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LYCEUM

ACADEMIC INTEGRITY POLICY

ՀԱՍՏԱՏՎԱԾ 2018





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1. PHILOSOPHY

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals.

Shirakatsy Lyceum is committed to continuous community and academic development with a great emphasis on respect of national and universal human values. Honesty is considered as a key human value and prohibits cheating and fraud. While Personal honesty is important for a healthy environment in the community and well-being of its members, academic integrity is key for personal development of students as future university students, professionals and citizens.

It is important to think about academic integrity as a significant scope of qualities and capacities, which encourage to work in accordance with the standards of academic integrity and to increase essential capacities for educating, learning and evaluating measures. It is essential to maintain the academically honest environment in the lyceum, and to continuously practice in-school strategies that include the set policies and academic practices.

The core value of academic integrity is viewed as an integral part of teaching and learning, and assessment throughout the whole curriculum starting in PYP with recognition of importance of acknowledgement of sources, evolving during the MYP and getting grounded later through the DP and national programme in high school.

We communicate and support clear standards of integrity so that our students can internalize those standards and carry them forward in their personal and professional lives.

This policy sets expectations at an age appropriate level so that all the IB students can understand:

- ❖ that their responsibility includes creating credible and authentic individual and group work
- ❖ the ways how to accurately provide citations, recognizing the work and ideas of others
- ❖ the liable implementation of information technology and social media
- ❖ the ways how to observe and follow the ethical and honest practices during examinations

2. KEY TERMS

- 2.1. **School maladministration** is the violation of IB academic integrity rules and regulations by an IB School or an individual related to IB World School which disrupts the integrity of IB examinations and assessments. Such processes may occur before, during or after the completion of an examination or any other assessment component.
- 2.2. **Student academic misconduct** is the remediated or imprudent behavior of a student or anyone else aimed at gaining inequitable advantage during any of the assessment components. The process of causing disadvantage to other students during any assessment components, regardless of it being paper-based or on-screen, is also considered student academic misconduct.
- 2.3. **Balance of probability** is implemented in the process of making a decision about penalizing for an affirmed case of academic misconduct or school maladministration in cases when there is no available evidence.
- 2.4. **Conflict of interest** happens when the individual, having the ability to exercise judgment, has



disrupted, has influenced or had involvement in another role or relationship. Also, when the individual has exploited his/her position to gain financial or any other benefit has made impaired judgment or had inappropriate influence.

3. ACADEMIC INTEGRITY OBJECTIVES

The objectives of the academic integrity for the whole community are to develop principled, thinking, inquiring, knowledgeable and open-minded people who:

- 3.1. Consider the regulations of the academic integrity
- 3.2. Correctly attribute sources, acknowledging the work and ideas of others
- 3.3. Observe and adhere to ethical and honest practice during examinations
- 3.4. Take the responsible use of information technology and social media
- 3.5. Form and provide requirements and conditions promoting academic integrity
- 3.6. Prevent academic dishonesty and regulate problems connected with it

4. SCHOOL MALADMINISTRATION

Academic regulations may be violated both as a result of student academic misconduct and school maladministration. In both cases, the identified incidents will be thoroughly examined and proper actions will be applied by the school and IB. In case of school maladministration, the programme coordinator or head of school, contacts IB World Schools and investigation starts.

Cases of school maladministration may occur at different times in the assessment cycle and may affect the assessment components of coursework, or the examinations. The cases of school maladministration may include:

- 4.1. Not following requirements of DP examination papers storage.
- 4.2. Providing students with excessive assistance during the coursework production process by the subject teachers.
- 4.3. Providing students with additional time during the assessments without having authorization from the IB.
- 4.4. Providing insufficient number of invigilators during examinations
- 4.5. Having poorly trained invigilators.
- 4.6. Failing to monitor student bathroom visits during examinations.
- 4.7. Allowing the teacher responsible for the subject being examined to enter the examination hall and assist their students.

For further details on the school maladministration process, please refer to the [Academic Integrity IBO 2019, pages27-30](#). The school staff gets panelized for committing an academic misconduct based on the internal school regulations.



