

THE STUDENT GUIDE
TO THE
CODE OF ACADEMIC INTEGRITY
OF THE LOYOLA SCHOOLS
(2012 EDITION)

MESSAGE FROM

The Vice President for Loyola Schools

Truth is an academic institution's reason for existence. Upholding truth is a paramount responsibility.

Contemporary developments in different spheres - social, economic, political, technological, even within homes - are bringing about changes that may actually begin to challenge the very foundations of a rational and just society. Integrity is the glue that makes possible a productive interaction among responsible citizens.

It is important, therefore, that the Loyola Schools community engages this fundamental issue where it is manifested on an everyday basis – the academic exercise. This booklet seeks to define the practice of Academic Integrity amidst the blurring influence of multi-varied developments in society.

It is our hope that through this, we, as an academic community, will be more empowered and thereby be more impassioned in our advocacy of Truth and Integrity and a better country.

John Paul C. Vergara, Ph.D.

MESSAGE FROM

The Associate Dean for Academic Affairs

The search for truth is the *raison d'être* of the University. The authenticity of the search for truth is guaranteed by an attitude of honesty and integrity. The medieval scholastics (those often maligned founders of the University tradition) called it *rectitudo*. I wouldn't know how to translate it into Pilipino, but it has something to do with being *ma-tuwid*, therefore with *ka-tuwiran* or reason too. Without *rectitudo*, reason goes awry, blinded or manipulated by the forces of violence within us or outside us. This is why the issue of academic integrity is not just an issue of personal or interpersonal morality; social justice and the promotion of rationality are also at stake.

This primer on academic integrity codifies certain practices which cultivate *rectitudo* in our academic community. May it help all of us to engage in the search for truth more meaningfully and effectively.

Eduardo Jose E. Calasanz

MESSAGE FROM

The Associate Dean for Graduate Programs

A review of research studies done on academic integrity shows an increase of academic dishonesty in higher education institutions. The increase has been attributed to pressure from parents and/or peers, plus very easy access to the Internet.

The Ateneo de Manila University, as a Catholic, Jesuit, Filipino university, puts a premium value on academi integrity in its pursuit of academic excellence and service for others. The Code of Academic Integrity for students and faculty is ADMU's explicit stand on it. The responsibility of all students, especially those taking graduate studies, is to read and understand the fundamentals enshrined in this Code and abide by the values of truth, respect for others, and personal integrity.

Ma. Celeste T. Gonzalez, Ed.D.

MESSAGE FROM

The Associate Dean for Student Affairs

The Loyola Schools is one with the Ateneo School of Government in the advocacy of Effective, Empowering and Ethical Leadership. We believe that competent leadership is most meaningfully practiced in the context of service. We believe that genuine leadership is anchored not on personal ambition but on the desire to bring out the Truth of the fullness of human dignity in every person. We believe that leadership and integrity are inseparable.

The challenges that continue to confront our nation demand some soul-searching on the part of academic institutions. The persistence of the problem of corruption, not just among leaders but among ordinary citizens as well, may be an unpleasant wake-up call to the education sector that has traditionally been expected to produce the right leaders and citizens for the country.

Integrity as a life choice begins with small everyday acts that lead to personal habits that eventually define character. It is our hope that integrity in the most pervasive aspect of a student's life, the academic, will be a humble but significant step in the right direction.

Rene Salvador R. San Andres

SECTION 1:

THE CORE PRINCIPLES

The Ateneo de Manila University, realizing that the *preservation, extension, and communication of truth* means to dignify 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. Only in truth can one be the best.

Only through this can *cura personalis* be practiced. Only in honesty can personal dignity 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. It is implicit, therefore, in the very act of enrolling at the Loyola Schools, that a student agrees to take on the following responsibilities:

1. It is the duty of all students to maintain the integrity of their work and assure the LS that such work is the product of one's 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, 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, and action taken as regards, 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 they are working with.

