

excellence & ethics



CONTENTS

- 1 Academic Integrity: A Critical Challenge
- 4 An Interview with Don McCabe
- 5 *Academic Integrity Survey*
- 6 Creating an Honor Code
- 6 How a Teacher Fosters Honesty
- 7 Integrity Compact with Parents
- 8 Ethics-in-Action Self-Quiz

The Education Letter of the Smart & Good Schools Initiative

Academic Integrity: A Critical Challenge for Schools

by David Wangaard and Jason Stephens

This world has become very competitive, and cheaters sometimes win. I study so hard, and it's a real slap in the face when I see kids cheating and scoring higher grades than me on a test and getting away with it.

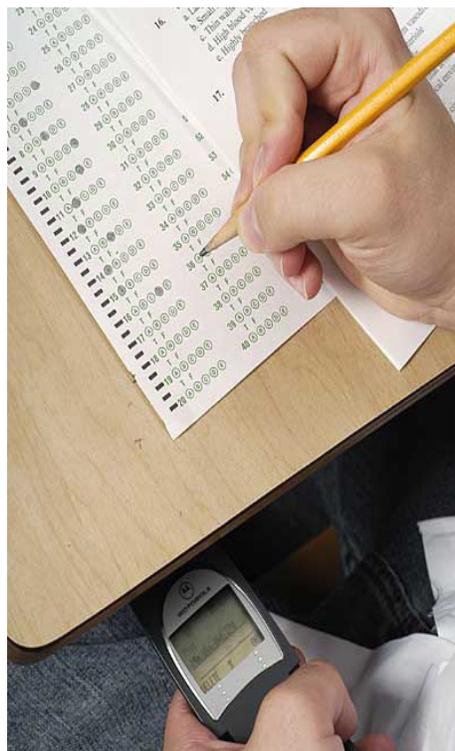
—HIGH SCHOOL STUDENT

Our schools are facing a crisis of academic integrity. In our recent three-year study of academic motivation and integrity, we surveyed over 3,600 students from six economically and ethnically diverse high schools in the northeastern United States. Ninety-five percent of these students reported engaging in at least one form of academic cheating during the past academic year. More troubling still, 57% of these students also agreed or strongly agreed with the statement, "It is morally wrong to cheat."

While academic dishonesty may not be the gravest moral problem facing our youth, it is certainly the most ubiquitous. Practiced habitually, cheating becomes, for moral character, a kind of "death by a thousand tiny cuts."

In our study, 44% of students reported

seeing test cheating weekly; 82% reported seeing homework cheating weekly. But only 12% of students reported seeing others being caught cheating in any given week. The failure of schools to enforce their academic integrity standards may be one reason why only 11% of students in our study expressed support for their schools' academic integrity policies.



In the Smart & Good Schools vision, academic integrity is a crucial intersection of moral and performance character.

Students' Free-Response Comments

Our survey also included a free-response section. We asked students:

1. *What specific changes would you like to see your school make in support of academic integrity? What role should students play in this process?*
2. *Please add any other comments you care to make about cheating.*

We received 852 free-response statements from 638 students. (See page 3 for student response themes and sample quotes for each.)

The most frequently occurring theme expressed students' desire to have adults take stronger steps to reduce academic dishonesty. Many students asserted that their schools should—whether through stricter policy enforcement or more meaningful and effective teaching—do more to create a culture of academic integrity (page 3, themes 1 and 2).

Students want their schools to do more to promote and enforce academic integrity.

Creating a Culture of Integrity

We know that cheating is reduced by a third to a half in schools that have created a culture of academic integrity.¹ School communities can create such a culture through the use of honor codes, commitments and committees focused on the mission of integrity, and the school-wide communication—and embrace of—fundamental values of honesty, trust, fairness, respect, and responsibility.

