Student Conduct and Community Standards’s primary purpose is to be educational. In a recent assessment, students were asked what they hoped to gain from the conduct process; the primary theme that emerged was a desire for learning and education. In light of this view and the office’s mission, students are provided with a menu of educational sanctions to choose from, allowing them to participate in developing their own individualized learning experiences. The goal of this process is to provide a framework for intentional and purposeful sanctioning consistent with the department’s identified learning goals.

**Academic Honesty Learning Goals**

The conduct process is designed to facilitate achievement in learning outcomes. Educational sanctions should be linked to at least one the following learning goals for students.

As a result of involvement with the conduct process as related to Academic Honesty students will:

- Relate University policy to daily life.
- Apply information and experiences to a new situation.
- Articulate a rationale for personal behavior.
- Articulate the values and principles involved in personal decision-making.
- Differentiate between their own ideas and the ideas of others.

Students will be evaluated on their achievement of these learning goals through a collaborative sanctioning process and use of a rubric based on the Association of American Colleges and Universities (AAC&U’s) VALUE Rubrics. Students are not expected to excel at all learning goals through one encounter, but rather multiple touch points, or even recidivism, may be required to achieve desired learning outcomes.

**Using the Sanction Guidebook to select Sanctions**

**SELECTING APPROPRIATE SANCTIONS**

**Disciplinary Conferences**

In a meeting (face-to-face or virtual), the Conduct Officer and the student should identify individual learning goals. This process should be collaborative. The student and the Conduct Officer should agree on learning goals based on the unique needs of the student and the circumstances of the incident.

When selecting sanctions, the Conduct Officer should take into consideration the student’s demonstrated level of ability as related to the learning goal. Based on the student’s individualized need, the student and the Conduct Officer should agree on the level of ability from which to complete sanctions. Students should select sanctions that will meet their learning goals in, or just above, their demonstrated level of ability.

The process of selecting sanctions may happen in one, or multiple meetings. The sanctions selected should be approved by the Conduct Officer prior to completion.
SELECTING APPROPRIATE SANCTIONS (Continued)

University Hearing Board
The University Hearing Board is encouraged to use the Sanction Guidebook to inform their sanctioning process. The Hearing Board may ask a student questions throughout the hearing to inform their understanding of the student's demonstrated level of ability as related to the learning goal in order to select appropriate sanctions.

Faculty
Faculty may use the Sanction Guidebook after first-time Academic Honesty Violations in a similar manner. Faculty can speak with the student, and together with the student, determine what the student needs to learn to be successful. Faculty and student should use the sanctions provided to formulate a learning goal for the student. Faculty who wish to receive training about use of the Sanction Guidebook, or who would like to consult with the Student Conduct and Community Standards Office about use of the Sanction Guidebook should call the office at 516-877-3612.

EVALUATING LEARNING GOALS

About the Rubric
This rubric is adapted from the Association of American Colleges and Universities (AAC&U) VALUE Rubrics. The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in the VALUE rubrics were translated into the language of our campus and altered for the purpose of use in Academic Dishonesty incidents. The utility of the VALUE rubrics is to position learning within a basic framework of expectations such that evidence of learning can be shared through a common dialog and understanding of student success. The VALUE rubrics are widely used throughout the country in many institutions of higher education and throughout disciplines.

Using the Rubric
After the student completes the assigned sanctions, the Conduct Officer, Hearing Board, or faculty member should measure the student's learning through the use of the rubric to determine the success of the sanctioning in achieving the stated learning goal(s). If a student does not meet at least a Milestone using the rubric, then the student may be asked to redo the sanction, or select a new sanction to complete from the Sanction Guidebook that will better help the student reach the learning goals. This process can be repeated at the discretion of the Conduct Officer, Hearing Board, or faculty until the student has achieved the desired level of learning appropriate for the incident.

