



**TED ÜSKÜDAR**

**COLLEGE**

**ACADEMIC**

**INTEGRITY POLICY**



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## 1. Purpose of This Document

The aim of TED Üsküdar College Academic Integrity Policy is

- To encourage the development of a school culture that actively supports academic integrity and good academic practices.
- To ensure the students are able to distinguish between academic dishonesty and integrity.
- To avoid any potential misconduct, encourage students to ask their teachers, coordinators, and supervisors for advice and assistance when completing evaluated work.
- To ensure that kids understand the necessity of appreciating fully and honestly all ideas and efforts of others.
- To Inform the students that their work (produced by them) must be is authentic and unique.
- To teach students that plagiarism is a very serious breach.
- To ensure academic integrity procedure is fair, transparent and known by the school community.

## 2. IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who want 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.



### **3. TED ÜSKÜDAR COLLEGE VISION AND MISSION STATEMENT**

#### **TED Üsküdar College Vision**

As TED Üsküdar College, our vision is to raise individuals who take confident steps towards the future and to whom we can safely entrust the future.

#### **TED Üsküdar College Mission Statement**

- \* To maintain and uphold an institutional identity that adheres to the tenets of Atatürk and the republic, as an institution founded through Atatürk's wishes and counsel.
- \* To raise individuals who possess confidence and self-esteem, show respect for human rights, are aware of social and universal issues and willing to find solutions to them, and advocate peace, wisdom, and progress.
- \* To be a school that any student would like to have the privilege to attend and that boasts a spirit and sense of community that endures long after graduation.

### **4. Philosophy**

The goal of academic integrity policy is informing and sharing the roles and responsibilities of all stakeholders in order to promote a school culture with academic integrity principles in accordance with IBO. TED Üsküdar College Academic Integrity Policy is shared with the school community including students, parents, teachers and administrators. The school community must know academic integrity principles and the breach of regulations. TED Üsküdar College is guided mainly by one attribute of learner profile, principled which is acting with integrity and honesty with justice and fairness.

### **5. Relation to Other Policies**

TED Üsküdar College Academic Integrity Policy should be read in conjunction with the policies below to understand the requirements.

- Language Policy
- Assessment and Evaluation Policy



## 6. Academic Integrity Policy

### 6.1 Definitions Within the Scope of Academic Integrity Policy

Any effort to obtain an unfair advantage in connection to academic work, whether through intentional or unintentional activities, is considered **academic misconduct**. The following list includes a few examples of academic misconduct; however, it is not all inclusive:

- **Plagiarism:** Representing someone else's thoughts or creative outputs as one's own.
- **Collusion:** Encouraging another candidate's misbehaviour by permitting their work to be replicated or turned in for evaluation by another.
- **Duplication of work:** submitting the same work for more than one diploma component (for instance, turning in the identical assignment for both the internal assessment and the extended essay in any subject).
- **Data fabrication:** The act of creating, manipulating, or fabricating data or information in order strengthen a claim, hypothesis, or perspective.

More forms of academic misconduct are listed below

- Pretending to be a different candidate.
- Using offensive language in a script;
- Taking exam papers while leaving the exam room.
- Sharing or debating the subject matter of an exam paper during the scheduled exam period, or in the 24 hours following the test.
- Making use of an unapproved calculator when taking a test.
- Using a prohibited graphic calculator and/or hiding its use, especially—but not only—during exams.
- Making up data for an assignment.
- Altering exam papers or assignments
- Falsifying IB grades or certificates
- Placing unauthorized items in restroom used in exam time.
- Sharing information or aiding in the transfer of information to another candidate regarding the content of a test is prohibited.



- Bringing unauthorised materials or items such as mobile phones, electronics, personal notes, and extra paper into the exam room is not allowed.
- Misconduct during a test, such as trying to disturb the exam or distract another test-taker.
- Copying someone else's work, **with or without** their consent.
- Not following the directions given by the exam invigilator or any school staff member while conducting the exam.

