



المدرسة الكندية الدولية

Academic Integrity Policy

Rationale:

CIS Academic Integrity policy stems from our school's vision that aligns with the IB philosophy and which aims to graduate principled, knowledgeable, and lifelong learners who practice ethical behavior, think critically to solve problems, and appreciate and respect varied perspectives on any issue.

Academic integrity is an important dimension in the authentic construction of meaning and learning in all IB programmes. Nowadays, ideas about learning and how knowledge is constructed have changed and students are expected to be active, constructive, independent, yet collaborative. Moreover, access to information through technological innovation has increased, and students are expected to provide evidence of their understanding from research, which will be evaluated against a clear criterion. Therefore, understanding academic integrity is an essential part of the learning process, as it allows students to act with integrity and honesty as they inquire. At CIS, we commit to the practice and education of academic integrity in all aspects of teaching and learning and helping our students to develop and reflect the IB learner attributes in all of their scholarly work.

To implement and maintain an ethical culture in our school, we need to ensure that all CIS members have the same understanding of what academic integrity is, what constitutes ethical conduct, and how to translate all this into behavior within and beyond the classroom.

To meet this end, practices are clearly communicated to all CIS community detailing the responsibilities of each member, be it teachers, students, and parents, all whose actions in support of academic integrity are integrated and consistent.

Responsibility of Stakeholders towards Academic Integrity:

CIS academic integrity policy ensures that the school's practices are transparent and consistent. The following is a description of the rights and responsibilities of all members of the school community, what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions.

Students:

- Become familiar with the CIS Academic Integrity Policy and IB requirements concerning academic integrity
- Develop research skills and study habits
- Develop positive behavior towards work
- Evaluate the usefulness of sources of information
- Are transparent about the ideas and work of others
- Are responsible for producing authentic work
- Respect and recognize the work of others by using proper citation and referencing
- Follow an appropriate citation and referencing protocol
- Develop ATL skills

Teachers:

- Familiarize students with their responsibilities towards academic integrity
- Set clear expectations for assignments
- Provide guidance to candidates on how to correctly cite sources
- Model the academic integrity policy and be role models of academic honesty and integrity
- Provide students with examples of good exam practice counterbalanced with examples of unacceptable practice
- Make use of electronic plagiarism detection software when checking assignments
- Confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate
- Follow the set-out procedures of this policy in any case of academic integrity breach

Programme(s)Coordinator:

- Ensures that the school's academic integrity policy aligns with IB expectations and is periodically reviewed
- Ensures that students, teachers, and parents/legal guardians clearly understand the expectations regarding academic integrity
- Ensures that academic integrity policy and procedures are available to all stakeholders
- Provides professional development to teachers about academic integrity and academic honesty practices
- DP Coordinator agrees with teachers on the internal assessment deadlines calendar
- DP Coordinator ensures candidates and invigilators are provided with information about examination regulations
- DP Coordinator keeps records of each academic integrity breach situation and the consequences

Librarian:

- Familiarizes students with research methodologies
- Trains students on the fundamentals of academic integrity
- Trains students on using plagiarism detection software
- Provides students with examples of good referencing practice counterbalanced with examples of poor referencing/ unacceptable practice
- Is responsible for informing students on ethical research practices, citation, and aligning with the integrity policy.

Parents:

- Encourage students to demonstrate their own work and thinking
- Recognize what constitutes a violation of the academic integrity policy
- Understand and support the academic integrity policy
- Cooperate and coordinate with the school in case of any breach to academic honesty

Academic Integrity in the Primary Years (PYP):

Academic integrity in the Primary Years Programme is a vital principle that combines values and skills necessary for honest academic practice, shaped by personal values, cultural norms, and the learning environment. By highlighting the importance of authentic assessment and fostering a culture of intellectual integrity, we ensure fairness and accurate evaluation of student learning.

Teachers' Responsibilities

Teachers play a pivotal role in fostering academic integrity and exemplify honesty and transparency in all interactions, creating a foundation for students to emulate. Teachers must:

- Explicitly teach concepts such as plagiarism, citing sources, and intellectual rights.
- Cultivate a classroom environment built on trust and open communication.
- Encourage students to seek help when needed and value original thought.
- Clearly outline expectations regarding academic integrity and consequences of misconduct to reinforce the importance of honest work.
- Provide ample opportunities for students to practice research, citation and critical thinking skills
- Equip students with tools to succeed academically while maintaining integrity.
- Consistently monitor student work to identify potential issues early and provide opportunities for intervention and support.

