



ACADEMIC INTEGRITY POLICY

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Shine Ue School

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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

To provide students with a quality education based on the methods and experience of highly qualified teachers, cultivate citizens with the knowledge that meets international standards, can live independently, are humane and ethical, and respect Mongolian traditions.

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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 integrity, 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.



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GENERAL PROVISIONS

Academic integrity 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 integrity, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities".

Shine Ue school prefers to be honest with whatever one does in life. The principle of integrity 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. 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 integrity, of citing and referencing.

POLICY GOAL

The policy is developed with the aim to promote and habituate the international level academic integrity 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.

WHAT IS GOOD PRACTICE?

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

The followings are considered as good practices:

- 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.
- Ensure 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. More guidance can be found in the IB publication Effective citing and referencing available in the IB website. [Effective citing and referencing \(ibo.org\)](http://ibo.org)
- Follow the rules of acceptable behaviour in the exam room and around the time of the examination.

WHAT IS 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. It is also a breach of the following 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)

SCHOOL RESPONSIBILITIES

- Create a favorable environment for teachers and students to follow academic integrity and fulfill their responsibilities.
- Provide teachers with the opportunity to improve the knowledge and skills needed to enforce academic integrity.
- Work with teachers to raise awareness and increase parental involvement by scheduled training and information workshops.
- Ensuring that teachers, students and parents and legal guardians have a copy, read and understand the school's academic integrity policy and the programme relevant IB regulations.
- Report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB.
- Supervise all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.



TEACHER RESPONSIBILITIES

- When teaching, teachers have to use a variety of practices related to academic integrity and reflect its five fundamentals- honesty, trust, fairness, respect and responsibility.
- 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.
- 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.
- 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.
- 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.

STUDENT RESPONSIBILITIES

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. Students have the following responsibilities, not enough but not limited to:

- Be active and learn how to create your authentic work rather than learning how to avoid plagiarism.
- Ask help if you are uncertain about correctly attribute sources, acknowledging the work and ideas of others
- Ensure that all assignments you send to teachers, schools, and other external organizations are done on your own.
- Use the information technology, social media and artificial intelligence platforms responsibly
- If other people's opinions are used, it shall be informed to the public, appropriately acknowledged, and included in the footnotes.
- Citations should be used in the case of direct use of other people's works, writings, pictures, or diagrams.
- Using the ALA (American Psychological Association) style, apply the citation forms that are most commonly used in research. Click on the link to read more. (Purdue OWL) - <https://owl.english.purdue.edu>
- Note that 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.

PARENT OR LEGAL GUARDIAN RESPONSIBILITIES

- Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children.
- 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.
- Attend workshops and training provided by the school to obtain knowledge about Academic Integrity.

- Encourage their children to create their own authentic work with the proper use of citation and acknowledgement.
- Encourage their children to ask their teacher for advice if they are having difficulty with their work.
- Support their children in planning a manageable workload so they can allocate time effectively
- Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children. (see Inclusion policy <http://en.shineue.edu.mn/inclusionpolicy>)

THE ROLE OF LIBRARIAN

- Have broad knowledge of academic integrity and can provide ethical guidance and general advice.
- Guide the students to search for physical material and online material, including databases, and guidance on choice of material for a given task.
- Support the subject teachers to find out the appropriate sources and materials for the EE and IA.

PROCEDURE FOR JUDGING ACADEMIC MISCONDUCT

Any academic misconduct should be judged in the fairest 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 integrity 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 integrity

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.



PROCEDURE FOR REVIEWING THE DOCUMENT

This procedure will be revised every two years from the date of the last revision.

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 Shine Ue School really care?

A. False- everyone doesn't cheat. Students at Shine Ue School 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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