## **6.2 Aim of TED Üsküdar College Academic Integrity Policy**

- A school culture that actively encourages academic integrity is promoted.
- Allow students to understand what constitutes academic integrity and dishonesty.
- To prevent any possible form of misconduct, students should ask for guidance from their teachers, supervisors, and coordinators when completing work.
- Students should understand the importance of acknowledging all ideas and work of others.
- Inform students that they're responsible for ensuring that their creations are authentic and original.
- Students should understand that plagiarism is a serious offense.
- Explain to students in detail the consequences if they are found guilty of academic misconduct.

## **7. Roles and Responsibilities**

### **7.1. Responsibilities of the School Principal**

- Creates a school culture that academic integrity is known and promoted.
- Encourages all stakeholders of the school community for the Academic Integrity Principles.
- Ensures that the whole school community understands Academic Integrity properly (even the new members of the school)

### **7.2. Responsibilities of the Vice Principal**

- Assesses the policy on academic integrity in guidance of MoNE (Ministry of National Education) regulations.
- Assures parents are informed about the academic integrity policy.



- Takes proper action in cases of academic integrity violations together with coordinator and teachers.

### **7.3. Responsibilities of the Coordinator**

- Acknowledges that a fundamental principle of the IB's educational philosophy is academic honesty.
- Sets an example for the school community in terms of especially academic integrity.
- Has regular meetings with teachers and librarian to ensure that academic integrity policy is applied.
- Ensures that academic integrity policy is published and shared with all the stakeholders of school community.
- Ensures that all IB regulations are taken into account while preparing the policies.
- Reports any cases of academic misconduct to IB and school principal as soon as possible.
- Encourages everyone in the school community to fulfil their responsibilities.

### **7.4. Responsibilities of the Librarians**

- Good academic practices for citing sources are taught and applied by school librarians.
- They can frequently track down the source of questionable passages and utilize their search expertise and resource knowledge to verify sources that are mentioned.
- They might hold seminars to advise pupils on proper citation formats. √ When conducting research, librarians can even assist students in locating reliable sources of information. He/she is an authority on academic integrity and may offer ethical advice in addition to details on the best citation style for each project, especially the IB DP Extended Essay.
- Librarians may help to promote academic honesty as well, especially when it comes to technical abilities like referring and citing.
- Librarians may avoid misconduct at an early stage by providing authentic sources that facilitate student learning and enable students to move swiftly from the point of finding knowledge to using it and developing a deeper understanding.



- High School students collaborate with librarians to emphasize the need of proper reference practices in maintaining academic integrity and to emphasize the necessity of research abilities.

### **7.5. Responsibilities of The Teacher**

Teachers will implement TED Üsküdar College Academic Integrity Policy, therefore they have to have a good level of understanding.

- Teachers are in charge of monitoring the preparation process of the coursework; properly monitoring students during exams, not allowing students have unauthorized additional exam time, not providing unauthorized help during exams; monitoring students for adhering to high standards of academic integrity by careful supervision and using plagiarism detection tools, evaluating fairly based on students' own work by not giving them an unfair advantage.
- Teachers follow the regulations and behave in a way that promotes academic integrity to set an example for their students.
- Teachers see academic integrity as a process in the teaching and learning process.
- Teachers provide feedback on students' work related to academic integrity standards.
- Teachers assess the opinions and actions of students concerning academic integrity,
- Teachers search the causes of students' academic misconduct and take necessary action steps.
- Teachers work together with the librarian and the IT department to ensure the reliable sources are used for information.
- Teachers establish a safe space where students can develop their academic integrity skills.
- Teachers notify the right department if they witness any academic misconduct by students.

### **7.6. Responsibilities of the Student**

- Shows comprehension of IB policies. understands the consequences that will occur from breaching the Academic Integrity Policy.





