

Duplication Duplication is defined as the student turning in the same work for different assessment tasks or subject areas. For example, suppose a student completed a research paper on the Dangers of Pollution for her English teacher the year before. For a writing task, her science teacher assigns a paper that requires the class to discuss issues affecting our ecosystem. Instead of writing a separate paper because the topics are similar, the student decides to change the title of the paper and the dates to submit it to their science teacher. ***This is duplication and constitutes academic misconduct. Each student work to submit current work and research to meet their requirements of an assignment or obtain permission from their instructor to submit the assignment for fulfillment of requirements.***

Falsifying data falsifying data is creating or altering data to one's advantage which has not been collected in an appropriate way. for example, suppose the student most complete research for an assignment. To ensure their hypothesis or assertions are correct, this student changes the data to reflect their desired outcome and results. ***This is falsifying data is constituted as academic misconduct as the information provided is inaccurate, biased, and false.***

Cheating

Cheating is defined as behavior that results in a student making a deliberate choice to gain an unfair advantage in an assessment situation. Cheating includes:

- Copying another student's work (with or without their knowledge)
- Using unauthorized notes or outside resources during an assessment
- Obtaining information from another student during an examination
- Communicating information to another student during an examination
- Using an unauthorized electronic device to solicit, transmit, or search for answers
- Taking a test for another student or having someone take an examination for oneself
- Sharing answers/solutions for a take-home examination unless authorized explicitly by the teacher
- Using unauthorized material during an examination
- Altering a graded exam or assignment and returning it for additional credit, under the pretense that the teacher made an error
- Having another person or a company do the research and writing of an assigned paper or report
- Misreporting or altering the data in laboratory or research projects

Cheating is an act of academic dishonesty and will be addressed in the same manner as the act itself.

Accomplice to cheating/collusion

Collusion occurs when any student knowingly or intentionally helps another student perform an act of academic dishonesty. This help includes:

- giving intellectual property (their own or others) to a student with intent to cheat
- providing information on how to obtain another student's intellectual property
- providing information on how to obtain assessment tasks (before examination)
- forging documents for another student
- helping copy documents for another student
- providing unauthorized notes to another student during an assessment

Collusion is an act of academic dishonesty, and the teacher or administrator will address the situation in the same manner as the act itself. Sometimes, students may misunderstand the difference between collaboration and collusion. The following chart below outlines the difference:

Collaboration

Collaboration means working together and sharing ideas and resources to achieve a common goal.

Group projects, tasks, and assignments can be a good way to help students develop these skills.

Collusion

When permitted, students have the right to learn collaboratively with their peers or other community members when learning is facilitated through group learning

Giving or receiving test answers to or from other students on a task intended for individual assessment

Consequences for Academic Dishonesty

Sometimes, academic dishonesty is intentional such as cheating on a test or cutting a pasting information from an article online; however, sometimes it is unintentional, such as the paraphrase of source material without attribution or the direct quotation of cited material without quotation marks. Either way, using of another's work without recognizing their work violates our academic honesty policy. If a student engages in any form of academic dishonesty, will address it in the following way:

First Offense: Upon the first offense of academic dishonesty, the teacher holds a meeting with the student. After the academic honesty meeting has concluded, the teacher notifies the student that he/she needs to complete an alternative assignment to demonstrate his/her understanding of the material so an achievement level can be awarded except in the case of individual exams and assessments (IAs). The teacher is also responsible for notifying the student's family of the nature of the offense and the details of the meeting and the consequence and documenting the infraction on "Visit Maintenance."

Second Offense: Upon the second offense of academic dishonesty, the student receives a zero for his/her work. The MYP/IB coordinator delivers this consequence and a meeting between a member of administration, the student, and the family is required. Depending on the severity of the circumstances, students may be removed from the MYP/IB programmes.

Roles of Stakeholders

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The education of students is a collaborative effort in which all stakeholders play an essential role. Therefore, each member of this collaborative team has duties to uphold.

Role of Leadership Team

Education: Most acts of academic dishonesty are not intentional. With that understanding, the first offense of academic dishonesty is used as a teachable moment, in which the student meets with the teacher. In this meeting, expectations regarding academic Honesty are clarified for the student. The teacher ensures that the student:

- understands what constitutes academic Honesty, an authentic piece of work, and intellectual property
- receives guidance on how to acknowledge sources
- understands what constitutes malpractice (academic dishonesty) and the consequences of being found guilty
- knows and understands STMS's Academic Honesty Policy

Role of Teacher

Awareness: All subject areas must contribute to the development of academic Honesty. Therefore, each teacher is responsible for helping students gain the skills necessary to complete the assignment.

- thorough assessment explanations including preferred citation formats
- informal reminders
- list of conventions for acknowledging sources or a list of helpful resources that can aid students in creating accurate and consistent documentation of sources used

Detection and Reporting: Since teachers are responsible for administering their own assessments, they are also responsible for detecting and reporting incidences of academic dishonesty. Upon evaluating each student's assessment, teachers need to pay close attention to any work that seems misaligned with that student's level. Given STMS's practices with frequent formative assessments and summative assessments that the teacher closely monitors, these incidences are often easily detected.

When a teacher detects academic dishonesty, he/she should report the issue to the respective coordinator and provide adequate evidence of the malpractice. After the teacher has counseled the student and discussed the evidence with the coordinator, the teacher has completed his/her reporting responsibilities, and further action is pursued by the respective coordinator, as needed.

Following Policy: Teachers are expected to uphold this policy and report incidents of academic dishonesty, whether detected or suspected. Suspicion of malpractice without sufficient evidence does require careful consideration. However, not all reports lead to consequences for students, as some are unsubstantiated. Therefore, teachers should not feel nervous when reporting their suspicions to their coordinator.

In addition to supporting student practices related to academic Honesty, teacher should also model the policy. Acting as strong examples of ethical behavior, teachers should demonstrate appropriate collaboration and use of intellectual property throughout the year.

Role of Family

Families are expected to support STMS's Academic Honesty Policy. Therefore, families must come to requested meetings to discuss their students' academic honesty. Families can also encourage academic Honesty by helping students understand the expectations related to authentic authorship, thereby preventing malpractice.

Role of Student

Giving Credit: Each student is responsible for ensuring that all work submitted for assessment represents authentic authorship, with the work or ideas of others fully and correctly acknowledged. Even if the intellectual property is summarized or paraphrased, it requires proper MLA citations or another authorized format. Parenthetical citations should be used in all essays, and a work cited page is needed for multi-source research and/or analytical writing.

Clarification: If, at any point, a student is concerned that his/her behavior may be interpreted as malpractice, he/she needs to seek clarification regarding STMS's academic honesty expectations from any programme teacher or coordinator. Attempts to gain clarification before submission of work will never be penalized, as this demonstrates the student's desire to act in a principled manner and serves as a learning opportunity. Therefore, students should feel comfortable asking for clarification and remember that all questions concerning academic Honesty are welcomed.

Principled Action

Reporting

Students who may know of a potential act of academic dishonesty or an act that has already occurred must report it to a teacher immediately. Students who report these incidences maintain STMS's policy, act with integrity, and helping their peers see the importance of academic Honesty. The names of students who bring forth information regarding situations of academic dishonesty will remain confidential.

Accepting Consequences

Students must bear the consequences if they submit work for assessment that is not their own, regardless of whether the plagiarism was deliberate or the result of poor research skills. STMS hopes to avoid malpractice

situations, but should a p