5. STUDENT ACADEMIC MISCONDUCT

Academic misconduct is the case of intentional or unintentional actions that result in creating an unfair academic advantage for a student or for any other member(s) of the academic community. It is also an act that potentially threatens the integrity of IB examinations and assessments that may happen at any point of the assessment process (before, during or after).

5.1. Academic misconduct during written and oral coursework and examinations/assessments

- 5.1.1. Plagiarism refers to the representation of the ideas or work of another person as the candidate's own.
- 5.1.2. Peer plagiarism refers to the process of copying work from another student or student lending and facilitating their work.
- 5.1.3. Collusion refers to the process of presenting a collaborative work as a work of an individual. It is also considered collusion when students work to show close similarity.
- 5.1.4. Duplication of work refers to the process of presenting the same work (partial or complete) for different assessment components or subjects.
- 5.1.5. Falsification of data refers to the process of data falsification for an experiment and for Math's exploration/project.
- 5.1.6. Unoriginal work refers to the process of submitting work commissioned, edited by, or obtained from a third party.
- 5.1.7. Unethical work refers to the instance of including inappropriate, offensive, or obscene material in the work.

5.2. Academic misconduct during examination

- 5.2.1. Possessing unauthorized material in the examination room (it does not matter whether or not the student uses those material during the examination)
- 5.2.2. Exhibiting misconduct or disruptive behavior during an examination (repeated non-compliance with the invigilator's instructions during at least one examination)
- 5.2.3. Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time (even the attempt to do the listed actions are considered as misconduct)
- 5.2.4. Taking out the exam materials from the examination room (E.g., examination papers, questions and answer booklets)
- 5.2.5. Impersonating an IB candidate - both impersonator and person allowing impersonation will be penalized
- 5.2.6. Failing to report an incident of academic misconduct of another student to administration
- 5.2.7. Candidate had access to IB examination papers before examination's scheduled time
- 5.2.8. Reveal any data to or getting information from other candidates on the content of an examination paper within 24 hours after the examination.
- 5.2.9. When a student assists the act of misconduct



In any breach of academic misconduct during external examinations, the school will inform the IBO in addition to the penalties presented in the [Academic Integrity IBO 2019, Appendix 2](#).

The student may also be subject to expulsion under such circumstances. To learn more about the penalties for academic misconduct during an examination see [Academic Integrity IBO 2019, Appendix 2](#)

5.3. Threatening the integrity of the examination

- 5.3.1. Gaining access to IB examination papers before examination's scheduled time
- 5.3.2. Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination
- 5.3.3. Assisting other student(s) in committing an act of academic misconduct
- 5.3.4. Failing to report an incident of academic misconduct

To learn more about the penalties for conduct that threatens the integrity of the examination see [Academic Integrity IBO 2019, Appendix 2](#)

5.4. Interfering with an academic misconduct investigation

- 5.4.1. Not cooperating with an investigation, whether involved or not
- 5.4.2. Providing misleading or demonstratively false information
- 5.4.3. Attempting to influence witnesses
- 5.4.4. Showing threatening behavior to the person carrying out the investigation or to witnesses.

To learn more about the penalties for interfering with an academic misconduct investigation see [Academic Integrity IBO 2019, Appendix 2](#).

5.5. Forgery or falsification of grades or certificates

- 5.5.1. Attempt to fraudulently amend a result in a subject —electronic or hardcopy certificates and transcripts

6. MEASURES FOR ACADEMIC MISCONDUCT

The cases of academic misconduct taking **place during written and oral assignment/coursework and examinations/assessments are categorized into three levels**. Depending on the level of academic misconduct, the subject may be accordingly penalized. The details regarding the levels of academic misconduct are in [Academic Integrity IBO 2019, Appendix 2](#).



6.1. School Procedures

6.1.1. First Offense

The student's work gets an automatic **zeromark** for the first time of committing academic misconduct. The teacher presents the document explaining the case of the academic misconduct to the School Principal and Programme Coordinator for consideration. The student does not get a chance for a retake and also presents an explanatory letter regarding the case of the misconduct. The Counsellors (in middle and high schools) of homeroom teachers (in primary school) provide information regarding the case of academic misconduct to the student's parents. And also, the case gets documented in the student's report card.