Part of benefitting from an Ateneo education is the need to be thankful to others for what one learns, which enables one 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) a student must always be mindful of his/her own input *as well as 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. It is the moral responsibility of each member of the LS to respond to suspected acts of academic dishonesty through the appropriate and given channels. Acts of dishonesty weaken the community of learners. It is trust that underlies this relationship and any act of cheating corrodes that trust.

SECTION 3:

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 Discipline* 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 the reader 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 in order to determine what has been learned. Unless explicitly allowed by the instructor, the following behavior is unacceptable and will be construed as “academic dishonesty” whether attempted, failed or consummated:

1. Any form of unauthorized communication
2. Making unnecessary noise (e.g. talking to one’s self)
3. Calling the attention of others; looking at the papers of others
4. Making one’s test paper visible to others
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 1: During a multiple choice exam, a teacher noticed one student murmuring. When confronted, the student claimed to have the habit of reading test questions and the possible answers to herself, but within hearing range of others.

Sample Case 2: 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.

Sample Case 3: A student reported to her teacher that a classmate seated in front of her kept glancing at the papers left behind by the previous class at the chair beside him.

Sample Case 4: While roaming around the classroom, a teacher noticed a piece of paper fall from a student’s desk. They were the 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 5: 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.

Note for Students: All exams, whether written or oral, take-home or in-class, should be taken seriously as the teacher’s evaluative tool for the learning that was achieved by each individual student. As such, **students should not engage in any behavior that puts to doubt the validity of the results of such evaluation** -- as with the access to the assistance of others and/or the presence of tools that could place one in a position of advantage.

B. Plagiarism

Plagiarism is an offense that generally strikes at two important educational values – the value of individual work and respect for others’ intellectual property. When a person fails to give credit to a source, thereby giving the impression that what is actually a borrowed idea or way of saying things is their own, they commit 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 that one acknowledge sources.

Sample Case 1: Since a student had difficulty with expressing herself in the given (English) language, she decided to use the words in an online article as her own.

Note for students: *Many students explain that they resort to plagiarism out of a lack of confidence in their own abilities to express themselves. They talk about the difficulties in meeting expectations, and the pressure to produce something excellent, often in comparison to others. And so they choose to parrot someone else's words instead of settle for their underdeveloped voice. What is often neglected, however, is the fact that the process of experiencing difficulty itself is educational. As such, stumbling upon one's own ideas and words should be embraced rather than opt for the easy short cut.*

Sample Case 2: A teacher found that a student lifted one line of a five-page essay from a source without credit.

Note for students: *Plagiarism is not dependent on the amount of material that is lifted without acknowledgement.*

Sample Case 3: Assuming that he and his teacher understood each other, a student no longer cited the text he used during an open-notes exam.

Note for students: *It does not matter whether the assignment is done in class, out of class, for a short period of time, or at length, with open notes or not. If an idea is not one's own, proper credit must be given to the source.*

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 the student's responsibility not to be sloppy in his/her work.*

Sample Case 5: When a student failed to attend the film-showing in class, she decided to just submit a paper based on online reviews she found about the topic.

Note for students: *There can be no originality in one's work if one does not do the assignment in the first place. Even if one successfully restates the ideas in one's own words, or gives credit to the sources, it is deception to give the impression that the submission is based on the assigned work when it is not.*

Sample Case 6: 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. It cannot refer to the entire paragraph unless one uses a block quote (with quotations marks at the start and end of the entire passage).*

Sample Case 7: A student claimed that since he changed some of the original words of a text and the sentence construction, it was no longer necessary to credit the source.

Note for students: *Changing some words or the subject-predicate order of the original does NOT make a the resulting text one's own. Credit must still be given to the source.*

Sample Case 8: In a reflection paper, a student decided to copy the line of argument of a source, although he changed the exact 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 of the question, how he/she developed the thesis, as well as his/her style of writing. The bottom line is giving credit where credit is due.*

Sample Case 9: For a computer programming assignment, a student copied an existing program on the internet and just changed the subject.

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.*

Sample Case 10: 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 happy with the improvements and passed it as is, failing to realize that the paper contained the reflections of the editor.

