

2018 Edition

**THE STUDENT GUIDE
TO THE
CODE OF ACADEMIC
INTEGRITY
OF THE
LOYOLA SCHOOLS
2018**



ATENEO DE MANILA UNIVERSITY

Loyola Schools



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UNIVERSITY

THE STUDENT GUIDE
TO THE
CODE OF ACADEMIC
INTEGRITY
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LOYOLA SCHOOLS

2018

Message from

The Vice President

As members of an academic community, we are obligated to take the higher ground, always, in matters of truth and integrity. Concretely, in the matter of academic output, this requires each of us to be scrupulous about our work – that what we submit is our own, and the ideas/artifacts we have used from others be properly attributed to their authors/creators.



Please take time to go through the Code of Academic Integrity that is contained in this manual. Let it be your guide in producing work that is honest and respects the work of others who have come before you.

As you go through the rigor of study in the Loyola Schools, be assured that the guidance you are provided with and the standards held up high before you are all meant to contribute much to the formation of your character. You will find that taking the matter of academic integrity to heart will extend far beyond your time in school, helping you make the right and just decisions in your personal and professional lives.

Maria Luz C. Vilches, Ph.D.

Message from

The Associate Dean for Academic Affairs

Our vision-mission statement declares that, “As a University, the Ateneo de Manila seeks to preserve, extend and communicate the truth....” The production and communication of truth necessitates an environment characterized by honesty, integrity and trust. The Code of Academic Integrity is meant to help nurture and protect such an environment so that we can all engage in the search for truth in a manner that benefits not only our own academic community, but the larger society that we serve.



Josefina D. Hofilena, Ph.D.

Message from

The Associate Dean for Graduate Programs

The Code of Academic Integrity is the Ateneo de Manila University's articulation of its commitment to form students who are responsible and ethical truth-seekers as well as excellent scholars, as they advance growth in the academe and society at-large.

The role of graduate students, in particular, as active contributors to global knowledge production and creative communities, cannot be underestimated. Academic integrity and ethical behavior, therefore, are most especially expected of every student pursuing advanced degrees.

As you journey through graduate studies here at the Loyola Schools, let this Code be your companion as you make choices relevant to your academic work at Ateneo. Whether you are working on a research paper, a laboratory report, a problem set, a computer program, a screenplay, or a culminating project, it is expected that all graduate student work is carried out honestly, with just outcomes.

Anne Lan K. Candelaria, Ph.D



Message from

The Associate Dean for Student Formation

We are told that the goal of Ateneo education is to form men and women of conscience, compassion, competence, and commitment. As Fr. Adolfo Nicolas SJ mentions, "These four adjectives express the 'human excellence' that the Society of Jesus wants for the youth who society has entrusted to us."

This Code of Academic Integrity is not merely a list of do's and don'ts to guide us in our academic pursuits. In a deeper way, it seeks to en flesh the pursuit of 'human excellence' through one's own honest work, through one's fidelity in doing ordinary tasks with integrity, and through one's commitment to the truth and what this truth asks from each of us.

In these challenging times where truth has become a commodity peddled for a price, we need men and women who will witness to the transforming power of honesty and integrity lived out in the everyday. May this Code accompany us along this journey.

Roberto Conrado O. Guevara, Ph.D.



THE STUDENT GUIDE TO THE CODE OF ACADEMIC INTEGRITY OF THE LOYOLA SCHOOLS (2018 EDITION)

Section 1:

The Core Principles

The Ateneo de Manila University, realizing that the *preservation, extension, and communication of truth* is necessary for dignifying the human person and community, seeks to *educate the whole person* by respecting academic integrity in all aspects of Ateneo life.

Given this identity of the University, every member of the Loyola Schools community is tasked to become not just *intellectually excellent*, but *morally virtuous* as well. This is accomplished by honing *sapientia et eloquentia* – thinking and communicating one’s thoughts -- always in the spirit of honesty.

Only through this can *magis* be achieved. Truth is fundamental for identifying and doing what is most necessary for the common good.

Only through this can *cura personalis* be practiced. Honesty is necessary for personal dignity to be cultivated.

Ultimately, *justice* is truth lived out in the context of the community. It is only in truth that we can truly form *professionals for others* – agents of justice who serve others by respecting, promoting and defending the dignity of the human person, in word and work, and thus contribute toward the development of the nation.