Research has also demonstrated that academic dishonesty is reduced by curriculum, instruction, and assessment that

orient students toward *task mastery* goals (i.e., the development of one's own understanding and competence) and not simply performance goals (showing competence through high test scores and grades).²

This research, along with studies of students' justifications for cheating, has led us to design a 4-component model for creat-

Cheating violates core values of trust and fairness.

ing a schoolwide culture of **Achieving with Integrity**. This model's four components are: (1) community, (2) core values, (3) commitments, and (4) curriculum.

COMPONENT 1: COMMUNITY

Our model for building a culture of integrity seeks to maximize the synergy and power of a school community working together to create and sustain an authentic dialogue that advances academic integrity. We recommend, as the heart of this model, the formation of an **Academic Integrity Committee (AIC)** that includes influential adult and student leaders representing a variety of disciplines and peer subcultures.

The AIC becomes the organizing force that engages the whole school community in a series of strategic processes. These include a climate survey (such as our *Academic Motivation and Integrity Survey* and McCabe's *Academic Integrity Survey* on p. 5) to assess students' and teachers' perceptions, beliefs, and behaviors related to cheating. A survey provides baseline empirical data about the nature and extent of the problem of academic dishonesty at the school.

Excellence & Ethics is published by the Center for the 4th and 5th Rs and the Institute for Excellence & Ethics, with support from the JOHN TEMPLETON FOUNDATION and the SANFORD N. McDONNELL FOUNDATION.

Editors: Tom Lickona & Marthe Seales



SUNY Cortland
School of Education
Cortland, NY 13045
Ph. (607) 753-2455

Email: character@cortland.edu
www.cortland.edu/character



P.O. Box 185
LaFayette, NY 13084
Ph. (315) 677-8114

Email: info@excellenceandethics.com
www.excellenceandethics.com

COMPONENT 2: CORE VALUES

Analyzing the survey data helps the AIC identify its core values and create a mission statement to support the development of a strategic plan advancing academic integrity. A focus on core values—such as respect, trust, and responsibility—highlights the fact that cheating is not merely a personal choice affecting oneself but also a social problem affecting others. Left unaddressed, it undermines the trust and integrity that bind students and educators together as a community.

Commitments

Honor Pledge & Honor Councils



Community

Shared Responsibility: Students, Teachers, Parents, Administrators

Students will support academic integrity policies, including penalties for cheating, when they recognize that these policies protect fairness in grading and assessment. Linking academic integrity to the school's core values helps the school community make a moral claim regarding cheating, namely, that *it destroys trust and is unfair to all those who aren't cheating*.

COMPONENT 3: COMMITMENTS

The research is clear that strategies like honor pledges, honor codes, and honor councils will be effective only if there is authentic buy-in, particularly among students.³ Developing strategies to get and sustain this kind of buy-in is an important mission of the AIC. One simple commitment that the school community can make to the AIC is to provide a budget and staff time to support AIC projects, publications, and participation in conferences on academic integrity or other professional development.

COMPONENT 4: CURRICULUM

Faculty must also support academic integrity by making relevant pedagogical and curricular connections. Teachers must use academic integrity as an important way to create and sustain a moral

community in their classrooms. Teachers who integrate the theme of integrity into their class expectations, syllabi, moral discussions, and class procedures can reduce cheating.

The Academic Integrity Committees in our project schools have made good progress in using our Achieving with Integrity model to develop a community of students, staff, and parents; advance core values that support integrity; encourage commitments in the form of pledges and policies; and promote teaching practices that foster academic integrity.

As our project developed, we also used Rest's 4-Component Model of moral functioning⁴ to design classroom lessons that promote academic honesty. Efforts to build a schoolwide culture of integrity are vitally important, but classroom teachers must also engage students in developing the moral awareness, judgment, and commitment to act with integrity. ■

Notes

¹D. McCabe & L. Trevino, "Academic dishonesty: Honor codes and other contextual influences," *Journal of Higher Education*, 1993, 64(5): 522-538.

²J. Stephens & H. Gehlbach, "Under pressure and under-engaged: Motivational profiles and academic cheating in high school," in E. Anderman and T. Murdock (Eds.) *The psychology of academic cheating*. (New York: Elsevier, 2007).

