

Ateneo College Student Handbook

VOLUME 2

STUDENT CONDUCT, ACADEMIC INTEGRITY, AND RELATED DISCIPLINARY PROCESSES

2025 Edition





ATENEO DE MANILA UNIVERSITY

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TABLE OF CONTENTS

CODE OF CONDUCT FOR STUDENTS 3

I. Basic Responsibilities 3

II. Offenses 4

A. Offenses Against Security 4

B. Offenses Against Persons 5

C. Offenses Against Property 5

D. Offenses Against Order 5

E. Offenses Involving Dishonesty 7

F. Offenses Against Public Morals 8

III. Procedures 8

A. Submission of Complaints Incident Reports 8

B. Preliminary Investigations 9

C. Procedures for Major Offenses 11

IV. Data Privacy 14

V. Clearance, Hold Orders and Certificates of Good Moral Character 14

THE STUDENT GUIDE TO THE CODE OF ACADEMIC INTEGRITY OF THE LOYOLA SCHOOLS (2021 EDITION) 16

Section 1: The Core Principles 16

Section 2: Student Responsibilities
as regards the preservation & defense of academic integrity 16

Section 3: Acts of Academic Dishonesty 17

A. Dishonest behavior during exams or tests 17

B. Plagiarism 18

C. Fabrication or the submission of falsified data, information, citation/s, source/s, or results in an academic exercise 23

Section 4: Appendix 24

A. FAQs regarding *Turnitin* 24

B. Implications of Academic Dishonesty 24

CONFLICT MANAGEMENT AND MEDIATION SERVICES 25

I. Preamble 25
II. Conflict Management in Higher Education 25

PROTOCOLS AND PROCESS FOR THE NO-CONTACT AGREEMENT AND NO-CONTACT ORDER 30

I. Rationale 30
II. Main difference between NCA & NCO 30
III. Basic Inclusions of an NCA/NCO 30

THE CODE OF DECORUM AND ADMINISTRATIVE RULES ON SEXUAL HARASSMENT, OTHER FORMS OF SEXUAL MISCONDUCT, AND INAPPROPRIATE BEHAVIOR 32

Code of Conduct for Students

Introduction

The Code of Conduct at Ateneo de Manila University is significant in shaping students' holistic development. By emphasizing values such as competence, conscience, compassion, and commitment, it aims to nurture individuals who are not only academically proficient but also morally responsible and just. This approach aligns with the university's mission to foster Christ-centered individuals who recognize their inherent dignity and the dignity of others, reflecting their creation in God's image.

The responsibilities, offenses, sanctions, and procedures outlined here apply to undergraduate and graduate students of the Gokongwei Brothers School of Education and Learning Design (GBSEALD), School of Humanities (SOH), John Gokongwei School of Management (JGSOM), School of Science and Engineering (SOSE), and Dr. Rosita G. Leong School of Social Sciences (RGLSOSS) and the and contains the modes of conduct conducive to the creation of an Ateneo academic community, fostering individuals who embody the values of competence, conscience, compassion, and commitment, in line with the Ignatian tradition.

Section I. Basic Responsibilities

Students are expected to conduct themselves in a manner that promotes their continuing development as persons, as well as the continuing development of their peers. They have a responsibility to ensure that the academic environment of the Ateneo de Manila University is conducive to human formation. Students are expected to act with truthfulness and honesty in their participation in academic and co-curricular activities.

A. Students are expected to follow class policies and regulations set by the school and their instructors as regards onsite and online sessions. A student may be sent out of class, and/or declined participation in an online lesson, if their actions disrupt the orderly conduct of class activities or fail to follow established guidelines. (This is considered a class cut/absence.)

B. Students are expected to follow University and class guidelines on the use of Generative Artificial Intelligence (GenAI) and other technological aids in their learning.

C. Students are expected to follow guidelines on Data Privacy and Intellectual Property. Students must be respectful of the privacy rights of others.

D. Students should use communication and information technology responsibly, especially when engaging in actions that may impact the privacy, dignity, and/or rights of institutions, groups, or individuals, including themselves.

E. Students have the responsibility to follow all regulations and guidelines in the use of facilities and equipment.

F. When participating in official off-campus activities, students are expected to conduct themselves properly in such functions, to use the name of the University responsibly, and to obtain official approval from a person of authority or from the concerned department or office.

G. Students should bear in mind that any off-campus events should not directly or indirectly tarnish the name of the school, especially in reference to the values and principles it stands for.

H. Students must wear their Ateneo-issued Identification (ID) Cards on campus and present the same whenever requested by University personnel.

I. Although no uniform is prescribed, it is the responsibility of the students to dress according to their preferences as long as it aligns with the University's Policy on gender inclusivity and

academic rules. It encourages a simple, value-oriented, and spirit-inspired lifestyle. Faculty and administrators can set specific dress codes for certain areas and events.

J. Students must keep their contact and personal information on AISIS (Ateneo Integrated Student Information System) up-to-date. Students will be held responsible for any adverse outcomes or missed opportunities that arise from their unavailability.

K. Students should ensure that persons or outsiders who enter the campus on their behalf conduct themselves appropriately and observe campus rules. The student is charged with violating the Code of Conduct if such persons behave inappropriately/fail to observe campus rules, and the student (a) failed to inform such persons of the relevant rules, (b) had knowledge of such persons' actions but failed to take reasonable steps to prevent or stop them, and/or (c) the student consented to, condoned, or participated in the acts of such persons.

L. The University environment serves and supports the mission of the institution. It must be treated with proper care and respect to ensure the health and safety of members of the community.

1. It is the responsibility of students to take care of school property and to help keep the University clean. Students are expected to make themselves aware of and comply with applicable guidelines regarding the proper use of school facilities, bearing the cost of any damage due to a willful act or negligence.
2. Students who bring vehicles into the campus should observe all campus traffic and parking regulations. This includes displaying the pass and ensuring that their vehicles do not contribute to environmental pollution.
3. Smoking is totally banned on any of the University's campuses. This refers to the use of tobacco and non-tobacco cigarette products, as well as electronic nicotine and non-nicotine delivery systems.
4. Eating and drinking are strictly prohibited in laboratories, audio-visual rooms (AVRs), and the Rizal Library. The same is discouraged in classrooms, but permission for limited drinking/eating may be obtained from the instructor in charge.

