



ACADEMIC HONESTY POLICY

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Shine Ue School

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Academic Honesty Policy
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The term "International Baccalaureate" is hereinafter referred to as IB. It is not a bachelor's degree, but a university preparation program that is the foundation of a bachelor's degree.

IB Mission Statement

The International Baccalaureate Organization 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 IBO 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.

Shine Ue School Mission Statement

We aim to develop active, compassionate and responsible learners who approach everything they take on with great sincerity while promoting the development of one's native language and a preservation of one's own heritage. Our programs are developed to encourage young people who are self-confident, caring, reflective, and understand their role as global citizens with respect to other cultures and backgrounds.

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The IB Learner Profile

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities—embodied in the IB learner profile—prepare IB students to make exceptional contributions on campus.

Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

University faculties regularly note IB students' passion for discovery.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking “why?”

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

IB students regularly deliver stimulating presentations and drive excellence in group assignments.

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

Open-minded. They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best

tertiary institutions.

Caring. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

Risk-takers. They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

Balanced. They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

Reflective. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB students have developed an ability to reflect on their learning and to articulate how they learnt. They have learned that critical reflection is an important academic and life skill.

For more information about the IB Learner Profile, visit www.ibo.org/recognition.

Table of contents

IB Mission Statement	2
Shine Ue School Mission Statement	2
The IB Learner Profile	3
GENERAL JUSTIFICATION	6
POLICY GOAL	6
GENERAL PROVISIONS	6
ACADEMIC MISCONDUCT	7
STUDENT RESPONSIBILITIES	7
TEACHER RESPONSIBILITY	8
SCHOOL RESPONSIBILITIES	8
PROCEDURE FOR JUDGING ACADEMIC MISCONDUCT	8
Article 21: Investigating cases of suspected academic misconduct	9
Support from parents and guardians	11
Good practice — recommendations for students	11
Acknowledging the work of others	11
Essentials	12
PROCEDURE FOR REVIEWING THE DOCUMENT	12
Frequently asked questions	13
Reference	14

GENERAL JUSTIFICATION

The justification of development of the policy: Within the framework of implementation of “International Baccalaureate Program”, Shine Ue school encounters the necessity to improve education quality and student academic honesty up to international level. **In this connection**, teachers shall have responsibility to focus on and give significant importance to the above issues in the process of checking and grading student assignments.

POLICY GOAL

The policy shall be developed in conformity with the school mission which says as follows: “Shine Ue school aims to educate active, energetic and highly responsible students understanding and caring for others and having sincere attitudes to everything, and supports them to retain and protect our native language and lineage. Our school program is directed to educate students as self-confident, attentive and creative ones with ability to consider and evaluate their own actions in the present rapidly developing society, as well as widely supported to educate globally recognized youth that are aware of and acknowledge their own specific personality”.

The policy is developed with the aim to promote and habituate the international level academic honesty in our school and appeal students to create works based on their original ideas thought up by themselves, or be honest in acknowledging publicly if their works were cited or based on others’ ideas.

GENERAL PROVISIONS

Shine Ue school (hereinafter referred to as “SUS”) prefers to be honest with whatever one does in life. The principle of honesty is directly related to our mission of “building a responsible citizen” and is the basis for giving every student an equal opportunity to demonstrate the knowledge and skills they have acquired through their learning.

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively, and to present their thinking in a variety of ways. They should be able to make their thoughts and their learning visible and explicit, show how they have constructed their ideas, and demonstrate the views they have followed or rejected. This is essentially what scholarship and academic honesty are: making knowledge, understanding and thinking transparent.

Students need to understand how knowledge is constructed and, consequently, their own role in furthering knowledge construction and building understanding. An essential aspect of this is an understanding of the technical aspects of academic honesty, of citing and referencing.

Academic honesty is an essential principle of the IB’s academic programmes that enhances the organization’s credibility and position as a leader in international education. As stated in the IB learner profile, all members of the IB community strive to be “principled”, acting with

“integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities”.

ACADEMIC MISCONDUCT

Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components. Unfortunately in every Diploma Programme examination session there are students who are investigated for alleged “academic misconduct”. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Unethical behaviour such as including misconceptions and inappropriate items in the course of research and violating the code of ethics

Any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements.

(General regulations: Diploma Programme (Sep 2016), Article 20, page 12)

STUDENT RESPONSIBILITIES

Students are responsible for ensuring that all assignments they send to teachers, schools, and other external organizations are done on their own.

- Citations should be used in the case of direct use of other people's works, writings, pictures, or diagrams.