- Completes their work successfully while adhering to the academic integrity policy and subject criteria, does not get their homework from friends, tutors, online homework services, etc. Does not share any work with friends and have it completed on their own.
- Fairly weighs their own and other team members' contributions when working together. makes an effort to guarantee that every piece of work is unique and thoughtful.
- Completes all assignments and tests properly. Does not act in a way during study sessions or tests that disturbs the classroom.
- Cite all verbal and written works' sources.
- Prevents any and all instances of academic dishonesty, including plagiarism, cheating, and allowing oneself to be cheated.
- Use social media sites and the Internet in a responsible and secure manner.
- Follows the MLA style citation guidelines when citing the sources used for their studies. He or she avoids plagiarism and doesn't claim originality for other people's ideas.
- Reports any instances of academic misconduct to the coordinator and teachers.

## **8. How is Academic Integrity Supported at TED Üsküdar College**

TED Üsküdar College is aiming to uphold the greatest standards of academic integrity while offering strong assistance with research methods, study techniques, and appropriate citation rules. The school's strategy includes both malpractice prevention and academic improvement support for students. TED Üsküdar College is dedicated to academic integrity explicitly by sharing the policies to stop malpractice.

Guidelines for plagiarism, cheating, and other types of academic misconduct are included in this policy, along with information on the penalties for these infringements. Two plagiarism detection software tools (Turnitin and Paperpal) are used to verify the authenticity of students' work and discourage malpractice by encouraging creativity and making ethical decision.

At TED Üsküdar College research methods, study techniques, time management and all other necessary skills are taught by subject teachers. A school culture which encourages and



promotes ethical academic practice is being developed by the instructors who are committed to teaching students how to conduct effective research, evaluate information critically, and correctly cite sources. Additionally, TED Üsküdar College promotes open communication, which makes it possible for students to ask for assistance when they are having academic difficulties. At TED Üsküdar College, teachers are dedicated to striking a balance between promoting students' academic growth and preserving academic integrity. A subject teacher may be causing maladministration unintentionally and/or in a well-intentioned way when they give their students excess help during the coursework development procedure. Subject teachers are provided all the necessary information about the details of what kind of assistance should be given in subject guides during the coursework process. For example, if a teacher makes several edits to the assignment in opposition to the subject guidelines, this additional assistance gives the student an unfair advantage which is considered as academic misconduct since the piece of work is not going to be reflecting the authentic and genuine performance of the student.

Throughout the learning journey of the learners, students are supported for the importance of following the academic integrity principles. Academic integrity is not just a school policy, it is like building an ethical culture which goes beyond the school life even in the workplace. Building a school culture which acknowledges the academic integrity as a fundamental principle, good academic practices need to be promoted with positive attitude towards the academic integrity culture. Academic integrity expectations are clearly communicated with the entire school community. All teachers are expected to be a role model in building a school atmosphere with academic integrity guiding principles and approaches to learning skills throughout the learning, teaching and assessment process. All students are expected to follow the principles like producing authentic and genuine work individually and as a group work, sticking to ethical behaviour while taking tests, citing the sources correctly by acknowledging the ideas of others, using the social media and information technology tools in a proper manner.

Academic integrity is put in the first place at TED Üsküdar College for the same reasons as mentioned in IB Academic Integrity Policy.



- To maintain fairness: Any student academic misbehaviour or school maladministration, will provide an unfair advantage for IB assessments.
- Maintain trust and credibility: If a student or school violates academic integrity, the IB, loses trust in the validity of the assessment process.
- To develop respect for others: By following the good academic practice, students cite sources used and acknowledge the work, words and ideas of others properly.

## 9. TED Üsküdar College Monitoring Practices

TED Üsküdar College teachers are committed to help students understand the importance of all the concepts like academic integrity, fairness, respect, trust and transparency. It is necessary that the school uses plagiarism detection software tools, at TED Üsküdar College Turnitin and Paperpal are used to help both teachers and students. During the IB Diploma Programme there will be so many opportunities for the students to practice academic integrity skills properly. The entire IB staff actively works to prevent cases of academic misconduct and is totally dedicated to the teaching, development, and supervision of academic integrity.