M. All students share responsibility for the creation and maintenance of a healthy, safe, and drug-free campus. This includes compliance with policies and measures to protect health and well-being, to prevent the spread of infectious disease, and against the use of dangerous drugs.

N. As members of the ADMU community, students share responsibility for the community's well-being, protection, and integrity. Students are expected to report to University authorities any event that may compromise the community and to assist in arriving at the truth of an incident to the extent of one's knowledge and ability.

O. All students should observe the Rizal Library regulations, which are meant to give all users of the library facilities equal opportunity for study and research.

Section II. Offenses[1]

Students are expected to exercise freedom and maturity in the process of self-development. This entails the ability to distinguish between acts that shall promote and those that subvert their well-being.The following are considered inimical to the dignity of the members of the community:

A. Offenses Against Security

1. Failing to wear the student identification card visibly on one's person

[1] The sub-section headings regarding categories of offenses are guides in organizing the proceeding list. They are not to be treated as restrictions to the interpretation of the spirit and nature of an actual offense.

2. Bringing into, and/or drinking alcoholic or any intoxicating beverages, on campus
3. Entering the campus while under the influence of alcohol or prohibited substances
4. Possession, use, or distribution of dangerous drugs (as defined in RA 9165) for something other than their intended medical purpose
5. Possession of deadly weapons
6. Computer hacking[2]
7. Engaging in endangering behavior, defined as any action that might lead to loss of life, illness, or injury, whether intentionally or as a result of recklessness or gross negligence (such as but not limited to removing fire alarms, tampering with fire extinguishers, sitting on ledges, dropping objects from buildings, refusing to conform to health and safety protocols, reckless driving or driving without a license, etc.)

B. Offenses Against Persons

1. Acts of disrespect or discourtesy
2. Proselytizing or promoting one's faith by attacking or denigrating others' religious beliefs
3. Acts of misconduct of a sexual nature[3]
4. Physical assault
5. Threatening harm to a person, honor, or property, using words or actions that reasonably instill fear of injury or damage
6. Engaging in a pattern of conduct that vexes or compromises the physical/psychological well-being of a person
7. Preventing members of the University community from discharging their duties
8. Instigating and/or engaging in activities resulting in injury or moral damage to persons or which degrades or debases the dignity of the person

C. Offenses Against Property

1. Disobeying school regulations on the care of the University environment
2. Stealing and/or unauthorized possession of others' property
3. Selling/disposing of/tampering with stolen property
4. Acts of vandalism/defacement of school, personal, or public property, in whatever form (whether physical or digital)
5. Instigating and/or engaging in activities resulting in damage to school property

D. Offenses Against Order

1. Failure to perform responsibilities as students as listed in Section I (Basic Responsibilities)

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2 ***Section 33-a of Republic Act No. 8792,*** *otherwise known as the "Electronic Commerce Act of 2000" states: "…*Hacking or cracking which refers to unauthorized access into or interference in a computer system/server or information and communication system; or any access in order to corrupt, alter, steal, or destroy using a computer or other similar information and communication devices, without the knowledge and consent of the owner of the computer or information and communications system, including the introduction of computer viruses and the like, resulting in the corruption, destruction, alteration, theft or loss of electronic data messages or electronic document…"

3 Offenses included in the ADMU Code of Decorum and Administrative Rules on Sexual Harassment, Other forms of Sexual Misconduct, and Inappropriate Behavior will be governed by those administrative processes specified, with SCD acting as LSODI (cf. Code of Conduct, Section II, B. Procedures, Footnote #3.)

2. Failure to wear appropriate attire for a university setting, including non-compliance with specific dress code guidelines for campus facilities or official university functions
3. Disturbing or disrupting a class or a school function without just cause
4. Violating the rules and regulations of the University Residence Halls and the Rizal Library and their facilities
5. Unreasonable repeated and/or willful failure to comply with official summonses issued by administration offices and/or academic departments, whether by office call slips, emails or any authorized form of messaging
6. Repeatedly failing to perform, acting in gross negligence of student responsibilities, frequently committing offenses, or dereliction of duties
7. Preventing the circulation of a recognized student publication
8. Placing or posting any unauthorized material within the university premises, or unauthorized removal of any official poster, announcement, memorandum, circular, or other University document
9. Obstructing the conduct of necessary administrative processes
10. Committing/insinuating acts of retaliation due solely to the filing of a report or participation in administrative procedures/investigations
11. Deliberate disregard or defiance of a penalty or a sanction imposed by the Student Conduct and Discipline Section or by pertinent authority
12. Bribery, or acceptance of a bribe, or any act meant to give or obtain favor or advantage illegally or unfairly, whether attempted, frustrated, or consummated
13. Profiteering and/or engaging in disreputable or unfair business practices, especially when done with the use of the Ateneo name, school resources, and/or affiliations
14. Gaining an undue advantage over others for personal benefit by illegitimate means
15. Gambling within school premises, during or about school-sanctioned events, and/or through University resources
16. Aiding in the violation of the Code of Conduct or any school rule by another student or aiding in the commission by another student of acts considered crimes, whether wittingly or unwittingly (e.g. sharing a copy of one's paper/exam which is then used for an act of academic dishonesty; negligence in the treatment of one's ID which is then used for misrepresentation, etc.)
17. Violation of official policies and measures implemented against the use of dangerous drugs
18. Failure to abide by regulations related to protective measures instituted by the school, as with violations of the terms of existing No Contact Agreements (NCAs), No Contact Orders (NCOs), and the like
19. Organizing or being involved in groups or organizations in which
    a. Advocate, espouse, or use violence
    b. Require members/applicants to act in any manner that is personally degrading and not directly related to what the group or organization is aiming to accomplish, or
    c. Express their exclusion of others through disrespect for and disregard of the rights and dignity of members and/or non-members

20. Illegally obtaining or gaining access to and/or using restricted school documents, facilities, or equipment
21. Invasion of privacy, as with unauthorized use of recording equipment or access to facilities, especially when the same is likely to cause distress
22. Unauthorized disclosure of personal/sensitive information as defined by data privacy regulations (as with the Data Privacy Act), and/or private/confidential information protected by University Policy.
23. Committing, inside the campus and/or during a school function, any acts considered crimes under the laws of the land
24. Committing acts outside the campus that affect the good name, order, or welfare of the school or have a direct and immediate effect on the discipline, morale, or general welfare of the school, especially acts considered crimes under the laws of the land of which the person has been formally charged or convicted

E. Offenses Involving Dishonesty

Dishonesty runs counter to the very essence of the Ateneo de Manila University as an educational institution.

