



ACADEMIC INTEGRITY POLICY

2024-2025 Academic Year



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TARBIYAH ACADEMY
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Mission Statements

Tarbiyah Academy Mission

Tarbiyah Academy's objective is to provide the highest caliber of education and a solid Islamic foundation to develop socially responsible, well-rounded American-Muslim children. TA will provide our children the opportunity to learn and grow in a nurturing, creative environment focused on healthy child-development. Our mission is to shape productive leaders of society.

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.

IB Candidacy Status

Tarbiyah Academy is an authorized school* for the International Baccalaureate (IB) Primary Years Programme and pursuing authorization for the IB Middle Years Programme (MYP).

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high-quality programmes of international education that share a powerful vision.

*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit www.ibo.org

IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

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 analyze 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 & Beliefs

As children explore the world around them—as Inquirers, Thinkers, and Communicators—they do so as Principled learners. Moreover, as part of embodying the attitudes of integrity and respect, they recognize that all knowledge stems from the collective effort of countless individuals. Therefore, they are committed to respecting and acknowledging the work of others, understanding that academic integrity is fundamental to being a member of a global community of learners.

This commitment to integrity extends to their academic work, which serves as essential feedback for teachers. Student work informs instruction and justifies support for individual learning needs, providing meaningful evidence of growth and achievement. However, this evidence can only truly reflect progress when it represents the student's own authentic effort. Additionally, when the student's work is not entirely their own, it undermines fairness and creates an inequitable learning environment, compromising the integrity of assessments and the trust among peers and between student and teacher.

Students at Tarbiyah Academy also recognize that integrity is an essential aspect of being Muslim. Academic dishonesty or any form of cheating is viewed as a form of lying. The Messenger of Allah, peace and blessings be upon him, was once asked, “Can the believer be a liar?” he replied, “No.” (al-Muwaṭṭa 1862) He also stated, “Whoever cheats is not one of us.” (Sahih Muslim 284) These profound prophetic teachings emphasize the unwavering commitment to integrity expected of all who professes the faith of Islam.

Promoting a culture of academic integrity is essential to nurturing individuals with strong Islamic character and aligns with our mission as an Islamic school dedicated to developing Muslim-American leaders. Academic integrity ensures fairness and equity, builds trust and credibility within the school community, and encourages respect for others (IBO, 2023).

Learner Profile

The embodiment of the Learner Profile Attributes represents one of the main goals of the PYP program at Tarbiyah Academy. Academic integrity is a key value which is represented in the IB Learner Profile by the following attribute:

- **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**. (IBO, 4)

Definition

The International Baccalaureate describes academic integrity as “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.”

In an institution that is developing global citizens who adhere firmly and unquestionably to their Islamic identity and the responsibilities that come with it, Academic Integrity is embedded in the foundation of our learning and school culture. Academic integrity is a deep concept and relates to several areas. Put simply, it is to be honest with one’s work, giving credit to sources, and taking responsibility for one’s own learning. As an Islamic school, we are committed to teaching our students integrity in all of their actions, and in the classroom, the idea of being honest and truthful is taught from the first days of kindergarten and continues through each year.

Academic misconduct

“The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct” (IBO, *Academic Integrity Policy*, 2023)

There are two areas in which academic misconduct may occur, in coursework or during formal examinations.

During coursework, any sort of assistance that goes beyond what has been recommended or outlined by the subject or teacher for the assignment and that has not been provided for all students is considered academic misconduct. Assessments are only effective in measuring student achievement if they are completely the student’s own work. Assistance on learning experiences can be in the form of help from individuals, including “teachers, peer students, tutors and parents or legal guardians” (IBO, *Academic Integrity Policy*, 2023) and it can also be “support through the many resources available on the internet,” including AI tools. Often students may feel compelled or tempted to use the help of others or copy from online resources due to not fully understanding the assignment or to complete it by a deadline.