- Using the MLA (Modern Language Association) style, apply the citation forms that are most commonly used in research. Read more through the link below.

Purdue Online Writing Lab (Purdue OWL) - <https://owl.english.purdue.edu>

- If other people's opinions are used, it shall be informed to the public, appropriately acknowledged, and included in the footnotes.
- There is no need to quote about the knowledge that everyone knows.

The school encourages teamwork, but if you work in a team, you need to be informed and transparent.

The main reason for injustice in learning is not spending enough time on thinking, researching and writing. Therefore, it is important to plan ahead and spend enough time on any work.

TEACHER RESPONSIBILITY

- All teachers have a responsibility to ensure that students' work is their own doing and to enforce academic integrity. Students should also be advised on the use of external sources and trained in appropriate research and writing skills.
- Teachers are responsible for advising on how to reference and cite materials in accordance with relevant standards when using other people's work. If the teacher does not know enough about this, he/she should work with a more experienced teacher and librarian to provide the students with the information they need.
- Teachers have a responsibility to carefully monitor the works that students submit to the teacher in any form. If most of the students' work is done away from the teacher's supervision (for example, an internal assessment task or extended essay), the teacher should meet with the students frequently.
- Teachers should work with parents to ensure that students' work is their own. It is the teacher's responsibility to make parents aware of the potential negative consequences of breaching academic integrity.

SCHOOL RESPONSIBILITIES

- The school administration shall create a favorable environment for teachers and students to follow the academic integrity and fulfill their responsibilities.
- The school will provide teachers with the opportunity to improve the knowledge and skills needed to enforce academic integrity.
- The school administration will work with teachers to raise awareness and increase parental involvement.

PROCEDURE FOR JUDGING ACADEMIC MISCONDUCT

Any academic misconduct should be judged in the most fair way possible, considering the circumstances of all parties and taking into account the following quote - "Learn from your

mistakes". Therefore, it should be resolved upon considering the situation since there is no exactly the same solution to different problems.

There are several general steps you can take to address the issue of academic misconduct:

- The subject teacher will investigate the misconduct with the homeroom teacher.
- The teachers and students will meet to discuss the issue. Parents will be involved if the student does not want to speak alone but wants to speak with his/her parents.
- Notify the head of the relevant department and the training manager.
- The homeroom teacher and the training manager will notify the parents and hold a joint meeting.
- Record the academic misconduct and the action taken in the official document of the student.
- Participate in the after-school workshop on academic honesty arranged by the homeroom teacher, training manager and librarian.

In the case of academic misconduct or breach, additional action can be taken (for example, to reduce the grade for the task assigned, or term, or year). If the breach recurs, disciplinary action may be taken (exemption from the courses or even a proposal to expel from the school).

In the event of a recurrence, teachers will take the following actions:

First time: Reduce the grade for the assignments, re-take the examinations, re-do the assignments and tasks, attend after-school workshop on academic honesty

Second time: Reduce the term grade, deliver a disciplinary letter to home, conclude a student-teacher-parent tripartite agreement

Third time: Decrease the final grade and exempt from the courses

Fourth time: Proposal to expel from the school.

Article 21: Investigating cases of suspected academic misconduct

21.1 If questions arise about the authenticity of a candidate's work before submission for assessment, the situation must be resolved within the school. If possible academic misconduct (for example, plagiarism, collusion) is identified after a candidate's work has been submitted to the IB for assessment, the school's DP coordinator must inform the IB as soon as possible.

21.2 When a school, an examiner or the IB establishes evidence to suspect academic misconduct by a candidate, the school will be required to conduct an investigation and provide the IB with statements and other relevant documentation concerning the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the candidate in the subject(s) concerned.

21.3 If the IB notifies a school that a candidate is suspected of academic misconduct and that the IB has the intention of initiating an investigation, at the discretion of the head of school it is permissible for the candidate to be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. However, at the discretion of the IB the investigation into the suspected academic misconduct by the candidate may still proceed and a decision be reached on whether to uphold or dismiss academic misconduct. If a candidate is withdrawn from a subject no mark for that subject may contribute to the award of a grade in a future examination session.

21.4 Candidates suspected of academic misconduct must be invited, through the school's DP coordinator, to present a written statement that addresses the suspicion of academic misconduct. If a candidate declines to present a statement, the investigation and decision on whether the candidate is in breach of regulations will still proceed.