UNDERSTANDING THE LEVELS OF ABILITY
All students come to an incident with different ability levels as they work their way towards achievement of their learning goals. For example, a student who cannot remember or understand the University policy that they violated, probably cannot create a plan to avoid violating that policy in the future, or evaluate the reasons for their behavior as related to that policy. Students need to have foundational ability levels before moving onto more complex ability levels. Conduct Officers and others should choose sanctions just above or at the student’s current ability level to assist students in demonstrating achievement of selected learning goals.
Level 1: Remember/Understand

Students in this category are at the levels of ability known as Remembering and Understanding. This is a foundational level of knowledge necessary to achieve at other levels. Students in this category can recognize or recall relevant knowledge through definitions, or lists. These students construct meaning by explaining, interpreting, discussing, or summarizing. For example, students in this category might be able to list the possible violations, or summarize University expectations. Sanctions at this level build foundational knowledge in all areas. Many of these sanctions can be completed during face-to-face or virtual meetings. Conduct Officers and others may find completion of these in-meeting sanctions sufficient, or may use in-meeting sanctions to assess the student’s current knowledge level and assign additional sanctions to build on this knowledge. Many students can likely achieve this level of demonstrated ability through a thoughtful conduct meeting.

Level 2: Apply/Analyze

Students in this category are at the levels of demonstrated ability known as Applying and Analyzing. At this level, the student can use information in a new way or understand how ideas or concepts relate to each other through comparison, questioning, or criticism. For example, a student at this level might be asked to apply what they learned to a new situation or set of facts, compare alternative solutions, relate what they learned to daily life or another discipline, discuss the impact of their actions on another person, or present information in a new way for others. Many students are likely in this level.

Level 3: Evaluate/Create

Students in this category are at the levels of demonstrated ability known as Evaluating and Creating. At this level, students make judgments to justify and support decisions. They can assess a variety of options, make recommendations and evaluate different perspectives or scenarios. They are able to piece elements of knowledge together to create something new, such as a new idea, design, project, etc. For example, students might create or develop a new plan of action to meet their goals or change their behavior, take a persuasive position, make recommendations to their peers, assess the best way to move forward, or evaluate their past decisions to formulate new ways of being or behaving.

<table>
<thead>
<tr>
<th>Bloom’s Taxonomy Level of Ability</th>
<th>DESCRIPTION:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td>The student recognizes and recalls relevant knowledge: define, list, recall, describe, identify.</td>
</tr>
<tr>
<td>Understand</td>
<td>The student constructs meaning: interpret, discuss, explain, compare, summarize, rephrase.</td>
</tr>
<tr>
<td>Apply</td>
<td>The student can use information in a new way: illustrate, discuss, demonstrate, prepare.</td>
</tr>
<tr>
<td>Analyze</td>
<td>The student can distinguish between parts, how pieces relate to each other: compare, criticize, question, distinguish, etc.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>The student makes judgments or justifies and supports decisions: appraise, argue, defend, support, test, verify, assess, recommend, etc.</td>
</tr>
<tr>
<td>Create</td>
<td>The student puts elements of knowledge together to form a functional whole, create something new (a product, point of view, etc.): construct, design, develop, formulate, organize, etc.</td>
</tr>
</tbody>
</table>
LEARNING GOALS

During a meeting or hearing, students and staff should review the learning goals below. Together with the Conduct Officer, Hearing Board, or faculty, students should discuss and select the most appropriate learning goal, and determine the appropriate level from which to select a sanction. The completed sanction will be evaluated by the rubric provided in this Guidebook to determine whether or not the student has met the learning goals. **All of these sanctions can be modified to fit the needs of the student or incident.**

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Student can relate University policy to daily life.

**LEARNING GOAL #2:** .............................................................................................................................. 7
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**LEARNING GOAL #3:** .............................................................................................................................. 9
Student can articulate rationale for personal behavior.

**LEARNING GOAL #4:** .............................................................................................................................. 11
Student can articulate the values and principles involved in personal decision-making.

**LEARNING GOAL #5:** .............................................................................................................................. 13
Student differentiates between their own ideas and the ideas of others.
LEARNING GOAL #1: Student can relate University policy to daily life.

**Level 1: Remember/Understand**

**Construct a tweet** - During our meeting you took out your phone and typed a tweet (which did not have to be on Twitter; it could have been in a text message or note) that explained the policy you violated.