In CAS experiences, EE writing process, writing TOK discussion paper for exhibition and TOK essay writing process, students will have so many experiences to develop essential skills in academic integrity. In addition to these practices, during the preparation process of coursework for each subject, teachers are expected to monitor the whole process and the progress of the students. In monitoring process teachers supervise the students completing the coursework **over a period of time**. This is a good method to understand if the work is done by the student or not. Also, the student should be able to **explain each piece of work** sufficiently. The student should be having **a clear referencing and in text citations**. The teacher should be confirming that **the work is done by the student**, since the teachers are the best individuals who know what students are able to do.

In monitoring process of internal assessments or any coursework, teachers provide continuous integrity monitoring by setting regular check in sessions.



**Continuous Integrity Monitoring:** Throughout a student's learning journey, the school may take preventative actions to keep an eye on following academic integrity principles.

**Setting regular check-in sessions:** This is done to monitor students' progress and the whole process of completing task. Teachers provide necessary feedback along the writing process by avoiding undue assistance. In order to make sure that students are creating their work in an authentic manner and to stop the dependence on AI-generated texts, feedback may involve going over research notes and sources, outlines, drafts, and plans. Teachers can better understand each student's writing process, see possible problems early, and assist students adhere to academic integrity principles by conducting regular check-ins.

Teachers and the school administration are in charge of leading the students in following the academic integrity rules and monitoring process for the work students submit to see if it complies with IB regulations. For issues connected to academic misconduct arise, both internal and external sanctions are implemented to help teachers and students understand the significance of encouraging and upholding academic integrity since it relates to all components of the Diploma Programme. Internal sanctions and actions are implemented at school for any assignment and coursework before they are submitted to IBIS. External sanctions are conducted by IB for all the work submitted to IBIS and if necessary, even for the examinations, all the details are given below. Internal and external sanctions are not working independently there is surely some connection in how they are applied. The penalties related to violations of IB Academic Integrity Rules are applied to authorised schools to conduct IB programmes. TED Üsküdar College is a candidate school in the authorisation process.

#### **10. Academic Integrity Procedure and Internal Sanctions**

Academic integrity has a high priority for TED Üsküdar College. Academic misconduct is considered a big violation of the principles that TED Üsküdar College aims to teach and promote. The intentional misbehaviour of an academic integrity cannot be tolerated. Students need to comprehend the IB's approach on academic integrity. Students are highly encouraged to read both this Academic Integrity Policy and the complete IB Academic Integrity Policy. The school community members have to behave with integrity, fairness, and



with a strong sense of justice and dignity for each individual, as well as for groups and communities. They have to accept responsibility for their own actions and the results that follow these actions.

In case of academic dishonesty, it is the teacher's responsibility to detect it in any assignments. Below is the academic integrity contract students sign with a date when they start the diploma programme at TED Üsküdar College.

In the name of (student name), I thus certify by signing this paper, that I have not received or been granted any unfair benefit for the work I submit. I am aware of the standards for academic integrity and have studied the TED Üsküdar College Academic Policy.

Below are the internal sanctions in case of an academic misconduct.

**First Instance(offense):** The teacher speaks about the consequences to address the penalties and the assignment is done again by the student prior to the deadline. Parents will be informed and the academic misconduct is recorded by the teacher.

**Second Instance (offense):** The assignment or the work is not accepted so the student is given zero for the assessment. The parents are notified by the related teacher, programme coordinator and the vice principal.

**Third Instance (offense):** The student gets no grade for the assessment; the Head of School will be informed for academic misconduct and the student receives disciplinary consequences.

## 11. IB Monitoring Practices

The purpose of this section is to explain how IB is conducting the monitoring process by providing the penalties in any case of school maladministration. Below all the information about infringements and actions or sanctions are taken from IB Academic Integrity Policy (IBO, 2023). (published October 2019, updated March 2023). School maladministration is defined by IB, as it is any behaviour by an IB World School or a person connected to an IB World School that violates IB policies and procedures and might affect the validity of IB exams and assessment components.