21.5 The majority of cases of suspected academic misconduct will be presented to a sub-committee of the Final Award Committee. The sub-committee will normally comprise IB staff, school representatives, and chief/deputy chief examiners, but any group or combination of these persons may make decisions on cases subject to the approval of the Final Award Committee. The sub-committee will be chaired by the chair or vice-chair of the Final Award Committee, or a chief examiner nominated by the vice chair.

21.6 Decisions of the sub-committee are made on behalf of and under the supervision of the Final Award Committee. After reviewing all statements and evidence collected during the investigation, the subcommittee will decide whether to dismiss the suspicion of academic misconduct, uphold it, or ask for further investigations to be made. If the sub-committee is unable to reach a decision, then the case will be referred to the Final Award Committee.

21.7 If the sub-committee decides that a case of academic misconduct has been established, a penalty will be applied in the subject(s) concerned. The penalty will, in the judgment of the sub-committee, be proportionate with the severity of the misconduct.

21.8 If no grade is issued for a subject that contributes to a candidate's IB Diploma, no IB Diploma will be awarded to the candidate. DP Course Results will be awarded for other subjects in which no academic misconduct has occurred. Except in cases of serious or repeated misconduct, the candidate will be permitted to register for future examination sessions, which may include the session that follows six months later, if the relevant registration deadlines are met. In the case of an IB Diploma Candidate, if the session in which the academic misconduct has been established is the candidate's third examination session towards achieving the award of the IB Diploma, no further IB examination sessions will be permitted.

21.9 If the candidate has already been found in breach of regulations in any previous session, this will normally lead to disqualification from participation in any future examination session.

21.10 If there is substantive evidence, the IB is entitled to conduct an investigation into academic misconduct after a candidate's results have been issued. If academic misconduct is subsequently established by the Final Award Committee, or its sub committee, the candidate's grade for the subject(s) concerned may be withdrawn from the candidate which will also result in the withdrawal of his or her IB Diploma where applicable.

General regulations: Diploma Programme (April, 2014), page 13

Support from parents and guardians

As the legal guardian of a Diploma Programme student, how can we support our children?

- Encourage them to plan each assignment.
- Provide support with the scheduling of their work, as they may have many assignments to complete.
- Establish a good level of communication with the school so that you understand the requirements of the Diploma Programme and what is expected of students.
- Encourage them to ask their teacher for advice if they are having difficulty with their work.

Good practice — recommendations for students

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.

The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour in the exam room and around the time of the examination.

For these reasons, a student's intent cannot be taken into account if the IB investigates an alleged breach of the General regulations: Diploma Programme.

Be aware that a breach of IB regulations will have serious consequences.

Acknowledging the work of others

Proper citation is a key element to academic scholarship and intellectual exchange.

More guidance can be found in the IB publication Effective citing and referencing available in the Digital toolkit section on the IB website below:

(<http://www.ibo.org/myib/digitaltoolkit/brochuresflyersposters/>)

Essentials

- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- Give credit for copied, adapted and paraphrased material.
- When using text, make clear where the borrowed material starts and finishes.
- All sources cited in the text must also be listed in the bibliography (or reference list/list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.

PROCEDURE FOR REVIEWING THE DOCUMENT

This procedure will be revised every two years from the date of the last revision. The date of the last amendment to this document shall be noted in the lower right corner of each page.

Proposals for any changes to the document shall be discussed and approved by a teachers' meeting attended by at least 70 percent of all teachers. Proposed changes to the document will be approved by a vote of teachers.

Approved amendments shall be reviewed by the school administration, consisting of the school principal, training manager, program coordinator, and department head, and approved without inconsistency with other regulations or domestic law.

Any recent changes to the document will take effect from the next school year, unless otherwise decided by the school administration.

Frequently asked questions

Q. Everyone cheats, right?- Does SUS really care?

A. False- everyone doesn't cheat. Students at SUS are becoming more brilliant and skillful so that they can produce their original work. Also, the students learn correctly to reference, cite and acknowledge when they enroll in the IB DP program.

Q. Are academic dishonesty and plagiarism the same thing?

A. Plagiarism is a form of academic dishonesty. Plagiarism means using someone else's words or ideas in your submitted assessment without proper acknowledgement.

Q. Why is it considered dishonest if I reuse a previously submitted assignment that I wrote, in another assessment task?

A. Reusing or 'recycling' a previously submitted assignment (or parts of that assignment) is a form of academic dishonesty because a new assessment task requires you to do new or original work.

Q. Why do we have to cite?

A. We cite to establish and authority of our knowledge and ideas. It also allows the reader to follow up references while showing respect to others' works.

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**IB Diploma Programme
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