³D. McCabe, L. Trevino, et al., "Cheating in academic institutions: A decade of research," *Ethics and Behavior*, 2001, 11(3): 219-232.

⁴J. Rest, D. Narvaez, et al., *Post-conventional moral thinking: A neo-Kohlbergian approach*. (Mahwah, NJ: Erlbaum, 1999).

Visit www.ethicsed.org for:

- The authors' *Academic Motivation and Integrity Survey*
- Opportunities for dialogue through the Academic Integrity Network
- Ideas for Academic Integrity Committees and Integrity Works! (www.ethicsed.org/programs/integrity-works/index.htm).

David B. Wangaard, Ed.D., directs The School for Ethical Education, Milford, CT. Email: DWangaard@ethicsed.org.



Jason M. Stephens, Ph.D., is assistant professor, Educational Psychology, University of CT. Email: jason.stephens@uconn.edu.

Wangaard and Stephens are authors of the forthcoming, **How Do We Stop the Cheating Epidemic?** (Search Institute Press, 2011).

THEMES OF STUDENTS' COMMENTS (from most to least frequent) IN RESPONSE TO: "What Changes Would You Like to See Your School Make in Support of Academic Integrity? What Role Should Students Play? Other Comments?"

1. THEME: *Schools should create and enforce stricter consequences for dishonesty.*

"Academic integrity isn't really enforced. Students cheat. They don't get caught. I wish the school had a program that would help prevent cheating."

2. THEME: *Teachers should teach more effectively and provide more academic assistance.*

"I'd like to see changes in the way teachers teach. Most of them just try to make us memorize things, and that is not what people do well, so they cheat. If teachers actually made us critically think through questions using knowledge learned in class, then there would be less cheating."

"A school should focus more on creating teacher-student relationships so that students feel less stressed when they need to ask for help on something."

3. THEME: *Students should cooperate in support of academic integrity policies.*

"It is up to the students to maintain their integrity."

"Students should realize that the purpose of learning does not lie in the grades."

4. THEME: *Students cheat because of excessive academic pressure.*

"Kids usually cheat because of high pressure from parents or an unrealistic amount of work from teachers."

"I think cheating is morally wrong, but when there's pressure to maintain good grades, it's hard not to give into temptation because grades determine what college you attend and what kind of job you get."

5. THEME: *No specific changes should be made because school policies are clear and enforced.*

"In my opinion, the academic integrity of our school is good. There is a large focus on grades here, and most people try their hardest and usually achieve success fairly."

6. THEME: *No changes would be helpful because cheating is unpreventable.*

"Students understand that cheating is wrong, but we don't feel bad about doing it because we put the blame on the school and don't accept responsibility. We say instead that the test was too hard or so-and-so is a horrible teacher. We cheat when we're stressed."

"Kids who are going to cheat are going to cheat. They'll find a way around any roadblock you throw at them."

7. THEME: *Cheating is morally wrong.*

"I don't cheat, and neither do most of my friends. I'm a smart person, and people ask to cheat off me, and I say no. They get upset and make fun of me a little, but they know deep down that it's the wrong choice to cheat."

8. THEME: *Some acts of cheating are acceptable.*

"Cheating is considered wrong, but there are circumstances when everyone accepts it, such as if you're going to get a bad grade because you didn't have time to study and your teacher doesn't allow extensions."

"I don't like it when people cheat off of me or anyone else, but I let them cheat because they need the help."

9. THEME: *Cheating is neither an important nor a pressing issue; no one cares.*

"Cheating is a choice made by people who don't like school. It's no big deal."

10. THEME: *Commitment to academic integrity comes from individual choices.*

"Students should make an effort to show integrity throughout their career in high school."

"The reason I don't cheat is not so much the ethical reason. It's the fear of being caught and the punishments for it."

