

Academic Integrity Policy

Rationale and Purpose

THE LUTHER LEARNER

At Luther College High School (LCHS), we are developing global citizens, not just for personal advancement, but for the good of the world. Therefore, we will not only pursue the development of knowledge and skills, but also of character traits needed to serve the world effectively. The learning process will be marked by honesty, openness, transparency, and respect for others. Our learning community recognises the value of credibility, fairness, trust, and respect for others.

The IB Learner Profile (2017) describes our vision of the character traits that will make us successful lifelong learners and citizens and applies directly to our vision of academic integrity. Teachers and students alike strive to embody the traits of the *IB Learner Profile* by becoming

- *principled*: We respect the work of others, acting in all circumstances with honesty and integrity. We hold ourselves responsible for our decisions instead of taking the easy way out.
- *thinkers*: We enjoy thinking deeply to solve complex problems, and refuse to take shortcuts to avoid this process.
- *communicators*: We express ourselves clearly and creatively, giving credit to others appropriately. We collaborate freely and enthusiastically, and respect the learning process of others.
- *inquirers*: We enjoy asking questions and finding answers rather than being told the answer to our questions.

By developing these traits in the practice of academic integrity, we will be able to transfer the principles of fairness, trust, and respect for others into new contexts.

THE LUTHER LEARNING PROCESS

The learning context is ever-changing. Communication and collaboration have never been easier. Information is more accessible than ever. These realities present challenges and opportunities.

At LCHS, we believe that learning is a process, not merely a product, and that getting the “right answer” is not necessarily an indicator of meaningful learning. We are a community dedicated to:

- learning to translate information into personal knowledge,
- embracing the process of inquiry—generating and wrestling with difficult questions and considering differing points of view—rather than looking for the most expedient answer,
- using information as a tool to move into deeper thinking and action,
- leveraging the power of communication technology to collaborate in meaningful and productive ways, and
- continually reflect on teaching and learning processes, informing further inquiry and action.

Anyone who pursues and values this vision of learning will naturally be a person of academic integrity, because anything less detracts from the learning process. The purpose of this policy is to describe how members of our learning community will relate to others and conduct themselves with integrity.

THE LUTHER CONTEXT

We acknowledge that understandings of and approaches to academic integrity can vary across contexts, and may be influenced by cultural values. The expectations for academic integrity at Luther are common across academic contexts in the West and other parts of the world. In acknowledging that Luther is a diverse,



multicultural environment which strives to be internationally-minded, we recognise that learners may have different pre-existing understandings of academic integrity, and we work to create a supportive environment where all community members understand the common expectations in academia.

Learning with Academic Integrity

Our relationships with and conduct toward others reflect our desire to engage fully and fairly in the learning process.

OUR LEARNING RELATIONSHIPS

Learner-Self

We value the learning process and refuse to take shortcuts. We understand that accepting or seeking unauthorised assistance in any form deprives us of learning opportunities.

Learner-Learner

We care about others and want our fellow learners to succeed. Therefore, we will support others and collaborate willingly. We also respect the needs of others to engage in meaningful learning, so we do not provide assistance that deprives others of learning opportunities. We understand that the dishonesty affects all learners, so we refuse to abet—even tacitly—dishonesty when we see it occurring.

Learner-Group

We value collaborating with others and are eager to contribute to the success of a group effort. Because we respect the members of our group, we do not wish to take credit for the work of others or work in a way that hinders others from engaging in their own learning.

Learner-Teacher

We value the efforts of teachers to create a productive learning environment. We refuse to compromise teachers' preparation and assessment through attempts to cheat,

misrepresent others' work as our own, or to submit the same work for credit in more than one class without permission. We seek a relationship of trust and transparency between teachers and students, so we refuse any attempts to mislead each other. When we are unsure of how to succeed honestly, we seek advice.

Learner-Parent/Tutor

We value the perspectives of others. Luther students will ask for help when they need it but refuse to accept help that prevents them from fully engaging in the learning process. They refuse to mislead others by representing parents' work on any task as their own.

Learner-Expert

We have a high regard for the work of experts and are keen to learn from them. We wish to give credit to those whose work influences us and are completely transparent in how the ideas of others appear in our work.

THE SCHOOL'S ROLE

We, as a learning community, have a responsibility to create a healthy learning environment together. As a community, we agree together to:

- clearly communicate expectations for fairness and honesty in our work,
- explicitly teaching accepted academic best practices and skills, including citing and referencing,
- provide opportunities in the classroom for learners to develop the communication skills necessary to be transparent in their academic relationships,
- help each other maintain a climate of academic integrity by speaking up when we see dishonest conduct,
- maintain appropriate tools and resources detailing any subject-specific conventions pertaining to academic integrity, and
- provide resources, including plagiarism-detection software, to provide feedback to students on the transparency of their work.



Procedures

REPORTING & RECORD-KEEPING

In the event a student learns of an incident of academic misconduct, it is their duty to, whenever possible, counsel their peers to behave with integrity. If counsel fails or is not feasible, students will approach a teacher or administrator to report their concerns. Teachers and administrators will maintain confidentiality regarding the identity of the student who has approached them with concerns.

In the event that a teacher discovers or learns of an incident of academic dishonesty the incident will be reported to the academic vice-principal. The academic vice-principal will maintain confidential central records of all such incidents and will make these records available only to the relevant decision-makers in any subsequent incidents involving the same student.

The parent or guardian of the student will be notified of the incident and in some cases will be asked to meet with teachers and/or administration. In all cases where a student is accused of academic misconduct, the student will have the right to be heard and understood. If a student wishes to appeal the decision of a teacher, the academic vice-principal will appoint teacher(s) who are not presently teaching the student to review the work in question. The student's identity will be kept confidential from the reviewers. The reviewers will review the student's work to determine whether the charge of academic misconduct is sound according to the standards in this policy.

POSSIBLE SANCTIONS

Since a climate of academic integrity is so vital to the learning environment at Luther, it may be necessary to impose sanctions on those who compromise the health of the learning community. Teachers and administration will consider the number and nature of offences in determining which measures may be appropriate.

Such measures may include:

- being required to redo the assessment task (with or without a mark penalty),
- receiving a zero grade on the assessment task,
- being recommended for academic and/or personal counselling services,
- removal from the course in which the incident occurred,
- no grade awarded for the IB subject in question (if applicable),
- removal from the IB Diploma Programme (if applicable),
- expulsion from the school, and/or
- other measures as deemed appropriate.

COMMUNICATION

This policy will be easily accessible to all members of the Luther community on the school website. Teachers will refer to the policy in each course outline.

Review

This policy will be reviewed and amended as necessary by a committee composed of faculty and administration members every three years. Any changes to this policy will be taken to the entire faculty for approval.