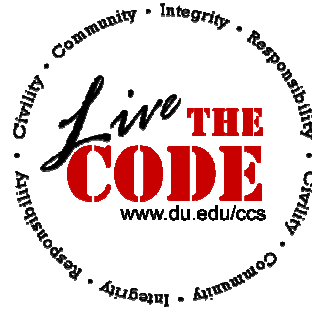
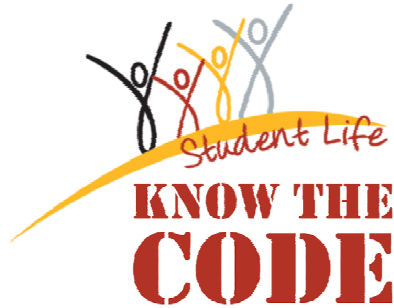


2009-2010 GUIDE TO CITIZENSHIP & COMMUNITY STANDARDS AT THE UNIVERSITY OF DENVER



INTRODUCTION

Welcome to the *Guide to Citizenship and Community Standards at the University of Denver* for 2009-2010!

This publication is designed to provide an overview of the Office of Citizenship & Community Standards and the conduct process at the University of Denver for hearing officers. To that end, this book is divided into six parts with various sub-sections:

1. Part one explains the mission of the Student Life Division and the mission, objectives, and values of the Office of Citizenship and Community Standards (CCS).
2. Part two describes the various forms of community outreach in which CCS participates. These include Know the Code, Live the Code, Don't Cancel That Class, and the Conduct Liaison program.
3. Part three is the complete text of the current *Honor Code* and *Code of Student Conduct*. As such, it is the touchstone for all our activities, from conducting hearings to imposing sanctions.
4. Part four contains the first two chapters of Richard T. Olshak's *A Guide for Effective Sanctioning: From Theory to Practice*. This definitive resource guide for conduct affairs practitioners details the educational framework within which we implement our disciplinary processes.
5. Part five is a list of the most commonly-used sanctions here at the University of Denver. However, it is not intended as an exhaustive or restrictive list; these are merely those sanctions we have used for several years and have proved themselves useful in previous situations. If you feel that something else would be beneficial, feel free to be creative—the point is to help students understand the consequences of their actions. If the best way to do this is break away from the confines of this Guide, then feel free; we only hope that you will let us know how things went. Maybe your new sanctioning idea will make its way into next year's publication!
6. Part six provides several supplemental materials including statistics from previous years, a parent's guide to the conduct process, and a checklist for respondent and complainant use during the Conduct Review Board process.

Hopefully, this guide will provide you with some context for the types of misconduct we will undoubtedly encounter during the 2009-2010 year as well as a clarification of the process.

Sincerely,

Kristin Olson, Director
Citizenship & Community Standards
303.871.4504
kolson1@du.edu

TABLE OF CONTENTS

Mission, Objectives, and Values.....	3
Community Outreach.....	4
Know the Code.....	5
Live the Code.....	6
Don't Cancel That Class.....	7
Student Life Conduct Liaisons	8
Community Accountability.....	9
Honor Code.....	10
The Code of Student Conduct.....	11
<i>Preamble.....</i>	<i>11</i>
<i>Definitions.....</i>	<i>12</i>
<i>Rights & Responsibilities.....</i>	<i>13</i>
<i>Standards of Conduct.....</i>	<i>16</i>
<i>Student Organizations.....</i>	<i>19</i>
<i>Steps in the Disciplinary Process.....</i>	<i>20</i>
<i>Disciplinary Bodies (including Hearing Officer and Conduct Review Board).....</i>	<i>22</i>
<i>Sanctions.....</i>	<i>23</i>
<i>Interim Actions.....</i>	<i>24</i>
<i>Disciplinary Records.....</i>	<i>26</i>
<i>Interpretation & Revision.....</i>	<i>27</i>
A Guide for Effective Sanctioning: From Theory to Practice.....	28
Remembering Student Development Theory.....	29
The Sanctioning "Formula".....	31
Bibliography.....	40
A Guide to Sanctions Utilized at the University of Denver.....	41
Inactive Sanctions.....	42
Written Assignments.....	44
Worksheets.....	47
Programs & Activities.....	52
Interventions.....	57
Restrictions.....	62
University Sanctions.....	64
Supplemental Materials.....	66
Statistics.....	67
Faculty Information Sheet.....	68
Academic Dishonesty Report Form.....	69
Appeal Form.....	70
Accused Student Rights & Responsibilities.....	71
Aggrieved Party Rights & Responsibilities.....	73
Respondent/Complainant Checklist.....	75
A Parent's Guide to the Conduct Process.....	76
Understanding the Student Conduct Process in Six Easy Steps.....	78

PART ONE

MISSION, OBJECTIVES, VALUES

The Office of Citizenship & Community Standards is an integral department within the Campus Life unit and the Student Life Division. Working with students, staff, and faculty, the CCS staff aim to educate the campus community on the conduct process and adjudicate misconduct. In order to better understand the conduct philosophy at DU, the Student Life Mission along with the CCS Mission, Objectives and Values have been included for your review.

Student Life Mission

The Student Life Division is a partner in student learning. With students, faculty and staff, the Division creates a dynamic environment that encourages love of learning, ethical and caring behavior and respect for difference. In all our programs and services, we seek to serve the public good.

Office of Citizenship and Community Standards Mission and Objectives

The Office of Citizenship & Community Standards (CCS) at the University of Denver supports the University and Student Life Division missions by providing programs and services designed to foster a positive and safe environment for student learning. CCS strives to achieve a campus community in which individuals:

- demonstrate respect for others, for themselves, and for the University;
- uphold high standards of personal and academic integrity;
- are accepting of differences and gain an appreciation for living in a pluralistic society;
- understand the impact of their behavior both upon the University and the surrounding Denver community; and
- freely accept the responsibility for and consequences of their conduct.

Values

Upon review the *Code of Student Conduct* as included in part three of this guide, you will note that the policies have been divided into four areas: *Civility, Community, Integrity, and Responsibility*. These are known within our office as the "Community Cornerstones" and are also considered our values.

Consequently, the *Code of Student Conduct* policies are derived from these values and therefore embody the expectations for students while they attend the University.

- Civility: conduct which is positive and respectful towards others
- Community: conduct which supports the diverse population that creates our campus
- Integrity: conduct which is ethical, honest, and caring
- Responsibility: conduct which requires accountability of individuals and the community

PART TWO

COMMUNITY OUTREACH

An important component within the Office of Citizenship & Community Standards is Community Outreach. With the overall goal of educating the campus about our office, the policies, and the conduct process, Community Outreach is primarily focused on the student population. Two major examples of student programs includes the "Know the Code" and "Live the Code" campaigns.

However, there are programs within the Community Outreach function that are geared toward faculty and staff as well. A prime example is the "Don't Cancel that Class" program designed for instructors to utilize when they themselves will not be able to teach a class due to an illness or other scheduling conflict. Not only does the CCS staff maintain the "Don't Cancel that Class" program, we offer several classes or workshops that educate students on the Honor Code, campus policies, ethics, and also better decision making.

Additionally, we continually work with other offices on campus to educate students on important topics, alcohol often being a "favored" topic. Specifically, in the past several years we have co-programmed with the Health and Counseling Center and the Gender Violence Education and Support Services offices to provide "DU Drink Safe." Through this program we also worked with neighborhood bars to extend the education off-campus. CCS has been involved with National Alcohol Screening Days, Step Up DU, DU Tube, and R&R Nights as well. We work closely with the Housing and Residential Education Office through our own initiatives and in creating floor and hall-wide programs. Of special note, "Mock-Hearings" and "CCS Jeopardy" have been among the more popular events within the residence halls. We welcome co-programming opportunities! Please contact the CCS staff if you are interested in partnering with us.

Finally, a recently added "Community Outreach" component within CCS is the Student Life Conduct Liaison Program. A Student Life Conduct Liaison is a University of Denver professional staff member who serves as a liaison for a student who is a complainant or respondent to a violation of a Code of Conduct or Honor Code and will be appearing before a Conduct Review Board. As Conduct Review Board decisions are often quite serious in nature, this program aims to help students maneuver the Conduct Review Board process so that they can be well prepared for their hearing.

SECTION ONE: KNOW THE CODE

Brief History of the “Know the Code” Campaign

The “Know the Code” Campaign was designed as a pilot program in April 2005 by the CCS Assistant Director, Kristin Olson, in order to enhance student awareness of the CCS Office and campus policies. In particular, the CCS Policy Quiz has been the highlight of these campaigns as it has been found to be an effective way to increase knowledge of DU policies and familiarize students with the CCS website

When conducted during the Spring quarter of 2005, the campaign resulted in over 400 students successfully* completing the CCS Policy Quiz online. As part of the Fall 2005 campaign, Kristin worked with three Resident Assistants to increase the participation in the quiz by implementing a contest between residence hall floors. This campaign had approximately 650 students successfully* complete the quiz and participate in the activities. In November 2006, over 1000 students successfully* completed the quiz and during the Winter 2008 quarter there were approximately 900 students who successfully* completed the quiz.

Objectives of the Program

In better educating the student population about the CCS office and DU policies, there will be an increased understanding of both as well as fewer violations of the policy.

Goals of Program

The goal of the “Know the Code” campaigns is to increase awareness of both the policies at DU and of the purpose of the CCS office.

Target Population

The target population for the “Know the Code” campaign is undergraduate students at DU with a particular emphasis on first-year students as they are new to campus policies and procedures.

*Successfully refers to students who answered a set minimum number of quiz questions correctly. For example, in the Fall 2006 campaign, students were considered to have successfully completed the quiz if they had correctly answered 12 out of the 15 questions.

SECTION TWO: LIVE THE CODE

During Spring 2007, the “Live the Code” campaign was introduced on campus having been created by the Assistant Director (AD) and Graduate Assistant (GA) in the CCS Office. Focus groups were conducted with students and members from the Conduct Review Board to create a campaign that would address the following objectives:

Participants who attend this program will be able to:

- Recognize when behavior (their’s or other’s) is a violation of policy.
- Verbalize the four Community Cornerstones and use them in decision making. (ie. Civility, Integrity, Community, and Responsibility)
- Live the code, and encourage other community members to live the code, by making decisions that follow policy.
- Be familiar with the possible consequences for violations of the code.
- Better understand their rights and responsibilities as a community member at DU.