Inadvertent academic misconduct can occur even when students are not fully aware of what constitutes academic misconduct, intellectual property, and authentic authorship. See the table below for examples:

Concept	Definition	Examples of inadvertent violations	Advice for prevention
Academic misconduct	Actions that give an unfair advantage, misrepresent abilities, or undermine academic integrity.	<ul style="list-style-type: none"> • Copying text without citing the source. • Collaborating on individual tasks. 	<ul style="list-style-type: none"> • Clearly explain collaboration vs. collusion. • Use real-life scenarios.

		<ul style="list-style-type: none"> Using AI tools or translators without disclosure. Sharing answers during a test. 	<ul style="list-style-type: none"> Provide assignment-specific guidance.
Intellectual property	Ownership of ideas, words, or creations, including written works, art, music, and other creative outputs.	<ul style="list-style-type: none"> Using images or text without attribution. Incorporating music or designs without credit. Borrowing ideas without acknowledgment. 	<ul style="list-style-type: none"> Teach copyright and fair use. Offer tools for citations. Encourage students to ask questions when unsure.
Authentic authorship	Work that is genuinely the student’s own and represents their learning and understanding.	<ul style="list-style-type: none"> Parents or tutors rewriting assignments. Overusing AI tools to generate content. Resubmitting previous work without permission 	<ul style="list-style-type: none"> Highlight the value of personal effort. Clarify acceptable support and tool usage. Include reflective tasks to verify understanding.

Chart developed with input from ChatGPT, an AI assistant trained by OpenAI, November 2024

It is essential for teachers to provide clear guidelines for completing assignments, including which resources are acceptable. This proactive approach requires teachers to anticipate potential misunderstandings or actions students might take and address them by outlining expectations and acceptable practices.

During in-class exams and assessments is another time when students “engage in acts of academic misconduct.” These may include, but are not limited to

- The use of notes
- Cell phones and other electronic devices
- Disruptive behavior
- Writing offensive or obscene and/or irrelevant comments
- Assisting other students
- Using social media to share test materials (IBO)

Academic Integrity in Our School Community

Teachers as Models for Academic Integrity

Teachers are the first models for students of academic integrity. All teachers model academic integrity by not only citing their sources when creating materials for the classroom, but by making it a point to address the citations and the importance of them. Beginning in KG, teachers make a point to always provide the title and author of books and other resources they share with their students. Teachers also do not use images unless they are designated for general use, and they teach their students to do the same. When students observe their teachers consistently citing their sources before reading to them or when creating activities and assessments, they learn that academic integrity is important for all members of a learning community.

Development in PYP and MYP Students

Academic integrity is part of developing the communication skills of students, and it is developed progressively through repeated opportunities to understand and practice academic integrity.

Kindergarten

Beginning in **KG**, students are taught how to collaborate with one another without copying from one another and are taught that not contributing to group work (while taking credit for it) is dishonesty. They are also taught that providing one another with answers (when they're not supposed to do so) is dishonesty. Also in KG, teachers introduce the concept that ownership can be not only of tangible items, but of intangible items such as ideas.

Second Grade

By 2nd grade, students can understand that the words in a book belong to its author, and they are taught how to provide simple citations when summarizing and retelling (by providing the title of the book and author or the URL).

Third – Eighth Grade

Academic integrity is explicitly taught as part of the ELA Common Core State Standards starting from **3rd grade** as follows:

- **3rd Grade: CCSS W3.8** – “Take brief notes on sources and sort evidence into provided categories.”

- **4th Grade: CCSS W4.8** – “take notes and categories information and provide a list of sources”
- **5th Grade: CCSS W5.8** – “summarize or paraphrase information in notes and finished work, and provide a list of sources
- **6th Grade: CCSS W6.8** – “assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **7th Grade: CCSS W7.8** – “assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.”
- **8th Grade CCSS W8.8** - “assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.”

In research and writing assignments, students must cite sources for any ideas or words that are not their own. Citations can range from informal formats, such as simple parentheses with the title and page number or website address, to more formal formats for larger research papers or projects, where a “works cited,” “references,” or “bibliography” page is required. By conducting research and practicing skills such as paraphrasing, taking notes, and using quotation marks, students learn the importance of proper citation.