*Domain(s): Knowledge Acquisition*
*Boyer’s Principle(s): Educationally Purposeful*

**One minute paper expectations** – During our meeting you wrote a one minute summary of your understanding of University expectations of you as a result of this incident.

*Domain(s): Knowledge Acquisition*
*Boyer’s Principle(s): Disciplined*

**One minute paper plagiarism** - During our meeting you wrote a one minute summary of your understanding of plagiarism.

*Domain(s): Knowledge Acquisition*
*Boyer’s Principle(s): Disciplined*

**Sum it Up** - During our meeting you were asked to sum up the result of your incident in one, appropriate word related to your values. You were asked to explain why this is the word you chose. You had to option to complete this either written, verbal, or both styles of communication.

*Domain(s): Cognitive Complexity*
*Boyer’s Principle(s): Disciplined*

**Level 2: Apply/Analyze**

**Am I trustworthy?** – Consider whether or not you value trustworthiness. Is being trustworthy something you strive to be? Analyze how your actions as related to this incident reflect on your trustworthiness?

Whose trust have you broken as a result of this incident and why might someone believe that you are less trustworthy if they learned that you were academically dishonest? After you consider these questions, choose one of the following:

- **Reflection Paper**: Write a three-page reflection paper explaining how your actions as related to this incident reflect on your trustworthiness. Whose trust have you broken and why might people find you to be less trustworthy if they learned that you were academically dishonest? This paper must be typed, double-spaced and include proper grammar, spelling, etc.

- **Draw/Paint Your Reflection**: Draw or paint your reflection to these questions. This product can represent your reactions, feelings, or thoughts related to the questions. Your drawing may be digital. Include a one paragraph explanation of your drawing or painting.

*Domain(s): Cognitive Complexity, Intrapersonal Competence*
*Boyer’s Principle(s): Just*

**Attend a Program** - Attend an approved educational program on an approved topic (such as a workshop offered by the Writing Center, or an RA program on a related topic). Write a reflection paper on what you have gained from this experience. This paper must be typed, double-spaced and should address the following:

1. What policies did you violate?
2. How does the information presented in the educational program relate to the policies that you have violated in this instance?
3. If placed in the same situation that led to the incident, how would your actions be similar or different?

*Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence*
Meet with Writing Center staff – Make an appointment with a staff member in the Writing Center to review a topic relevant to the incident. The topic might be on plagiarism, using proper citation, conducting research, or organizing your writing. Before your appointment, you must create a list of learning objectives that you have for the meeting. These learning objectives can be in the form of questions you want the staff to answer for you. You must submit this list of learning objectives to Student Conduct and Community Standards (or your faculty member) for approval before your appointment. After the appointment, write a two-page summary of how you will apply this knowledge in the future. Consider whether or not you need additional education or resources in order to use what you have learned effectively in the future.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence
Boyer’s Principle(s): Educationally Purposeful

**Level 3: Evaluate/Create**

**Buzzfeed Meme/Gif List or Quiz** - Create a Buzzfeed list that will provide information to other students that might help them make better decisions while attending college. Examples may include "10 Reasons not to get a Fake ID," "8 Things to do to avoid violating Adelphi policies," "10 Resources to avoid Plagiarism Pitfalls," or "8 Ways to Organize yourself during syllabus week." At the end of the list, please answer the following questions.

1. What are the potential consequences for future violations of the University policy?
2. Explain the expectations of Adelphi University for student behavior and how these expectations relate to student life.
3. What can you do to avoid violating this University policy in the future?

This paper must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement
Boyer’s Principle(s): Educationally Purposeful, Open

**Informational Poster on Academic Honesty** - Create a poster for your peers to explain the Academic Honesty violation at issue in this incident. Explain the importance of Academic Integrity as it relates to this particular violation and the possible consequences on the individual, the community, and academics if people engage in this kind of behavior.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement
Boyer’s Principle(s): Educationally Purposeful, Community

**Letter for First Year Self** - Write a letter to yourself as a first-year student in college or high school senior self, you are expected to address the following:

1. What advice do you now know that you wish you knew earlier about Academic Integrity?
2. How would this information have been helpful to know when entering into college?
3. What advice do you have for a first-year college student or high school senior self about developing good academic habits?