Section 2:

Student Responsibilities

AS REGARDS THE PRESERVATION & DEFENSE OF ACADEMIC INTEGRITY

There can be no intellectual life without academic integrity. Thus, it is fundamental that both students and professors be thoroughly truthful in

all their academic efforts/work, in recognition of the potential effects of individual acts on the culture and mores of the community. Students play a vital role in shaping the community through their academic participation. The following responsibilities will aid students in ensuring the commitment to academic integrity:

1. Students should ensure that all submitted work, both individual and group, is the product of their own actions, reflection and learning.
 - 1.1 Higher education requires that one go beyond mere repetition of facts or opinions of others. Although one will be exposed to many points of view in the learning process, it is incumbent upon the student, while rooted in the assigned work, to bring one's own questions, concerns, and insights into the experience.
2. There can be no academic integrity where commitment and rigor are absent. As much as academic integrity involves adherence to principles, it also requires attention to the seemingly minute details of giving acknowledgment where it is due.

When one does make use of external sources:

- 2.1 No matter what the source, it is the student's responsibility to give *complete* and *accurate* credit where credit is due.

Students are responsible for making themselves aware of and adept at the appropriate convention of documentation for the particular field in which they are working.

Part of the Ateneo education is learning to be thankful to others for what one learns, which is shown by proper attribution of the source, because it enables the student to contribute further to the field of knowledge.

- 2.2 External sources should enrich, not substitute for, one's ideas.
3. In opportunities for cooperative learning (as with group work/study) students must always be mindful of *both* their own individual contribution, *and* the *final communal outcome*.
4. One's intellectual work should be valued as a part of one's self. As such, one should not allow it to be used by others in a dishonest manner.
5. Acts of dishonesty weaken the community of learners by corroding the trust that binds the community together. Each member of the LS bears the responsibility for responding to suspected acts of academic dishonesty through appropriate channels.

Acts of Academic Dishonesty

DEFINITION AND EXAMPLES

The following section elaborates on the different types of academic dishonesty based on those enumerated in the *Code of Conduct* of the Student Handbook. After each explanation are examples of some instances that constitute offenses in that category. While these sample cases are not meant to be exhaustive, they aim to give readers a concrete understanding of acts that violate the standards of the Loyola Schools.

A. Dishonest behavior during exams or tests

Examinations and tests call for strict conditions to determine what has been learned. Dishonest behavior can take many forms, as enumerated but not limited to those mentioned here. Unless explicitly allowed by the instructor, the following behavior is unacceptable and will be construed as “academic dishonesty” whether actual cheating occurred:

1. Any form of unauthorized communication

Sample Case 1: Two students were found talking after the test papers had already been passed out. They claimed to have been conversing about the instructions of the test.

2. Making unnecessary noise (e.g. talking to one’s self)

Sample Case 2: A student was found to be murmuring during a multiple-choice exam. When confronted, the student claimed to have a habit of reading test questions, as well as the possible answers, “to herself”, regardless of being within the hearing range of others.

3. Calling the attention of others; looking at the papers of others

Sample Case 3: A student reported to her teacher that a classmate seated in front of her kept glancing at the paper of the person to his left who tended to lift his answer sheet off the table occasionally.

Sample Case 4: A student found the answers left by the previous class on the computer he accessed for a practical exam, and used some of it.

Sample Case 5: A student kept tapping the chair of the person seated in front of him, purportedly just to ask for the current date and their section.

4. Making one's test paper visible to others

Sample Case 6: A student was asked by his friend before class for help with a difficult part of the test. While he did not agree to it explicitly, during the exam, he let his seatmate copy off his paper.

5. Possession, or presence attributed to the person, and/or use of unauthorized notes of any materials or equipment that may have relevance or usefulness to the subject of an ongoing examination, or that may be used in a dishonest act.

Sample Case 7: While roaming around the classroom, a teacher noticed a piece of paper fall from a student's desk. It contained notes the student made for the subject. The student claimed, however, that she did not use them. She just forgot to put them away after doing some last minute reviewing before the test papers were distributed.