To support the development of academic integrity, younger students and those new to research-based tasks are encouraged to begin with informal citation practices. These informal methods of acknowledgment help students understand the value of giving credit to original creators, promoting fairness, transparency, and respect for intellectual property. By starting with manageable citation techniques, students build confidence and prepare for the more formal expectations of academic work as they progress.

Below are examples of informal citation practices that can guide students in their journey toward mastering academic integrity.

Examples of Informal In-Text Citations

Source	Example
Book	<i>According to the book <u>The Giver</u> by Lois Lowry, the concept of sameness eliminates individuality (p. 35).</i>
Website	<i>I learned about the water cycle from the <u>National Geographic Kids</u> website.</i>

Class notes or teacher guidance	<i>As discussed in class with Ms. Ahmed, photosynthesis requires sunlight, water, and carbon dioxide to produce oxygen and glucose.</i>
Visual media	<i>The documentary <u>Planet Earth</u> showed how penguins adapt to harsh climates.</i>
Personal communication	<i>During our group discussion, Ahmed suggested that the theme of resilience applies to the protagonist.</i>
AI tool	<i>This summary was developed using ChatGPT, which helped me organize the main ideas from my notes.</i>
Collaborative work	<i>Our group's research was divided; I focused on the introduction, while Ayesha worked on the conclusion.</i>

Teachers hold students accountable for accurate citations when they submit their work. Additionally, when students collaborate in groups, they understand that copying from one another constitutes academic dishonesty and that each student's work must reflect their individual learning.

Arabic

Students at Tarbiyah Academy begin studying the Arabic language in kindergarten and continue through eighth grade. The goal of Arabic instruction is to develop a strong understanding of the language, ultimately leading to fluency. Arabic teachers diligently prepare lessons to build communication skills, including reading, writing, and listening. Achieving proficiency and mastery in a language requires the consistent practice and integration of all these skills.

Using AI tools like Google Translate to complete learning tasks undermines a student's ability to gain proficiency in any language. Google Translate does not provide consistently accurate translations, and over-reliance on its use can hinder students from truly learning Arabic. In Arabic, Qur'an and Islamic Studies, students are required to cite verses and Prophetic traditions and are prohibited from using tools such as Google Translate to translate more than one word or a simple linguistic phrase.

Quran & Islamic Studies

In Quran and Islamic Studies, teachers will guide students in understanding Quranic verses and sayings of the Prophet (SAW) that emphasize honesty, integrity, and being principled. When studying the Seerah of the Prophet Muhammad (SAW) and the stories of the Sahabah and other prophets (AS), teachers will focus on highlighting the characters of these individuals to ensure that students understand that integrity is a fundamental aspect of a Muslim's character. Students will

also explore the science of hadith, learning about the collection and categorization of the Prophet Muhammad's (SAW) sayings according to their authenticity. They will study the rigorous standards scholars use to determine the authenticity of a hadith. Teachers will create learning opportunities that involve properly citing verses and Prophetic traditions.

Visual Arts

In Art, students learn that academic integrity is not just a concept applicable to written text but also visual text. The art teacher models to students his/her academic integrity by citing all the artwork she uses as models for students. Students learn that modeling their own artwork is okay if they credit the original artist. Students will learn beginning in first grade the difference between being inspired by an artist or artwork and copying someone else's work.

Pertaining to Summative Assessments & Homework

As an IB school, Tarbiyah Academy strives to be an authentic learning community in which learning and teaching is informed by authentic assessment opportunities. At the end of units, teachers will give students a summative assessment of learning. The goal of a summative assessment is “to certify and report on learning progress” (*From Principles to Practice*, p. 83). They provide students opportunity to “take responsibility...for their learning” (*From Principles to Practice*, p. 84). By not allowing summative assessments to be completed at home and a strict homework policy, students learn that their work must always reflect only their own effort, and anything less than that is dishonesty.