1. Any form of dishonesty committed in the context of an academic exercise.[4] This includes but is not limited to the following:
    a. Dishonest behavior during examinations or tests. Dishonest behavior is manifested by but not limited to:
        i. Any form of unauthorized communication
        ii. making unnecessary noise (e.g., talking to one's self)
        iii. calling the attention of others; looking at the papers of others
        iv. making one's test paper visible to others
        v. Possession, or presence attributed to the person, and/or use of unauthorized notes or 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 related to the examination
    b. Plagiarism
    c. Fabrication or submission of falsified data, information, citation, source/s, or results in an academic exercise
    d. Unauthorized use of external aid/artificial intelligence, especially when resulting in undue academic advantage
2. Deception or providing false information (e.g., providing a false reason for failure to meet a deadline, or falsely claiming to have submitted documents, giving false testimony, feigning ignorance, etc.)

[4] Cheating in any major course requirement will merit an academic penalty of F in the course and will be regarded as a major disciplinary offense. Major course requirements would include mid-term or final examinations, or any other academic requirements that constitute twenty (20) percent or more of the final grade in the course. Cheating in any other course requirement will merit a minimum academic penalty of F in that academic requirement, and will be subjected to the usual review befitting a disciplinary case. Ateneo College Academic Regulations, Section V.4. Grade Penalty for Academic Dishonesty.

3. Tampering with and/or falsifying school or public documents and/or communication, whether physical or electronic, especially those that are part of, or affect, the official processes of the University
4. Use of someone else's personal data/identifying characteristics/personal effects to commit fraud
5. Committing any form of misrepresentation

F. Offenses Against Public Morals

1. Accessing, possessing, or distributing pornographic materials on campus, whether in physical or electronic form
2. Initiating, engaging in, or promoting indecent and/or offensive behavior in public, especially when resulting in scandal
3. Moral turpitude, defined as gross disregard of moral standards expected of a human being while engaging in some activity or in the commission of a violation

Section III. Procedures

Procedures related to student conduct are meant to ensure rationality and order for the members of the community. These address formative issues through a community-based approach that views maladaptive behavior through a restorative lens, with emphasis on the common good, the social fabric, institutional values,and the development of the individual into persons-for-others.

All student discipline matters fall under the purview of the Student Conduct and Discipline Section (SCD) of the Office of Student Affairs and Services (OSAS). The SCD is responsible for ensuring that established procedures are observed with due diligence and fairness in all disciplinary investigations and case processing.[5]

Disciplinary proceedings for any infraction committed or alleged to have been committed by a student, the records of and documents pertaining to such proceedings, the identities of the parties involved, and the decision or disposal of such proceedings are strictly confidential. Such information may not be reproduced, shared, transmitted, or processed in any form or by any means, or stored in any filing system, except when allowed by law. Failure to comply may give rise to disciplinary action. The obligation to observe confidentiality continues even after the person who received or had access to the confidential information is no longer connected with the University.

A. Submission of Complaints/Incident Reports

1. Any member of the Ateneo de Manila University community may file a complaint or incident report on possible violations of the Code of Conduct. Other complainants may be entertained on a case-to-case basis.

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[5] For sexual-related violations offenses/infractions falling under the ADMU Code of Decorum and Administrative Rules on Sexual Harassment, Other forms of Sexual Misconduct, and Inappropriate Behavior, SCD acting as the Office of Decorum and Investigation (LSODI) for allegations that fall within its scope and responsibility, shall be governed by the Administrative Disciplinary Rules prescribed in that University Code and Rules (available in its entirety at the ateneo.edu website, at https://www.ateneo.edu/central/policies/code-of-decorum). In investigating such violations, the LSODI may, in the same proceedings, look into other related infractions including, but not limited to, possible violations of this Student Code of Conduct and other relevant laws, regulations, and University-issued circulars, memoranda, directives, and the like.

2. The written complaint or incident report should be filed with the SCD, stating the nature and the circumstances of the alleged offense, along with any supporting evidence available.
3. Complaints regarding student conduct and discipline may be submitted before the completion of all academic requirements for graduating students.

B. Preliminary Investigations

1. Upon the receipt of the complaint or incident report, SCD will conduct an initial assessment/ preliminary investigation, where respondents will be asked to provide written statements regarding their involvement in the alleged offense. They may also be summoned for additional inquiries.
2. Given the review of the results of the preliminary investigation, the following actions may be taken by SCD:
    a. When a complaint cannot be pursued further due to insufficient evidence or merit, the complainant will receive a written letter stating that the case has been disposed.
    b. Refer to the complaint/incident report for Preliminary Conflict Management (PCM) facilitated by the Student Support Services Section (SSS) of the Office of Student Affairs and Services (OSAS).
        i. Conflict Management is a service of SSS that may be undertaken independently by persons who require assistance in settling a dispute or addressing a concern with a student (outside of or before exploring more formal grievance measures).
        ii. When parties are referred by SCD for PCM:
            ii.1. SCD shall refer the parties to SSS for PCM when the Complaint/incident report includes a matter that may come under Offenses Against Persons (except for those cases that are covered by the Code and Rules, and offenses that affect the public or the institution at large)
            ii.2. The SSS will assign a Facilitator to handle the PCM process. The Facilitator will explain the steps of the PCM and ask the parties whether they agree to undergo the process. If there is no written agreement to participate in the process, the Facilitator will refer the complaint/incident report back to SCD.
            ii.3. The Facilitator will invite both sides to a conference where each will be given an opportunity to express their concerns and what they would like to happen/what they are willing to do to resolve the issue. Depending on the circumstances, the facilitator may meet with the parties separately or together.
            ii.4. The parties and the Facilitator from SSS will set a calendar for meetings and agreements to achieve the resolution
            ii.5. If/when a resolution is achieved, the parties will sign an Agreement that outlines their willingness to consider the matter settled and no longer the subject of future complaints. This does not prevent the parties from filing a complaint if other possible violations occur after the PCM is concluded.
            ii.6. If no resolution can be reached, the Facilitator from SSS shall certify the impasse and endorse the matter back to SCD.
    c. In lieu of a disciplinary case, refer special cases to the Office of Guidance and Counseling (mental health conditions) and the Office of Health Services (for chronic physical/medical conditions), for evaluation if the incident possibly involves a student

with special needs (defined as conditions or disabilities that prevent the students' optimal access to the educational opportunities offered by the University).