Sample Case 8: Towards the end of an exam, a teacher noticed a student using her cellphone. When admonished, the student reasoned that she had finished answering the test already and was checking for an urgent message.

Sample Case 9: A teacher became suspicious of a student who had his collar up during an exam. When he approached the student, he discovered that the student had earphones on. The student claimed that he only used it to block out the noise.

Note for Students: All exams, whether written or oral, take-home or in-class, should be taken seriously as an evaluative tool for determining what was learned by each individual student. As a general rule, **do NOT engage in any behavior that raises doubts about the validity of the results of your exam** – e.g. as with access to the assistance of others and/or the presence of tools that could have placed you in a position of unfair advantage.

- ✓ Read test instructions/guidelines very carefully and follow them strictly. Come early so you don't get flustered and miss out on instructions/reminders.
- ✓ Especially if you know you will be tempted to take your phone out if it starts vibrating, make sure it is not on your person and turn it off for the duration of the test/class.

- ✓ Once a test has started, any form of communication can put you and your classmate in a questionable position. Instead of asking a friend, all queries and communication should be coursed through the teacher/proctor.
- ✓ You need to be aware of, and take personal responsibility for, any actions that may become problematic for you or others during an exam (e.g. like a predisposition for whispering, gesturing, or moving about during tests).
- ✓ In case of health/family emergencies that may affect testing conditions or your fulfilment of guidelines, always ask your teacher/proctor for help.

B. Plagiarism

Plagiarism is an offense that generally strikes at two important educational values – the value of hard work and respect for others’ intellectual property. When a person fails to give credit to a source, thereby giving the impression that a borrowed idea or way of saying things is one’s own, he/she commits plagiarism. Specifically, it can take the following forms:

1. Verbatim repetition of someone else’s words without acknowledgement;
2. Presentation of someone else’s ideas without acknowledgement;
3. Paraphrasing, translating, or summarizing someone else’s ideas without acknowledgement;
4. Improper acknowledgement of sources, as with incomplete/ imprecise documentation;
5. Having one’s work done by someone else or having one’s work substantially revised by someone else.

It is important to remember that *plagiarism is identified not through intent but through the act itself*. The objective act of falsely attributing to one’s self what is not one’s work, whether intentional or out of neglect, is sufficient to conclude that plagiarism has occurred. Students who plead ignorance or appeal to lack of malice are not excused. The extent of the plagiarism, whether an entire paper, a single paragraph or a phrase, does not matter; nor does the occasion, whatever the academic requirement (research paper, tests, reports, oral presentation, power point slides, computer programs, illustrations, creative work, etc.). Plagiarism is not restricted to print sources.

Plagiarism, at its core, is an ethical question rather than a legal one. To claim that a work is in the public circulation (e.g. internet) or that permission to use the words or ideas has been granted does not erase the moral imperative for one to acknowledge sources.

Sample Case 1: Since a student was having difficulty expressing herself in the given language, she decided to take the words in an online article as her own.

Note for students: *It can be tempting to resort to (copy-paste) plagiarism out of a lack of confidence in your own ability to express yourself in the language required. Many mention the difficulties in meeting expectations, and the pressure to produce something at par with everyone else.*

- ✓ *Stumbling around with what you want to say is normal. The writing process is not supposed to be easy, as it involves the process of trying to find your own voice as you throw ideas around.*
- ✓ *Ask your teacher if it's possible to write in your preferred language. Some may agree if it helps you express your ideas better.*
- ✓ *If you Google the topic or question given for a paper before you even know what your own thoughts are independent of what you might read, you may end up painting yourself into a corner when you read from someone else what you think you want to say.*
- ✓ *Rather than opt for the easy way out (e.g. copying what other people say), which will undercut what you should be learning in the first place, embrace the challenges which are meant to help your skills expand, your abilities to grow, and your character to form.*

Sample Case 2: A student claimed that since he changed some of the original words of a text and the basic sentence construction, it was no longer necessary to credit the source.

Note for students: *Paraphrasing correctly can be tricky. Simply substituting synonyms or the subject-predicate order of the original does NOT remove the imperative to acknowledge your source/s.*

- ✓ *Even if you're citing "plain facts" (e.g. the description of a company, the process of climate change, the definition of drug dependence, etc.), stating where you got this from (e.g. "According to the official website of product X," "Given the World Health Organization's definition of..." , etc.), is not only necessary, but good for the credibility of your paper.*

- ✓ Ask for help from your teacher before using an existing text/previous work as a “template”, so as to avoid misunderstandings, and to clarify the expected academic output.

