effort in assessments. The IB underscores that students' work must authentically represent their own understanding and abilities (IBO, 2023).

Transparency and Acknowledgment of AI Use: Ethical AI use includes clear acknowledgment of AI contributions to avoid misrepresenting AI-generated work as one's own. When contributing to a project or assessment, students should cite AI sources as they would other academic resources (IBO, 2023).

Guidance on Ethical AI Practices: The IB advocates for schools to educate students on responsible AI use, enabling them to comprehend the appropriate integration of AI tools into their academic work. Even when AI tools are available, we advise students to establish guidelines on citing AI, maintaining academic integrity, and fostering critical thinking skills (IBO, 2019).

Preventing AI Misuse and Academic Misconduct: Any misuse of AI tools, such as passing off AI-generated content as original work or using AI to circumvent learning tasks, is classified as academic misconduct. The IB outlines that failure to properly credit AI contributions or using AI unethically can lead to disciplinary actions aligned with their academic integrity standards (IBO, 2019).

Developing Principled Technology Users: Aligned with the IB Learner Profile, the ethical use of AI promotes the development of principled and reflective learners who engage with technology responsibly. The IB's emphasis on ethical AI use reflects its broader mission to nurture students who are not only knowledgeable but also ethical and principled in their actions (IBO, 2019).

Process for investigating alleged malpractice

If a teacher has reason to believe that academic dishonesty has occurred, the following steps will be taken:

- The teacher will investigate the suspected malpractice;
- The teacher will communicate the outcome of his/her investigation to the appropriate programme coordinator;

- If the teacher and coordinator are in agreement that malpractice has occurred, the student will receive no credit for the assignment in question and disciplinary consequences will be enacted by the disciplinary committee led by the appropriate programme coordinator;
- Consequences for academic malpractice range from the student earning a zero on the work involved to immediate dismissal from the program, depending on the severity of the infraction;
- The programme coordinator will communicate, in writing, disciplinary consequences to the student and his/her parents/guardians. This letter will be placed in the student's file in the coordinator's office but will not become a part of the student's permanent academic record;
- If the student enters the IB diploma programme with a record of malpractice from the other programmes, that record constitutes the student's first incident of academic malpractice;
- If a student is allowed to remain in the IBDP following a first incident of academic malpractice, a second incident of any type, on any assignment, at any time during the student's enrolment in the two-year DP Programme will result in the student's dismissal from MICS.
- At any time in the disciplinary process, the student has a right to an appeal and representation support either by another student or parent;
- Records of all incidents must be kept in the programme coordinator's office.

IB Diploma Assessments

In addition to the consequences above, if a confirmed malpractice incident involves any work to be submitted for an IB Diploma assessment (including Extended Essay, internal assessments, Theory of Knowledge essays, external assessments, and IB exams), the work will not be submitted to the IBO which will result in no diploma being awarded. If malpractice is suspected, but the coordinator is not able to confirm it, the coordinator is required to report the incident to the IBO.

The incident will be investigated by a final award committee at the IBO.

References: IBO (2020). Diploma Programme Assessment procedure
 IBO (2019). Academic Integrity.
 IBO (2023). Academic honesty in the IB educational context
 IB (2014). Effective Citing and Referencing

Adopted	August 2015
Amended	February 2020
Modified	January 2024

<p>Academic Honesty and Integrity Policy</p> <p>Signed statement by IGCSE and IBDP students attending MICS</p>	
<p>I have read and fully understood MICS' Academic Honesty and Integrity Policy and I agree to comply with it. Further, I declare that all work submitted for assessment will be my own authentic work.</p>	
<p>Student's Name:</p>	<p>Programme: _____ IGCSE _____ DP</p>
<p>Student's Signature:</p>	<p>Date:</p>
<p>Parent's Name:</p>	
<p>Parent's Signature:</p>	<p>Date:</p>

Appendices

Scenarios for malpractice cases (taken from Diploma Programme: Academic Honesty pp 19-22)