The International Baccalaureate (IB) enforces rigorous monitoring measures to ensure academic honesty and integrity throughout the assessment process. Academic misconduct, whether intentional or unintentional, undermines the fairness and credibility of IB examinations and assessments. Such misconduct includes actions that provide unfair advantages to some students while disadvantaging others.

Academic misconduct can occur at various stages of the assessment process, including during coursework completion or written and on-screen examinations. Examples of misconduct include seeking excessive assistance beyond the established guidelines, accessing unauthorized resources such as online platforms offering completed work, and attempting to bypass academic requirements by plagiarizing or reusing existing work.

During examinations, students must refrain from engaging in any form of misconduct, including the possession of unauthorized materials, disruptive conduct, or failing to attempt examination questions in favour of inappropriate activities. The misuse of social media platforms is also a concern, as students may share examination content or participate in dishonest practices to obtain an unfair advantage.

To uphold academic integrity, the International Baccalaureate (IB) stresses the importance of responsible use of social media and encourages students to immediately report any violations of examination protocols to school administrators and program coordinators. This enables prompt and effective responses to address misconduct and preserve the integrity of the IB assessment process.

Different types of school maladministration and related actions or sanctions are given below

### **1- The infringements related to coursework**

Excess assistance like templating or over editing

Permitting the submission of work created by private tutors, peers, parents etc.

Marking non-authentic or plagiarized work.

Confirming the authenticity of the work even though there are questions about it.

High percentage of plagiarism cases—more than 20% of candidates.



Submission errors on IBIS, like repeated files, recognized by the IB.

- Actions or sanctions for the above infringements (more than one action and sanction can be taken)

Record and report the case to IB, to be included actions like, such as unannounced exam inspection visits and evaluation visits

An official written warning letter and action plan for the incident

Inspect or monitor the process of completing internal assessments

Perform quality assurance checks on all candidate's work for the relevant component or components;

Bring ahead the evaluation visit

Advise related IB training workshops

Include school in session monitoring for two consecutive sessions – **See explaining note 1**

## **2- The infringements related to conducting of exams**

Permitting candidates to access forbidden items during IB exams and assessments, like notes taken.

Failing to conduct appropriate examination invigilation.

Allowing candidates unapproved extra time.

Rescheduling an exam without permission.

Failing to properly check the materials that candidates use during the exams, like dictionaries and calculators.

Permitting candidates to interact or exchange materials while taking the exams.

Failing to strictly follow to approved inclusive assessment plans.

Failing to inquire if candidates hand in any prohibited materials prior to the examination beginning.



Helping candidates in answering or comprehending questions in examinations.

Failing to keep the security of the examination. -**See explaining note 2**

Having candidates take restroom breaks alone or without supervision during an exam.

Changing answers to finished examination scripts before sending out.

Not submitting finished multiple-choice question answer sheets to the IB global centre or completed exam scripts to the scanning centre

- Actions or sanctions for the above infringements (more than one action and sanction can be taken)

Record and report the case to IB, to be included actions like, such as unannounced exam inspection visits and evaluation visits

Require prompt remedial action.

An official written warning letter and action plan for the incident

An exam inspection visit immediately

An obligation for related IB training;

Inclusion of the school in session monitoring for three sessions in a row – **See explaining note 1**

### **3- The infringements related to school administration for undermining the integrity of assessments**

giving candidates an unfair advantage by falsifying information about their language skills, inclusive access plans, or adverse circumstances.

not following an action plan that the related IB authority has mandated.

failing to share cases of academic misconduct by students or inadequate management by teachers or schools.

refusing to assist in an investigation of academic misconduct by students or teachers or school maladministration.





not disclosing a security breach or suspected violation in an examination.

