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MISR
LANGUAGE
SCHOOLS

MLS IB DP Academic Integrity Policy

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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.

MLS Mission Statement

At MLS (Misr Language Schools), our mission is to cultivate responsible, empathetic, and disciplined young minds, preparing them to thrive in an interconnected world and become proactive contributors to humanity and the globe. Valuing compassion, care, diversity, growth mindset, and intercultural understanding, we provide a safe and supportive learning environment that fosters curiosity, creativity, and collaboration.

We believe in the unique potential of each learner to achieve excellence and make a positive impact. Inspired to pursue their passions, explore their interests, and discover their talents, MLS learners are empowered with the skills and attributes to act, express their opinions, and respect others.

Through MLS's diverse educational programs (National, British, American, and French Divisions) offering our learners a variety learning experiences, we promote lifelong learning, self-realization, and prosperous futures for our learners. Exposing them to diverse perspectives, cultures, and languages, we foster global citizenship and social responsibility.

In summary, MLS is dedicated to nurturing responsible, empathetic, and disciplined individuals who are equipped to excel in an interconnected world. We provide a safe and supportive learning environment that encourages curiosity, creativity, and collaboration, empowering learners to make a positive impact on humanity and the globe.

IB Learner Profile

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Philosophy:

At Misr Language Schools American Division, academic integrity is the cornerstone of our educational philosophy. We believe that integrity is fundamental to learning, as it cultivates a culture of trust, respect, and responsibility among all members of our community.

Purpose:

Our academic integrity policy is designed to uphold the highest standards of honesty and ethical behavior in all academic endeavors. It is a commitment to fostering a learning environment where students are empowered with the knowledge and skills necessary for success, both academically and morally.

Our policy aims to:

- Ensure Fairness and Equity: We strive to create a level playing field where every student has the opportunity to excel based on their own merits and efforts.
- Promote Ethical Decision-Making: Our policy guides students in making ethical choices, emphasizing the importance of honesty, transparency, and accountability in their academic work.
- Cultivate Trust and Respect: By upholding academic integrity, we build a community of trust and respect where each member's contributions are valued and honored.
- Encourage Lifelong Learning: Our policy encourages a growth mindset, fostering a culture where continuous improvement and learning are celebrated and supported.
- Prepare Students for the Future: We believe that integrity is a critical skill for success in the modern world, preparing students to navigate complex challenges with integrity and ethical leadership.

Through our academic integrity policy, we aim to instill in students the values of honesty, integrity, and responsibility, preparing them to be ethical leaders and contributors to society.

Definitions:

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 behavior in the production of legitimate, authentic and honest scholarly work. (Academic Integrity Policy, 2023)

Promoting Academic Integrity at MLS

- All staff, teachers and administrators are role models. They demonstrate academic integrity through referencing/citing any work they produce.
- Assessments include many lower stakes opportunities.
- Integrate real world, authentic tasks so students can see the relevance of what they are learning.
- Connect any course content to other courses students are taking or will take so they understand its place in the larger context of their educations.
- Written assignments are structured to promote integrity by including a reflective component that asks students to describe the process of writing the paper/assignment
- Publish MLS's "Effective Citing and Referencing Guide" on the school website.
- Provide every learner with a copy of MLS's "Effective Citing and Referencing Guide"

How can students avoid committing plagiarism?

- Read and understand the school's academic integrity and honesty policy.
- Design time schedules or plans to manage tasks sensibly.
- Maintain organized notes and sources consulted during the production of work.
- Seek guidance and support from teachers when doubts arise about referencing.
- Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- Give credit for copied, adapted, paraphrased and translated materials from others.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

Student academic misconduct

It is the deliberate or unintentional behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. (Academic Integrity Policy, 2023)

School maladministration

It is any action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination. (Academic Integrity Policy, 2023)

Responsibilities

- **IB DP Coordinator is responsible for:**
 - ensuring that all school and IB policies are applied fairly and consistently
 - ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
 - ensuring that teachers, students, parents and/or legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations
 - reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
 - supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy
- **Students are expected to:**
 - have a full understanding of the school's academic integrity policy