11. THEME: *Schools should emphasize the importance of academic integrity.*

"I'd like our school to let everyone know how important integrity is—how it can help you beyond high school and how it can help you become respected and successful."

12. THEME: *Students must become involved in the prevention of cheating.*

"We need some kind of anonymous system to report cheating and things (like drugs, alcohol, etc.) because I've seen all these things and have no way to tell anyone really."

13. THEME: *Students should not be held responsible for monitoring cheating.*

"There's no way to report on cheating without committing social suicide." ■

INTEGRITY: adherence to moral and ethical principles; soundness of moral character; honesty.

—www.dictionary.com

Integrity includes:

- Honesty with others and honesty with ourselves (not rationalizing bad behavior by making excuses)
- Sticking to and standing up for moral principles
- Ethical consistency—practicing what we preach.

—Editors



How Schools Can Reduce Cheating

An Interview with Don McCabe

to two-thirds of its previous level. A sample student comment: "Students look down on cheating now."

Don McCabe is a Rutgers University professor of management and global business, one of the nation's leading researchers on academic dishonesty, and the founding president of the Center for Academic Integrity (www.academicintegrity.org/). We interviewed him about his research.

What have your studies found to be the extent of cheating in U.S. high schools?

DM: Cheating is out of control and has been for a long time. In the past six years I've surveyed over 28,000 students at 77 high schools—24 public, 18 parochial, and 35 private. (See *Academic Integrity Survey*, p. 5.) The percentages of students admitting to "serious" cheating in the past year are:

	Public	Parochial	Private
Test/Exam	72%	66%	46%
Plagiarism	57%	61%	43%

Less cheating in private high schools is probably due to their smaller size and the presence of an honor code at many of them.

If you ask students whether they've cheated at any point during their high school career—as opposed to "during the past year"—and include homework copying, the percentage of students admitting to cheating rises to 95%.

Has cheating increased?

DM: From the 60s to 80s, studies suggested that cheating increased fairly strongly. After that, the numbers suggest relative stability at the high school level. The college data are less clear. It's hard to decide across different studies which measures of cheating are comparable.

Have student attitudes toward cheating changed?

DM: Yes, in two ways. First, students often see cheating as a time-management tool that allows them to achieve their desired goal—typically admission into a "good" university—with the minimum hassle. It helps them get around teachers who expect them to memorize material, which most of today's students have little use for because they can easily access such material on the Internet. They see they can get good grades with reduced effort, which frees up time for

working after school, socializing, texting, etc. And Mom and Dad are happy because they're getting good grades.

Second, students are much more willing to blame their cheating on everyone else—parents who put pressure on them for good grades, teachers who don't teach well or place unreasonable demands on them, other students who cheat and almost require that they do the same to remain competitive, and poor societal role models like Bernie Madoff. Many students buy into the message that everyone cheats to get ahead, and school is a good place to hone this skill.

What reduces cheating?

DM: My research shows that honor codes make a difference. But a school must convince students that integrity really matters, that the code benefits all, and that they need to accept responsibility for following it and encouraging others to do so. Students must play a major role in the development, running, and maintenance of the code.

Some schools have been reluctant to turn much of this responsibility over to students, and the honor codes they have introduced have not fared well.

Of the schools you've worked with, are there any standout examples of creating a culture of integrity?

DM: The three strongest colleges I've worked with are ones with long-standing honor codes, where students run the system and most respect the system. My 1990, 1995, and 2005 surveys of honor-code colleges vs. a sample of comparable no-code colleges, showed these same three colleges rising to the top each time. Each school works very hard to maintain its code.

Student comments at these colleges suggest that a major factor motivating students not to cheat is the fear of being socially embarrassed—taking advantage of your peers by cheating when they are not, and then being found out.

My best high school example is a large Catholic school in the Midwest which had me survey their students shortly before implementing a new emphasis on integrity, although not an honor code. Two years later, test cheating among 10th-graders was down

What kind of professional development do faculty need?