This letter may not be used to justify your actions or evaluate the actions of others. This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence
Boyer’s Principle(s): Disciplined, Caring

Last edit 9.07.21
LEARNING GOAL #2: Student can apply information and experiences to a new situation.

Level 1: Remember/Understand

Create a list - Using a piece of paper, create a list of all of the areas of your life in which your Academic Integrity will affect you. This list must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Knowledge Acquisition
Boyer's Principle(s): Educationally Purposeful

Create a list of goals - Using a piece of paper, create a list of at least five goals that you have before you graduate. If you continue to violate the Academic Honesty policy, circle the goals that will be affected by this choice. This list must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Knowledge Acquisition, Intrapersonal Competence
Boyer's Principle(s): Just, Disciplined

Values list – Using a piece of paper, in three to five minutes, create a list of all the values that you believe are relevant to Academic Integrity. Circle the values that are most important to you and that you feel apply to other areas in your life.

Domain(s): Knowledge Acquisition
Boyer's Principle(s): Just, Caring

Level 2: Apply/Analyze

Attend a Program - Attend an approved educational program on an approved topic (such as a workshop offered by the Writing Center, or an RA program on a related topic). Write a reflection paper on what you have gained from this experience. This paper must be typed, double-spaced and should address the following:

1. What policies did you violate?
2. How does the information presented in the educational program relate to the policies that you have violated in this instance?
3. If placed in the same situation that led to the incident, how would your actions be similar or different?

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence
Boyer's Principle(s): Educationally Purposeful, Disciplined, Community

Autobiography Essay - Write an autobiographical essay (at least 500 words). Focus on what your life was like prior to attending Adelphi, how your life has changed during your time at Adelphi, and the events that led to your current situation. Finally, explain what you have learned from this experience and how you plan to make a positive contribution to the Adelphi community. This paper must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Cognitive Complexity, Civic Engagement, Intrapersonal Competence
Boyer's Principle(s): Caring

Meet with Writing Center staff – Make an appointment with a staff member in the Writing Center to review a topic relevant to the incident. The topic might be on plagiarism, using proper citation, conducting research, or organizing your writing. Before your appointment, you must create a list of learning objectives that you have for the meeting. These learning objectives can be in the form of questions you want the staff to answer for you. You must submit this list of learning objectives to Student Conduct and Community Standards (or your faculty member) for approval before your appointment. After the appointment, write a two-page summary of how you will apply this knowledge in the future. Consider whether or not you need additional education or resources in order to use what you have learned effectively in the future.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence
Boyer’s Principle(s): Educationally Purposeful

Ted Talk Video - Watch a Ted Talk and write an essay (at least 250 words) on what you learned from the video. Write a response that answers the following:

1. Demonstrate your level of understanding of what you learned from the video and also how you can apply concepts from the video to your life.
2. What was the speaker’s main message?
3. What part of the video resonated with you the most?
4. Are there any tools that could be implemented in your life? What are they?
5. In what ways do you plan to incorporate the lessons shared by the speaker in your own life?
6. In what ways has this video changed your perspective or understanding of your experience?

This essay may not be used to justify your actions or evaluate the actions of others. This essay should be typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Knowledge Acquisition, Cognitive Complexity
Boyer’s Principle(s): Educationally Purposeful

Career Services - Meet with a staff member from Center for Career and Professional Development in order to better prepare you to answer questions about your conduct history to future employers and graduate schools. After your appointment, write a paper with:

1. A summary of the information presented.
2. Evaluating the impact this incident will have on your future actions.
3. and prepare an answer to the following question. “I see you answered “Yes” to the question about a disciplinary history on our application; How have you grown from this incident?