- report any acts of misconduct or maladministration to the programme coordinator
 - ensure that all assignments, tasks, examinations and quizzes submitted are their authentic work, and that the work of others are fully acknowledged and cited in an honest manner and to the best of their abilities
 - abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
 - abstain from giving undue assistance to peers in the completion of their work
 - show a responsible use of the internet and associated social media platform.
- **Teachers and Extended Essay Coordinator are responsible for:**
 - Allocate sessions to teach academic integrity
 - Teach different recognized citation conventions for the students' work
 - Discuss and explain the definitions of terms such as plagiarism, collusion, collaboration, paraphrase, summarize, editing and proofreading.
 - Communicate the expectations for individual assessments and assignments, and for academic honesty and other behaviors they should demonstrate.
 - State and explain expectations regarding group work and collaboration. Make clear what is expected regarding individual student contributions and submitting individual work.
 - Provide examples of correct citations and both direct quotations and paraphrases. Include this in the syllabus or with any assignment handouts.
 - Explain research and writing techniques to students.
 - Provide documents that will assist students with writing papers
 - Ensure that students understand what constitutes academic misconduct and its possible consequences
 - Being a role model by following the academic integrity policy in their own work
 - Provide feedback and ensure students are not provided with multiple rounds of editing
 - Develop a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion
 - Keep electronic copies of students' past work for three years in case a plagiarism check is required
 - Respond to student academic misconduct and supporting the school's and IB's investigations
 - Respond to school maladministration and supporting the school's and IB's investigations.

- **Parents are expected to:**
 - understand what constitutes student academic misconduct and its consequences
 - understand what constitutes school maladministration and its consequences
 - report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
 - submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
 - abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work.

