



ACADEMIC INTEGRITY POLICY

Introduction and Rationale

At CGS we strive to provide an academic setting where every student's skills and character can flourish to the fullest by encouraging meaningful connections between the classroom and real life experiences. Our students work in an environment of ongoing inquiry, cooperation and mutual respect as they acquire a high caliber education and positive life attitudes to make a meaningful contribution to the world they live in.

Encouraging academic honesty in the entire school community reflects a commitment to personal integrity and represents the true essence of learning and acquiring knowledge at CGS and beyond. Students, teachers and administrators are held to the highest expectation to maintain the rules of academic honesty throughout their education, starting at the PYP, continuing in the MYP and culminating in the DP. The academic integrity policy at CGS is also underscored by the IB learner profile where the aim is for young people to be characterized as, among others:

Inquirers who: *"nurture curiosity, develop skills for inquiry and research and who understand how to learn independently."*

Thinkers who: *"exercise initiative in making reasoned, ethical decisions."*

Principled who: *"act with integrity and honesty and take responsibility for their actions and any consequences."*

Academic Integrity

The issue of proper academic conduct is sincerely highlighted and emphasized in the Diploma programme. DP candidates are being prepared for their higher education and thus need to be fully aware and acclimated to the necessities not only of university education but also to the requirements of ethical conduct with respect to copyright and intellectual property. To this end, knowledge, content, explanation and the procedures of academic misconduct are fully discussed within the two year DP in our school.

Implementation of proper academic conduct

It is crucial to understand that building a culture of ethical treatment of intellectual human rights is a complex procedure that involves all levels of the school community. To this end, it is clear that proper conduct initiates from Programme Administration and Leadership Team who is responsible for the correct implementation and overview of guidelines, procedures and examinations from the IBO. However, it is required from all members of the school community to build and maintain a cycle or loop of ethos and thus for example atypical or unethical, in terms of academic honesty, by one body (e.g. school administration) must be brought to surface and reported by the rest of the constituents (teachers, parents/legal guardians, students).

In order to clarify and explain all these requirements the following keypoints are included in the CGS program.

- DP Coordinator/deputy outlining academic integrity in parents/students DP presentation meetings
- EE Coordinator presenting key aspects of academic misconduct in EE introduction presentation
- Subjects teachers incorporating proper academic honesty in their course and during IA information sessions.
- Leadership Team/Teachers informing guardians about potential misalignment of students with integrity principles during parents/teachers meetings or through Tutors.

Academic integrity responsibilities for the DP

School Administration

- To purchase and maintain academic honesty software for plagiarism checking
- To ensure proper training and development for teaching staff with respect to academic integrity

- To facilitate investigation when misconduct is reported by any branch of the school community or when required by the IBO
- To provide proper facilities and conditions for the conduct of examinations, safe storage of exam materials and logistics of student coursework uploading

Leadership team

- To organize and conduct examinations under the appropriate requirements
- To overview the procedure of student coursework uploading
- To make sure academic integrity has been implemented in the curriculum of DP subjects
- To inform and educate parents/guardians to the requirements of academic integrity and its repercussions in case of misconduct
- To implement procedures for the investigation of reported cases of misconduct

Teachers

- To implement academic integrity in their syllabus and train students to recognize misconduct
- To identify and report to administration misconduct in student coursework or during examinations.
- Uphold the highest standard of personal integrity in producing their own academic work and serve as a model of academic integrity
- Adhere to, support and implement the academic policy of the school at all times
- Have a full understanding of what constitutes academic misconduct as per the General Regulations
- Establish, distribute and instruct students on their own set of academic honesty guidelines including but not limited to definitions of plagiarism, collusion, duplication of work and preferred citing styles etc.
- Encourage an ongoing communication and relationship with the school librarian as a source of information and good practices

Parents/Legal Guardians

- To be informed on the context of academic integrity and to be aware of potential repercussions in case of misconduct.
- To encourage students to report cases of misconduct in an effort to promote ethical behavior

- Encourage their children to develop a sense of personal integrity, to give credit to others when needed, to ask for help when uncertain and to learn from any transgression in an open, supportive way
- Receive, read, understand and sign the school's Acknowledgement Form of the General Regulations: Diploma Program confirming acceptance of the rules and regulation outlined in the document, including articles on academic misconduct and its consequences