d. Issue a minor violation if the criteria for the same are met, and enforce minor sanctions

   i. Violations that may come under this banner are those that:

      i.1. do not involve serious injury or harm

      i.2. do not involve a major requirement in a course[6]

      i.3. lack of evidence of malice or premeditation

      i.4. have little or no serious negative implications for the University or its members

      i.5. involves a general agreement regarding the essential/material facts of the case

      i.6. involves behavior that may be reasonably managed by adherence to the terms of a behavioral contract

   ii. Whether these criteria are met or applicable is the decision of the following:

      ii.1. The Head of the Student Conduct and Discipline Section, by default; or

      ii.2. The Committee on Discipline, in instances where an accused is found not guilty of a major offense, but guilty of a minor violation of the *Code of Conduct*.

   iii. Violations deemed 'minor' may give rise to any of the following, or a combination thereof, which are deemed as obligations/sanctions a respondent must attend to so that their good standing in the community be restored:

      iii.1. Written/oral reprimand

      iii.2. Written/personal apologies

      iii.3. Formation sessions (counseling, moral guidance, anger management, etc.)

      iii.4. Up to 40 hours of mandatory work in the form of community service

      iii.5. Temporary suspension of privileges related to the offense (e.g., driving privileges on campus)

   iv. An appeal of the decision regarding minor violations may be made to the Chair of the Committee on Discipline within seven (7) working days from receipt of the decision, provided that students who appeal can present new evidence or other basis, which, if taken into consideration, will materially affect the decision. A student may appeal the SCD decision only once, and no request for reconsideration of the decision on the appeal shall be entertained.

   v. Violations deemed "minor" are recorded in a student's name but do not prevent them from receiving a clean Certificate of Good Moral Character. Repeated minor violations, however, may constitute the basis for the filing of a major offense against the *Code of Conduct* or serve as an aggravating factor in the evaluation and processing of subsequent misbehavior.

e. Process the case as a possible major offense of the *Code of Conduct*.

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6 "Major course requirement—refers to a midterm and final examinations, or any other course requirement that constitutes twenty percent (20%) or more of the final grade in the course." *Ateneo College Academic Regulations, Section V.4. Grade Penalty for Academic Dishonesty*

C. Procedures for Major Offenses

As a general principle, cases are considered major if any of the following conditions are present: against the laws of the land, endangering the life and safety of the members of the community, recidivistic, or against the core principles of the Ateneo de Manila University.

1. Notices and Hearings

   a. In cases where there is sufficient basis to forward a case to the Committee on Discipline for deliberation and hearing as a major offense, the Student Conduct and Discipline Section through the Director of the Office of Student Affairs and Services will issue the respondent a Notice of Formal Charge stating:

      i. the nature of the possible violation, including the specific section(s) of the Code of Conduct possibly violated,

      ii. the right of the student to due process as stated in the Code of Conduct, and

      iii. the right of the student to the assistance of a counsel of his/her own choice from members of the community [7]

         iii.1. The respondent may ask any member of the Higher Education or Mission Integration clusters (except those serving as Dean, Assistant Vice President, or Vice President), to serve as counsel at the hearing of the case.

         iii.2. If the student has no one in mind, the Student Conduct and Discipline section will facilitate the assignment of a counselor to accompany the respondent during the hearing, through the Office of Guidance and Counseling.

   b. For cases that involve imminent, serious, or pervasive threat/s to the safety of the Ateneo community, where evidence of serious misconduct or failure to abide by previously established behavioral contracts is strong, the Head of the SCD, upon agreement of the Chair of the Committee on Discipline, may issue a Preventive Suspension Order congruent with CHED guidelines. [8]

   c. The student shall be required to submit their written response to the Notice of Formal Charge, including relevant material to support the statement, within five (5) working days of being informed. Failure to do so shall be taken to mean that the student chooses to waive his/her rights to present his/her side of the case as requested.

   d. The date of the hearing shall not be earlier than five (5) working days from the student's receipt of the Charge Notice.

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[7] In general, the role of someone chosen as counsel in this context is to:
● prior to the hearing: guide the student in the understanding of what responsibilities one bears in the matter in question, providing perspective regarding the incident/offense; also serve as emotional support regarding feelings and concerns about the case.
● during the hearing: serve as moral support and act as observer to the respondent student's testimony; can also be a character witness. The counsel may only observe and shall not be permitted to raise objections, comment, interrupt, or prevent a party from responding to questions. The Discipline Committee may order the counsel to leave the investigation room if the counsel violates this rule.
● after the hearing: assist in the processing of the student's testimony/responses and continue providing support.