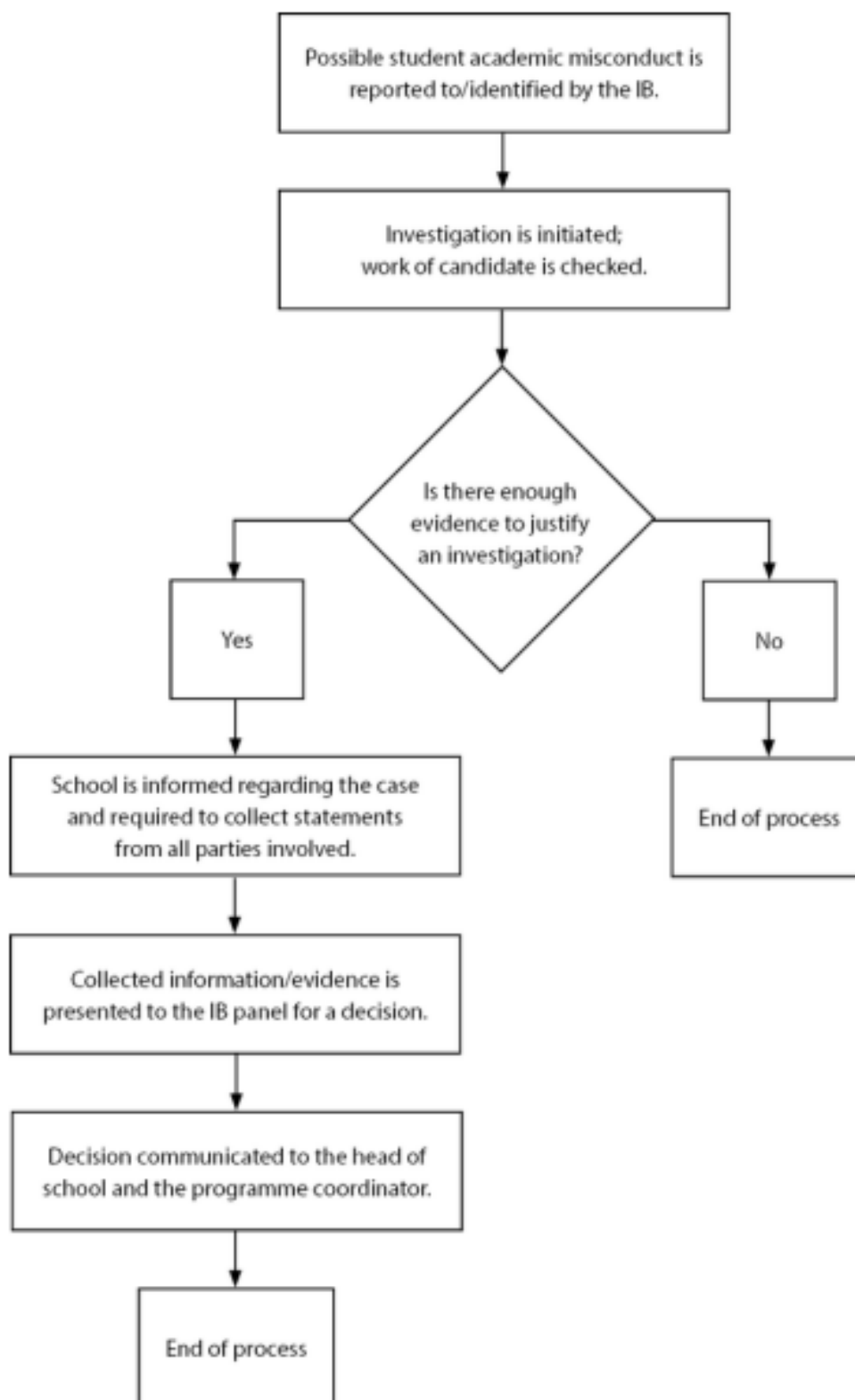
Examples

- Misconduct Examples
 - Plagiarism:
 - a. Any representation of others' work as your own
 - b. Non-Original work that is not cited and appropriately referenced in submissions.
 - c. Copying information from a book or a website.
 - d. Misuse of quotation marks, paraphrasing, and in text citations makes authorship unclear.
 - e. Failure to identify source of elements of nonverbal work (i.e. painting, dance, photo, proof, musical composition, etc.) that you've derived your work from.
 - f. Using online language translators unless explicitly allowed.
 - Collusion:
 - a. Helping someone else cheat both deliberately and through support.
 - b. Allowing your work to be copied and/or submitted by another student.
 - c. Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of assignment).
 - d. Representing significantly unequal work as an equal collaboration.
 - e. Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future.
 - f. Sharing information about assessment content and questions with other students.