Note for students: *There is a difference between having someone check one's grammar and letting them affect the substance of one's paper. If it is necessary to ask for assistance, it remains the responsibility of the student to check that the identity of the work as a product of one's own learning is not compromised.*

Sample Case 11: For group work, one member contributed plagiarized material when he was absent. During the compilation of the project, the others included it without being critical of the submission, failing to notice the unnatural length and the incompatibility of the writing style.

Note for students: *Depending on whether the 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 a student's duty to be circumspect of everything that one puts his/her name on. Students should also remember that group work is not a simple patchwork of disparate parts.*

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.

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 as regards clarifying the importance of the seemingly tedious tasks in the fulfillment of learning objectives.*

D. Deception or providing false information to the teacher regarding an academic activity or requirement, for example, providing false information for failure to meet a deadline, or falsely claiming to have submitted work.

Any form of misrepresentation done in the context of an academic exercise that does not fit the first three types falls under this. It involves any attempt to misconstrue the truth, whether by commission or omission.

Sample Case 1: A student asked her classmate to sign her name for the out-of-class activity when she was absent.

Sample Case 2: A student falsely claimed to have been summoned by the ADSA Office as a reason why he was late for class.

Sample Case 3: A student claimed to have passed a quiz paper when, in fact, she arrived too late for the quiz.

Sample Case 4: A student failed to come forward and tell the proctor that he was not from that section when attendance prior to a test was being checked.

Note for students: *Deceptive acts are frequently committed in relation to evading the perceived negative consequences of the truth. Part of the learning process, however, is learning from the consequences of our actions. It is far graver to resort to dishonesty to cover up the truth than it is to commit a mistake and admit one's accountability.*

SECTION 4:

Handling Cases of Academic Dishonesty

As indicated in Section III.E of the *Code of Discipline* of the Loyola Schools Student Handbook, "Dishonesty runs counter to the very essence of the Ateneo de Manila as an educational institution. All cases of dishonesty will be treated as major cases."

Where an objective basis is established that academic dishonesty has been committed, the student/s responsible undergo/es the established due process.

In general, cases of academic dishonesty involve two aspects which affect two parallel processes — the academic and the disciplinary. The academic side may involve the teacher, the department, the ADAA, and the Standards Committee, while the disciplinary is assessed by the teacher, the ADSA, the Discipline Committee, and the Vice President for Loyola Schools. Each track has its own nuances, but shares the same principles regarding (1) objectivity, (2) fairness, (3) the right to be informed, (4) the right to be heard, (5) and the formative nature of the process.

On the academic side, the teacher assesses the violation in relation to class guidelines and policies and ascertains what academic consequences are called for, given the particular requirement and the circumstances.

From the disciplinary point of view, while the objective proof of the offense is the crux of the matter for a formal charge against a student, the disciplinary process as a whole is not devoid of the context or circumstances surrounding an act. The accused is always given the chance to tell his/her story and present his/her side, both in writing and in person. Furthermore, the multi-disciplinary composition of the 10-member Discipline Committee seeks to guarantee the appreciation of the case from multiple and varied perspectives.

The context surrounding a violation, however, does not typically make for exoneration or condemnation. Rather, it enables a more comprehensive understanding of the objective act. Rather than influencing guilt or innocence, context (knowledge, degree of participation, willfulness, etc.) often comes to play as the mitigating or aggravating factors that are assessed in determining the appropriate sanction/s.

It is important to emphasize that the LS does not operate with a formula in determining the sanction for a particular offense. Each incident, violation and person's unique case is treated on a case-to-case basis. Precedents, however, are examined to address consistency and honor the historicity of discipline decisions.

As a student of the Loyola Schools, one shares in the communal responsibility for the preservation and defense of Academic Integrity. Should one be a witness to such dishonesty, students are expected to report it to their teacher or the Office of the Associate Dean for Student Affairs (located at Room X100, Xavier Hall).

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 Discipline*, seeking to articulate baseline expectations and establish a level understanding among the members of the Loyola Schools.

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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 ADSA OFFICE:

_____ Signature of ADSA personnel	_____ Date received
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