[8] According to Section 106 of the MORPHE: "A student under investigation may be preventively suspended from entering the school premises and from attending classes, when the evidence of guilt is strong, and the responsible school official is morally convinced that the continued stay of the student pending investigation would cause sufficient distraction to the normal operations of the institution, or would pose real or imminent threat or danger to persons and property inside the institution's premises." This is a procedure, not a penalty; hence, it is not to be confused or equated to a sanction of suspension post-hearing.

e. The SCD shall notify the parents/guardians of undergraduate students charged before the Committee on Discipline through a duplicate copy of the Notice of Formal Charge, which shall be sent through email/ registered mail/courier service, to the official mailing address of the parent/s entered in AISIS.

f. The Committee on Discipline, convened by the Head of SCD, shall require the presence of the parties on the set date and time of the Discipline Committee hearing. If a respondent/complainant/witness fails or refuses to attend a scheduled disciplinary hearing, the Committee will evaluate whether there is reasonable cause for a postponement. In the absence of such, the Committee may interpret the absence as a waiver of one's right to present one's case in person and decide on the merits of the case given the evidence at hand.

g. Discipline hearings are formative. As administrative processes, they are not subject to the rules of the court. [9]

h. The decision of whether to hold an online or onsite hearing is the prerogative of the Chair of the Discipline Committee. Any concerns regarding the mode of hearing should be submitted to SCD no later than three (3) working days from receipt of the Notice of Hearing. Whether online or onsite, no recordings may be made of the testimonies outside of the official recording of the Committee on Discipline. Similarly, no photographs/videos/screenshots may be taken of the hearing panel or the secretarial support. Refusal to abide by hearing guidelines (whether online or onsite) may be grounds for the adjournment/cancellation of the proceedings based on a majority vote of the panel members.

i. In addition to the counsel, one other person (e.g., parent or family member) may be present as an observer during the personal testimony of the respondent at the hearing, upon written or verbal notice to the Committee Chair. They may not address the person giving testimony or the Committee during his/her oral testimony, nor give testimony themselves. However, observers may submit their sentiments regarding the case in writing, prior to the hearing, for inclusion in the case file to be evaluated by the Committee. Any concerns about the conduct of the hearing itself may likewise be submitted in writing to the Chair of the Committee on Discipline after the proceedings. Observers may be removed from the hearing if they fail to follow these guidelines.

j. After questioning the parties and witnesses, the Committee shall deliberate on the case and determine whether or not there is sufficient evidence for a violation. Appropriate sanctions will also be deliberated on, along with any mitigating or aggravating factors, if the student committed a violation.

k. The Committee shall thereafter submit its findings and recommendations in writing to the Office of the Assistant Vice President for Undergraduate Education (OAVP-UEd) for cases of undergraduate students or to the Office of the Assistant Vice President for Graduate Education (OAVP-GradEd) for cases of graduate students.

2. Sanctions/Obligations for Major Offenses

   Major offenses shall warrant one or a combination of the following sanctions:

   a. any of those listed as penalties for minor offenses [cf. Section III.A.4.d3]

   b. mandatory work in the form of community service

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[9] Jacinto D. Jimenez, "Student Disciplinary Practices," in Jacinto D. Jimenez, Current Issues/Problems in Legal Education (Philippine Association of Law Professors, 1992), pp. 88-112.

c. loss of privileges related to the nature of the offense

d. disciplinary probation (first warning or final warning status)[10]

e. mandatory drug testing at the student's expense, at the discretion of named school administrators, for a specified period (especially in cases related to dangerous drugs, substance abuse, or endangering behavior)

f. mandatory psychological/clinical assessment and compliance with the recommendations of an accredited specialist

g. restriction against participation in school activities / further contact with aggrieved parties

h. suspension or expulsion from on-campus housing

i. ban from entering campus (inclusive of all facilities and offices within the Loyola Heights campus, as well as external venues of official Higher Education events)

j. permanent disqualification from receiving any form of a Certificate of Good Moral Character

k. suspension/deferment of graduation

l. non-readmission after the end of the current semester

m. dismissal (exclusion) [11]

n. expulsion [12]

3. Decisions and Appeals

a. After careful evaluation of all the evidence, testimonies, and precedents of the case, the OAVP-UEd/OAVP-GradEd shall notify the student in writing of the decision on the case through the Student Conduct and Discipline Section.

b. The Student Conduct and Discipline Section shall see to the implementation of sanctions if any, as well as the notification of stakeholders regarding the decision made by the OAVP-UEd/OAVP-GradEd.

c. Students may appeal for reconsideration of the verdict/sanctions to the VPHE within seven (7) working days of receiving the decision, provided that: they can present new evidence or other basis which, if taken into consideration, will materially affect the decision, or there has been a violation of due process. A student may appeal a decision only once, and no request for reconsideration of the decision on the appeal shall be entertained.

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[10] ***For "Probation, First Warning Status"***: Any future violation of the Code of Conduct, whether deemed a minor violation or a major offense, during the duration of probation, will merit a higher sanction in reference to the nature of the case and/or the sanctions of the previous case. Standard discipline processes will apply depending on whether the violation is considered minor (where the case will be evaluated by the Head of Student Conduct and Discipline Section and sanctions imposed), or major (where the case will be again referred to the Committee on Discipline). The elevation of the probation to Final Warning Status should also be expected.
For "Probation, Final Warning Status": Any future violation of the Code of Conduct, whether deemed a minor or major offense, during the duration of probation, will be automatically referred to the Committee on Discipline for adjudication. It should be considered that given Final Warning status, subject to standard disciplinary processes, dismissal from the University is a distinct probability.

[11] Ulpiano P. Sarmiento III, Esq., Compendium of School Laws in the Philippines. Vol1. (Philippines: The Manual of Regulations for Private Higher Education, 2015), p.480.

[12] Ibid., p. 481

d. The OAVP-UEd/OAVP-GradEd decision on a student disciplinary case becomes final and executory unless otherwise modified or repealed by a subsequent decision emanating from the VPHE upon consideration of an appeal, or after the lapse of seven (7) working days and no appeal is filed.

Section IV. Data Privacy

Student disciplinary matters are sensitive personal information. This information is gathered, generated, and/or otherwise processed in a manner that is consistent with laws of the land, as well as promulgated Ateneo policies. Data acquired are intended solely for the internal use of the University in the fulfillment of its mission to form Christ-centered persons of competence, conscience, compassion, and commitment.

Section V. Clearance, Hold Orders and Certificates of Good Moral Character

A. Clearance to enroll every semester, or to leave the University at any time, requires satisfaction of pending academic and non-academic obligations. Students who have not resolved their disciplinary cases or have inadequately served their sanctions will not be cleared for enrollment, transfer, or graduation. Hold orders may be issued for these reasons.

B. Certificates of Good Moral Character (CGMCs) are issued by the Student Conduct and Discipline Section (SCD).

1. Standard CGMCs are issued to applicants who have had no record of any major offense for the entirety of their stay with the GBSEALD, SOH, JGSOM, SOSE, or RGLSOSS.