Sample Case 3: A student reasoned that she thought that a footnote at the last sentence of an entire paragraph based on someone else’s idea was sufficient.

Note for students: A footnote or parenthetical reference only refers to the sentence it immediately precedes.

- ✓ If you’re taking an entire paragraph verbatim from a source, you need to use a block quote (a separate indented paragraph with its own citation)
- ✓ If the material taken verbatim from a source is less than a paragraph, but more than a sentence long, use quotation marks (“”) for the entire lifted text (along with the proper footnote/endnote/parenthetical remark) to indicate that all the material within them is taken verbatim from somewhere else.
- ✓ Without the use of quotation marks, or a block quote, a person reading your paper will think you came up with the words yourself. That would be dishonest even if those words encapsulate what you indeed wanted to say -- because the phrasing is someone else’s, and the omission of the direct credit diminishes the hard work of the actual author.
- ✓ Quotation marks, or a block quote, by themselves, without the appropriate footnote/end note/parenthetical remark pointing to a source that is listed in the references section, is also inadequate. Poor references will also disable others from verifying and building on your work, which is a core value in the academe.

Sample Case 4: Prior to the defense of a student’s research paper, when the reader examined the paper, he found that the footnoted sentences do not pertain to the sources cited.

Note for students: Rigor is part and parcel of academic integrity. Even without any intent to deceive, it is your responsibility as a student not to be sloppy in your work.

- ✓ Double check your sources before passing a paper to your teacher. Keeping your external sources organized will go a long way to making this easier. Attributions are useless if they point to the wrong source.

Sample Case 5: A teacher discovered that a student’s submission of a 1-page bonus paper she had given those who wanted to pull up their grades was largely taken from someone else’s essay.

Note for students: *Take note that ANY assessable requirement (i.e. anything you submit) is subject to the standards of academic integrity. While the standards in this Code are school-wide, some teachers may articulate more stringent requirements given certain contexts (e.g. a thesis-writing class compared to a freshman English composition class). How “minor” a requirement is not an excuse to submit something that isn’t yours.*

- ✓ *Make sure you know and understand the standards of academic integrity specific to a particular class.*
- ✓ *Ask questions at the start of the semester if there is something you do not understand or disagree with in the class policies. You can bring it up to the Chair of the department if need be.*

Sample Case 6: A student decided to copy the line of argument of a source for a reflection paper, although he changed some of the wording.

Note for students: *Plagiarism is not limited to the parroting of words. It encompasses the totality of the author’s intellectual work – including how he/she framed the question, how he/she developed the thesis, as well as his/her style of writing.*

- ✓ *The bottom line is to give credit where credit is due. Acknowledging an author’s frame, which you then adapted for your purpose, would have been more acceptable.*

Sample Case 7: A student asked a friend who she knew to be a good writer to edit her reflection paper. When the revised paper was sent back to her, she was so happy with the improvements and passed it as is, failing to realize that the paper included the reflections of the editor.

Note for students: *There is a difference between asking someone to check your grammar, versus letting them affect the substance of your paper.*

- ✓ *If it is necessary to ask for assistance, make sure to check that the identity of the work as a product of YOUR OWN learning is not compromised.*

Sample Case 8: A teacher found that a student lifted a few sentences of a five-page essay from a source without credit. The student reasoned that this is not plagiarism because it falls under the threshold score given by the teacher of 15% for the similarity index of Turnitin¹

Note for students: *While there are degrees of plagiarism, and some cases are certainly worse than others (e.g. wholesale copying of papers), plagiarizing a little is still plagiarism.*

- ✓ Note that Turnitin only provides a Similarity Index. It merely points out what in the submitted text is similar to material that is already in its database. It will say that sentence 1 in submission X, is the same as a sentence in source Y. It cannot detect that sentence 1 has adequate quotation marks, with an appropriate footnote to source Y. By itself, it cannot tell the difference between a properly sourced paper and the same paper lacking its citations.
- ✓ A high similarity score in Turnitin, if all sources are legitimately acknowledged within the text and in the bibliography, can constitute a plagiarism-free submission (although a teacher can deem the paper unfit in other aspects such as amount of original output). Similarly, a low similarity score does NOT mean that a paper is free of plagiarism (any unattributed material can put the paper into question).
- ✓ If there is something questionable in your submission, talk to your teacher and politely ask him/her to explain the basis of their assessment. Explain your writing process and ask how you could have done better.