When sending your reflection paper, please send a confirmation email to your Conduct Officer and copy the Center for Career and Professional Development Staff Member.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence
Boyer’s Principle(s): Educationally Purposeful, Disciplined

Goals to Graduation - Write down ten goals (long or short term) that you would like to accomplish before you graduate. Once you complete your list of ten goals you are to create an action plan, make sure to include necessary resources, timelines etc. and a plan to change your behavior. Explain how not changing your behavior as it relates to this violation will affect your ability to complete your goals to graduation This paper must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Cognitive Complexity
Boyer’s Principle(s): Just, Disciplined

Well-Being Self Care Plan - You will develop your own Well-Being Self Care plan for the next month. Once the plan is approved by the Conduct Officer/staff person you will check in with your Conduct Officer/staff person twice a month to share your progress. For information on what is a Well-Being Self Care Plan and templates visit [https://schools.au.reachout.com/articles/developing-a-self-care-plan](https://schools.au.reachout.com/articles/developing-a-self-care-plan)

Domain(s): Cognitive Complexity, Intrapersonal Competence
Boyer’s Principle(s): Caring
LEARNING GOAL #3: Student can articulate rationale for personal behavior.

**Level 1: Remember/Understand**

**Identifying Motive** - Consider what **motivated** you to make the decision that you did. For example, “getting a better grade in this course” or “keeping my scholarship” might have been your motive. Write a list of at least **five** motives for your behavior.

*Domain(s):* Intrapersonal Competence  
*Boyer’s Principle(s):* Just, Disciplined

**Pros and Cons Worksheet** - Create a list of the pros and cons regarding the decision(s) you made. Each list should have at least five items.

*Domain(s):* Intrapersonal Competence, Critical Thinking  
*Boyer’s Principle(s):* Disciplined

**Sum it Up** - During our meeting you were asked to sum up the result of your incident in one, appropriate word related to your values. You were asked to explain why this is the word you chose. You had to option to complete this either written, verbal, or both styles of communication.

*Domain(s):* Cognitive Complexity  
*Boyer’s Principle(s):* Disciplined

**Why did this happen?** - Create a list of reasons this incident occurred.

*Domain(s):* Intrapersonal Competence, Civic Engagement, Cognitive Complexity  
*Boyer’s Principle(s):* Open, Disciplined

**Level 2: Apply/Analyze**

**Explain your motives** – Consider what **motivated** you to make the decision that you made. For example, “getting a better grade in this course” or “couldn't afford to purchase your own laptop” might have been your motive. Write a list of at least **five motives** for your behavior. In a two-page reflection essay, explain how these motives contributed to your decision and how these motives might have been used to make different, policy violation.

*Domain(s):* Cognitive Complexity, Intrapersonal Competence  
*Boyer’s Principle(s):* Educationally Purposeful

**Letter to Loved One/Mentor** - Write a letter to your loved one, mentor, or someone who is important to you (professor, parent, advisor etc.). Within this letter you should address the following:

1. Explain the incident, and what led up to it.
2. What decisions/behaviors have you made that led to the incident?
3. What impact did this incident have on you as well as the surrounding community?
4. How you felt after learning the consequences.
5. Explain why it is important to make good and responsible decisions.

This letter may not be used to justify your actions or evaluate the actions of others. This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

*Domain(s):* Cognitive Complexity, Intrapersonal Competence, Civic Engagement  
*Boyer’s Principle(s):* Caring

**Peer Influence** – Did your peers or others have any influence on your behavior, or the decisions that you made? Make a list of ways your peers, culture, or others influenced your decisions. Reflect on how you feel about the influence others had on your actions and what kind of influence you want to have on those around you. How can you contribute positively to those around you and how can you respond to the influence or
pressure on others? After careful consideration, write an open letter to the community explaining how the community affected your decision making and how your plan to move forward and have a positive influence on the community and those around you. This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Interpersonal Competence, Intrapersonal Competence
Boy’s Principle(s): Disciplined, Caring

Level 3: Evaluate/Create

Career Services - Meet with a staff member from the Center for Career and Professional Development in order to better prepare you to answer questions about your conduct history to future employers and graduate schools. After your appointment, write a paper with:

1. A summary of the information presented.
2. Evaluating the impact this incident will have on your future actions.
3. and prepare an answer to the following question. “I see you answered “Yes” to the question about a disciplinary history on our application; How have you grown from this incident?