After conducting the focus groups, the AD and GA created both a “Live the Code” campaign AND a “Living the Code” sanction workshop in order to address the various objectives.

The Live the Code campaign mainly focuses on recognizing positive behavior on campus through nominations by students, staff, and faculty. The campaign initially kicked off with ½ sheet flyers about “Live the Code” being placed under all residence hall rooms in an effort to publicize what it means to “Live the Code.” In addition, students could write on a newly created Facebook account about what they think it means to Live the Code. We had tables out at various events during the spring, mainly during May Days, where we solicited nominations. We used prizes as an incentive, purchasing quad chairs to raffle off during these various events.

We also solicited for nominations from staff and faculty by utilizing various list-serves and newsletters. During the Spring 2007 campaign we collected 120 nominations, 140 nominations during the Spring 2008 campaign, and 165 during the Spring 2009 campaign. Once we received all nomination, we read through them, solicited input from pertinent parties that might have additional information about these students (e.g. HRE, Greek Life, Academic Advising) and then selected the top nominations.

We contacted the nominees to let them know they had been choose as “Living the Code” role models. Each received a letter that included the nomination description from their nominator and a Live the Code pint glass. In addition, they were invited to join us at Ben and Jerry’s during a 2-hour period to stop by for a free ice cream cone. Additionally, we conducted a raffle for several quad chairs and a few other prizes while at Ben and Jerry’s so they had a chance to win additional gifts. We recognized 63 Living the Code role models in 2007, 78 in 2008, and 89 in 2009.

We purchased pint glasses in conjunction with the DU Drink Safe campaign in order to further promote this program. Our message on this glass is, “Over 74% of undergraduate students **Live the Code** by never violating University policies.” An additional coaster design was also created to further promote this positive message regarding students who actually “Live the Code.”

SECTION THREE: DON'T CANCEL THAT CLASS

Don't Cancel That Class is a program for faculty who may find themselves in a position where they will not be able to teach a class session and also do not want to cancel the session either. It is coordinated by DU's co-curricular departments and provides over twenty programs for faculty to choose from. In order to take advantage of this opportunity, faculty members are asked to contact Kristin Olson, Director of Citizenship and Community Standards at 303-871-4504 or kolson1@du.edu.

The Office of Citizenship and Community Standards is charged with facilitating five of these workshops, including Conflict Resolution, Decision-Making Skills, Code of Student Conduct, Honor Code, and Ethics. Each of these workshops is described below.

Conflict Resolution

Dealing with conflict is difficult for anyone. However, with practice confrontation can become easier. Co-facilitated by the University Ombuds officer, this program will allow students to practice conflict resolution skills in a safe environment.

Decision-Making Skills

Making good decisions is important to student's success in college and beyond. This program will help students consider their values and community values to help in the process of making good decisions. Worksheets are included to aid in student learning as well as several interactive activities.

Code of Student Conduct

This is an interactive program in which students get to help build a new Code of Student Conduct. Throughout the creation process, important attributes needed for a successful student code are discussed. The program ends with a review of the current Code of Student Conduct at DU and any questions from students.

Honor Code

Students will learn about the Honor Code and how the Honor Code impacts the campus community. In addition, students will gain an understanding of what constitutes an Academic Misconduct violation at DU and how they can avoid being in violation of this policy.

Ethics

An important topic to discuss with students, this session is geared at placing students in hypothetical situations in order to process the ethical decisions that must be made. A basic ethical dilemma model is introduced to aid in the decision making process. Discussion in this session will increase students' development of moral reasoning.

SECTION FOUR: STUDENT LIFE CONDUCT LIAISONS

A Student Life Conduct Liaison is a University of Denver professional staff member who serves as a Liaison for a student who is a complainant or respondent to a violation of the Code of Student Conduct or Honor Code and will be appearing before a Conduct Review Board. The Student Life Conduct Liaison will maintain an objective position in advising the student. The Liaison is not an advocate who sides with either principal party involved in the disciplinary procedure, but rather a Liaison helps guide the student in the procedures of the processes and may advise the student during the Conduct Review Board hearing.

What does a Student Life Conduct Liaison do?

- Help student review and comprehend the conduct process and the Conduct Review Board hearing
- Advise student of their options in the conduct process and the Conduct Review Board hearing
- Review reports and evidence with the respondent or the complainant
- Inform student of expectations for preparation and procedures during Conduct Review Board hearing
- Discuss student's rights and responsibilities under the Code of Student Conduct
- Help student understand the decisions and sanctions rendered by the Conduct Review Board

Who may utilize the service of a Conduct Liaison?

Any student with a violation or any student bringing charges has the right to obtain a Liaison for all hearings brought to a Conduct Review Board. Students are not required to seek the help of a Liaison; however, going through a Conduct Review Board hearing may be overwhelming and intimidating. Therefore, the Student Life Division recommends that any student facing a Conduct Review Board consider working with a Liaison. Student Life provides a ready resource of trained Conduct Liaisons willing to assist students.

How will I be connected with students who may need this service?

Once it is determined that a student will be a respondent or complainant at a Conduct Review Board hearing, the staff of Citizenship and Community Standards will work with the student to secure the assistance of a Liaison. The student(s) will be provided with a list of current and active Conduct Liaisons who are available to assist at that time, as determined by an email request by CCS staff. The student will then have an opportunity to select one Conduct Liaison whom he/she will work with to prepare for the Conduct Review Board hearing. The staff of Citizenship and Community Standards will provide the student with the Conduct Liaison's contact information and it will be the student's responsibility to get in touch with the Conduct Liaison.

PART THREE

COMMUNITY ACCOUNTABILITY

Arguably, Community Accountability is the basis of the CCS office. The office has been charged with creating and upholding the community expectations that help maintain a safe, healthy, and conducive environment for student learning. DU is, after all, an institution of higher education. To that end, we house both the *Honor Code* and the *Code of Student Conduct*, which help guide our work.

The *Honor Code* was created by students, staff, and faculty to assure the highest standard of academic excellence at DU. On September 3, 2000, the University of Denver inaugurated the *Honor Code* during the Pioneer Passage ceremony for the Class of 2004. This tradition highlights and brings new prominence to the value that DU places on honesty, integrity and academic excellence. Annually, incoming students sign their class year banner as a pledge to uphold the *Honor Code*. The banners are displayed above the DU Bookstore in the Driscoll Student Center.

The *Code of Student Conduct* is designed to communicate the values DU has for students as they join our community. Additionally, the *Code of Student Conduct* strives to promote an environment conducive to education, work, recreation, and study. The policies outlined in the *Code of Student Conduct* are divided into four value areas which include Civility, Community, Integrity, and Responsibility. As discussed earlier in this guide, these non-negotiable values are considered the “Community Cornerstones.”

Additionally, procedures for holding community members, specifically students, accountable have been established to ensure a fair and just conduct system. The overall philosophy of the conduct system at DU is to be educational, not punitive, in nature. Recognizing that the college experience is full of new and exciting opportunities and risks, it is our goal to help students safely navigate their new-found rights and responsibilities.

When an incident of misconduct is communicated to CCS, a hearing is likely to occur. While a “hearing” can take several forms, the most common is either a one-on-one hearing with a Conduct Officer (i.e. a Student Life Professional) or a hearing with the Conduct Review Board (CRB). CRBs are comprised of students, staff, and faculty who volunteer their time to help ensure that the community values are upheld.

Outcomes from hearings vary and most important is the delicate balancing act between what is in the best interest of the student AND for the community. Typically, combinations of inactive and active sanctions are the result of a hearing in which a student is found responsible for a policy violation. Inactive sanctions include a warning, probation, suspension or dismissal and are considered “inactive” as they do not require “active” work from a student. On the other hand, active sanctions do require an “action” from the student and aim to be educational in nature. Active sanctions include completing papers, attending workshops, paying restitution, providing community service, etc.

The complete text of both the *Honor Code* and the *Code of Student Conduct* can be found in this section. The *Code of Student Conduct* not only includes the policies for students but also the information on jurisdiction of this code, the processes as briefly outlined here, and a student's rights and responsibilities within the conduct process. Finally, the last and largest portion of this section, provides an in-depth overview of the sanctioning process. When executed well, sanctioning can positively impact a student and have appropriate repercussions for the student’s education overall. For this reason, a great deal of information is provided on sanctions used at DU.

SECTION ONE: HONOR CODE

All members of the University community are entrusted with the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. Responsibility for upholding these principles lies with the individual as well as the entire community.

The University fosters and advances an environment of ethical conduct in the academic community, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters.

Rationale

The Code was developed following discussions among a broad range of constituencies within the University encompassing students, faculty, staff, administrators, and trustees. In order to better foster and advance an environment of ethical conduct in the academic community of the University both substantive requirements and enforcement procedures may be amended by the University to reflect experience gained from its implementation.

Authority

Any modification of the Honor Code, other than to the procedures governing its enforcement, must be approved by the Board of Trustees upon recommendation from the Provost. Modifications and variations in procedures governing enforcement of the Code, including the use of alternative procedures in specific context as mandated by federal or state law, are subject to the approval of the Provost. In addition, upon recommendation from a Dean or the Faculty Senate, the Provost, in his or her sole discretion, may permit individual units or divisions of the University to adopt and implement area-specific descriptions of conduct violate of the Honor Code, provided that such descriptions do not authorize or condone conduct prohibited by, or inconsistent with, the Code.

Enforcement

The Code of Student Conduct shall govern and be followed in the case of any student at the University who is accused of violating the Honor Code. The University's Faculty Personnel Guidelines Relating to Appointment, Promotion, and Tenure shall govern and be followed in the case of any faculty member who is accused of violating the Honor Code. The University's Employee Handbook of Personnel Guidelines & Procedures shall govern and be followed in the case of any non-faculty employee who is accused of violating the Honor Code. The By-Laws, or other Board policies, of Colorado Seminary or the University of Denver shall govern and be followed in the case of any trustee who is accused of violating the Honor Code. Any conflict or dispute concerning which procedure governs in the enforcement of this Honor Code shall be resolved by the Provost, or, in the case of the trustees, by the Board of Trustees.

