

## Judicial and Ethical Programs 2009-2010

GOAL	STRATEGIES	OUTCOMES	ASSESSMENT
<p>1. Inform and encourage faculty to utilize University policies and procedures outlined to deal with academic misconduct.</p>	<p>1. Provide presentations to faculty and their academic units on reporting student academic misconduct.</p> <p>2. Discuss and provide information on procedures for reporting student academic misconduct to teaching assistants during training.</p> <p>3. Discuss and provide information on procedures for reporting student academic misconduct to new chair(s) and faculty during training.</p>	<p>1. Faculty will apply TBR approved procedures for reporting student academic integrity misconduct matters.</p> <p>2. Faculty will recognize the role Judicial and Ethical Programs plays in facilitating academic integrity issues.</p> <p>3. Faculty will identify disciplinary outcomes for students who engage in academic misconduct.</p>	<p>1. A 10% increase in reported cases of Summary Discipline by faculty as compared to the previous fiscal year.</p> <p>2. A 10% increase in students requesting appeals as compared to the previous fiscal year.</p>

<p>2. Provide educational opportunities to students who are referred for academic misconduct.</p>	<ol style="list-style-type: none"> <li>1. Administer Glatt Plagiarism Tutorial to students who are referred for Summary Discipline.</li> <li>2. Provide instructional workshops on appropriate citation methods and consequences of plagiarism conducted by JEP and Eng. Dept.</li> <li>3. Students who are referred for Summary Discipline will be required to complete Judicial Educator Modules, Personal Decision Making and/or Academic Integrity.</li> <li>4. Students will be required to complete a reflective writing assignment concerning their inappropriate behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will identify appropriate methods for providing attribution for work other than their own.</li> <li>2. Students will identify why their assignment(s) was considered plagiarized by the instructor.</li> <li>3. Students will identify what constitutes plagiarism at the university and the consequences related to academic misconduct.</li> <li>4. Students will identify why they engaged in unethical behavior.</li> <li>5. Students will identify how they will avoid academic dishonesty matters in the future.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge acquired regarding appropriate citation methods by scoring 8 out of 10 correct on the Glatt Tutorial Quiz.</li> <li>2. JEP Survey completed by students will demonstrate what was learned about plagiarism.</li> <li>3. Reflective writing will demonstrate what students learned as a result of their involvement in the disciplinary process.</li> </ol>
<p>3. Assess the effectiveness and overall impact of the disciplinary process on students who are adjudicated by JEP.</p>	<ol style="list-style-type: none"> <li>1. Adjudicated students will complete JEP survey.</li> <li>2. Student will engage in reflective writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will identify how their inappropriate behavior impacted the campus community.</li> </ol>	<ol style="list-style-type: none"> <li>1. JEP survey will indicate the overall impact of the disciplinary process on student behavior.</li> <li>2. Reflective writing by students will demonstrate what it means to act responsibly and how their behavior</li> </ol>

		<p>1. Students will identify appropriate vs. inappropriate behavior.</p> <p>5. Students will recognize the consequences associated with violating the Code of Student Rights and Responsibilities.</p>	<p>will change as a result of being involved with the disciplinary process.</p>
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