Sample Case 9: For a computer programming assignment, a student copied existing code on the internet and just changed the subject. In another class, a student submitted “original artwork” that had clear aesthetic similarities to the existent work of another artist, which she used as a “peg” when she started.

Note for students: *Plagiarism is not confined to papers. In the sciences, for example, it often refers to the misappropriation of work processes or ideas. In the arts it can apply to falsely laying claim to creative work.*

- ✓ Consult with your teacher prior to submission, show your sources and ask for advice if you feel stuck.

1 See appendix for FAQs regarding Turnitin

Sample Case 10: When a student failed to attend the film showing in class, she decided to just submit a reaction paper based on the online reviews she found about the topic.

Note for students: *Apart from plagiarizing the online reviews, the entire paper in this case is a matter of deception if she had not watched the film herself. The vicarious process of insight, if not disclosed, is dishonest since there was no actual experience to base the reaction on. Even if you were successfully able to restate the ideas of others into your own words, and you attribute quotations and paraphrases accurately, it is misrepresentation to portray the submission as having been based on the assigned task when it was not.*

- ✓ If you have a valid reason for missing the activity, ask your teacher for alternatives on how to proceed with the requirement in question

Sample Case 11: A student did not cite the text he used during an open-notes exam.

Note for students: *Whether the assignment is done in class, outside of class, for a short or extensive amount of time, with open notes or not, if an idea comes from someone else, give credit to your source.*

- ✓ Depending on the resources you are allowed to bring for the academic requirement, even partial credit (e.g. “According to our class reading on ____”) is better than nothing.
- ✓ Clarify evaluation standards if you are confused about whether to mention a source or not.

Sample Case 12: For group work, one member contributed plagiarized material for his part, through the group’s use of Google Docs. In the final compilation of the parts for submission, the group included the plagiarized material since each person only looked at their own part, without being critical of the paper as a whole.

Note for students: *Depending on whether the different group members were aware of the plagiarized submission, or were in a position to know, persons other than the author of the plagiarized piece may be charged with the same offense. While there are degrees of culpability, it would be good to remember that it is each student’s duty to be circumspect of everything that you put your name on.*

- ✓ Remember that group work is NOT about coming up with a patchwork of disparate parts. It’s about several people

collaborating for output that they presumably could not have produced alone. Effectively, the whole should be greater than a mere sum of its parts.

- ✓ In the digital age, it is especially tempting for groups to dismiss the need to actually meet in person because of programs like Google Docs that let people work ‘simultaneously’ on the same paper, while being in different places. Because of how easily things can get lost in that process, you actually have to be extra careful that nothing is neglected.
- ✓ Even if you have a group editor, everybody needs to read the whole paper prior to submission. The mistake of one will affect the grade of the rest, sometimes seriously so.
- ✓ The usual red flags to watch out for in checking each other’s work include sudden changes in writing style, unnatural speed of production or length of text, and excessive details.
- ✓ Most of the time, this problem is tied to having crammed the requirement in the first place, so one clear way to avoid accidental submission of plagiarized material is to work early enough so that everyone can go through the paper carefully.

Sample Case 13: A group borrowed an old business plan from a previous school year and overwrote the file, adjusting it to fit their own product. While they claimed that they just wanted to save on effort in formatting, a significant amount of content from the “template” (the topics they had in common) was copied.

Note for students: *In academic exercises, unless explicitly permitted, the use of templates is generally frowned upon given that their ready use is likely contrary to the objectives of the task. Knowledge, skills and attitudes can only be built by going through the process even if there is a ready answer that can be fished from former classes or online resources.*

- ✓ When in doubt, ask your teacher whether using some sort of template is acceptable. What you think are the “industry standards” or “acceptable/common practice” are not necessarily applicable or suitable given learning objectives and class policies.