SECTION TWO: THE CODE OF STUDENT CONDUCT AT THE UNIVERSITY OF DENVER

Revised August 2009

I. Preamble

- A. *Mission.* The Office of Citizenship & Community Standards (CCS) at the University of Denver supports the University and Student Life Division missions by providing programs and services designed to foster a positive and safe environment for student learning. CCS strives to achieve a campus community in which individuals demonstrate respect for others, for themselves, and for the University; uphold high standards of personal and academic integrity; are accepting of differences and gain an appreciation for living in a pluralistic society; understand the impact of their behavior both upon the University and the surrounding Denver community; and freely accept the responsibility for and consequences of their conduct.

- B. *Purpose.* The University of Denver expects students to recognize the strength of personal differences while respecting institutional values. Students are encouraged to think and act for themselves, as that is the purpose of higher education. However, they must also understand that the University has non-negotiable values in which it believes strongly. The purpose of the *Code of Student Conduct* is to communicate these values to the University community, and promote an environment conducive to education, work, recreation, and study.

These values are the hallmark of the University, and will be protected diligently. Each person has the right to make decisions about his or her own conduct, and the responsibility to accept the consequences of those decisions. When individual actions conflict with the values of the University, the individual must choose whether to adapt his/her behavior to meet the needs of the community or to leave the University.

- C. *Jurisdiction.* The University maintains jurisdiction over all conduct prohibited by this *Code* when performed on University premises and/or at University events. The University may also address student behavior off-campus when such conduct is in violation of applicable laws and/or the standards of conduct outlined in this *Code*.

Disciplinary action by the University is not intended to replace or conflict with other lawful means of accountability, including but not limited to criminal charges and/or civil action. Regardless of whether formal criminal charges are filed over alleged behavior, the University may pursue disciplinary action under this *Code* as it deems appropriate. Such action will not normally be deferred or postponed solely due to concurrent criminal or civil proceedings, nor shall the reduction or dismissal of criminal charges be taken as reason to defer disciplinary action.

- D. *Authority.* Primary disciplinary authority is granted by the University to the Director of CCS, who shall be responsible for evaluating complaints, bringing charges against students, and otherwise implementing the processes described in this *Code*. This authority, or portions thereof, may be delegated by the Director of CCS as necessary for purposes including, but not limited to, maintaining efficiency and/or avoiding conflicts of interest.

The University cannot foresee all possible methods and/or forms of misconduct. As such, students may be subject to disciplinary action when their behavior is detrimental to the safety, security, and/or integrity of the University and/or any member(s) of its community, but not specifically prohibited by this *Code*. The Director of CCS shall be empowered to determine whether questionable behavior should be referred for disciplinary action.

II. Definitions

For the purposes of this document, the following definitions shall apply:

- A. *CCS* means the Office of Citizenship & Community Standards at the University.
- B. *Charges* mean the University policies which a student is alleged to have violated as a result of the incident described in a complaint.
- C. *Code* means this document, the *Code of Student Conduct* at the University.
- D. *Complainant* means a reporting party who has suffered injury as a direct result of the incident described in a complaint. The decision whether to designate a reporting party as a complainant rests solely with the Director of CCS. The University reserves the right to proceed with disciplinary action without the presence or cooperation of a complainant.
- E. *Complaint* means a narrative detailing an incident and containing allegations of misconduct on the part of one or more students.
- F. Authorized *disciplinary agents* include the Director of CCS and any person(s) whom he/she has designated as such. Currently, the Assistant Director of CCS and the Director, Associate Director, and Assistant Directors of HRE are designated as disciplinary agents.
- G. The *disciplinary process* and *disciplinary proceedings* include any and all functions of the University directly related to the review and/or adjudication of a complaint.
- H. *Effective consent* is defined as informed, mutually understandable words and/or actions which indicate a willingness to participate in and/or allow a specific activity, freely and actively given by a person with the current mental capacity to make rational decisions. A person may be without such capacity due to the influence of alcohol and/or other drugs. Consent is not effective if it results from the use of physical force, threats, intimidation, or coercion. A person always retains the right to revoke consent at any point during an activity.
- I. *Hearing body* means any person or persons authorized by the University to determine whether a student has violated the *Code* and to impose sanctions when necessary.
- J. *HRE* means Housing & Residential Education (HRE) at the University.
- K. *Proper written notification* shall be defined as delivery via electronic mail to the student's University email account. It is therefore the responsibility of the student to regularly check their University email account. Notice *may* also be delivered in person or to a student's University or permanent address, as reported by the student to the University Registrar, if deemed necessary.
- L. *Reporting party* means any person who has filed a complaint against a student, either directly or through a University official, such as a Campus Safety officer or Resident Assistant.
- M. *Respondent* means any student who has had a complaint filed against him/her.
- N. *Sanctions* are restrictions and/or expectations placed upon a student found to have violated University standards of conduct.
- O. *School day* means any weekday when school is in session or non-holiday business day when school is not in session.
- P. *Students* include any persons taking or auditing classes at the University, matriculated in any University program, or on University premises for any purpose related to the same.
- Q. *University* means the University of Denver (Colorado Seminary).
- R. *University community* includes all students, University officials, and other individuals involved in the normal operations of the University.
- S. *University events* include any activity involving students and/or University officials and held on University premises. Activities involving students and/or University officials and held off of University premises are also considered University events when such activities are connected with or sponsored by any academic course or University organization.
- T. *University official* includes any person employed by the University performing academic, administrative, or professional duties. When this *Code* refers to any University official by title, it shall be understood to include his/her designee.
- U. *University organization* means any group of persons who have complied with the formal requirements for University recognition.
- V. *University premises* include all land, buildings, facilities, or other property in the possession of or owned, used, or controlled by the University, including adjacent streets and sidewalks.

Guide to Citizenship & Community Standards

III. Rights & Responsibilities

- A. *Respondents.* Throughout his/her involvement in the disciplinary process, a respondent has the following rights and responsibilities:
- a. *Fair Treatment.*
 - a) The respondent has the right to be treated with dignity and compassion by all persons involved in the disciplinary process.
 - b) The respondent has the right to be considered innocent of all charges until proven responsible by a hearing body. This right should not be construed to prevent the University from taking necessary interim action as specified in Chapter IX of this *Code*.
 - c) The respondent has the right to information regarding the disciplinary process and his/her role within that process.
 - d) The respondent has the right to object to a member of a hearing body based on a demonstrable, significant bias.
 - e) The respondent has the responsibility to notify the Director of CCS, or the Associate Provost for Campus Life, when he/she feels fair and equitable treatment has not been given.
 - b. *Privacy.*
 - a) The respondent has the right to privacy throughout the disciplinary process with respect to all uninvolved parties.
 - b) The respondent has the right, upon request, to have reasonable steps taken by the University to prevent unnecessary or unwanted contact with a complainant.
 - c) The respondent has the responsibility to notify the Director of CCS, or the Associate Provost for Campus Life, when he/she feels reasonable steps need to be taken in order to protect these rights.
 - c. *Presence of an Advisor.*
 - a) The respondent has the right to have an advisor of his/her choice present throughout the disciplinary process. The advisor may confer with the respondent, but may not actively participate in any disciplinary proceeding, which includes serving as a witness.
 - b) The respondent has the responsibility to notify the advisor of the time, date, and location of any disciplinary proceeding. Proceedings will not be rescheduled to accommodate an advisor.
 - c) The respondent has the responsibility to provide prior notification of any advisor to CCS no later than 48 hours before the scheduled start of the hearing. These names shall be made available to the other party, and an opportunity given to voice any objections to their participation no later than 24 hours before the scheduled start of the hearing. The Director of CCS, or his/her designee, shall have the authority to exclude any individual from participation, based on a reasonable objection. Failure to provide names prior to the hearing may result in summary disqualification of an advisor.
 - d. *Written Notice.*
 - a) The respondent has the right to proper written notification of any hearing conducted as a result of a complaint filed against him/her. This notice shall include the following:
 - (1) The time, date, and location of the hearing;
 - (2) The consequences of failure to appear at the hearing;
 - (3) A written copy of the complaint, including the name(s) of the reporting party/parties and charges being considered;
 - (4) A list of all complainants and/or witnesses to be called by the University; and
 - (5) The procedures for requesting a change in the time or date of the hearing.
 - b) The respondent has the responsibility to ensure the University has been provided with accurate address and other contact information so that notification is not unduly delayed.
 - e. *Hear and Provide Testimony.*
 - a) The respondent has the right to hear, question, and respond to all witnesses and/or information presented during a hearing. This does not include the right to direct cross-examination.
 - b) The respondent has the right to present information and/or witnesses that he/she feels are important and/or relevant to the complaint. Only those witnesses with information directly relevant to the incident(s) being considered shall be allowed to testify before the hearing body; "character" and/or "expert" witnesses shall only be allowed to submit written statements on behalf of the respondent.
 - c) The respondent has the right not to present evidence against him- or herself. This right should not be construed to allow the respondent to present false or misleading testimony.
 - d) The respondent has the responsibility to respond to any witnesses or information at the time such evidence is presented. A hearing body is not required to consider any rebuttal made after a witness has been dismissed.
 - e) The respondent has the responsibility to inform any witnesses he/she wishes to call of the time, date, and location of the hearing, and to have on hand all evidence he/she wishes to present at the time of the hearing.