Plagiarism	defined as the representation of the ideas or work of another person as the candidate's own
Scenario	A candidate copies a work of art without acknowledging the source.
Principle	Plagiarism as a breach of regulations includes all media and is not confined to text.
Penalty	No grade will be awarded in the subject concerned.
Scenario	An alleged case of plagiarism where the examiner, coordinator and/or teacher believe the candidate has plagiarized all or part of the work, but there is no evidence in the form of a source (or sources) that has been copied.
Principle	No candidate will be found guilty of plagiarism unless there is clear evidence in the form of source material that has been copied. A case of alleged plagiarism will only be brought to the attention of the final award committee when there is evidence of plagiarism; suspicion of plagiarism is not sufficient.
Penalty	No penalty
Misconduct during an examination -malpractice refers to any unethical or illegal behavior that compromises the integrity of an examination or assessment process. It involves actions that undermine the validity, reliability, or fairness of the examination results.	
Scenario	The candidate is found to be in possession of unauthorized material during a written or oral examination (for example, a cell/mobile phone, and textbook).
Principle guilty	Possession of unauthorized material is sufficient reason to find a candidate of malpractice. Whether or not a candidate did gain, could have gained, or intended to gain, an advantage by using the unauthorized material will not be taken into account.
Penalty	No grade will be awarded in the subject concerned.

Proper forms of citation

Different forms of citation are used by different subject areas. The school library will have one copy of the three most common guides to writing citations. The librarian will assist students in proper forms of writing citations and will provide students with an abridged version of the most common types of citations that are used in that form. MICS has adopted the XXX approach to writing citations.

Below are examples of the most common forms in use [The Purdue Owl Citation Chart, taken from the internet]

MORGAN INTERNATIONAL COMMUNITY SCHOOL BOARD POLICY MANUAL

Policy 6.410

CATEGORY	MLA	APA	CMS
General Approach	<p>The Modern Language Association (MLA) provides a method for source documentation that is used in most humanities courses.</p> <p>The humanities place emphasis on authorship, so most MLA citation involves recording the author's name in the physical text. The author's name is also the first to appear in the "Works Cited" page at the end of an essay. The most recent MLA formatting can be found in the seventh edition of the MLA manual.</p>	<p>The American Psychological Association (APA) provides a method for source documentation that is used in most Social sciences courses. The social sciences place an emphasis on the date a work was created, so most APA citation involves recording the date of particular work in the physical text. The date is usually placed immediately after the author's name in the "References" page at the end of an essay. The most recent APA formatting can be found in the sixth edition of the APA manual.</p>	<p>The Chicago Manual of Style (CMS) Includes two systems for citation: a notes and bibliography (NB) system is used in most history courses. History places much emphasis on source origins, so footnotes and endnotes are used to demonstrate on-page where a particular piece of information came from. In CMS, a number is assigned to a particular fact in the text, and the correlating footnote or endnote will link the source to the text to the bibliography. The most recent CMS formatting can be found in the sixteenth edition of the CMS manual.</p>
Reference Lists	Occasionally truncated entries are given simply to focus on the difference between citations for each type of material. Ellipses indicate which entries would normally continue according to the basic principles of each style.		
Citing books	Book citations in MLA generally require the author name, work title, publication city, publisher, year published, and an indication of the publication medium such as print.	Book citations in APA generally require author name, publication year, work title, publication city, and publisher.	Book citations in CMS style generally require the author year, name, work title, publication city, publisher, and publication year.
General book format	Pollan, Michael	Pollan, M. (2006). The omnivore's dilemma.	Pollan Michael....

		New York, NY: Penguin Group.	
Editor with no author	Consequences of growing Up Poor, Eds. G. J. Duncan and J. Brooks-Gunn. New York, Russell Sage Foundation: 1997	Duncan, G. J. & Brooks-Gunn, J. (Eds). (1997). Consequences of growing up poor. New York: Russell Sage Foundation.	Duncan, G. J. and J. Brooks-Gunn, eds. New York: Russell Sage Foundation, 1997.