Students

- To study academic integrity guidelines, be informed, implement them and report cases of misconduct
- Uphold the highest standard of personal integrity in producing their work, assignments, presentations, projects etc.
- Know that as we study the ideas, research and words of others, it is imperative to acknowledge or give credit when it is included in our own academic work
- Understand and use the appropriate styles of referencing or citing sources such as the MLA or Harvard Referencing; if uncertain about how to reference correctly, to consult with a teacher or member of the academic staff for clarification and guidance
- Read, understand and accept the definitions of academic misconduct as per the General Regulations: Diploma Programme and particularly articles related to Academic Misconduct
- Retain any rough notes, drafts or outlines produced in preparing academic work for submission if they are called to defend their work in the case of suspected academic malpractice as supporting documentation
- Attend formal information sessions on academic honesty, plagiarism and what is considered as academic misconduct, which are carried out at the start of every school year
- Be aware that CGS, in accordance with IB recommendations and practice, may randomly request and submit work to external verification bodies to evaluate sources, if necessary

What is considered as academic misconduct? Definition of terms and examples

The following examples are infringements on the CGS Academic Policy and are considered academic misconduct:

School maladministration examples

- Improper regulation of duration of exams and amenities given to students with extra needs.
- Allowing teachers getting official exam papers prior to 24h after the exam

- Insufficient number of invigilators per subject
- Allowing teachers editing student coursework

Student academic misconduct

Plagiarism

Copying or presenting the work of another as your own without the proper acknowledgement, reference or citation. It does not matter whether this was done intentionally or not so it is important to always give credit to the source of information. This includes textual and non-textual materials - words, ideas, phrases, music, reports, articles, graphics, photographs, tables, charts, etc.

Example: Your teacher discovers that you have written two sentences from a science journal exactly as it is in the article, word for word. You did not say where this information came from or who wrote it but you still included it in your essay paper.

Collusion

Working with someone else on an assignment or project when it is not allowed because it is meant to be an independent work or letting someone else copy your work and present it as theirs or giving someone else your work to hand in as their own.

Example: A classmate has prepared an excellent presentation for a Theory of Knowledge class. You have the same class but with a different teacher, at different time of day. You ask your classmate for his presentation to use in your class because you have not completed yours. He has agreed to give it to you to use in this way and you do so.

Cheating

Bringing materials that are not allowed into an examination room with you or copying someone else's work during a test, quiz or exam.

Example: While taking a test for your Psychology course, you look over the shoulder of the person sitting in front of you, and can see their answers. You copy their answers on your test. While taking a test for your Chemistry course, you bring a piece of paper with definitions written on it so you can use it to help you answer the questions.

Providing information and support

The school inform students on what constitutes academic misconduct and the subsequent consequences at the beginning of every school year in the form of a formal presentation, followed by hypothetical scenarios so that students have a wide range of practical examples and situations that

may constitute academic misconduct. An open question and answer period and print informational materials to be kept as a reference will follow.

Responses to academic misconduct

Any case of suspected academic dishonesty transgressions will be treated according to the level of severity, instance and degree to which the student is cognizant of the infringement.

First or minor offence: students are called into an individual conference to inform the student of the infringement and discuss in order to ensure the student is fully aware of the nature of the infringement and how to correct or avoid this in the future.

Subsequent or major offence: in the event a student repeats the same offence (after being informed) or submits work for formal grading or an exam paper that is found to be academically dishonest, including plagiarism, collusion or cheating, the work will not be graded nor credited.

Repeated offences: senior administration from the school will request a formal meeting with the student, parents and teacher to discuss the consequences as required.

Infringement of academic honesty policy, at any level in any form, is documented on shared informational platform for DP teachers and senior administration as a formal record.

Student responses to suspected academic dishonesty

Students who have been informed that their work may be academically dishonest, may request to meet with their teacher, tutor or senior administrative member to give them an opportunity to clarify, explain or discuss the case in question.

Consequences of Academic Dishonesty:

All cases of academic dishonesty, regardless of instance or severity, bear consequences.

First Offence on homework assignment, in-class test or quiz:

Teacher informs the student and parents; documents the incident (shared information portal for all DP teachers and senior administration). A meeting is called to discuss the incident and take steps to

help the student correct the infringement. Student may submit a new assignment on a different topic within a given timeframe. For class tests or quizzes, a grade of zero is given.

Subsequent Offence on homework assignment, in-class test or quiz:

As above, except the student has no opportunity to submit a new assignment and will receive a grade of zero.

Recurring or ongoing Offences:

Parents and student meet with teacher, senior administration to discuss the issue at length and warn the student of the seriousness of this behaviour which may result in a failure to receive the Diploma or on university admission.

Work submitted as part of the IB DP Assessment:

Finally, academic dishonesty is confirmed and there is a declaration of malpractice in any of the work submitted for IB Diploma Assessment including internal/external assessments, TOK essay, Extended Essay or final examinations, this will result in the Diploma not being awarded to the student.

Review procedure

The Academic Honesty Policy is reviewed annually for any changes or updates to be made.