Students' Responsibilities

Students are expected to demonstrate principled behavior and responsibility regarding their academic work and use of technology. Students must:

- Familiarize themselves with the school's policies to commit to honest scholarly work.
- Take responsibility for all submitted work, including homework, tasks, and projects.
- Understand the consequences of plagiarism and academic dishonesty at CIS.
- Read work before submission to check for plagiarism.
- Complete all assignments, tests, and quizzes honestly and to the best of their abilities.
- Use the internet and social media responsibly, with support from teachers and staff.

Parents' Role

We depend upon the partnership between parents and the school in teaching students the expectations and responsibility of academic integrity. We expect parents to:

- Reinforce academic integrity – both its importance & practices.
- Help their child with homework, with boundaries in place. Doing a student's homework can have adverse effects on the child's development of self-management skills and independence. Parents should strive to strike the right balance.

The Grade 5 Exhibition

In implementing the IB's academic integrity policy within the Primary Years Programme (PYP), all Grade 5 students are expected to work with their parents to read the Academic Integrity policy and discuss their responsibilities. Each student and their parent(s) will be asked to sign the Academic Integrity Agreement before starting the journey of the Grade 5 exhibition.

Academic misconduct may include:

- Plagiarism: The representation of the ideas or work of another as the candidate's own.
- Collusion: Supporting misconduct by another candidate – allowing one's work to be copied or submitted for assessment by another.
- Duplication of work: submitting inauthentic work by copying other students work and claiming it as your own
- Fabrication of data: Falsifying, misrepresenting or inventing data or information to support an argument, experiment or opinion.

Consequences of academic misconduct in final year of PYP (grade 5)

- Incidents of misconduct to be first discussed with the students by the teacher and PYPC
- Students have the opportunity to correct the error by redoing the work or repeating an assessment
- A reflective session, if needed before reporting to administration and parents

Remedial Action

- Any action taken consequentially of dishonesty should be carefully monitored and the student should be guided to follow the right practices.
- A time centric and assisted work should be the way forward till the student gains confidence in producing original work.

Legitimate Collaboration in the Middle Years Programme (MYP)

The Academic Integrity Policy is the responsibility of the whole school community. At CIS, Approaches to Learning (ATLs) play an integral role in helping students to collaborate legitimately.

When students work in groups and are required to submit individual pieces of work, it is essential they distinguish between collusion and legitimate collaboration.

CIS highly encourages students to collaborate in an acceptable manner. To reinforce this, we encourage our students to explicitly enforce the ATL Skill (collaboration) as a benchmark for what legitimate collaboration is.

Legitimate collaboration practices include students:

- Practicing empathy
- Delegating and sharing responsibility for decision-making
- Helping others to succeed
- Taking responsibility for one's own actions
- Managing and resolving conflict and working collaboratively in groups
- Giving and receiving meaningful feedback
- Advocating their own rights and needs
- Encouraging others to contribute

Collaboration is effectively working with others towards the same goal by exchanging and sharing ideas through teacher approved groups. Collaboration, when permitted by the teacher, is legitimate and permissible. It is crucial that teachers must be clear with assignment guidelines to specify what legitimate collaboration versus collusion is on any given task.

What is considered a Malpractice in the Middle Years Programme (MYP)

- Plagiarism: occurs when a student represents the ideas or work of another person as his/her own without crediting the source of the material. Even material that has been paraphrased in the student's own words is considered plagiarized material unless proper credit or explicit reference is given.
- Collusion: occurs when a student allows his/ her work to be deliberately copied by another student and submitted as part of that student's work.

Examples of collusion:

- Permitting someone to copy one's work or assisting in their cheating in any way. Both parties are at fault.
- Allowing one's partner to do all the work in a task, homework, class work or project and then putting one's name on the work submitted as if one had done an equal share of the work.
- Duplication of work occurs when a student submits the same work for different assessment components, tasks, homework, and assignments in his/her internal or external.
- Fabrication or falsification of data or results occurs when a student presents a piece of work figures or data which have been made up or altered and which have no basis in verifiable and reliable sources.
- Misconduct: taking unauthorized material into an examination room, disruptive behavior and communicating with others during the examination.
- Communication about the content of an examination (External Assessment): 24 hours before or after the examination with others outside their school community is also considered a breach.
- Unfair practice: any other behaviour which gains an unfair advantage for a student. For example, obtaining unauthorized access to examination material, the use of a calculator or other means of arriving at an answer when this is precluded in the syllabus/component, disruptive behaviour in the examination room, failure to abide by the instructions of an invigilator, impersonation of another person or forgery of their signature, or failure to abide by the conditions of supervision designed to maintain the security of the examinations.