When sending your reflection paper, please send a confirmation email to your Conduct Officer and copy the Center for Career and Professional Development Staff Member.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence
Boy’s Principle(s): Educationally Purposeful, Disciplined

Feeling overwhelmed? – Consider whether being stressed or overwhelmed contributed to your violation of the policy violation? If so, create an action plan to address the stress in your life. An action plan is not a reflection essay about “What you can do differently?” An action plan is a list of concrete steps you will take to address issues that contribute to your stress level. Next, write a two-paragraph reflection about how you can use your current skills to ensure you meet your goals and the actions that you outlined. An example action plan is provided below, but feel free to be creative and make an action plan that suites your needs.

<table>
<thead>
<tr>
<th>Current Skills</th>
<th>Listening</th>
<th>Critical Thinking</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills/Behaviors that I need to work on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize my assignments in my google calendar.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get an additional two hours of sleep per night.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise for 30 minutes a day two times a week to reduce stress.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabi, Google Calendar.</td>
<td></td>
<td>Quiet place to sleep.</td>
<td></td>
</tr>
<tr>
<td>Campus recreation center, sneakers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every week, I should review my google calendar to input deadlines for myself.</td>
<td></td>
<td>I will turn off my phone and electronics by 11PM every night – no exceptions.</td>
<td></td>
</tr>
<tr>
<td>Clear time on Tuesdays and Saturdays to go to the Campus recreation center. I should sign up for a group class on at least one of these days to commit to exercising.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example Action Plan

Domain(s): Cognitive Complexity, Intrapersonal Competence
Boy’s Principle(s): Caring

Letter to Future You - Write a letter to your future self, you are expected to address the following:

1. Explain the incident, and what led up to it.
2. What decisions/behaviors have you made that led to the incident?
3. What impact did this incident have on you as well as the surrounding community?
4. Include your values, feelings and hopes for your future.
5. What do you want your future behavior to look like and what will you do to meet these goals?

Discuss any changes you need to make to achieve your goals. You can write this letter using www.futureme.org.
This letter may not be used to justify your actions or evaluate the actions of others. This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence, Civic Engagement
Boyert’s Principle(s): Disciplined, Caring
LEARNING GOAL #4: Student can articulate the values and principles involved in personal decision-making.

**Level 1: Remember/Understand**

**Sum it Up** - During our meeting you were asked to sum up the result of your incident in one, appropriate word related to your values. You were asked to explain why this is the word you chose. You had to option to complete this either written, verbal, or both styles of communication.

Domain(s): Cognitive Complexity  
Boyer’s Principle(s): Disciplined

**Values List** - Using a piece of paper, in three to five minutes, create a list of your most important values. Circle the values that are most important to you.

Domain(s): Cognitive Complexity, Civic Engagement, Intrapersonal Competence  
Boyer’s Principle(s): Just, Caring

**Values List Academic Integrity** - Using a piece of paper, create a list of all the values that you believe are relevant to Academic Integrity. Circle the values that are most important to you.

Domain(s): Knowledge Acquisition  
Boyer’s Principle(s): Open, Disciplined

**Who did I affect?** - Make a list of all the people affected by this incident.

Domain(s): Cognitive Complexity, Civic Engagement  
Boyer’s Principle(s): Just, Caring

**Level 2: Apply/Analyze**

**Difficult Decisions** – Write a reflection paper describing a difficult decision you have recently been faced with or will be faced with in the future. Identify and describe what personal values you used, or would use, to guide your decision making? Reflect on your decision making in your life so far and discuss whether you believe you have made value-based decisions. How can you incorporate your own values into future decision making? This reflection paper should be typed, double-spaced, utilize appropriate grammar, language and spelling. You do not have to use outside sources, or resources; however, if you do use outside sources, be sure to properly cite them.