Sample Case 14: A student submitted part of his old paper for a previous class, to his current class, without mentioning the source. He reasoned this is not plagiarism since he owns the material himself.

- ✓ *Using your old work for current requirements is not, by itself, a problem, IF YOU CITE IT PROPERLY, indicating the text from where it came.*
- ✓ *The larger question is whether your use of pre-existing material conforms to the objectives of the academic requirement. Even if tasks are repeated across different subjects, the point is to go through the exercise, although results may be similar.*
- ✓ *Ultimately, there may be something dishonest in passing off old product as current work. Better to point out your situation to the teacher and ask whether this is permissible in relation to the goals of the subject.*

C. Fabrication or the submission of falsified data, information, citation/s, source/s, or results in an academic exercise

While plagiarism refers to claiming another's ideas/words as one's own, fabrication refers to data which are altogether false or fictional.

Sample Case 1: A student submitted a business plan where the survey results were falsified.

Sample Case 2: A reader suspected that the student may have fabricated footnotes to feign scholarship.

Sample Case 3: A group of students pretended to have interviewed each other for an analysis paper

Sample Case 4: A student asked his questionnaire respondents to lie and pretend to be his target sample.

Note to students: *Fabrication often involves avoiding what is perceived to be an unimportant detail in an assigned task. Rather than take the easy way out, students are encouraged to ask for assistance from the teacher, not just in terms of methodology, but also in clarifying the importance of the seemingly tedious tasks in the fulfillment of learning objectives.*

Appendix

A. FAQs regarding *Turnitin*

Q: What is Turnitin?

A: Turnitin is licensed software available for the use of the Loyola Schools. It is an internet-based plagiarism detection service.

Q: How does it work?

A: Most faculty of the LS have Turnitin accounts where they create classes and specific requirements to be subjected to the scrutiny of the program. Students will be asked to submit soft copies of their requirements to the service. What Turnitin does is compare the text submitted, to its extensive database (which includes print and online material, as well as all the papers ever submitted to it). Given that comparison, it will produce a Similarity Index with an overall similarity score, as well as a breakdown of the percentages of how much material from the submission is similar to what is on the database. It will go as far as to highlight the actual passages from a student's submission, linking it to a located source.

Q: Can Turnitin say that a paper is plagiarized or not?

A: NO. Turnitin, by itself, cannot say whether a paper contains plagiarized material or not. It only matches texts. Even if a sentence in a student's paper is properly sourced, Turnitin will still highlight it as something similar to text stored in their database. It is up to the user to examine and sort what is flagged by the service, and see which highlighted sections are not sourced or inadequately attributed to the located sources.

Q: What similarity score is acceptable?

A: Your teacher may express that he/she will only entertain papers that fall below a certain similarity score. This typically is a peg that a teacher gives in relation to how much of your text should be "original," and it differs from teacher to teacher, from context to context. For example, a personal reflection paper might be given a very low threshold (e.g. 10%) because of how unique to the student the material is expected to be; compared to an annotated bibliography which would, understandably, have a high threshold because of the objective of the requirement (e.g. 50%). This threshold, as well as the actual similarity score generated

for a submission, is NOT related to whether there is plagiarism in the paper or not. A paper can legitimately have a high similarity index, and be properly sourced. Similarly, a paper with 1% similarity may have committed plagiarism within that small amount of material taken from other sources.

Q: How can I check my own submission for plagiarism before it is graded?

A: Some classes may allow students to see their Turnitin scores prior to final submission (through a setting in the service). Ask your teacher whether this will be enabled. However, if that is not allowed in a particular class, there are other FREE ONLINE software that function similarly to Turnitin. You may also paste the text in question in a simple Google search query which can provide significant results.

B. Implications of Academic Dishonesty

Academic integrity is at the core of the learning process. Instances of academic dishonesty naturally have implications on one's academic standing. It will also likely be reported for investigation as a disciplinary case.