- Actions or sanctions for the above infringements (more than one action and sanction can be taken)

Record and report the case to IB, to be included actions like, such as unannounced exam inspection visits and evaluation visits

Controlled dispatch of IB exam papers; - **See explaining note 3**

"Deployment of independent invigilators"- **See explaining note 4**

Relocation of candidates to a different location; - **See explaining note 5**

Annulment of grades for the individual candidates or the whole cohort;

Withdrawal of authorization;

Inclusion of the school in session monitoring for five consecutive sessions - **See explaining note 1**

### **Explaining Notes**

1- IB may be conducting monitoring practices such as session monitoring and any actions taken to maintain examination security. **Session monitoring** may be done for two, three or five consecutive examination sessions by depending on the level of infringements of the school administration. In session monitoring actions below are taken.

- Checking quality assurance of all pieces of work submitted to IB in terms of plagiarism
- Checking quality assurance of all pieces of work in IB systems in terms of overlap in content.

2- Examples of failure to keep examination security, including written, oral, and on-screen exams, include:

not securely storing exam materials;

failing to open exam papers in front of candidates;

obtaining exam questions and papers illegally;



logging in to view the content of an on-screen exam before the scheduled time of the exam;

sharing images or prompts for individual oral exams and commentaries;

discussing or exchanging information within 24 hours of the exam's ending;

sharing examination papers with subject teachers before 24 hours of the exam's ending.

- 3- The meaning of “Controlled dispatch of IB exam papers” mentioned above is IB will decide on where to send and when to send the exam papers, also if they will be forwarded to a third party that will supervise the delivery of all exams.
- 4- "Deployment of independent invigilators" refers to the IB bringing in, at the school's expense, independent invigilators to supervise the administration of all exams. The IB will send the exam papers electronically if it thinks it is suitable.
- 5- The IB may ask candidates registered at a school to take their exams at a different location, chosen by the IB and at the school's expense, if the institution is not meeting the standards for securely administering the exams.

## **12. IB Sanctions**

The reorganized tables below and all information in this tables is taken from IB Academic Integrity Policy, (IBO, 2023) (published October 2019, updated March 2023). This section is related to detailed student academic misconduct and the level of penalty that may be implemented by IB in these cases.

**Level 1 Penalty: Warning letter to the student**

**Level 2 Penalty: Zero marks for component**

**Level 3a Penalty: No grade for subject(s) concerned—See note 1 for explanation**

**Level 3b Penalty: No grade for “parallel” subjects —See note 2 for explanation**



## Written and Oral Coursework and examination

Infringement	Level 1 Penalty	Level 2 Penalty	Level 3a Penalty	Level 3b Penalty
<b>Plagiarism</b>	Not applicable	Between 40 and 50 consecutive words without full in-text citation	More than 51 consecutive words without full in-text citation <b>-See note 3 for explanation</b>	Not applicable
<b>Facilitating Plagiarism</b>	Student took insufficient steps to prevent copying	Student took no steps to prevent copying and shared it to a forum to be copied.	Student permitted copying or tried to sell or exchange it to be copied.	Student actively tried to sell/exchange work of third parties with the intention to be submitted by others.
<b>Collusion</b>	Students' work shows close similarity	Between 40 and 50 consecutive copied words without full in-text citation	More than 51 consecutive copied words without full in-text citation <b>-See note 3 for explanation</b>	Not applicable
<b>Submitting Work Obtained from Third Party</b> <b>-See note 4 for explanation</b>	Not applicable	Work heavily edited by a third party	Submitted work fully produced or edited by a third party	Applicable for a student in the same or a different IB World School
<b>Inclusion of inappropriate, offensive or obscene material</b>	Minor offense <b>-See note 5 for explanation</b>	Moderate offense <b>-See note 6 for explanation</b>	Major offense <b>-See note 7 for explanation</b>	Major offense
<b>Duplication of Work</b>	Not applicable	Partially presenting the same work for different components or subjects	Completely presenting the same work for different components or subjects	Not applicable
<b>Falsification of Data</b>	Methodology part misrepresents	Data selected or discarded	Data fabricated or gathered by other people but presented	Not applicable



	data gathering rigor		as gathered by student	
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### Conduct During an Examination