For other learning experiences that are specifically intended to be completed independently at home, students are required to work on them without assistance from anyone else and using only the tools and resources approved by the teacher for the task. If students are unable to complete an assignment independently, they may communicate this to the teacher so the teacher may provide the appropriate level of support to complete the task. Through these expectations, students develop awareness of what academic integrity means—that it is not only giving credit for the work of others (by citing their sources), but also not taking credit for the work of others.

Distinction between legitimate collaboration and unacceptable collusion

One of the Approaches to Learning (ATL) skills that IB students develop is collaboration. The Oxford Dictionary defines collaboration as “the action of working with someone to produce or create something.” This vital social skill is introduced in kindergarten and continuously refined through middle school, as working effectively with others is recognized as an essential, lifelong ability. Collaborative efforts may include partnering with peers or working in small groups on classroom activities, the PYP exhibition, or the MYP community project. Through group work, students learn to complete projects, conduct research or observations, and deepen their understanding of various concepts. These activities often require students to create shared products or documents, such as graphic organizers or written reflections. Teachers must clearly specify when a task should result in

a single group submission or if each student is expected to produce an individual product.

Unacceptable collusion occurs when students are assigned an individual task and instead submit work that is identical or very similar to that of their classmates. In such cases, each student must submit their own unique work. To prevent collusion, teachers must communicate clear guidelines regarding the requirement for independent work and reinforce the importance of academic integrity. Additionally, teachers may need to explain what constitutes collusion and remind students of their responsibility to uphold academic honesty. Students, in turn, are responsible for seeking clarification if they are uncertain about whether collaborating or sharing work with peers is appropriate (*Research Guides: Academic Integrity Course: Collaboration Vs. Collusion*, n.d.).

Artificial intelligence Tools and Their Use

With the advent of Artificial Intelligence (AI) and tools like ChatGPT, it is crucial to establish clear guidelines for their proper and ethical use. The International Baccalaureate (IB) believes that given the accessibility of AI tools, an outright ban would be impractical and unrealistic. In a world where technological advancements occur at a rapid pace, we must adapt to innovations. Moreover, it is more effective and beneficial to teach students how to use these tools responsibly and ethically. By removing the intrigue or forbidden nature of AI tools, teachers can help students get the best out of them. They need to teach students how to personalize text, understand bias, recognize inaccuracies, and confidently discuss their own work. Additionally, students must understand that any work produced using AI tools is not entirely their own and must be properly cited as such.

Starting from kindergarten, students are introduced to academic integrity and applying principles of honesty and fairness to their work. As they progress through the PYP, AI tools can be introduced once students have developed essential research skills, including proper citation, as well as critical and creative thinking skills as part of their Approaches to Learning (ATL). Teachers should “find appropriate ways to include such tools in teaching and assessment, which are complementary with learning aims” (IBO, “Why is the IB allowing students to use AI tools?”2023). With these foundational skills in place, then over-reliance of AI tools can be controlled, and their use in school can be used to build and develop important skills.

Teachers can use various resources to detect instances where students may submit work that is not their own. It is important to note that these tools provide only a percentage-based likelihood of AI involvement, rather than definitive proof. To support clarity, teachers should communicate expectations when assigning tasks and, if applicable, define an acceptable threshold for AI usage. Students must also be prepared to explain how they utilized AI and accurately cite any AI-generated content within their assignments. Additionally, teachers may ask students to include a link or script detailing their inputs into the AI tool. To guide students in their research, teachers should provide a list of acceptable sources for completing assignments. By integrating AI tools within defined guidelines, teachers can promote principled and ethical use, fostering responsible engagement with emerging technologies.

Consequences & Reflection

If a student submits work that is not his/her own, for the first offense, the student will reflect with the teacher to ensure that the child understands the implications of his/her actions and then make up the assignment and complete a Reflection Form. Parents will also be notified, and the student will still be required to make up the assignment. After the second offense, the matter will require a conference between the teacher, student, and parent to further discuss the problem and identify ways to better support the student at school and home. If the academic dishonesty continues, the matter will be referred to the Head of School

In all cases, however, teachers will consider the learning needs of the student. It may be that a student is struggling to understand the content and is experiencing academic difficulties. Each case will be evaluated on an individual basis.

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