How to Avoid Malpractice in the MYP - Students must:

- Use their own words.
- Write their understanding of what they read and studied.
- Try to make as much of their work as authentic as possible.
- Cite by giving credit when building upon the opinion or work of someone else
- Indicate where they found the information, both in the body of the written work and in the bibliography at the end.
- List all sources of information (internet web page, URL, journals, books, magazine articles etc.)
- Apply the MLA protocol.
- Keep records of where they found the information.
- Manage their time wisely.

Consequences of Malpractice in the Middle Years Programme (MYP)

The IB Middle Years Programme (MYP) requires strict adherence to the CIS Academic Integrity Policy. At the beginning of each academic year, students and parents will be requested to sign the MYP Honor Code, a document that reflects their understanding of the importance of Academic Integrity. **Refer to the MYP Honor Code.**

Any violation of the academic integrity will result in:

For MYP Students /Years 1-3:

- First offence: Students will be asked to redo their work. Parents/guardians will be notified and counseling will be given to further support their understanding of academic integrity.
- Second offence: Students will have to redo their work. A conference may be held with parents/guardians in addition to further support their understanding of academic integrity.
- Third offence: Students will receive no credit or grade for their work and will be required to complete an extra task on academic integrity. Parents/Guardians will be fully involved at this point.

For MYP Students /Years 4 & 5

- First offence: Students will be asked to redo the work. Parents/Guardians are to be informed verbally. A conference may be held with them.
- Second offence: Students will have to redo the work but will not receive a grade for it. They will also have internal detention. A conference will be held with Parents/Guardians as well as a written warning.
- Third offence: Students will receive no credit for their work and receive a second written warning. Students may have further sanctions ranging from internal suspension to being asked to withdraw from the school, depending on the severity.

Conventions for Citing and Acknowledging Original Authorship

Relevant details of the sources of information should be documented when research is conducted. The purpose of the reference is:

- To acknowledge the source of information
- To permit that the source can be located again.

MLA (edition 9) Referencing System

This is the referencing system used and accepted at the Canadian International School.

Examples of Conventions for Citing and Acknowledging Original Authorship using MLA 9

All MYP students at The Canadian International School-Amman will use MLA edition 9 to cite information from other sources in their writing from Years 1-5. Modern Language Association (MLA) is a type of citation format that is used to document sources that are utilized for academic writing. It consists of both in-text citations and a works cited page.

At the Canadian International School, we use MLA Edition 9, this format consists of the following:

- Margins: 1" all around (e.g. except for the page number)
- Font: Easily readable typeface set to a standard size (e.g. Times-New Roman 12pt)
- Line-spacing: Double-space throughout the paper, including heading, title, block quotes, and Works Cited.
- Page Numbers: All pages are numbered in right hand corner, 1/2" from the top. Last name appears before the page numbers.
- Heading: Top left corner. Your name, your instructor's name, course number, date. Date must be written dd/mm/yyyy.
- Title: Centered. Plain (no italics, underlining, or font variation). Standard double-spacing between heading/title, and title/first line of paper.

Work Cited: used to list sources at the end of the document

Important instructions:

1. Format of citation depends on type of resource (book/e-book/journal/article/website/video....).
2. If the format is a website: (https) is removed and hyperlink is removed.
3. Author name is (last name, first name) – if one author.
4. List sources in alphabetical order.
5. Second line (hanging line) should be indented (0.5).
6. Title of bibliography is centered at the top of the page as in below sample:

Student Last Name Page Number

Work Cited

Author. "Title of the Source." *Title of the Container*, Other contributors, Version, Number, Publisher, Publication date, Location.

Examples:

- a. Using last updated date, no author.
"Title of the Webpage." Website Name, last updated Date, URL.

Work Cited

"Climate Change Effects on Wildlife." Environmental Insights, last updated 10 Apr. 2023,
www.environmentalinsights.org/climate-change-effects

- b. Using publishing date, no author:
"Title of the Webpage." Website Name, Date of Publication, URL.

Work Cited

"The Impact of Solar Energy." Green Tech, 5 July 2022, www.greentech.org/solar-impact.

In – text citation: used within text of the document, when we copy a few lines or quotes or paraphrase.

Important: Any source provided as in-text must have an entry matching in Work Cited.