Domain(s): Cognitive Complexity, Intrapersonal Competence  
Boyer’s Principle(s): Just, Disciplined

**Personal Reflection Essay** - Complete an essay (at least 500 words) on a topic agreed upon with your Conduct Officer, such as your decision-making process, understanding of a policy, or purpose of a policy. This essay will also address the following questions:

1. How do you feel about your actions?  
2. Do your actions reflect your morals/values?  
3. If not, what will you do in the future?  
4. What you will not do in the future?  
5. What advice would you give someone who finds themselves in a similar situation?

This essay may not be used to justify your actions or evaluate the actions of others. This essay is not an opportunity to debate the validity of the Code of Conduct. This essay should be typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence  
Boyer’s Principle(s): Disciplined, Caring
Trust as a value – Analyze what trustworthiness as part of your character means to you and consider how it affects the decisions that you make. Is trustworthiness part of your character and who you strive to be? Then complete the following activity:

- Draw a “Character Wheel” which incorporates all of the qualities you want to embody and how much of that quality you believe makes up your character. These qualities might include: integrity, kindness, empathetic, leadership, etc. Write or record via phone audio or computer a reflection that addresses how you feel these qualities affect how and why you make the decisions that you choose to make. A written reflection should be five-pages double-spaced, utilizing appropriate grammar, language, and spelling. A recorded audio or video reaction should be three to five minutes.

**CHARACTER WHEEL**

![Example Character Wheel](image)

**Domain(s):** Intrapersonal Competence  
**Boyer’s Principle(s):** Caring

**Level 3: Evaluate/Create**

**Career Services** - Meet with a staff member from Center for Career and Professional Development in order to better prepare you to answer questions about your conduct history to future employers and graduate schools. After your appointment, write a paper with:

1. A summary of the information presented.
2. Evaluating the impact this incident will have on your future actions.
3. and prepare an answer to the following question. “I see you answered “Yes” to the question about a disciplinary history on our application; How have you grown from this incident?

When sending your reflection paper, please send a confirmation email to your Conduct Officer and copy the Center for Career and Professional Development Staff Member.

**Domain(s):** Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence  
**Boyer’s Principle(s):** Educationally Purposeful, Disciplined

**Create Your Own Tedx “Decision Making”** - Record yourself giving a “TedTalk” about ethical decision making. You can use your phone, computer, or borrow a computer from the University Library. The recording need not be “high quality,” but should be able to be viewed by the Conduct Officer. You should create your own values and principles involved in personal decision-making and share them in this talk. The talk should explain to others how to evaluate and critique their own decision-making. Your talk should be 5 to 10 minutes long.

**Domain(s):** Cognitive Complexity, Intrapersonal Competence  
**Boyer’s Principle(s):** Educationally Purposeful

Last edit 9.07.21
What if everyone plagiarized? – Write down three of your personal values that relate to the incident that occurred. Read the New York Times Article “Plagiarism: Everybody Into the Pool” by Charles McGrath. After reading answer the following reflection questions in written or video format.

- Do you agree or disagree with the author’s main ideas? Why or why not?
- How do your personal values relate to the decision to plagiarize work or ideas inside and outside of an Academic setting?
- What do you think the author means by “we talk to them about plagiarism in absolute terms, as if we were all agreed on what it was?”
- After reading the article, do you think society agrees on what plagiarism is? How do your own values influence your own ideas and beliefs about the acceptability of plagiarism?

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence
Boyce’s Principle(s): Educationally Purposeful
LEARNING GOAL #5: Student differentiates between their own ideas and the ideas of others.

Level 1: Remember/Understand

Construct a tweet- During our meeting you took out your phone and typed a tweet (which did not have to be on Twitter; it could have been in a text message or note) that explained the policy you violated. This tweet was specifically about what plagiarism is.

Domain(s): Knowledge Acquisition
Boyer’s Principle(s): Educationally Purposeful

One minute paper – During our meeting you wrote a one minute summary of your understanding of plagiarism.