- f) The respondent has the responsibility to provide prior notification of any witness to CCS no later than 48 hours before the scheduled start of the hearing. These names shall be made available to the other party, and an opportunity given to voice any objections to their participation no later than 24 hours before the scheduled start of the hearing. The Director of CCS, or his/her designee, shall have the authority to exclude any individual from participation, based on a reasonable objection. Failure to provide names prior to the hearing may result in summary disqualification of the witness(es).
- f. *Written Disposition and Appeal.*
 - a) The respondent has the right to proper written notification of the results of any disciplinary hearing. This notice shall include the following:
 - (1) The finding of fact;
 - (2) The specific standards of conduct the respondent has violated;
 - (3) The sanctions imposed; and
 - (4) The procedures for filing an appeal.
 - b) The respondent has the right to appeal the outcome of the hearing.
 - c) The respondent has the responsibility to comply with all sanctions imposed as the result of a disciplinary hearing once all routes of appeal have been exhausted.
- B. *Complainants.* Throughout his/her involvement in the disciplinary process, a complainant has the following rights and responsibilities:
 - a. *Fair Treatment.*
 - a) The complainant has the right to be treated with dignity and compassion by all persons involved in the disciplinary process.
 - b) The complainant has the right to information regarding the disciplinary process and his/her role within that process.
 - c) The complainant has the right to object to a member of a hearing body based on a demonstrable, significant bias.
 - d) The complainant has the responsibility to notify the Director of CCS, or the Associate Provost for Campus Life, when he/she feels fair and equitable treatment has not been given.
 - b. *Privacy.*
 - a) The complainant has the right to privacy throughout the disciplinary process with respect to all uninvolved parties.
 - b) The complainant has the right to be free from intimidation and/or harassment, and the right, upon request, to have reasonable steps taken by the University to prevent unnecessary or unwanted contact with the respondent(s).
 - c) The complainant has the responsibility to notify the Director of CCS, or the Associate Provost for Campus Life, when he/she feels reasonable steps need to be taken in order to protect these rights.
 - c. *Presence of an Advisor.*
 - a) The complainant has the right to have an advisor of his/her choice present throughout the disciplinary process. The advisor may confer with the complainant, but may not actively participate in any disciplinary proceeding, which includes serving as a witness.
 - b) The complainant has the responsibility to notify the advisor of the time, date, and location of any disciplinary proceeding. Proceedings will not be rescheduled to accommodate an advisor.
 - c) The complainant has the responsibility to provide prior notification of any advisor to CCS no later than 48 hours before the scheduled start of the hearing. These names shall be made available to the other party, and an opportunity given to voice any objections to their participation no later than 24 hours before the scheduled start of the hearing. The Director of CCS, or his/her designee, shall have the authority to exclude any individual from participation, based on a reasonable objection. Failure to provide names prior to the hearing may result in summary disqualification of an advisor.
 - d. *Written Notice.*
 - a) The complainant has the right to proper written notification of any hearing conducted as a result of a complaint filed by him/her. This notice shall include the following:
 - (1) The time, date, and location of the hearing;
 - (2) The consequences of failure to appear at the hearing;
 - (3) A written copy of the complaint, including the charges being considered;
 - (4) A list of all responding students and/or witnesses to be called by the University; and
 - (5) The procedures for requesting a change in the time or date of the hearing.
 - b) The complainant has the responsibility to ensure the disciplinary agent has been provided with accurate address and other contact information so that notification is not unduly delayed.

Guide to Citizenship & Community Standards

- e. *Hear and Provide Testimony.*
 - a) The complainant has the right to hear, question, and respond to all witnesses and/or information presented during a hearing. This does not include the right to direct cross-examination.
 - a) The complainant has the right to present information and/or witnesses that he/she feels are important and/or relevant to the complaint. Only those witnesses with information directly relevant to the incident(s) being considered shall be allowed to testify before the hearing body; “character” and/or “expert” witnesses shall only be allowed to submit written statements on behalf of the complainant.
 - b) The complainant has the right to provide a written impact statement to the hearing body, to be considered during the sanctioning process should a finding of violation occur.
 - c) The complainant has the responsibility to attend any hearing conducted as the result of his/her complaint, or risk the forfeiture of his/her right to appeal.
 - d) The complainant has the responsibility to respond to any witnesses or information at the time such evidence is presented. A hearing body is not required to consider any rebuttal made after a witness has been dismissed.
 - e) The complainant has the responsibility to inform any witnesses he/she wishes to call of the time, date, and location of the hearing, and to have on hand all evidence he/she wishes to present at the time of the hearing.
 - f) The complainant has the responsibility to provide prior notification of any witness to CCS no later than 48 hours before the scheduled start of the hearing. These names shall be made available to the other party, and an opportunity given to voice any objections to their participation no later than 24 hours before the scheduled start of the hearing. The Director of CCS, or his/her designee, shall have the authority to exclude any individual from participation, based on a reasonable objection. Failure to provide names prior to the hearing may result in summary disqualification of the witness(es).
- f. *Written Disposition and Appeal.*
 - a) The complainant has the right to proper written notification of the results of any disciplinary hearing convened as a result of a complaint filed by him/her. This notice shall include the following:
 - (1) The finding of fact;
 - (2) The specific standards of conduct the student has violated;
 - (3) The sanctions imposed; and
 - (4) The procedures for filing an appeal.
 - (5) The complainant has the right to appeal the outcome of the hearing, unless this right has been waived or forfeited.
 - b) The complainant has the responsibility to maintain the confidentiality of the respondent’s disciplinary records. Failure to do so may be considered a violation of University standards of conduct and/or federal law.

IV. Standards of Conduct

A. Civility.

- a. *Disorderly Conduct.* Violations of this policy include, but are not limited to:
 - a) Any act that is disruptive, lewd, indecent, or otherwise breaches the peace, regardless of intent, when such an act is conducted on University premises.
 - b) Any unauthorized use of electronic or other devices to make an audio or video record of any person while on University premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom.
- b. *Harassment.* Violations of this policy include, but are not limited to:
 - a) Any act, display, or communication that would cause a reasonable person to fear for his/her personal safety. This includes, but is not limited to, physical coercion and/or restraint.
 - b) Any act, display, or communication that causes substantial injury and/or distress on the part of the person or persons to whom it is specifically directed. This includes, but is not limited to, unwanted sexual advances and/or requests for sexual favors.
 - c) Any attempt to repeatedly make contact with a person over his/her stated objections, when such contact serves no legitimate purpose. This includes, but is not limited to, intentionally following another person in or about a public place or places.
- c. *Provocation.* Violations of this policy include, but are not limited to:
 - a) Any act, display, or communication that may reasonably be expected to cause an immediate breach of the peace by the person or persons to whom it is specifically directed.
 - b) Any act, display, or communication that may reasonably be expected to cause a disruption of a University event. This includes, but is not limited to, the use of racial epithets or other patently offensive language in a manner that is likely to provoke an immediate breach of the peace.
 - c) Any display or communication, whether aural or visual, that encourages an audience to take immediate action, when such action may reasonably be expected to inflict harm upon a person or persons and/or cause damage to property.

B. Community.

- a. *Endangerment.* Violations of this policy include, but are not limited to:
 - a) Any act that directly or indirectly creates a substantial risk to the safety of a person or persons and/or the University community. This includes, but is not limited to, falsely reporting an emergency and/or engaging in the unauthorized possession, use, or alteration of any University-owned emergency or safety equipment.
 - b) Any possession and/or use of weapons, explosives, fireworks, or other object designed and/or used to inflict injury or damage while on University premises. This includes, but is not limited to, items which simulate such dangerous objects. The possession of non-lethal self-defense instruments (such as mace) is not prohibited; however, the reckless use of such devices may be considered a violation of this policy.
- b. *Hazing.* Violations of this policy include, but are not limited to:
 - a) Any act, even if committed with the informed consent of all parties, which endangers the mental, emotional, or physical health or safety of a person, or by which a person is encouraged to engage in conduct of an unbecoming or humiliating nature, when the act is explicitly or implicitly a condition of admission into, affiliation with, or continued membership in any organization or athletic team. Both those encouraging such acts and those committing them may be in violation of this policy.
- c. *Interference.* Violations of this policy include, but are not limited to:
 - a) Any act that disrupts or interferes with any educational, administrative, or other aspect of the University's mission and/or operations. This policy is not intended to prohibit organized, peaceful, and orderly protests.
- d. *Non-Compliance.* Violations of this policy include, but are not limited to:
 - a) Any failure to comply with a reasonable request of a University official in the performance of his/her duties. This includes, but is not limited to, any written or oral instructions communicated as part of the disciplinary process.
 - b) Any failure to provide one's University identification card upon request to any University official.
 - c) Any failure to abide by signs, placards, and/or other official University postings.
- e. *Violation of University Policies.* Violations of this policy include, but are not limited to:
 - a) Any act which is in violation of University policies not outlined in this *Code*. These include, but are not limited to, residence hall policies, parking regulations, and policies governing the appropriate use of University technology.
 - b) Any failure to report violations of these standards of conduct which occur in one's presence and/or in one's designated living area on University premises. Students who endorse such misconduct through inaction may also be held responsible for violating the appropriate standards of conduct.

Guide to Citizenship & Community Standards

- c) Any failure to take reasonable steps to prevent one's guest or visitor to the University from violating these standards of conduct. Students who allow such misconduct may also be held responsible for violating the appropriate standards of conduct.
- C. *Integrity.*
- a. *Academic Misconduct.* Violations of this policy include, but are not limited to:
 - a) Any representation of another's work or ideas as one's own in any academic submission.
 - b) Any actual or attempted use of resources not authorized by the instructor(s) in any academic submission.
 - c) Any falsification or creation of data, research, or resources to support any academic submission.
 - d) Any use of a substantial portion of a prior academic submission to meet the requirements of a course without authorization from the instructor(s).
 - e) Any other act that is contrary to the intent of the University's Honor Code.
 - b. *Dishonesty.* Violations of this policy include, but are not limited to:
 - a) Any conscious and/or deliberate provision of false or misleading information to a University official in the performance of his/her duties.
 - b) Any forgery, misuse, misrepresentation, and/or unauthorized alteration of any University documents, records, or credentials. This includes, but is not limited to, the inclusion of false information on any official form or document submitted to the University.
 - c) Any possession or use of forged or falsified identification. This includes, but is not limited to, use of another person's identification and/or the possession of "novelty" identification that misrepresents one's age.
 - c. *Theft.* Violations of this policy include, but are not limited to:
 - a) Any appropriation or possession of property (including intellectual property) without the consent of the owner or person legally responsible for such property. This includes, but is not limited to, the possession of property a student should reasonably know to have been stolen.
 - b) Any appropriation of items provided without charge when such appropriation exceeds reasonable limits and/or restrictions imposed by the owner or person legally responsible for such materials. This includes, but is not limited to, the taking of excessive numbers of free newspapers.
 - c) Any utilization of labor and/or services by unauthorized and/or deceitful methods. This includes, but is not limited to, the altercation and/or misuse of University Parking passes.
- D. *Responsibility.*
- a. *Alcohol Misuse.* Violations of this policy include, but are not limited to:
 - a) Any possession or use of alcohol by any person under the age of twenty-one, or any possession or use of alcohol by any person in violation of relevant University policies.
 - b) Any unauthorized manufacture or distribution of alcohol while on University premises, or any distribution of alcohol to any person under the age of twenty-one.
 - c) Any act which causes a person to ingest alcohol without his/her effective consent.
 - d) Any possession on University premises of any item designed, fashioned, or modified to facilitate and/or disguise the use of alcohol in violation of this policy, whether or not the item has been used for such purposes.
 - e) Any student who contacts campus and/or local authorities to assist with a potentially life-threatening situation shall not be subject to disciplinary action based solely on the possession and/or use of alcohol in violation of relevant University policies. Students may be required to complete appropriate educational sanctions in lieu of formal disciplinary action.
 - f) Any student who commits violations of other sections of this Code while intoxicated, and/or is intoxicated to the point of jeopardizing his/her own health or safety, may be held responsible for violating this policy, even if the student is otherwise entitled to consume alcohol.
 - b. *Drug Misuse.* Violations of this policy include, but are not limited to:
 - a) Any possession or use of any illegal drug, or any possession or use of any prescription drug or other controlled substance except under the direction of a licensed physician.
 - b) Any manufacture or distribution of any illegal drug, or any manufacture or distribution of any prescription drug or other controlled substance without a license for such conduct.
 - c) Any act which causes a person to ingest any illegal or prescription drug or other controlled substance without his/her effective consent.
 - d) Any possession on University premises of any item designed, fashioned, or modified to facilitate and/or disguise the use of any illegal drug or other controlled substance in violation of this policy, whether or not the item has been used for such purposes.
 - e) Any student who contacts campus and/or local authorities to assist with a potentially life-threatening situation shall not be subject to disciplinary action based solely on the possession and/or use of illegal drugs or other controlled substances. Students may be required to complete appropriate educational sanctions in lieu of formal disciplinary action.