6.1.2. Second Offense

For the second attempt of academic misconduct, all the penalties mentioned in the first attempt are applied. Besides all of that, the School Principal gives a two-day out-of-school suspension and holds a meeting with all interested parties -the student, the student's parents and legal guardians, the subject teacher, Programme Coordinator, Counsellor and psychologist, to discuss the case of academic misconduct. All the coursework and assessments given during the two-day out-of-school suspension period is graded 1, the lowest mark, as it is considered an unexcused absence.

6.1.3. Third Offense

For the third attempt of academic misconduct, all the penalties mentioned in the first and second attempts are applied. However, the out-of-school suspension period lasts for an uncertain period of time until the Disciplinary Counsel and the school board discusses and arrives at a decision which may also be the expulsion from the programme.

7. ROLES AND RESPONSIBILITIES IN ENSURING ACADEMIC INTEGRITY IN THE SCHOOL COMMUNITY

- 7.1. **THE SCHOOL** conducts a number of activities and actions aimed to keep all the stakeholders informed about the regulations of academic integrity through the following:
- 7.1.1. Bi-annual revision of the Academic Integrity document based on the corresponding document provided by IB and the school reflection on practices.
 - 7.1.2. Making the current version of the Academic Integrity document accessible for the entire school community.
 - 7.1.3. Communicating the academic integrity principles with the community through organizing seminars for the new staff, main staff members, parents, and students, Discussing with parents regarding the regulations of the academic integrity before the examination period.
 - 7.1.4. Organizing seminars and information sessions for the students to introduce and continuously remind about the regulations of academic integrity (several times a year -once at the beginning of each academic year and then before each examination session or assessments).
 - 7.1.5. Coordinating the regulations of the academic work submission with the staff, students and



parents beforehand to avoid any form of academic misconduct.

7.1.6. Creating and providing the school community with the regulations about the process of detection, identification and documentation of the cases of academic misconduct.

7.1.7. Provide the teaching staff access to an application for checking plagiarism such as - **Turnitin.com.**

7.1.8. Coordinating the regulations of the examination procedure regarding the behavior, presenting the list of permitted items and the elements of academic misconduct with the staff, students and parents before the examination to avoid any form of academic misconduct.

7.2. **PROGRAMME COORDINATORS** have a central role in ensuring academic integrity among the entire school community which is fundamental to the educational philosophy of the IB. They act as role models and always demonstrate honest, ethical and responsible behavior. To maintain the above mentioned, programme coordinators perform the following activities and actions:

7.2.1. Take measures to maintain a pedagogical leadership where all teaching and learning activities are performed in accordance with IB rules, policies and guidelines.

7.2.2. Ensure that all staff involved in the delivery of IB programmes receive adequate training so that students have the best educational experience possible.

7.2.3. Ensure that the subject guides, rules and regulations are strictly followed.

7.2.4. Ensure that class schedules and assessment calendars are appropriately set, allowing students to realistically meet the demands of the programme.

7.2.5. Ensure compliance with secure storage of confidential IB material policy and the conduct of IB examinations.

7.2.6. Report suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB.

7.3. **TEACHERS** act as a role model for maintaining academic integrity in the classroom, and they also play an important role in sustaining the academically honest environment in the entire lyceum. Teachers understand the academic needs of every single student but at the same time they emphasize the idea that the purpose of education is not only the attainment of high grades, but also the acquirement of knowledge and skills for the future.

To maintain and manage academic integrity regulations at the school, teachers do the following activities and actions:

7.3.1. Communicate the subject guidelines with the students and ensure that they have a full understanding of it

7.3.2. Explain what constitutes academic misconduct and ensure that they understand its possible consequences

7.3.3. Provide students with feedback and support based on the subject guidelines making sure that students are not provided with multiple rounds of editing or consultations

7.3.4. Ensure that students work is submitted following the IB requirements to avoid any misconduct

7.3.5. Respond to student academic misconduct as well as school maladministration and support the school's and IB's investigations.

7.3.6. Present requirements for every single assignment and properly explain the MLA 8 citation



format.