Domain(s): Knowledge Acquisition
Boyer’s Principle(s): Disciplined

Seven Types of Plagiarism – Write your own definition, or explain in your own words, the following types of plagiarism. If you are unfamiliar with these types of plagiarism, you may have to do some background research, or ask staff at the Writing Center. If outside sources are used, be sure to include proper citations.

<table>
<thead>
<tr>
<th>Type of Plagiarism</th>
<th>Your Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Plagiarism</td>
<td></td>
</tr>
<tr>
<td>Paraphrasing Plagiarism</td>
<td></td>
</tr>
<tr>
<td>Patchwork Plagiarism</td>
<td></td>
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<tr>
<td>Verbatim Plagiarism</td>
<td></td>
</tr>
<tr>
<td>Mosaic Plagiarism</td>
<td></td>
</tr>
<tr>
<td>Self-plagiarism</td>
<td></td>
</tr>
<tr>
<td>Incorrect Citation</td>
<td></td>
</tr>
</tbody>
</table>

Domain(s): Knowledge Acquisition
Boyer’s Principle(s): Educationally Purposeful

Level 2: Apply/Analyze

Patchwork Plagiarism Quiz – Take the Patchwork Plagiarism Quiz. After completing the quiz, identify what you still need to do in order to properly identify and understand plagiarism. Create an action plan to seek out further education as it relates to plagiarism. An action plan is not a reflection essay about “What you can do?” An action plan is a list of concrete steps you will take to address your gaps in knowledge.

Domain(s): Knowledge Acquisition
Boyer’s Principle(s): Educationally Purposeful

Plagiarism and Its Effect – Read “Plagiarism and Its Effect on Creative Work” by Shelley H. Carson. Write a five-page reflection essay discussing whether you agree or disagree with the author. This reflection paper should be typed, double-spaced, utilize appropriate grammar, language and spelling. You do not have to use outside sources, or resources other than Carson’s article; however, if you do use outside sources, be sure to properly cite them.

Domain(s): Knowledge Acquisition; Cognitive Complexity
Boyer’s Principle(s): Educationally Purposeful
Strategies for Avoiding Plagiarism – Make a list of at least seven strategies to avoid plagiarism in your next written assignment. After each strategy write a brief explanation of the strategy and how it is an effective way to avoid plagiarism.

Domain(s): Knowledge Acquisition; Cognitive Complexity
Boyer's Principle(s): Disciplined

Level 3: Evaluate/Create

Create Your Own Tedx “Owning Knowledge” - Record yourself giving a “TedTalk” about what it means to “Own Knowledge.” You can use your phone, computer, or borrow a computer from the University Library. The recording need not be “high quality,” but should be able to be viewed by the Conduct Officer, or Faculty. The talk should explain to others what “Owning Knowledge” means and how you know when you own your own knowledge. Your talk should be 5 to 10 minutes long.

Domain(s): Cognitive Complexity, Intrapersonal Competence
Boyer’s Principle(s): Educationally Purposeful

Informational Poster on Plagiarism - Create a poster for your peers to explain plagiarism. Your poster should help your peers differentiate between their own ideas and someone else’s ideas. How will our peers know when they need to cite an idea, or when they are using someone else’s ideas? Your poster should include resources available on-campus to assist your peers in understanding plagiarism and avoiding plagiarism pitfalls. Your poster can be hardcopy, digital, or electronic.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement
Boyer’s Principle(s): Educationally Purposeful, Community

Seven Types of Plagiarism - Create a Buzzfeed list, or Seven Memes that will explain the Seven Types of Plagiarism to your peers. Your peers should be able to understand the differences between the types of plagiarism from your Buzzfeed list or Memes. If you are unfamiliar with these types of plagiarism, you may have to do some background research, or ask staff at the Writing Center. If outside sources are used, be sure to include proper citations.

(1) Global Plagiarism
(2) Paraphrasing Plagiarism
(3) Patchwork Plagiarism
(4) Verbatim Plagiarism
(5) Mosaic Plagiarism
(6) Self-plagiarism
(7) Incorrect Citation.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement
Boyer’s Principle(s): Educationally Purposeful