In terms of the class where the academic dishonesty was committed, at the very least, dishonest behavior can be expected to merit a failing grade in the requirement involved. However, more serious cases involving major requirements (i.e. midterms, final exams, and those that constitute 20% or more of the final grade), can result in failure in the course itself.² Where there is objective evidence (e.g. the presence of a phone during a test, unauthorized notes during an exam, the black and white correspondence between the unattributed content of a submission vis a vis a located source, etc.), and/or the admission of a dishonest act, one can expect an immediate decision from the teacher regarding the academic penalties (i.e. the grades involved), whether or not he/she forwards the case to the Committee on Discipline in addition to issuing the failing mark. In case the Committee on Discipline finds a student NOT guilty of academic dishonesty in the instance alleged, the student may bring said decision to the teacher concerned,³ or appeal for a change of grade to the Standards Committee through the Office of the Associate Dean for Academic Affairs⁴. In instances where the

2 Please refer to the footnote in the section of *Offenses Involving Dishonesty* in the *Code of Conduct* in the Student Handbook

3 In cases where the "not guilty" is rendered prior to the entry of the final grade for the course

4 Please refer to the Procedure for Appeals of change of Grade in the Academic Procedures and Services Section of the 2018 Student Handbook

teacher deems it necessary to wait for the decision of the Committee on Discipline on the matter in question before rendering any decision regarding a student's grade, he/she will inform the student. In those cases, the teacher may also decline to enter a final grade for the class (manifested by an * in the student's AISIS records) until the resolution of the disciplinary case is reached.

For any disciplinary complaint reported, students should refer to Section II of the Code of Conduct in the Student Handbook for the processes involved. In summary, once a complaint is filed, the allegations will be investigated by the Office for Student Services. Respondents will be informed of the complaint against them, and asked to submit their preliminary statements in writing, as well as any exhibits that support their claims. Based on the preliminary investigation, the Director of OSS forwards those cases which are likely major offenses of the Code of Conduct to the Student Discipline Office. The Coordinator for Student Discipline conducts the final evaluation of the merits of the case, decides on the formal charges that will be filed (if any), and forwards those with probable cause to the Committee on Discipline for hearing and deliberation. Student respondents and witnesses can expect to be asked to appear in person during the hearing, after which the committee deliberates and makes its recommendation to the signatory of discipline case decisions, the Associate Dean for Student Formation. It is important to emphasize that the LS does not operate with a formula in determining the sanction/s for a particular offense. Each incident and violation is treated on a case-to-case basis, but precedents are examined to address consistency and honor the historicity of discipline decisions. This result will be communicated to the student respondent when it is available.

All students of the Loyola Schools share in the communal responsibility for the preservation and defense of Academic Integrity. Witnesses to such dishonesty are encouraged to report it to their teacher as it happens/as soon as possible. Assistance from the Office of Student Services (at loc 5022, located at Room X102 of Xavier Hall) can be solicited as well.

Learning Contract

REPLY SLIP

This is to certify that I have read, studied and fully understood the *Loyola Schools Code of Academic Integrity (Student Guide)* and promise to abide by its principles and policies.

Signature of student over printed name

ID#

Year/Course

Date today

Submitted to (name of teacher)

Class

(DO NOT WRITE BELOW THIS LINE)

RECEIVED BY STUDENT DISCIPLINE OFFICE:

Signature of Student Discipline personnel

Date received

FOR INQUIRIES, PLEASE CONTACT THE

Coordinator for Student Discipline

Room X102, Xavier Hall

Ateneo de Manila, Loyola Schools

4266001 loc 5023



Acknowledgements

An ad hoc committee tasked to address the issue of academic integrity was created in 2009 by then Vice President for Loyola Schools, Dr. Ma. Assunta C. Cuyegkeng. Its mandate was to probe the important issue of academic dishonesty and propose action to be taken. Given this, the committee endeavored to examine the existent knowledge and common practices regarding the subject. Notably, the committee conducted a survey among all departments and faculty of the Loyola Schools regarding their experiences with academic dishonesty, and the measures taken in their classes to promote and safeguard academic integrity. Experiences of the Discipline Committee were also culled for insights into student and faculty behavior. The result of this research formed the basis for this guide that elaborates on the established policies in the *Code of Conduct*, seeking to articulate baseline expectations and establish a level understanding among the members of the Loyola Schools. On-going revisions to the original work have been facilitated by the Coordinator for Student Discipline with input from the Associate Dean for Student Formation, Committee on Discipline members and other relevant stakeholders.

ORIGINAL COMMITTEE MEMBERS

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