2. Students who have clean records, but are subject to an active disciplinary inquiry at the time of their CGMC application may be issued a provisional certification indicating a clear record other than an ongoing disciplinary inquiry. Students may re-apply for the standard CGMC after the inquiry is resolved if there is no finding of a case or culpability for a major offense.

3. Violations deemed “minor” do not prevent applicants from receiving a Certificate of Good Moral Character.

4. Qualified CGMCs may be issued to applicants who have been found guilty in a major disciplinary case, but have since satisfied all sanctions and conditions related to that offense, have accepted responsibility for their actions, and do not have any other disciplinary case, pending or resolved, as of the date of application. The QCGMC informs the receiving institution of these, along with the recommendation that, given what he/she has learned from the experience, it may be reasonable to give the applicant a chance to prove his/her worth with their institution. Students who have been sanctioned with non-readmission, dismissal, or expulsion cannot be issued QCGMCs.[13]

5. Permanent disqualification from being issued a CGMC may be a consequence of disciplinary proceedings after multiple offenses or for major offenses. This disqualification is reflected in the case record of the student and among the sanctions meted out.

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[13] The issuance of any QCGMC is entirely the prerogative of the Ateneo College, as represented by the Director of OSD. Additional requirements may be required of the requesting student for verification of eligibility for the QCGMC.

The Student Guide to the Code of Academic Integrity of the Loyola Schools

(2021 EDITION)

NOTE: While this version of the Student Guide to the Code of Academic Integrity of the Loyola Schools uses the term "Loyola Schools" and names of offices that may have already been renamed, it remains to be a valid document pending its revision and ratification.

Section 1: The Core Principles

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 an 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.

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 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.

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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.

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

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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.

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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.

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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 fulfillment 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 yourselfin 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 immediately preceding it.*

- ✔ *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 isto 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 Turnitin[5]

***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).*

[5]See appendix for FAQs regarding *Turnitin*

- ✔ *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.*

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 inclarifying the importance of the seemingly tedious tasks in the fulfillment of learning objectives.*

Section 4: 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.[6] 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 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,[7] or appeal for a change of grade to the Standards Committee through the Office of the Associate Dean for Academic Affairs[8]. In instances where the 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 of Student Discipline. 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 the Office of 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 Discipline (through studentdiscipline.ls@ateneo.edu) can be solicited as well.

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

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

[8] Please refer to the Procedure for Appeals of change of Grade in the Academic Procedures and Services Section of the 2021 Undergraduate Student Handbook Volume 1,pp 20-21

Conflict Management and Mediation Services

I. Preamble

The Ateneo de Manila University is charged to see to the safety and well-being of all members of its community. In the same manner, all students are expected to conduct themselves in a manner that promotes their continuing development as persons, as well as the continuing development of their peers, in the context of a vibrant community life. They have a responsibility to ensure that the academic environment of the University is wholesome and conducive to human formation.

In matters of interpersonal conflict between or among undergraduate students, the University derives its way of proceeding from the Gospels and Ignatian principles and values, primarily those that touch on the values of peace, love and the dignity of the other.

II. Conflict Management in Higher Education

1. Rationale

a. The Ateneo de Manila University, in keeping with the Gospel values of respect for the dignity of every person and dialogue as the way to resolve disputes, hereby offers an avenue for Conflict Management.
b. Conflict management in higher education involves proactive strategies and interventions to address disputes between students, aiming to foster a positive and productive environment. This includes promoting open communication, establishing clear expectations, and providing mediation services, which is foremost a form of accompaniment, when needed.
c. Conflict Management is consistent with the Student Code of Conduct articulated in Section III.B - Preliminary Investigations

2. Definition of Terms

a. "Conflict management" - the process of handling disagreements or disputes in a way that minimizes negative impacts and maximizes positive outcomes for all parties involved. It involves identifying and addressing conflict constructively, aiming to resolve issues and improve relationships, rather than simply suppressing disagreements or resorting to confrontation.
b. "Mediation Services" - a process overseen by the Office of Student Affairs and Services (OSAS), through its Student Support Services Section (SSS), where a mediator or a panel of mediators is assigned to facilitate the process of finding a resolution to a dispute involving Ateneo undergraduate students through a guided discussion and negotiation to reach a mutually acceptable agreement.
c. "Protective Order" - an order emanating from the OSAS issued to a specific party or parties involved in conflict to de-escalate highly volatile and disruptive behavior and keep order in the community. This is meant to be a temporary protective measure until such time that order may be restored or agreements between disputing parties arrived at.
d. "No-contact Agreement" - a mutual agreement between parties which provides for a safe space through the prevention of contact, enforcement of safe distances and

confidentiality of issues pertaining to the dispute between the parties. An NCA may be indefinitely implemented or until such time the parties graduate or mutually request for the NCA to be lifted.

3. Scope

Conflict Management through Mediation shall cover:

3.1.1 Conflicts where the involved parties are HE-Undergraduate students.

3.1.2 Conflicts which happen:

a. within the University campus, or
b. in an official off-campus activity, or
c. in an unofficial activity or event but in which the identity of the party/ies involved as students of the Ateneo de Manila University is easily identifiable by items or accessories that they are wearing or carrying, or by utterances made by them that declare their identity as (a) member/s of the University community.

3.1.3 Conflicts filed before the Student Conduct and Discipline Section (SCD), and determined, after preliminary investigation, as eligible for Preliminary Conflict Management through Mediation.

3.1.4 Conflicts involving Ateneo Higher Education-Undergraduate College students EXCEPT if the issues raised are covered by the following laws or school policies:

1. Anti-Sexual Harassment Act of 1995
2. Anti-Violence Against Women and their Children Act,
3. Anti-Photo and Video Voyeurism Act
4. Anti-Child Pornography Act Special Protection of Children Against Abuse, Exploitation, and Discrimination Act,
5. Anti-Trafficking in Persons Act
6. Anti-Hazing Law
7. Safe Spaces Act 2018[1],

In these cases, the SCD shall have jurisdiction, with the involvement of the School Committee on Decorum and Investigation (CODI) and its respective Hearing Panel for cases which involve sexual misconduct, harassment or any form of inappropriate behavior, or gender-based discrimination.