- f) Any student who commits violations of other sections of this Code while under the influence of one or more drugs, and/or abuses one or more drugs to the point of jeopardizing his/her own health or safety, may be held responsible for violating this policy, even if the student is otherwise entitled to take the drug(s).
- c. *Physical Misconduct.* Violations of this policy include, but are not limited to:
 - a) Any act causing, or intended or likely to cause, bodily harm and/or unwanted physical contact upon any person, regardless of intent.
 - b) Any act resulting in physical contact with another person, when performed over his/her stated objections.
- d. *Property Damage.* Violations of this policy include, but are not limited to:
 - a) Any act causing, or intended or likely to cause, damage to property without the effective consent of the owner or person legally responsible for such property, regardless of intent.
 - b) Any intentional destruction, defacement, or unauthorized alteration of approved materials posted in accordance with University policies. This includes, but is not limited to, residence hall bulletin boards.
- e. *Sexual Misconduct.* Violations of this policy include, but are not limited to:
 - a) Any physical act that is sexual in nature and performed without the effective consent of all parties. For purposes of this policy, physical acts of a sexual nature include:
 - (1) Sexual intercourse, defined as anal or vaginal penetration by a penis, tongue, finger, or other object, and/or any mouth to genital contact.
 - (2) Sexual contact, defined as fondling and/or touching the genitalia, buttocks, and/or breasts of any person.
 - (3) Any other act which a reasonable person would associate with sexual conduct.
 - b) Any physical act that is sexual in nature and intentionally performed in view of one or more uninvolved persons without the effective consent of all parties. This includes, but is not limited to, the surreptitious recording and/or broadcasting of sexual acts.
 - c) Any physical act that is sexual in nature when such an act is likely to threaten any party's health and/or safety without his/her effective consent. This includes, but is not limited to, any act that may reasonably be expected to transmit HIV or other sexually transmitted diseases and performed when a party has failed to divulge his/her infection with such a disease.
 - d) Any physical act that is sexual in nature and performed in a public setting or without the effective consent of all persons reasonably in a position to observe such conduct. This includes, but is not limited to, the public fondling and/or exposure of one's own genitalia, buttocks, or breasts.

Guide to Citizenship & Community Standards

V. Student Organizations

- A. *Jurisdiction.* Student organizations are responsible for upholding the standards of conduct outlined in this *Code*. Student organizations and/or individual members may be held responsible for misconduct which occurs on University premises, at University events, and/or on premises used or controlled by the organization.

Officers or leaders of a student organization may be held individually responsible for violations of the appropriate standards of conduct in the following circumstances:

- a. Any violations committed by members of a student organization with the implicit or explicit consent of the officers or leaders.
 - b. Any violations committed by members of a student organization, when the officers or leaders had knowledge that the violations were happening or going to happen.
 - c. Any failure to take reasonable steps to prevent or end violations committed by members of a student organization, when a University official in the performance of his/her duties has directed the officers or leaders to take such steps.
- B. *Authority.* Primary disciplinary authority over student organizations is granted by the University to the Director of Campus Activities, who shall be responsible for investigating misconduct, evaluating complaints, and/or imposing sanctions. This authority, or portions thereof, may be delegated by the Director of Campus Activities as necessary for purposes including, but not limited to, maintaining efficiency and/or avoiding conflicts of interest.
- C. *Process.* Disciplinary action taken against student organizations is not subject to any procedural requirements. The Director of Campus Activities shall be empowered to take whatever action he/she deems necessary and expedient to respond to complaints against student organizations and/or prevent future violations.

Disciplinary action taken against student organizations shall be distinct from action taken against individual members. Neither the Director of Campus Activities nor any person(s) authorized to act on his/her behalf shall be empowered to take disciplinary action against individual students.

VI. Steps in the Disciplinary Process

- A. *Filing*. Any person may file a complaint with the University. A complaint is considered to have been filed when it has been presented in writing to a disciplinary agent.

Once a complaint has been filed, the University retains the right to proceed with the disciplinary process, even if a reporting party later chooses to retract, rescind, or recant any or all of the report and/or chooses not to cooperate. Disciplinary action shall only be taken without the consent of a complainant if, in the disciplinary agent's sole judgment, such action is necessary to protect the safety, security, and/or integrity of the University and/or any member(s) of its community.

- B. *Disposition*. Once a complaint has been filed, it shall be disposed of by the disciplinary agent in one of the following ways:
- No further action shall be taken if, in the sole judgment of the disciplinary agent, the complaint is not substantive. The University may resume action on any complaint should further relevant information become available.
 - The complaint shall be referred to a hearing body if, in the sole judgment of the disciplinary agent, the complaint is substantive, and sufficient evidence already exists to convene a hearing.

If a complaint involves multiple respondents, each may be disposed of in a different manner, at the sole discretion of the disciplinary agent.

The disciplinary agent may serve as or on the hearing body. An individual may not consider an appeal regarding a complaint for which he/she served as or on the hearing body.

- C. *Hearing*. Each hearing body shall be empowered to determine the process by which he/she/it conducts hearings, provided the procedures used conform to the rights afforded to respondents and complainants by this *Code*.

At the conclusion of a hearing, the hearing body must take one of the following actions regarding each respondent:

- Find the respondent not responsible of violating University standards of conduct.
 - Find the respondent responsible of violating University standards of conduct and impose appropriate sanctions. A student shall only be found responsible if, in the sole judgment of the hearing body, a preponderance of the evidence presented supports such a finding.
 - Refer the respondent to a new hearing before a separate hearing body.
- D. *Appeal*. Both respondents and complainants have the right to appeal any decision made by a hearing body, unless this right has been waived or forfeited as allowed for elsewhere in this *Code*. An appeal shall only be considered in writing, and only if the appeal is received by the Director of CCS within five school days of the date of the notification of decision. An extension to this deadline may be granted at the sole discretion of the Director of CCS. The Director of CCS shall then refer the appeal to the appropriate appellate officer.

A decision on an appeal may not be rendered until appeals have been received from all respondents and/or complainants, or until the deadline has passed. Appellate decisions should be rendered, and proper written notification provided to all respondents and/or complainants, no later than five school days after the appeal is received by the Director of CCS.

The decision of the appellate officer is final.

- Appellate Officers*. The following persons shall be designated as appellate officers:
 - If the complaint was heard by HRE staff, any appeal shall be considered by the Director of CCS.
 - If the complaint was heard by the Peer Review Board (PRB), any appeal shall be considered by the Director of CCS.
 - If the complaint was heard by the Director of CCS, any appeal shall be considered by the Associate Provost for Campus Life.
 - If the complaint was heard by the Conduct Review Board (CRB), any appeal shall be considered by the Associate Provost for Campus Life.
 - If the complaint involved a violation of the University's *Honor Code*, the appellate officer(s) shall be defined by that document.
- Appeal Criteria*. Appeals will only be considered in the following circumstances:
 - The existence of procedural errors so substantial that the accused was denied a fair hearing;
 - A finding of fact made in the original hearing clearly not supported by the facts presented;
 - Presentation of new and significant evidence which was not reasonably available at the time of the initial hearing; and/or

Guide to Citizenship & Community Standards

- d) The imposition of a sanction that is arbitrary or capricious.
- c. *Available Actions.* The appellate officer is limited to taking one of the following actions for each respondent:
 - a) Affirm the finding and sanctions imposed in the original hearing.
 - b) Affirm the finding but modify the sanctions imposed.
 - c) Remand the complaint for a new hearing.
 - d) Dismiss the complaint.

Under no circumstances shall the appellate officer supplant the judgment of the original hearing body; the appellate process exists solely to review the procedures used in disciplinary proceedings, and not to re-hear a complaint in its entirety.

VII. Disciplinary Bodies

- A. *Hearing Bodies*. The following persons and groups shall be authorized to act as hearing bodies for the University:
- a. *Conduct Review Board*. The Conduct Review Board (CRB) is empowered to conduct hearings for all types of complaints, and issue all forms of sanctions, up to and including dismissal from the University.
 - b. *Director of CCS*. The Director of CCS is empowered to conduct hearings for all types of complaints. The Director of CCS may not impose sanctions involving suspension or dismissal from the University without the respondent's consent.
 - c. *CCS Staff*. CCS staff may be empowered by the Director of CCS to conduct hearings for all types of complaints. CCS staff may not impose sanctions involving suspension or dismissal from the University without the respondent's consent.
 - d. *HRE Staff*. HRE staff may be empowered by the Director of CCS to conduct hearings for certain complaints that originate in the residence halls. All decisions made by HRE staff shall be immediately forwarded to CCS for appropriate record-keeping.