Infringement	Level 1 Penalty	Level 2 Penalty	Level 3a Penalty	Level 3b Penalty
<b>Possessing Unauthorized Material in Exam Room</b> -See note 8 for explanation	In candidate's possession but surrendered or removed in first 10 minutes of exam	In candidate's possession but no proof of use in exam	In candidate's possession and proof of use during exam	Not applicable
<b>Exhibiting Misconduct or Disruptive Behaviour</b> -See note 9 for explanation	Not applicable	Non-compliance with invigilator's instructions during one component	Repeated non-compliance in one exam or non-compliance in more exams	Not applicable
<b>Exchanging Information During Examination or attempting to</b>	Not applicable	Not applicable	Trying or attempting to share answers or exam content	For a candidate aiding others in the same or another IB World School
<b>Removal of Secure materials like exam papers or answer booklets from exam room</b>	Not applicable	Attempting to remove secure materials but realized by invigilators	Candidate successfully removing secure materials from examination room	Not applicable



<b>Impersonating an IB candidate</b>	Not applicable	Not applicable	For both candidates allowing or conducting impersonation	For candidate conducting impersonation If impersonator is an IB graduate, penalties will apply retrospectively
<b>Failing to Report Academic Misconduct</b>	Not applicable	Not applicable	When student is aware but decides not to report the incident to the school admins	When student is aware but decides not to report the incident to the school admins

### Conduct Threatening Examination Integrity

Infringement	Level 1 Penalty	Level 2 Penalty	Level 3a Penalty	Level 3b Penalty
<b>Gaining access to IB examination papers before exam time</b> -See note 10 for explanation	If candidate immediately reports the incident, considered as "mitigating circumstance" -See note 11 for explanation	Candidate in possession of partial or complete exam content	Not applicable	Not applicable
<b>Sharing IB Exam Paper content before, during or in 24 hours after the exam</b> -See note 12 for explanation	Not applicable	Not applicable	Candidate sharing live exam content through any platform even when shared information is general	Assisted the sharing of live exam content (partially or completely)
<b>Failing to Report Academic Misconduct</b>	Not applicable	Not applicable	Aware of misconduct but decides not to report	Aware of misconduct but decides not to report



### Interfering with an Academic Misconduct Investigation

Infringement	Level 1 Penalty	Level 2 Penalty	Level 3a Penalty	Level 3b Penalty
Not cooperating with investigation	Not applicable	Not applicable	A student showing any of these behaviours and/or refusing to submit a statement.	
Providing Misleading or False Information	Not applicable	Not applicable		
Attempting to Influence Witnesses	Not applicable	Not applicable		
Showing threatening behaviour to investigating individuals /witnesses	Not applicable	Not applicable		

### Forgery or Falsification of IB Grades or Certificates

Infringement	Level 1 Penalty	Level 2 Penalty	Level 3a Penalty	Level 3b Penalty
Attempt to Amend Result in a Subject (by electronic or hard copy certificates)	Not applicable	Not applicable	Depending on the number of subjects affected, student may receive additional sanctions	Not applicable



## Explaining Notes

- 1- Level 3a penalty can be applied to multiple subjects depending on how serious the misconduct is.
- 2- Level 3b penalty will be implemented for students who are involved in a misconduct not for themselves.
- 3- The Final Award Committee in November 2013 approved that level 2 penalty does not apply to extended essay component. Since extended essay has only one assessment component, level 2 and level 3a penalties will cause the same result, failing to get the diploma. Plagiarism in Extended Essays will only be applied when more than 100 words in a row are without proper referencing.
- 4- The work submitted by student is obtained from a third party which might be private tutors, essay writing services, pre written essay banks, family members, friends, other students in the same or different school, college or university.
- 5- Minor offenses refer to (but not limited to) research without consent of others, having obscene or offensive words, sexual, violent content, in any assessment component.
- 6- Moderate offenses are composed of experiments which might be harmful for living things and environment and involving offensive or obscene content.
- 7- Major offenses involve (but not limited to) any content which has offensive content on religion, race or gender, explicitly sexual or violent content, falsification or data fabrication.
- 8- Unauthorised materials are listed (but not limited to) such as, cell phones, study notes, study guides, scratch paper, not allowed dictionaries, smart watches or smart glasses.
- 9- Academic misconduct incidents during exam are not obeying invigilator rules, taking exam materials out of the exam venue, disruptive behaviour, leaving the exam room without permission.
- 10- Gaining access to IB examination papers before exam time by social media, messaging, communication platforms or tools.