Examples:

- 1- For a known author:
 1. Use authors last name and page number after the quote.
Human beings have been described as "symbol-using animals" (Burke 3).
 2. Or write the authors full name (first name last name) before the quote and add the page number after the quote.
Human beings have been described by Kenneth Burke as "symbol-using animals" (3).

2- For unknown author: use the first one or two or three words of the title, initial articles such as “the, a, an” are not counted.

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming").

Entry in Work Cited:

"TheImpactofGlobalWarminginNorthAmerica."*GlobalWarming:EarlySigns*,1999,www.climatehotmap.org/.Accessed23Mar.2009.

Further MLA Support for Students

MLA Citation Guide (9th Edition)

guides.library.unr.edu/mlacitation

MLA General Format

owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html

Personal Project:

Due to the nature of the Personal Project, students must stay vigilant throughout the research and investigation process. Prior knowledge must be addressed, and all sources must be credited and cited. This includes all information gained during meetings with supervisors, conversations/interviews with specialists on the student’s choice of subject as well as all collaborations with an outside source. This also includes information and data recorded in reports.

Primary and secondary sources found in libraries or online databases must be properly cited using MLA 9. All paraphrased ideas or direct quotes from such sources must have the proper in-text citation alongside the bibliography or footnote citation.

Consequence for plagiarism (including accidental) is failure of the Personal Project. The IBO reserves the right to fail a student without first or second warning. Should a student fail their Personal Project, they will not be granted access to the Diploma Programme.

Consequences of Malpractice In the Diploma in-School Assessment:

The school treats academic dishonesty as a very serious matter. Therefore, the following steps are set to ensure consistency and fairness:

Work submitted by students shall be screened using “turn-it-in”.

According to the result and with reference to the table of the allowed percentage agreed on internally, teachers should abide by the following procedure:

First Incident:

- Teacher completes them malpractice form.
- A “Notice of Concern” will be issued to the student.
- Parents are notified of the incident.
- The student is required to reproduce the work again based on the teacher’s remarks and feedback.
- If the first breach is part of an assessment, the student must restart the whole assessment by reproducing all activities and assignments related to the assessment from the beginning.
- The malpractice form is sent to the programme coordinator and the school principal.

Second Incident:

- Teacher completes the malpractice form.
- A “Warning Letter” will be issued to the student.
- The student receives a (0) on the assignment or assessment.
- The form is then sent to the programme coordinator and the school principal.

Third Incident:

- Teacher completes the malpractice form.
- Student must respond to the incident, and the programme coordinator and school principal must approve the consequence and sign the form.
- The student receives a (0) on the assignment or assessment.
- Student needs to re-sit the entire unit under the supervision of teachers.
- A report will be sent to the parents.
- In case of any recurrences, student fails the subject, and in some cases, may be expelled from school

Consequences of Malpractice related to IB assessment:

The following is a description of the consequences related to malpractice associated with student work that counts to the award of his/her final diploma:

1. Internal Assessment, Extended Essay or Theory of Knowledge:

If school identifies issues with a final piece of work before submission or upload to the IB and before the IB submission deadline, the situation will be resolved as follows:

Stage 1:

If draft version of student work is identified as not authentic, the student is asked to rework or complete a new piece of work. School malpractice internal consequences will apply.

Stage 2:

If final version of student work is identified as not authentic, the work is not accepted for assessment and no rework is permitted. In the case of internal assessment, an “F” is entered by the school. For TOK and Extended Essay, the work is indicated as “non submission” on IBIS.

2. IB exams:

- The following actions are examples of misconduct relating to the written examinations.
- Stealing examination papers
- Failing to obey the instructions of the coordinator/invigilator
- Communicating with another student
- Helping or receiving help from another student
- Impersonating another student
- Possession of unauthorized material
- Consulting material outside the examination room during a period of absence
- Behaving in a way that may disrupt the examination or distract other students
- Submitting work for assessment that is not authentic
- Removing or attempting to remove from the examination room examination material, such as answer booklets or examination papers
- Leaving the examination room without permission
- Continuing to answer an examination paper when told to stop by an invigilator or the coordinator
- Discussing the content of any examination paper with any person outside their immediate cohort within 24 hours after an examination ending
- Attempting to either gain or solicit information about the content of an examination before the examination or within 24 hours of the examination ending

(“Conduct of Examinations Booklet 2025”)

Any incident of misconduct during written examinations the situation will be resolved as follows:

- The candidate will be expelled from the examination room if his/her behavior is deliberately interfering with the proper conduct of the examinations.
- If uncertain or suspected misconduct is observed the candidate will be warned solely but allowed to complete the examination. The matter will be raised with the candidate concerned at the end of the exam.
- The student's examination script will be submitted for assessment as usual without reporting to examiners.
- The IB coordinator informs the school principal and the students' parents.
- The IB coordinator will investigate the incident. The investigation involves: interviewing the candidate, collecting written statements from involved personnel, and collecting relevant evidence.
- The IB coordinator reports the incident to the IB relevant section within 24 hours of the occurrence and submits the relevant documentation pertinent to the case.
- The candidate is permitted to complete the rest of the Diploma exams.
- The IB makes the final decision concerning the consequences of the incident.