DM: Have students conduct a session for faculty—students who are willing to say what's really going on in the school, and aren't afraid to point out how teachers sometimes enable or contribute to student cheating.

What advice would you give a principal?

DM: A principal must involve students in developing a culture of academic integrity. (See p. 6 for how one principal did this.) Principals also need to implement meaningful discipline, not just a slap on the wrist. In my surveys many, many students say that nothing meaningful ever really happens to students who are caught cheating.

We also need broader parental support for making cheating more costly to students. (See article, p. 7.) Currently, many high school students don't worry about penalties because they believe their parents will defend them against any accusations of cheating.

Sadly, many schools are reluctant to admit they have a cheating problem because they're afraid of the bad publicity. But I think it is our failure to act sooner on this issue that has contributed to the deterioration. There's no easy solution, but it's imperative that we take a stand before it gets any worse. ■

"Cheating Damages Our Relationship"

Iwant my students to know that if they do something dishonest, it's bad for our relationship. This frames how I address cheating. I begin with a little bit of humor, acting out all the ways I know students cheat. They laugh.

But then I get serious and let them know why cheating really bothers me. I tell them, "You might recover fairly quickly from the zero you'll get if you're caught cheating. But it takes a long time to make up for an act of dishonesty. It creates a lack of trust between us. It damages our relationship."

—HIGH SCHOOL SCIENCE TEACHER

Participatory Student Government: Involving All Students in Creating an Honor Code

by Bill Parsons

Honor codes are most effective when students are committed to them. One way to strengthen students' commitment to any behavior code is to give them a meaningful role in creating it. Participatory student government is a way to give the entire student body a voice in designing an honor code that they will be motivated to follow.

When I became principal of Troup H.S. (LaGrange, GA), I met with class officers to get input on school issues. But those class officers didn't seek input from or report back to other students. Consequently, they didn't have any real power to influence the peer culture. When I learned about participatory student government, I immediately saw the limitations of what we'd been doing and redesigned our approach to give all students a voice.

Called "The Leadership Team," our new student government consisted of 9 groups of 10 students—two *elected representatives* from each second-period class. Leadership Team rep's met twice a month. The next day, they reported back to—and got further input from—their respective classes. (Initially, some teachers resisted

giving up time for the follow-up discussions.) Through this schoolwide process, our students spent the first year developing an Honor Code that covered many aspects of character—not only lying, cheating, and stealing, but also bringing drugs or weapons to school and all forms of bullying.

At a May assembly, Leadership Team rep's presented the new Honor Code (see box) to the whole student body and discussed its rationale: "Any violation of the Code jeopardizes one's self-respect and harms the entire community." Student leaders invited all students to "take a stand for yourself and our school by signing the Honor Code as you leave today."

One month into the following fall semester, Leadership Team representatives presented my new challenge to their respective classes:

This year we are seeing many more incidents of drugs being reported and wallets and purses being turned in with their contents intact. But we still have incidents of disrespect and theft. We need your input to continue to improve our school. Therefore the questions for this semester are:

What can we do to promote Honor Code behaviors? How can we recognize these behaviors in students? Do any parts of

TROUP'S HONOR CODE

1. I will be honest in all my actions.
2. I will treat others in the same way as I want to be treated.
3. I will extend kindness and respect to all.
4. I will treat our school building and other people's property with care.
5. I will strive for a spirit of pride in all our school programs.
6. I will have the courage to report bullying in any form and the possession of drugs or weapons on our school campus.
7. I will uphold this Honor Code and exhibit these same behaviors when I represent our school off campus.

the Honor Code need to be rewritten?

It's critically important that the Leadership Team feels that it got something done and is seen by their peers as having brought about positive change. So at every opportunity, I got on our closed-circuit TV and said, "Your Leadership Team is responsible for the following school improvements . . ." For example, they suggested we install security cameras in the parking lots after some students and faculty had their cars broken into—by off-campus offenders, we believe. We put the cameras in the very next week. ■

Bill Parsons is currently headmaster of Springwood School (K-12), in Lanett, AL. Email: bparsons@springwoodschool.com.