Generally, HRE staff may hear complaints involving violations of residence hall policies and/or first-time violations of University standards of conduct. Any complaint involving violence, threats of violence, sexual misconduct, illegal drugs, weapons, and/or other serious forms of misconduct may not be heard by HRE staff.

HRE staff may not impose sanctions involving probation without the consent of the Director of CCS. HRE staff may not impose sanctions involving suspension or dismissal from the University.

Guide to Citizenship & Community Standards

VIII. Sanctions

- A. *Rationale.* The purpose of sanctioning is educational rather than punitive, although it is recognized that the needs of the community or the existence of several previous violations may necessitate a strictly correctional response.

Sanctions for misconduct shall be determined on an individual basis, utilizing four main criteria:

- a. The nature of and circumstances surrounding the offense;
- b. The precedent and/or guidelines established by the University for similar offenses;
- c. The previous disciplinary history of the student; and/or
- d. The student's attitude during and/or reactions to the disciplinary process.

Especially intolerable is misconduct directed against an individual because of his/her identity and/or beliefs; these include, but are not limited to, acts based upon race, religion, gender, or sexual orientation. Therefore, any such acts may subject students to a more severe level of sanctioning. The University may also impose harsher sanctions upon any student who directs misconduct at a University official in the performance of his/her duties.

Sanctions are assessed for an entire incident, not for each violation. All sanctioning decisions shall include one "inactive" sanction, and may include one or more "active" sanctions.

- B. *Inactive Sanctions* are those which define the University's official response to specific misconduct. These include the following:
- a. *Technical.* A technical sanction is reserved for those situations where, in the judgment of the hearing body, the violation was inadvertent, unintentional, or otherwise outside the control of the student.
 - b. *Warning.* A warning is given to notify a student that his/her behavior has been inconsistent with the expectations of the University. A warning has no immediate effect upon a student's standing at the University. However, once given a warning, students should expect more serious sanctions to result from any subsequent violations.
 - c. *Probation.* Probation serves to notify a student that he/she must avoid any further transgressions in order to remain a part of the University community. Students on probation are not in good standing with the University; as a result, certain co-curricular activities may be prohibited to a student while on probation. Any further violations while on probation may result in a student's suspension or dismissal from the University.
 - d. *Suspension.* A student who has been suspended from the University may not participate in any University activities, academic or otherwise, for a specific period, and may be restricted from University premises. A suspended student who wishes to re-enroll must apply for re-entry to the University and must also apply to the Director of CCS, who shall determine whether any and all requirements for readmission have been satisfactorily completed. The University does not accept courses completed at another institution while the student is under suspension.
 - e. *Dismissal.* A student who has been dismissed from the University is permanently prohibited from participating in any University activities, academic or otherwise, and may be restricted from University premises.
- C. *Active Sanctions* may be assessed in order to facilitate the educational process and help students understand the consequences of their decisions for themselves, their fellow students, and the University as a whole. Such "active" sanctions include, but are not limited to:
- a. *Written Assignments.* The student is required to write a reflection paper, complete a book or journal article review, maintain a journal, etc.
 - b. *Worksheets.* The student is required to answer a series of questions designed to help him/her evaluate the decisions that led to the violation and avoid making similar mistakes in the future.
 - c. *Programs & Activities.* The student is required to complete community service hours, attend a program, design a poster board, etc.
 - d. *Interventions.* The student is required to undergo a counseling assessment, attend an Alcoholics Anonymous meeting, complete a drug and/or alcohol treatment program, etc.
 - e. *Restrictions.* The student is restricted from contacting one or more individuals involved in the violation, hosting guests on campus, using the University computer network, etc.
 - f. *University Sanctions.* Other sanctions may include failing an academic assignment or course, changes to or cancellation of a student's residence hall contract, notification of parents or guardians, the assessment of fines or payment of restitution, etc.

Failure to complete any active sanction by the specified deadline will result in a hold being placed on a student's registration at the University, and may result in further disciplinary action.

IX. Interim Actions

- A. *Rationale.* All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of CCS, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction short of removal from campus.

The University also recognizes its obligation to students who have been accused but not yet found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission.

- B. *Interim Suspension.* The Associate Provost for Campus Life may suspend a student for an interim period prior to a disciplinary hearing. An interim suspension will be effective immediately, without prior notice, whenever the Associate Provost for Campus Life determines that the continued presence of the student on the University campus poses a substantial threat to any member of the University community and/or the stability and continuance of normal University functions.

During an interim suspension, students may be denied access to University premises and/or all University activities or privileges for which the student might otherwise be eligible, as the Associate Provost for Campus Life may determine to be appropriate.

Whenever an interim suspension is imposed, a disciplinary hearing shall be convened at the earliest possible time, pending normal procedural requirements as outlined in this *Code*. The interim suspension may remain in effect until a final decision has been reached, including any appropriate appellate process, at the discretion of the Associate Provost for Campus Life.

- C. *Removal for Disruptive Classroom Behavior.* Individual instructors have the right to determine whether specific student behavior is disruptive. Instructors may require a student to leave an individual class meeting for disruptive behavior; however, instructors are not authorized to summarily remove a student from the course. Should such removal be deemed necessary, instructors must follow the procedure outlined below. In exceptional cases where a student's presence is deemed an immediate threat to the instructor or other members of the class, instructors should immediately call the Department of Campus Safety.

If a student has repeatedly disrupted the class, or if a student's presence represents a significant impediment to the educational process, that student may be removed via an involuntary drop.

- a. The instructor should first meet with the student in an attempt to resolve the issue. Another faculty or staff member (including CCS or Campus Safety staff) may be asked to attend this meeting.
- b. If this meeting fails to resolve the situation, the instructor shall inform the student of his/her intention to seek an involuntary drop, and provide the student an opportunity to drop the course voluntarily.
- c. The instructor shall bring the matter to the office of the division or college dean prior to the class meeting following the instructor's meeting with the student. In consultation with the instructor, the dean (or designee) shall determine whether to grant the request for an involuntary drop. The decision should be communicated to the student before the next scheduled class meeting, and shall be communicated no later than one week from the instructor's initial meeting with the student.
- d. The student may appeal the decision to the Office of the Provost. This appeal must be submitted in writing no later than one week from the decision. Appeals shall only be considered in the following circumstances:
 - a) The existence of procedural errors so substantial that the student was denied due process;
 - b) A decision clearly not supported by the facts presented;
 - c) Presentation of new and significant evidence that was not reasonably available at the time of the decision; and/or
 - d) The decision is demonstrably arbitrary and capricious.

While an appeal is being considered, the student shall be restricted from attending the class from which he/she has been dropped.

- e. The appeal shall be considered, and a decision rendered to the student, no later than one week from its receipt by the Office of the Provost. This decision shall be final.

Guide to Citizenship & Community Standards

- f. Copies of all involuntary drop requests shall be provided to CCS, who shall determine whether disciplinary charges should also be filed. CCS shall generally defer to the recommendation of the course instructor: however, if the student has a previous disciplinary record, CCS may take appropriate action regardless of the instructor's recommendation.
- g. The course drop shall be effective from the date of the original decision, and for all administrative purposes (e.g., transcripts, tuition refunds, etc.) shall be considered the same as if the drop had been voluntary.

X. Disciplinary Records

- A. *Maintaining Records.* The Director of CCS shall be responsible for maintaining all official University records related to disciplinary action. A student's file shall include copies of all complaints filed against the student which resulted in a finding that the student violated University standards of conduct, as well as copies of all correspondence and other documentation related to disciplinary actions taken in response to such complaints.

The policies regarding the retention of disciplinary records are as follows:

- a. Student disciplinary files shall be maintained for a period of no less than four years following the most recent finding of violation.
 - b. Disciplinary files of students who have been suspended from the University shall be kept for a period of no less than six years following the most recent finding of violation.
 - c. Disciplinary files of students who have been dismissed from the University shall be kept indefinitely.
- B. *Parental Notification Policy.* The University considers disciplinary records to be part of a student's educational record, and as such the University complies with all applicable privacy laws, including but not limited to the Family Educational Rights and Privacy Act (FERPA). Further, the University's primary relationship is with its students, and not with their parents or guardians.

However, the University recognizes that parents and/or guardians maintain an interest in their students' behavior while at college, and can play a positive role in preventing further misconduct. Therefore, the University may notify the parents or guardians of any dependant student under the age of twenty-one who is placed on probation, or is suspended or dismissed from the University. The University also reserves the right to notify the parents or guardians of any dependent student under the age of twenty-one who has been found in violation of standard D1 (Alcohol Misuse) and/or D2 (Drug Misuse) from section IV of this *Code*, regardless of the sanction imposed. Notification may be deferred at the sole discretion of the Director of CCS.

This notification is intended as a means to encourage communication between students and their parents or guardians. Regardless of whether notification has occurred, the University shall only correspond and otherwise conduct business directly with students, and not through parents, guardians, or any other third party.

- C. *Public Notification Policy.* The University recognizes the shared interest of the greater community in the disposition of complaints. Therefore, consistent with applicable laws, CCS shall regularly update the University and surrounding Denver community with statistics on the disciplinary process. Such statistics shall include the number and types of violations committed, as well as a summary of the sanctions imposed in the disciplinary process. CCS shall also provide specific behavioral summaries of all cases resulting in suspension or dismissal from the University. Such statistics shall be released once per academic quarter and be maintained as currently as possible on the CCS web site.

Guide to Citizenship & Community Standards

XI. Interpretation & Revision

- A. *Interpretation.* The purpose of publishing disciplinary regulations is to give the University community general notice of prohibited behavior. This *Code* is not written with the specificity of a criminal statute, and should not be interpreted as such. Any question regarding the interpretation of specific portions of this *Code* shall be directed to the Associate Provost for Campus Life for final review and judgment.
- B. *Revision & Amendment.* This *Code* shall be subject to annual review by the Director of CCS and the Associate Provost for Campus Life, who shall recommend whatever changes they feel are necessary and expedient. All recommendations for substantive changes shall be forwarded to the Faculty Senate, Undergraduate Student Government (USG), and the Graduate Student Association Council (GSAC) for comment. The Provost holds final authority to revise or amend this *Code*.

Any changes to this *Code* shall be communicated to the University community no later than ten school days prior to the beginning of the academic term in which the changes are to take effect.