11- Mitigating circumstance is if the candidate who has the live exam content, directly informs the school administration as soon as possible, the IB will not apply a penalty for this misconduct.

12- Assisting other students in a misconduct may be composed of (but not limited to) sharing live exam content before, during or after the scheduled time of exam or facilitating information during the completion time of exam.

### **13. Implementation of Academic Integrity Policy**

A presentation on the significance of academic integrity is given to the students and the school community at the beginning of each school year.

In the second semester of the school year, Academic Integrity Week is celebrated by the contribution of the whole school community. (Activities are going to be planned by students, like including role play by students, preparing academic honesty posters relating to learner profile attributes)

Students sign an academic integrity agreement at the beginning of diploma programme. Students receive regular instruction in academic writing and research techniques from subject teachers.

All subject teachers promote academic integrity.

By advising their students on proper research techniques, quoting, and commenting, all teachers highlight the standards of academic integrity. By properly citing their sources, teachers are an example for their students.

Regularly, the Diploma Coordinator encourages academic honesty in all classes, and subject teachers follow the standards within their own fields.

Academic integrity is the fundamental principle of education and a decision to behave responsibly so that others can have trust in us as lifelong learners. It is like the cornerstone for ethical behaviour and ethical decision-making in the creation of respectable, original and truthful academic work.

### **14. Use of AI tools**

IB recognizes AI tools in education and does not ban their use. Instead, how to use these tools ethically and effectively is taught at TED Üsküdar College. The content generated by





AI is not student's own work, students must ensure the work they submit is their own work with proper referencing. Any content produced by AI must be clearly referenced and included in the bibliography. The in-text citation should include quotation marks and follow MLA 9 referencing style. It should also include the date the AI produced the content. Students should also discuss their work with their teachers to avoid any academic misconducts. Teachers monitor the progress of the students over time to understand the authenticity of the work. Monitoring the progress of the student is also done to check the plagiarism. The tool used to check the plagiarism is **paperpal** and **Turnitin**. Teachers should share the ethical implications of using AI tools with students. By following these guidelines, IB students are allowed to integrate AI tools into their work while maintaining academic integrity.

## 15. Policy Development, Revision and Sharing Process

**Revision Date: 04/02/2025**

**Next Revision Date: February 2026 (planned to be revised annually)**

**Version:2**

**Revision Committee:**

Name Surname	Duty
<b>Nevzat KULABEROĞLU</b>	<b>Head of School</b>
<b>Tarık ÜNLÜHAN</b>	<b>High School Vice Principal (change in position, High School Principal since 17th of October, 2024)</b>
<b>Fatin Bayraktar</b>	<b>IB DP Coordinator</b>
<b>Nermin Nemlioğlu</b>	<b>Head of Turkish Language and Literature-Social Sciences Department</b>
<b>Hatice Durukan</b>	<b>Librarian</b>

TED Üsküdar College Academic Integrity Policy is shared with the school community through meetings with students and parents separately, handbooks and school website. The Academic Integrity Policy is going to be **revised yearly** by the committee above in order to update considering the changing needs. In the writing process of this policy all the policies



published by IB are read by the committee. The purpose of writing this policy is to have a positive school culture by promoting academic integrity and to be an applicable policy by the whole school community.



## 16. Works Cited

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