3. Investigation of student academic misconduct (IB involvement):

In case the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct, an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case.

Remarks:

- CIS adopts the MLA 9 citation protocol.
- CIS will utilize all possible and available resources to train students on the implementation of the academic integrity policy through units of study.
- Subject teachers have the right to take all necessary arrangements in case there is a breach of the academic integrity policy; Subject teachers should refer to the programme coordinator; In addition, an email is to be sent to the parents informing them of the breach.
- In case of an extreme breach of the policy, or in case of repetitive breaches, parents will be called for a meeting with the programme coordinator where they will be briefed on the case and informed of the consequences.

Use of Calculators in DP Examinations DP:

DP students should abide by "The conduct of IB Diploma Programme examinations" and "Calculators guidance for examinations booklet" documents and the school should ensure that all calculators used in examinations comply with the IB regulations.

Invigilators must have a copy of "The conduct of IB Diploma Programme examinations" and "Calculators guidance for examinations booklet" in the examination room.

The instructions for using calculators, including how to put them in "examination mode," must be known to invigilators. Moreover, they need to know how to make sure that candidates are following the guidelines regarding the use of calculators.

Conditions of use of Graphic Display Calculator:

- The RAM memory must be completely reset.
- The ROM memory must be initialized.
- Any devices with unrestricted/candidate accessible Wi-Fi functionality are not permitted.
- Candidates are not allowed to use or store data/notes, programs or flash (ROM) applications (APPS) in their calculators which may assist them in examination by removing the need to recall facts or formulae. Such an action will be considered a violation of academic Integrity.
- Calculators which are not recommended models by the IB are not allowed.
- The “Examination Mode (for IB)” functionality must be engaged immediately before the examination and continue for the duration of the examination. If done earlier, a student must not have access to the calculator between the time it is put into “Exam Mode” and the examination.

(“Use of Calculators in IB DP Examinations 2024”)

The Use of AI Tools in Student Work

AI tools are defined as a variety of technologies, including but not limited to text generation applications or websites, translation services, automated research assistants, and data analysis programs.

Working within the CIS framework, we understand that there is a growing need to work with artificial intelligence as a tool in educational processes. Being an International Baccalaureate certified institution that values academic ethics, we allow the use of AI tools but under the following restricted usage conditions:

1. Acceptable Use:

- Students are authorized to utilize AI tools for purposes such as research enhancement, brainstorming, and preliminary outlining of ideas.
- Students must not use AI to complete any aspect of an assignment or assessed work. Student comprehension of an assigned subject must be proven within a submitted document, homework or assessment.
- It is crucial that all work assisted by AI is distinctly identified and properly cited to maintain transparency in intellectual authorship.

2. Citation Format:

- Students who use AI to assist in their work must cite using MLA 9.

Examples:

- A citation for text generation might read: "Text generated by ChatGPT, OpenAI, July 2024."
- A citation for idea generation may state: "Assistance provided by ChatGPT, OpenAI."

3. Training:

- All teachers and staff will participate in training sessions focused on the ethical utilization of AI technologies and the correct methodologies for citation, ensuring a comprehensive understanding of these tools' implications on academic integrity.
- Teachers will discuss the ethical use of AI in intellectual work and within the classroom with students, and students will be shown the correct ways to cite.

4. Monitoring:

- The implementation of AI tools in student assignments will be subject to monitoring through AI detection tools to uphold the integrity of academic work.
- Any violations of this policy will incur academic penalties consistent with our established integrity policies.
- This policy aims to ensure that the integration of AI tools in academic work is conducted in a responsible and ethical manner.

CIS Academic Integrity Policy Review Cycle

The Academic Integrity Policy is reviewed every 2 years based upon feedback collected throughout the review cycle. CIS Academic Integrity Policy is designed and studied to be in line with the Standards and Practices of the International Baccalaureate programmes.

The Academic Integrity Policy has been developed by the three sections of the school involving programmes' coordinators and teachers with the intent of constant future discussion and revision of each component.

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