PART FOUR

A GUIDE FOR EFFECTIVE SANCTIONING: FROM THEORY TO PRACTICE

by Rick Olshak

Most student affairs personnel with conduct affairs responsibilities pride themselves on utilizing disciplinary systems that are “educational” and “developmental” in nature. In *The State of Judicial Affairs* (1998), the Association for Student Judicial Affairs (ASJA) states that “the disciplinary process should be educational.” Sanctioning, or punishment, “is viewed as educational and developmental as students learn the reality of accountability” (13). Many conduct affairs administrators attempt to use “creative” sanctions to insure that this is a learning process, yet little written material exists to assist us in understanding the method behind the madness of sanctioning.

Often overlooked in literature related to student discipline is the importance of the sanction developed in each case. Much of the literature in the field focuses on providing effective and fair processes to resolve disciplinary cases, but what about the sanction? In any case which results in a finding of violation or responsibility, a system that is operating successfully (on an administrative level) will determine its quality based on whether or not the sanction promoted the education and development of the individual student, while also maintaining the integrity of the academic environment.

In this guide, an effort is put forth to establish an effective model of sanctioning, useful in nearly any college or university environment. The underpinnings of why we develop sanctions are explored, as well as means for the development of effective educational sanctions that are rooted in student development theory. Sample sanctioning tools are provided, and can be altered to meet the individual needs of most campus disciplinary systems.

Frank Tortorello and I first began developing this guide for presentation at the ASCA Conference in 1993. Since that time, the guide has been continually updated, and significant contributions have been made by Christine Strong (SUNY-Potsdam), Jennifer Casebere (Tulane University), and Carla Krause. In putting this new version of the guide together, I also want to acknowledge ACPA Commission XV’s Model Training Manual and the work done on creative sanctions by Lisa Phelps Morrisey and Michael Burchell at Colorado State University. I also want to thank Bill Huston of Penn State University for his excellent compilation of sanctioning materials. Finally, thanks to Bill Fischer, Lisa Morgan, Linda Rowe, Mboka Mwilambwe, and Dan Kast for their fresh perspectives on this topic and to Dan and Laura for their editing talents.

I wish you success in your interactions with students.

Very Truly Yours,

Richard T. Olshak
August, 1999

SECTION ONE: REMEMBERING STUDENT DEVELOPMENT THEORY

Introduction to a Mindset

Sanctioning is not an exact science. As a former residence hall staff member, I enjoyed conducting disciplinary meetings, as I felt like I was really helping to make a difference in the student's life. The student and I would discuss the incident and help clarify why certain behaviors were not appropriate. I valued these moments with students, but also found myself struggling to send the student out of the room with a sanction that would positively reinforce the lessons from our conversation. Like most conduct officers, I struggled to find a comfortable style of sanctioning. Sometimes I felt that I would react too leniently, other times too harshly. I had some idea of what I wanted to help the student accomplish, but did not always have the appropriate knowledge base or sanctioning tools to be successful.

As I left graduate school and sought professional employment in the late 1980's, one interview with a student affairs director really impacted me in a significant way. When asked what my philosophy of student discipline was, I gave the prompt and expected graduate student response that highlighted education and development of the individual, as well as protection of the academic community. The director looked at me with suspicion in her eyes, and told me that her institution did not go for that "touchy, feely developmental nonsense." Discipline was to be dealt with swiftly and harshly, she said, leaving no doubt in the student's mind that she/he does not want to violate policy again. I was asked if I could work in such an environment. I didn't get the job.

As I matured in my career as a campus conduct officer, I found that this type of experience was not an isolated one. Quite often I would find myself in conversations with people who accepted the notion that a conduct officer's life was a negative one, rewarded by campus (and certainly student) animosity, unlisted telephone numbers, and an occasional flat tire or key scrape on a car. I would likely be a millionaire if I had a dollar for every time that someone told me that they would never want my job. I found others who felt conduct officers were unduly harsh, and who could not understand taking action against a student smoking a joint of marijuana. After all, it was only one joint. On the reverse side, I have been deeply disturbed by the recent higher education parallel to courts in devising "three strikes" policies, or in many cases, "one strike" policies. When we discipline without a reasoned philosophical perspective and/or without compassion, I am not certain that we are providing justice for either our students or our academic communities.

Thus, eleven years later, having handled thousands of disciplinary cases, I look around and see a need for a sound model for conduct sanctioning. Given our roles as student affairs professionals, with a commitment to both the individual student and the academic community, I again find myself drawn back to student development theory as the most useful and appropriate base of discipline. I am not alone in this belief, and feel supported by the statement of Cheryl C. Boots, who asserted that "by applying developmental theory to disciplinary dialogues, violators can learn to behave differently in the future by understanding their reasoning and their past behavior more clearly" (Boots, 1987).

A Menu to Choose From

As any student personnel graduate student is aware, there are a multitude of student development theories to consider. Although all are worth the individual reading and attention, the most compact introduction to student development theory that I have found is "Student Development in College: Theory, Practice, and Research" (Evans, Forney, and Guido-DiBrito, 1998). For those unfamiliar with developmental theories, the authors do an outstanding job of reviewing the most significant theories in the field, including the theories of Chickering, Josselson, Schlossberg, Perry, Kohlberg, Gilligan, and others.

In conduct affairs, the three most often cited theories are: Lawrence Kohlberg's Theory of Moral Development, later modified by James Rest, which focuses "on how people make moral judgements" (1998); William G. Perry, Jr.'s Theory of Intellectual and Ethical Development, which focuses on stages within which "people view their experiences" in order to interpret their own relationship with the world (1998); and Arthur Chickering's Theory of Identity Development, which focuses on vectors of development "that contribute to the formation of identity" (1998).

Citations for these and other materials can be found in the bibliography at the conclusion of this guide.

For the Purpose of This Guide

It is recommended that any of the three previously mentioned theories, either alone or in combination, be used to provide conduct officers and conduct board members with a brief overview of student development theory. As noted by Boots, when conduct board members “(understand) their own development and moral thinking processes and (learn) techniques for assessing developmental issues and reasoning methods of others, they can facilitate the student’s growth as part of the discipline experience” (1987).

For the purpose of this guide, I recommend that conduct officers and board members be trained briefly in student development theory prior to proceeding through the remainder of this material.

SECTION TWO: THE SANCTIONING “FORMULA”

The First Step: Knowing Your Goals

When imposing a sanction for misconduct, it is important to keep in mind that your decision will help form a basis by which all other interactions with the conduct system will be perceived. How you choose to react, or not to, will send a clear and strong message to a student which will potentially impact her/his behavior throughout her/his academic career. Thus, while student discipline can be perceived as a reactive response to an inappropriate set of actions, it will likely be a more effective if the conduct affairs administrator assumes a proactive approach. Having a clear set of goals is vital to accomplishing this task, and the capable conduct officer will ask her/himself the following questions prior to developing a sanction.

1. *How will you maintain your goal of being educational and developmental?*

It is critical in any disciplinary situation to separate the person from the behavior. Taking a situation or violation personally as an administrator may lead to an unhealthy desire to “put the screws” to the student in order to gain her/his attention. This is not an approach that will prove positive or successful over the long term. Instead of providing the student with an opportunity to evaluate and learn from her/his own experiences, we instead establish that we are not objective in reference to this specific student. This allows our motivations as disciplinary officers to be subject to scrutiny, as opposed to placing the focus where it belongs, on the student’s actions.

2. *How can you make the sanction appropriate for the violation(s)?*

In order for a student to be able to learn from a specific set of circumstances, it is helpful to have the student revisit the issues which led to disciplinary action, providing the student with an opportunity to develop a context for better decision making in the future. For example, a student acting in a disorderly manner towards residence hall staff may have to serve several nights of duty with the RA staff, providing that student with a structured opportunity to appreciate the responsibilities of the position. As another example, a student found in violation of throwing objects out a window may be required to write a research paper on falling objects and the physical danger that they pose. Mandatory service also provides a broader opportunity for a student to relate how her/his actions impacted on the academic community as a whole, and what it will take for the student to earn her/his way back into good standing.

3. *How will you make it clear to the student that her/his choices are always expected to reflect the moral, ethical, and legal “high road”?*

Each of us makes mistakes and poor decisions from time to time, and college students are no exception. An effective conduct officer will recognize the fallibility of all people and determine a means for responding which is not based on overreaction nor under-reaction. A conduct officer who utilizes phrases such as “Boys will be boys...” or “Well, it’s really not that serious...” is sending the wrong message at precisely the wrong moment. The opportunity to sanction is the opportunity to educate, whether or not the policy violation is considered “serious”. Even the smallest mistake is still a mistake, in need of correction. The art of sanctioning is to prescribe the appropriate intervention for the situation. Most students make decisions that reflect the “high road” of expectations most of the time. Our task is to determine if the student is regularly meeting expectations (thus hopefully requiring a minimal intervention) or if the student seems to be having difficulty with the established norms of the academic community (requiring a more serious intervention). A good conduct officer will master the ability of being humane while not dismissing the inappropriateness of a student’s behavior.

4. *How will you balance your concern for the individual with the welfare of the entire academic community?*

This can often be a difficult question to answer, as we must stop to consider both the actual and potential impact of the misconduct. In addition, each academic community is unique, with its own history and stated set of values. This will lead to each college and university having a slightly different interpretation of the sanctioning process.

In most instances, the welfare of the academic community is not in question and we have the luxury of providing a student with multiple opportunities to learn from her/his mistakes. In other instances, however, the conduct in question could be so extreme as for the institution to inform the student that the only appropriate educational sanction is temporary or permanent separation from the institution. In cases of repeated instances of minor or

moderate infractions, an institution must address the question of how often a student should be permitted to come into contact with the campus conduct system before the institution concludes that the student is not capable and/or willing to live by the norms of the community. This is perhaps the most challenging task in sanctioning student misconduct.

5. *How will “non-issues” cloud your decision-making?*

In many cases students will provide non-issues which might interfere with our ability to arrive at a sound sanctioning decisions. Other non-issues are created by the conduct officer who is uncomfortable making a decision.

Some examples of non-issues include:

a. *The Non-Issue of Process*

Some students will insist that they should be given lesser or no sanctions based on the manner in which they were confronted, or in the manner in which their disciplinary process was conducted.