What a Teacher Can Do to Foster Honesty by Hal Urban

As a high school teacher, I wanted my students to realize that when we choose to be honest—or dishonest—something happens inside of us. *It affects the kind of person we are becoming.* To help them see why this is true, I asked them to write in response to a series of questions:

1. A prospective employer or college writes to one of your teachers for a recommendation. The writer says, "We know this student has good grades. What about his/her character?" What would you want the teacher to say about your character?
2. Is "Everybody's doing it" a valid reason to do something dishonest?

3. Is cheating in any of the following circumstances less wrong than cheating in the others: (a) school, (b) business, (c) income taxes, (d) athletic event, (e) job or college application? Explain.
4. How do you gain the trust of another person? How do you destroy it?
5. What are some of the consequences of being dishonest?
6. What are the rewards of honesty?

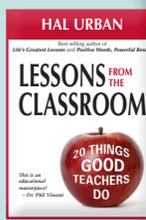
Next, students shared their answers in small groups, followed by reporting out and whole-group discussion. Then I had students read an excerpt from my book *Life's Greatest Lessons*, describing the consequences of dishonesty (turns us into phonies, destroys trust, and undermines self-respect) and the benefits of leading an honest life (builds a

good reputation, strengthens relationships, and brings peace of mind).

Once students had read this essay, I asked them to write again on the initial questions about honesty, and compare their two sets of responses.

As a class we discussed how their answers may have changed and why. This activity helped them see that honesty is a choice, one that matters. They had a better grasp of why honesty is essential if they wished to have self-respect and fulfilling relationships—now and throughout their lives. ■

Hal Urban is an award-winning teacher-author. For his latest book, *Lessons From the Classroom*, go to www.halurban.com.



An Integrity Compact With Parents

by Tom Lickona and Matt Davidson



A school's character goals must be shared by parents. Many schools feel that creating a culture of integrity is increasingly difficult because parents do not support the school's efforts. A freshman English teacher described this experience:

This semester I had a girl turn in a paper on Hamlet that she purchased from a web site, www.schoolsucks.com. I determined this by using another site, www.turnitin.com, that finds all the papers on the schoolsucks site containing a particular phrase—in this case, "Shakespeare's comic purpose."

The next day I called this girl over to a computer, downloaded her paper from the site, told her she would receive a zero for the assignment, and made an appointment to meet with her the next day. But the next morning, her mother called the principal to complain that I had unfairly humiliated her daughter, who, the mother claimed, had interpreted the assignment as "research" and therefore used the Internet to find an appropriate paper.

What's missing here is an explicit compact between parents and the school to work together to foster academic honesty. When that kind of compact is not in place, an administrator faced with an irate parent may be tempted to placate the parent rather than support the teacher. And when teachers confront dishonest student behavior and don't get support from administration, they are less likely to confront such behavior in the future.

Schools must, therefore, take proactive steps to forge an integrity compact with parents. See box at the right for a sample letter to parents, sent by a principal at the start of the school year.

Making an explicit compact with parents creates a common language—a language of character. It goes a long way toward preventing student infractions of a school's honor code and provides a framework for dealing with the infractions that

do occur. If a parent, despite the school-home compact, persists in defending a child who engaged in a documented violation of the code, one high school principal says she finds it helpful to ask the following question: "What lesson would you like your child to learn from this experience?" That question forces parents to reflect. Do they really want the school to have sepa-

rate rules for their child? Do they want their child to walk away thinking, "My actions have no consequences"? ■

—from **Thomas Lickona** and **Matthew Davidson**, *Smart & Good High Schools* (2005), www.cortland.edu/character. Lickona directs the Center for the 4th and 5th Rs; Davidson is president of the Institute for Excellence & Ethics, www.excellenceandethics.com.