4. Initial Process for Conflict Management

For cases of Conflict Management referred to the OSAS, the process is as follows:

4.1.1 Receiving of Concerns and Incidents

The Student Support Services (SSS) Section of the OSAS shall receive cases and concerns of conflict. These may come in as direct reports to the section through an Incident or Complaints Form, or through referral from the SCD for Preliminary Conflict Management, or through other offices and departments.

[1] The First and Second offenses of the Safe Spaces Act, as indicated in the Guidelines on the Localization of the Safe Spaces Act, Phil. Commission on Women Annex 8, may be covered by mediation.

4.1.2 Preliminary Assessment

A preliminary assessment is made to determine if the filed complaint or concern has a basis in fact or has probable cause to air a grievance.

4.1.3 De-escalation and Protective measures

Depending on the circumstances surrounding the case or concern, and the risks to parties that may be apparent , or may be raised by the parties involved, the Head of the SSS may set in place Protective Measures meant to de-escalate conflict, restore order, and ensure the safety of parties involved.

The following Protective measures may be issued to facilitate this:

a. Non-disclosure Agreement (NDA) entered into by all parties to ensure confidentiality of issues concerned and protection of all parties; or
b. Protective Order (PO) issued to all parties involved for strict compliance; or
c. No-Contact Agreement (NCA) facilitating the willful cooperation of all parties to minimize direct and indirect contact

4.1.4 Consultation and/or Referral to the Office of Guidance and Counseling (OGC)

Prior to an initial step towards any mediation, the OSAS may consult the OGC regarding parties involved in a discord, who may have any psychological impediment which may affect the conflict management process. If the OGC has information regarding the mental health issues of the parties involved that may come in the way of negotiations, the office may issue a caveat to prevent any form of miscommunication in the reconciliation process.

Depending on the severity of the warning, the OGC may opt to offer its services to bring the parties into a reconciliation process in a less formal way.

4.1.5 Summary Conflict Resolution

Cases and concerns may qualify for Summary Conflict Resolution if:

a. The parties are not intent on pursuing the matter as a disciplinary case,
b. The case does not involve a matter which may affect the greater academic community,

The parties may arrive at a resolution, through a dialogue or separate i interviews, and agree to a simple intervention, such will be documented in a signed Settlement Agreement containing the detailed terms of agreement, and duly signed by the involved parties and witnesses.

5. Mediation Services

Mediation services in the Ateneo College setting involve individuals, trained as mediators, who help students resolve conflicts through a structured, confidential, and voluntary process. Their role as a Mediation panel is one of accompaniment, rather than as a deliberating body. Their service aims to improve communication, foster understanding, and facilitate mutually agreeable solutions to disputes, promoting a more positive and harmonious school environment.

5.1.1 Composition of the Mediation Panel

Composed of three (3) members who may be Faculty/Administrator, Formator, or a Guidance Counselor, belonging to the Ateneo de Manila University Higher Education Undergraduate sub-cluster or the Mission Integration cluster, who possess the personal qualities of integrity, impartiality, independence of mind, sense of fairness, and reputation for probity.

5.1.2 Function

The Mediation Panel shall carry out mediation sessions which involve:
A. The setting of ground rules,
B. A statement of issues;
C. A determination of facts,
D. The identification of sources of conflict and its impact on the parties;
E. A negotiation of possible conditions for resolution,
F. Facilitation of the drafting of a **Settlement Agreement** which is signed by the parties as binding to bring closure to the issues brought up.
G. Ratification of the Settlement Agreement

5.1.3 Alternative Mediation - Mediation led by the Office of Guidance and Counseling

An Alternative Mediation, led by the Office of Guidance and Counseling, may be applied for cases which involve parties requiring some form of psycho-emotional intervention to help resolve conflicts they are involved in. In such cases, a written referral by the OSAS to the OGC will turn over the handling of Mediation services to Guidance Counselors/personnel who are appointed by the Director of Guidance and Counseling to conduct this specialized mediation.

This mediation process is reported as resolved by the OGC to the OSAS through a **Certification of Conflict Resolution (CCR)** issued by the Director of the OGC to the Director of Student Affairs and Services.

The CCR will take the place of a Settlement Agreement in cases of Mediation led by the OGC to ensure the confidentiality of information and the process undertaken.

6. Mediation Services

The Mediation Panel (whether Regular or Alternative) should arrive at a settlement or resolution of the dispute within thirty (30) business days from the day it convenes and concludes the arbitration or mediation session/s. This period can, at the discretion of the Mediation Panel, be extendible for another period which should not exceed another two (2) calendar weeks. Further extensions could be granted by the designated Chair upon presentation of reasonable grounds.

7. **Form of Settlement**

   All amicable settlements for conciliation shall be put in writing in the form of a "Settlement Agreement", a formal document drafted by the OSAS-SSS, signed by both parties involved in the conflict, and attested to by the Mediation Panel Chair and the Mediation Panel members. For Alternative Mediation, a CCR will suffice.

8. **Failure of Mediation**

   Failure of mediation refers to a situation where the parties involved in the mediation process are unable to reach an agreement or resolution, despite the efforts of a neutral third-party mediator.

   A Failure of Mediation certification is issued to the parties by the Student Support Services Section Head, attested to by the Mediation Panel. This certification is to be used for whatever necessary process will take place after, e.g., escalating to a formal disciplinary process.

9. **Appearance of Parties in Person**

   In all mediation proceedings, the parties must appear in person without the assistance of counsel or proxy.

10. **Effect of Settlement Agreement**

    The Settlement Agreement shall have the force and effect of a final resolution on the dispute effective upon issuance, The Settlement Agreement and its inherent conditions will stay in effect until parties graduate from the University.

Protocols and Process for the No-Contact Agreement (NCA) and No-Contact Order (NCO)

Rationale

The NCA/NCO is one of the primary measures of the school to **prevent harm/escalation of conflict** between two parties, to keep order in the community.