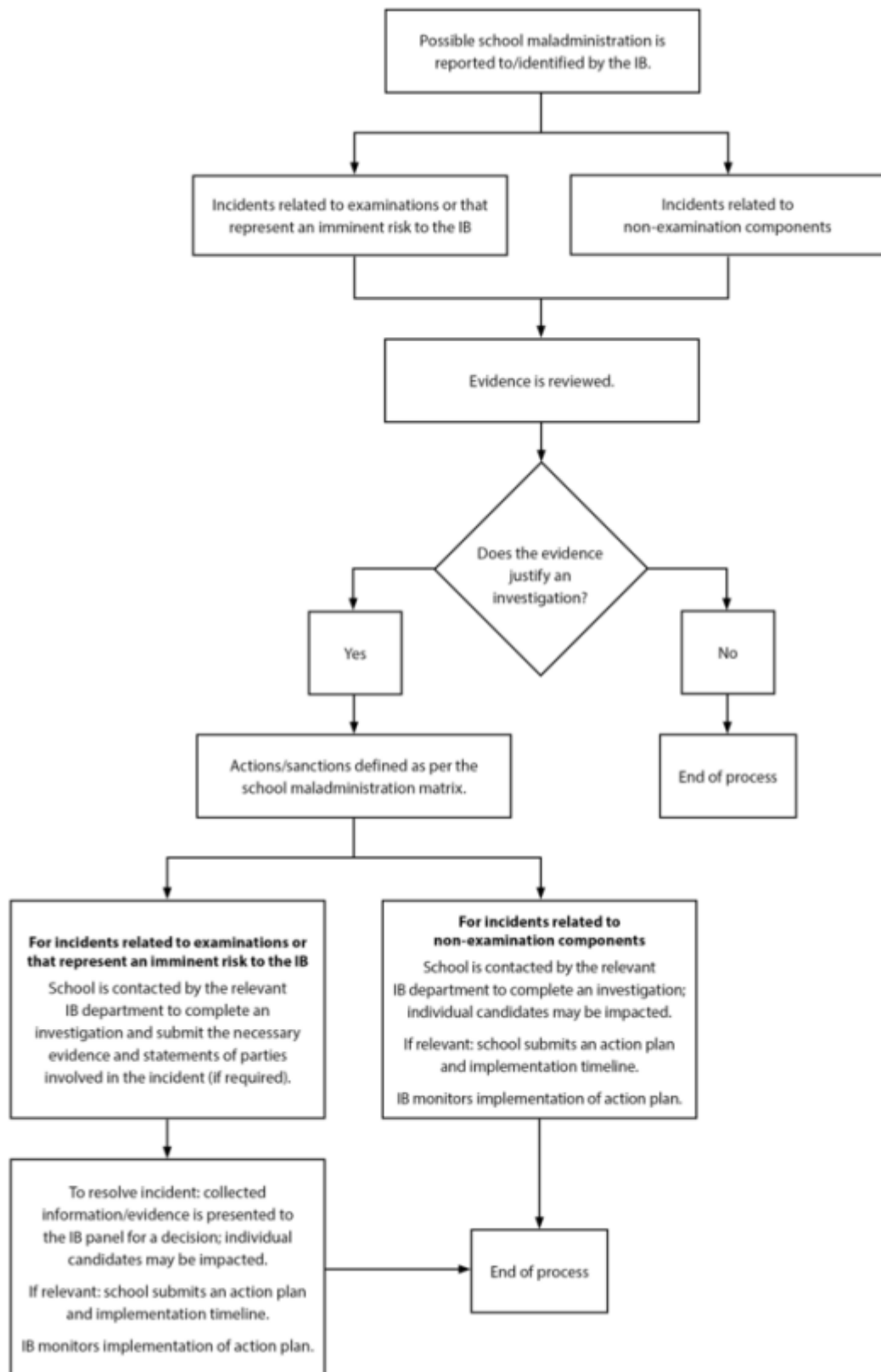
- Mal Practice
 - additional time being granted to students without authorization from the IB
 - an insufficient number of invigilators
 - poorly trained invigilators
 - failing to monitor student bathroom visits
 - allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students

Procedures

Investigating student academic misconduct



Investigating School Maladministration



Consequences

The school adopts the IB penalty matrices detailing infringements by a student and the level of penalty that may be applied by the IB as follows:

Written and oral coursework and examinations

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned	Level 3b penalty No grade for “parallel” subjects
Plagiarism <i>Copying from external sources or peers</i>	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source	Not applicable
Facilitating plagiarism <i>Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills</i>	Student took minimal steps that were clearly insufficient to prevent their work being copied	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.
Collusion <i>All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own</i>	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source	Not applicable
Submitting work commissioned, edited by, or obtained from a third party	Not applicable	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support.	Student submits work that was entirely produced or edited by a third party.	Applicable for a student in the same or different IB World School providing the service.

		<i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	<i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	
Inclusion of inappropriate, offensive, or obscene material	Minor offence ¹	Moderate offence ²	Major offence ³	Major offence
Duplication of work	Not applicable	<p>Presentation of the same work for different assessment components or subjects.</p> <p><i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i></p>	<p>Presentation of the same work for different assessment components or subjects.</p> <p><i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i></p>	Not applicable
Falsification of data	Methodology section misrepresents or overstates the rigor with which the data was gathered	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

¹ Conducting research without permission of the participants. Including offensive or obscene comments or graphic materials in any assessment component. Inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

² Conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms. Conducting research or fieldwork that damages the environment. Including offensive or obscene comments or graphic materials in any assessment component.

³ Producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs. Falsification or fabrication of data in producing any work. Inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

Conduct during an examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned	Level 3b penalty No grade for “parallel” subjects
Possessing unauthorized material in the examination room	In candidate’s possession but surrendered or removed during the first 10 minutes of the examination.)	In candidate’s possession but no evidence of it being used during the examination.	In candidate’s possession and evidence of it being used during the examination.	Not applicable
Exhibiting misconduct or disruptive behavior during an examination	Not applicable	Non-compliance with the invigilator’s instructions during one component.	Repeated noncompliance with the invigilator’s instructions during one examination or non-compliance during two or more examinations. <i>Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.</i>	Not applicable
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to	Not applicable	Not applicable	When a candidate tries, successfully or not, to share answers and/or examination content with others. <i>Penalties will be applied to all candidates participating in the incident.</i>	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable	Candidate attempting to remove secure materials but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable
Impersonating an IB candidate—both impersonator and person allowing impersonation	Not applicable	Not applicable	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. <i>If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that</i>

				<i>impersonator is or was registered for. If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</i>
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When student is aware of the act of misconduct but decides not to report it to their school administrators.	When student is aware of the act of misconduct but decides not to report it to their school administrators.

Appeal regarding the IB assessment decisions:

It involves two stages:

Stage 1: Internal Appeal (School’s Responsibility):

1. Initiated by school: by the DP coordinator not the student. This applies to situations where the school believes an error has been made in assessing a student’s work.
2. Student’s involvement: The student and the guardian will be informed and involved throughout the process they can provide any additional evidence or information to support the appeal.

Stage 2: External Appeal

If the school’s internal appeal is unsuccessful the students can submit a formal appeal directly to the IB where they clearly explain the reasons for the appeal and include relevant documentation.

Use of AI

We embrace the use of Artificial Intelligence (AI) as a tool to enhance learning and creativity, but we also emphasize the importance of using it responsibly. Students are encouraged to explore AI for research, study assistance, and data analysis, but must always ensure that their work is original and reflects their own thinking. Any use of AI in academic work must be transparently acknowledged, and students must avoid relying on AI to generate complete assignments or projects. Misusing AI to fabricate data or commit plagiarism is strictly prohibited and will be treated as a serious breach of our academic honesty policy. We are committed to helping students understand the ethical implications of AI, teaching them to use it wisely and preparing them to navigate the challenges and opportunities that AI presents.

Software supporting academic Integrity

To ensure that all student work is original, we will use “Turnitin” to check for potential academic misconduct, including plagiarism, and the misuse of AI. This tool helps us verify that students are submitting their own work and properly citing sources. By using Turnitin, we aim to educate students about the importance of academic honesty and the value of producing authentic work. The use of such software is not just for discovering misconduct but a learning tool that encourages students to develop ethical research and writing practices. Any findings of misconduct will be addressed in accordance with our academic integrity policy.

Referencing Style

We have adopted the APA (American Psychological Association) style as our preferred referencing format for all academic work. The APA style provides clear guidelines for citing sources, which helps students avoid plagiarism and gives proper credit to the original authors of the ideas and information they use. By using a consistent referencing style, we aim to equip our students with the skills needed for rigorous academic work, both within the IB Diploma Programme and in their future studies. We expect all students to familiarize themselves with APA guidelines and apply them in their assignments, ensuring that their work upholds the highest standards of academic honesty.

Commitment to Academic Integrity and School Policies

By accepting admission, students agree to abide by our policies for academic integrity, including our expectations around research, writing, and the responsible use of technology. This commitment includes following our guidelines on plagiarism, citation, and the use of AI tools, as well as respecting the rules set forth in our broader academic and behavioral policies.

Review

This policy will be reviewed periodically to ensure its effectiveness and relevance.

- Reviewed (Will be reviewed on June 2027)

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