- 7.3.7. Practice a consistent behavior towards each case of academic misconduct
- 7.3.8. Organize class activities to develop skills and competences for presenting academically honest work
- 7.3.9. Require the use of plagiarism checking software such as **Turnitin.com** for submitting academic work
- 7.3.10. Serve a model of academic honesty behavior and Sign Academic Integrity Pledge (see Appendix).

7.4. **STUDENTS** aim to achieve and develop the IB learner profile attributes which include being able to distinguish between right and wrong doings. In the context of academic integrity, this ability is expressed demonstrating honest, responsible and ethical behavior. To be able to adhere to the regulations of academic integrity, students receive support from the entire school community including -programme coordinators, teachers, parents or legal guardians.

To manage academic integrity IB students must support their school, programme coordinators and teachers. They are expected to:

- 7.4.1. Be well informed about the points set in the academic integrity document.
- 7.4.2. Have a complete understanding of the school's and the IB's policies.
- 7.4.3. Respond to acts of student academic misconduct or school maladministration and report them to their teachers and/or programme coordinator.
- 7.4.4. Complete all academic assignments in an academically honest manner.
- 7.4.5. Give credit to every single source including textual and audio-visual elements used in any form of academic work submitted to the IB.
- 7.4.6. Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.
- 7.4.7. Properly implement MLA 8 citation style which is accepted both at Shirakatsy Lyceum and IB.
- 7.4.8. Be aware of the list of permitted items (printed and electronic literature, equipment and booklets) before each exam .
- 7.4.9. Meet all internal deadlines.
- 7.4.10. Sign a declaration of authenticity assuring that the work submitted to IB is the student's own work.
- 7.4.11. Sign Academic Integrity Pledge assuring that students take a complete responsibility for any kind of academic dishonesty.
- 7.4.12. Sign Academic Integrity Pledge (see Appendix) assuring that students take a complete responsibility for any kind of academic dishonesty.
- 7.4.13. Participate in the creation or review of the academic integrity document.

7.5. **PARENTS AND LEGAL GUARDIANS** also play an important role in the education process which includes reinforcing the values and regulations of academic integrity policy. Therefore, the school community must commit to an honest and open conversation with parents and legal guardians, presenting the school's position regarding academic integrity and its maintenance.



To help maintain academic integrity parents and legal guardians should support students, programme coordinators and teachers. More specifically, they are expected to:

- 7.5.1. Read and be familiar with Academic Integrity Policy and all IBO materials concerning the IB Diploma rules and regulations
- 7.5.2. Understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by students
- 7.5.3. Understand what constitutes student academic misconduct, school maladministration and their consequences
- 7.5.4. Report any potential cases of student misconduct or school maladministration to the school's administration and/or the IB
- 7.5.5. Submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- 7.5.6. Abstain from giving or obtaining assistance in the completion of work to their children.
- 7.5.7. Participates (Parents Council) in the design or review process of academic integrity document
- 7.5.8. Sign Academic Integrity Pledge (see Appendix) assuring that parents and the legal guardians take a complete responsibility for any kind of academic dishonesty
- 7.5.9. Collaborate with the school in case their child did a malpractice either intentionally or unintentionally.

8. REFERENCES AND RESOURCES

- ❖ [Academic Integrity, IBO, 2019](#)
- ❖ Diploma Programme Academic honesty, IBO, updated 2011
- ❖ Academic Honesty in the International Context , IBO 2014
- ❖ Academic honesty –From principles to practice
- ❖ Dr. Celina Garza – IB Academic honesty manager IB Assessment Centre - Cardiff . IBO
- ❖ AEM General Conference, Rome 2014
- ❖ Effective citing and referencing, IBO, 2014
- ❖ General Regulations: Diploma Program , IBO, 2016
- ❖ Assessment Procedures, IBO, 2020



9. APPENDIX: ACADEMIC INTEGRITY PLEDGE

I, (print name) _____, have read, understood and agreed to abide by the Academic Honesty Policy of Shirakatsy Lyceum.

I expressly acknowledge and agree that a breach of these regulations in any form will place my future as an International Baccalaureate student in jeopardy and may serve the cause for removal from the IB Programme upon the recommendation of the IB Coordinator to the School Principal.

_____ Graduation Year: _____
Student Signature

_____ Date: _____
Parent or Guardian