Main difference between NCA & NCO

The **No Contact Agreement (NCA)** is a non/pre-disciplinary tool employed by the Office of Student Affairs and Services (OSAS), specifically its Student Support Services Section (SSS). It does not involve the filing of a disciplinary case. It is often requested by persons who want to feel a greater sense of security (through the prevention of contact, enforcement of safe distances) because of a current/pre-existing safety concern, but do not want (at that time) to file a formal disciplinary complaint. As such, while there is a requesting party and a recipient of the NCA, the contract is essentially one of mutual agreement and shared responsibility.

The **No Contact Order (NCO)** is a disciplinary tool, utilized by the Student Conduct and Discipline Section (SCD) of OSAS upon the filing of a formal complaint, when a case has security/safety issues. The NCO can be an escalation/adoption of an existing NCA. The NCO, which is integrated into a Notice of Formal Complaint and/or Notice of Formal Charge, is addressed to the respondent, even as notice is also provided to the complainant of mutual responsibilities/their expected cooperation with the order. The NCO can also be a feature of the decision/resolution of a case.

Basic Inclusions[9] of an NCA/NCO

- **No direct or indirect contact/communication**
    - Participants in a NCA/NCO are instructed to desist from any direct or indirect contact/communication, whether in person, in writing, through electronic means, social media, or through emissaries, in order to avoid aggravating the situation further. Indirect contact includes, but is not limited to, public posts about the other party.
- **Protective distance**
    - NCAs/NCOs require that the parties keep at a reasonable physical distance of:
        - of 5 meters in open spaces (e.g. open fields, parking lots, auditoriums, cafeteria)
        - of 1 meter in enclosed areas (like classrooms and corridors)
    - For online classes/events:
        - Restrictions from being in the same groupings/teams/rooms are coordinated with the teacher/moderator/event organizer concerned, as necessary
- **Limited Disclosure and Reminders Regarding Data Privacy**
    - Parties in a NCA/NCO are informed that access to the information related to and gathered as part of the NCA/NCO processing is limited to the SSS (as the section in charge of security for students), the SCD (for those involving formal disciplinary complaints), and such other

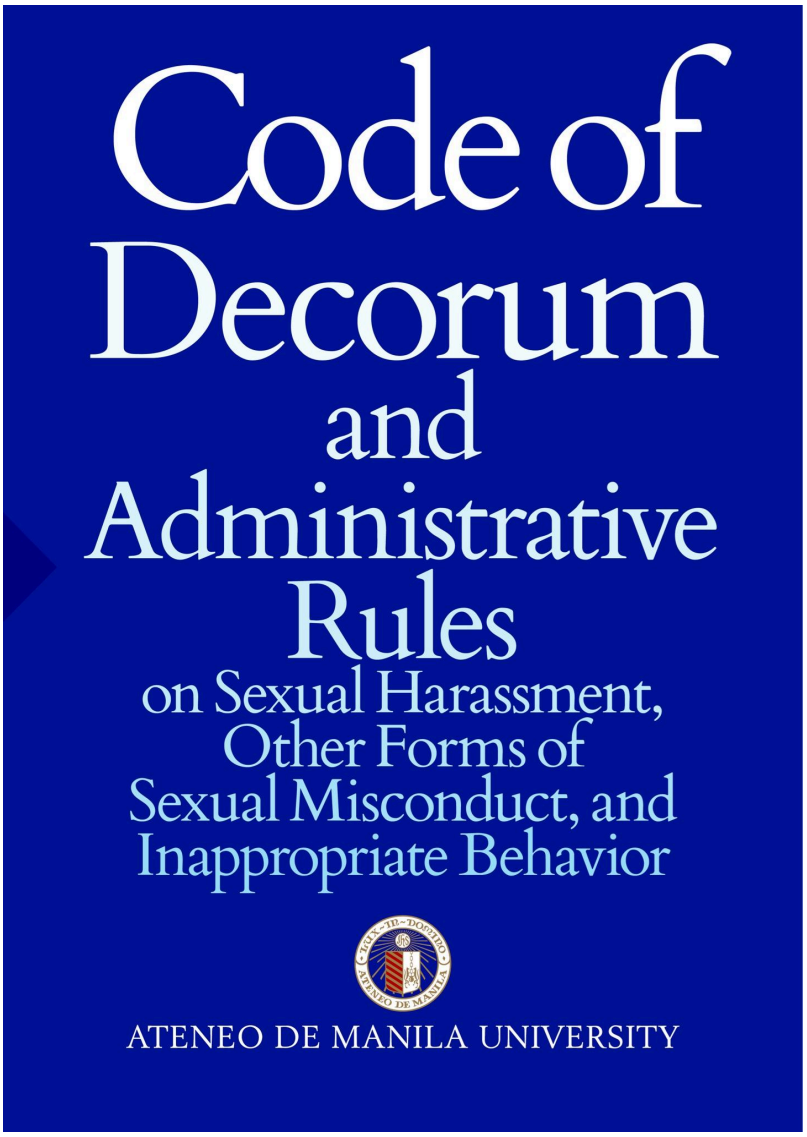
[9] Some NCAs/NCOs may have additional/modified specifications, depending on the actual needs of the parties and limitations of their context.

offices *as may be necessary* to ensure the implementation of the NCA/NCO. These can include:

- Home Department Chairs and the Office of the Assistant Vice President for Undergraduate Education(OAVP UEd) for class/schedule arrangements
- Office of the University Registrar for class/schedule arrangements
- Faculty of classes where both parties are present
- OSA for organization memberships, and particular moderators/organization presidents
- Office of College Athletics for athletes (including coaches)
- Gender Hub for SCODI-related cases
- The University Residence Halls (URH) administration for dormers
- Office of Guidance and Counseling involving students in need of psycho-emotional support

- There is to be **no disclosure to any external party of the incident or conditions set**

The Code of Decorum and Administrative Rules on Sexual Harassment, Other Forms of Sexual Misconduct, and Inappropriate Behavior



The Code of Decorum and Administrative Rules outlines the definition of sexual harassment, other forms of sexual misconduct, and inappropriate behavior; imposable sanctions for the different types of infractions; grievance procedures; and modes of intervention and assistance. It covers both students and personnel of the University. The Code and Rules took effect on 26 September 2020.

This document supersedes the Anti-Sexual Harassment Policy of the University. Click the link below to see more.

ateneo.edu/policies/code-decorum-investigation-sexual-harassment