Dear Parents,

Lincoln High School, as you know, takes pride in its commitment to fostering both intellectual and moral excellence in our students. A central part of our commitment to character is our **Honor Code** (copy enclosed). When students sign the Code, they pledge not to lie, cheat, or steal—or to tolerate such behavior in their presence. They give their solemn word to practice and stand up for integrity as a core character virtue.

What the Honor Code covers. Each year we review with our students why we consider the Honor Code to be so important and the various forms of academic dishonesty covered by it. These include: (1) copying answers on a test, (2) using crib notes on a test, (3) giving another person the answers to a test, (4) copying someone else's homework, (5) plagiarism of language (failing to cite a source when directly quoting), and (6) plagiarism of ideas (failing to cite a source when using another person's ideas). We make it clear that Internet sources must be cited in the same way as other sources. We ask all faculty to send home a list of their writing assignments for the semester, so you know clearly what it expected of your child.

Penalties for violations. The penalty for a first instance of academic dishonesty is a zero on that test or assignment, along with a report of the incident to my office. The penalty for a second offense is more serious and may vary according to the circumstances, ranging up to suspension.

Please discuss the Honor Code and its academic honesty requirements with your son or daughter to make sure they understand it. Please encourage their faithful adherence to it. Help them see it as a way of creating a school of character, and a personal character, of which they can be proud.

School Handbook procedures. If a student is charged with an offense against the Honor Code, we will follow the procedures outlined in the School Handbook (please review these). If a student is guilty of the charge, it will be crucial to help the student take responsibility for his or her actions. Our experience is that students' willingness to do this—and to grow stronger in their character from the experience—is greatly influenced by the disposition of their parents.

If you are willing to work with the school and your child to make our Honor Code succeed, kindly indicate that by signing and returning the form below. If you have any questions, please call to set up a time when we can talk. Thank you.

Maureen Wellman, Principal

--- Parents: Please sign and return. ---

I have read the Honor Code and discussed it with my child. I support the school's efforts to promote academic integrity and to hold students accountable to that standard.

Signed: _____

Ethics-in-Action Self-Quiz:

How to Make a Good Decision

Should I cheat on an exam or assignment? Look the other way when I see someone being bullied? Spread negative things about people through texting, Facebook, gossip, etc.? Go to a party that I know my parents wouldn't approve of? Engage in risky behavior (sex, drugs, drinking)? **Would my action pass these tests:**

1. BEST SELF TEST: Does this action represent my "best self"? Does it reflect the kind of person I want to be?

2. UNIVERSAL ETHICAL VALUES TEST: Does this action violate any ethical values—such as integrity, respect, fairness, or kindness—that all people should live by?

3. CONSEQUENCES TEST: Will this have negative consequences—hurtful to someone else or myself—that I will come to regret?

4. CONSCIENCE TEST: Does this go against what my conscience tells me is right? If I do this, will I feel guilty or lose self-respect?

5. PARENT/TEACHER/COACH TEST: If I were to ask my parents, teachers, coaches, or any other adults I respect, would they approve of my doing this?

6. GOLDEN RULE (REVERSIBILITY) TEST: Would I want someone to do this to me?

7. WHAT-IF-EVERYBODY-DID-THIS TEST: Would I want to live in a world where everybody did this (lied, cheated, stole, disrespected or used others, etc.)?

8. TRUTH TEST: Am I telling the whole truth and nothing but the truth—no lies, no omissions, and no half-truths?

9. INTERNET TEST: Would I want this made public through Facebook, You-Tube, texting, etc., and seen by my teachers, parents, employers, or future spouse?

10. RELIGION TEST: If I have religious beliefs, what do they teach about whether this action is right or wrong?

© 2011 *excellence & ethics*, Center for the 4th and 5th Rs. May be copied without permission. Adapted from Thomas Lickona's *Character Matters* and reprinted in *Smart & Good High Schools*, www.cortland.edu/character.

RELATED CURRICULAR RESOURCE: *Power2Achieve Foundations*, an Institute for Excellence & Ethics curriculum for developing moral and performance character. Sample unit: www.excellenceandethics.com.