While there are instances in which staff confrontation is more problematic than any cited violations by the student, this is normally an attempt to distract the conduct officer from the real issue. Similarly, some students will also attempt to avoid the consequences for their behavior by shifting the focus to the disciplinary process, or how one of the conduct board members looked at her/him through the course of the hearing. Preventive measures through conduct board training are the most effective way to address this concern before it becomes a genuine issue. In addition, we must also be willing to assume responsibility for mistakes in the disciplinary process while still addressing the central conduct issues.

Typical Statement:

“Yeah, we had alcohol in the room, but this never would have been an issue if Frank (the RA) had not been stalking me looking for a violation.”

Our Response:

“The issue we are here to address is whether or not you possessed alcohol in the room.”

b. *The Non-Issue of Content*

Another tactic employed by some students is attempting to distract attention from the behavior in question by focusing on irrelevant subject matter. A student accused of possessing marijuana may spend more time addressing the fact that she/he was wearing jeans while the report states the person was wearing sweat pants. This is another issue that should be addressed through appropriate conduct board/administrator training. Another student might attempt to create a distraction by focusing on the actions of other students involved in the same incident, or by citing norms of behavior independent of the established rules.

Typical Statement:

“Everybody on the floor was making a lot of noise that night.”

Our Response:

“We are here to address your behavior, not the alleged actions of others.”

c. *The Non-Issue of Self-Expectations*

A somewhat more creative approach to avoiding responsibility is to assert an external code of conduct that supercedes the conduct officer’s authority. This external code might be a personal one, or an interpretation of how another existing code should affect the conduct process from the perspective of the student.

Typical Statement:

“You don’t understand. That’s how we resolve arguments where I grew up.”

Our Response:

“It is our expectation for our community members to resolve their conflicts through peaceful and appropriate means as defined through our code.”

Typical Statement:

“But I have not even been charged in court with a crime. How can the school be more qualified to declare me guilty than a court?”

Our Response:

“By attending this institution, you submit to internal rules, regulations, and policies in addition to those proscribed by law. It is a privilege to attend this institution, not a constitutional right.”

d. *The Non-Issue of Time*

In some instances, students will use a more direct approach of attempting to avoid the sanctioning process by declaring that they do not have time to complete sanctions, based on academic, co-curricular, or employment activities. While the conduct board/administrator should be sensitive to demanding too much time from any particular student, it is not wise to allow students to manipulate the sanctioning process through such methods. The student has placed the conduct board/administrator in the position to determine a sanction, and it is the student who must assume the consequences of inappropriate behavior.

Typical Statement:

“I have a really busy schedule this semester, so don’t waste your time trying to make me do something like mandatory service hours.”

Our Response:

“We will determine a sanction that we find appropriate given all of the factors involved. You will be expected to follow through with any sanction that is required of you, even if it is inconvenient.”

Typical Statement:

“What’s the point of making me do a sanction now? I am going to graduate in two weeks.”

Our Response:

“Members of our community are responsible for their own actions at all times, and we would hope that you would understand this as a future graduate. A hold will be placed on your record until the sanction is completed.”

e. *The Non-Issue of Comfort*

Some conduct administrators or board members find it difficult to impose sanctions based on their own internal lack of comfort. Some conduct officers might find a suspension or dismissal to be too harsh, no matter what the circumstances. Others might be tempted to reduce a sanction if they are uncomfortable with the standard of proof applied in the case.

To address the former point, conduct officers must bear the burden of making uncomfortable and sometimes unpopular decisions. Many board members have been known to say, “I am just uncomfortable with what we are doing to the student...” as though the student had no role in the matter being addressed. It is important to remember that we are attempting to provide education and development for the student in reference to the standards of our community. Sometimes the best message we can send to a student is to inform them that her/his behavior is so egregious as to forfeit her or his right to remain in the academic community for a period of time or permanently. We must remember as conduct affairs administrators that in sanctioning we send a signal to not only the individual student about what constitutes tolerable behavior, but to the entire academic community as well.

In addressing the latter point, it is critical that conduct affairs officers remember to utilize the standard of proof (clear and convincing, preponderance of the evidence, etc.) that applies on a case to case basis. While we may feel more comfortable having such overwhelming evidence as to render the issue of a violation indisputable, most college disciplinary systems do not employ such a difficult burden. Thus, when a conduct officer or board member votes in favor of a violation, that should end the issue of whether or not the student has violated institutional policy. Remember that the finding of fact and the determination of a sanction are two different questions. Sanctioning is not to serve as a continuance to the debate over a violation.

Sample Statement (of board member):

“I understand what you are saying about the seriousness of a drug violation, but it’s not like anyone actually saw the drugs in this case.”

Our Response:

“We have already established unanimously that a violation did take place, based on the testimony of the RAs involved, and based on the presence of a blow tube and other pieces of drug paraphernalia. Do we need to revisit this issue, or shall we address sanctioning with the agreement that this person did violate our regulations?”

Once we have dealt with each of these questions, we are ready to move into the development of the actual sanction.

The Second Step: “The Sanctioning Equation”

Once we have the appropriate mindset with which to approach the sanctioning question, it is time to consider the specific factors involved in developing a sanction. These include:

1. *The Nature of the Violation(s)*

In approaching sanction development, it is important to begin by considering the event in question, not so much on a violation by violation basis, but rather on the basis of what took place overall, as well as what other ramifications the behavior had or might have had. Thus, rather than approaching the sanction by saying, “The student violated policies 1, 6, and 12, so what should we do to her?” we should instead address the specific behavior in question. Therefore, our replacement question might be, “OK, we have determined that the student possessed alcohol in her residence hall room, failed to provide her ID card when asked to, and called the RA several names in a hostile voice during the confrontation.” Focusing on the specific acts rather than the codes helps us retain our vision of what we are trying to address through the sanctioning process. Doing this allows us to focus on the degree to which each regulation was violated, what the intent of the actions was, and what impact the actions had on others and on the community.

When reviewing the nature of the offense, consider not only what took place, but what could have taken place. A garbage can of water propped against a stairwell door might be seen by some as a harmless prank, but did that action carry risks for others? Throwing an object out the window may be seen as benign if the person checked first to see if anyone was present, but is it possible that someone or something could have been struck despite this effort? Think of the worst case scenario, realizing that our educational efforts in sanctioning will help us avoid many worst case events.

2. *Institutional Precedent for the Violation(s)*

Institutional precedent should be weighed as an important part of the sanctioning process. However, some conduct systems and administrators develop a sense of tunnel vision with precedent, finding it difficult to vary from the norm and respond to individual circumstances. This is certainly reinforced when a disciplinary system requires certain sanctions as a matter of routine. Although directed sanctioning mandates can be effective in dealing with specific campus issues, it is strongly recommended that an administrator or board be guided, rather than blinded, by institutional precedent.

Precedent does establish the degree of seriousness with which a particular violation is viewed within the academic community. Certainly on a “sliding scale” of violations, many administrators or board members would place physical or sexual assault as being more serious than a noise policy violation. What precedent does not always account for, however, is the potential for a “sliding scale” within a particular violation. As an example, most would agree that a noise violation at 2 a.m. during the middle of finals week is slightly more serious than one committed at 11 p.m. on the first night of classes. Rather than developing specific sanctions to cover all violations of a given regulation, it is recommended that disciplinary systems develop “pools” of potential sanctions for use in differing cases. For an example of a sanctioning pool system, refer to the attached precedent section for sanctions at Illinois State University (Section Five).

3. *Previous Disciplinary History of the Student*

Previous disciplinary history is a compelling factor in many disciplinary cases. Knowing a student's disciplinary history assists us in understanding if this individual is someone who consistently makes good decisions and is likely involved in the disciplinary process as an isolated event, or if the person has an established pattern of making poor decisions. In addition, this will assist us in establishing if a student is having difficulty with a particular policy or set of expectations.

There is no magical number of times for a student to come through the conduct process and clearly establish that it is time for a period of separation. Each academic community must establish the level of tolerance it will have for misconduct. A good guiding philosophy to maintain, however, is that each time we sanction, we do so with the intention of preventing future disciplinary encounters. As a student continues to violate regulations, the conduct officer increases the degree of intervention until such time that the student has demonstrated an inability and/or unwillingness to live within the behavioral norms of the academic community. Repeated violations need not be of a similar nature. Multiple violations of different policies still reflect upon the character and judgment of the student just as if she/he consistently violates the same regulation.

4. *Other Mitigating or Aggravating Factors*

In addition to the previously mentioned factors, there exist a number of other conditions that may impact the development of a sanction in any given instance. These include but are not limited to:

a. *Intent of the Student*

In some cases a student's intentions were to abide by regulations, or even to help prevent a violation of regulations. A conduct officer must determine to what extent intent has in any given situation. Some citations of intent might include:

- a student claiming to have been in a room for seconds who, when realizing a violation of policy was taking place, attempted to leave the room but was confronted by staff before being able to do so.
- a student accused of being involved in a fight who asserts that her/his intention was to break up a physical conflict.
- a student who acts in self-defense.

b. *Personal Circumstances*

There are times that a student's personal circumstances might impact the sanction imposed. While personal circumstances do not excuse acts of misconduct, they do provide a context with which to approach the sanction. Examples of personal circumstances might include students who are dealing with:

- the recent death of a family member.
- a traumatic experience.
- a physical or psychological disorder.
- a substance addiction. Again, these conditions do not suggest a decreased sanction and may require additional sanctioning methods.

c. *Attitude Displayed During the Process*

Gauging the student's attitude throughout the process can assist the conduct officer or board in understanding how receptive the student is to educational interventions. A student who maintains a negative and confrontational attitude throughout the conduct process may react differently to a sanction than a student who demonstrates a positive approach, and may require a more significant intervention. Some examples of differences in attitude include:

During the Confrontation:

Negative:

"All of you RAs are alike...on a power trip and out to screw the rest of us."

Positive:

"I know you are just doing your job. So what happens next?" Meeting With Administrator or Board:

Negative:

"You can't prove that I had marijuana in the room. You weren't there."

Positive:

“On what basis are you going to make the decision of whether or not I violated regulations?” OR, “I know there is a lot of circumstantial evidence to indicate we had marijuana in the room. Yes, we had been smoking earlier that evening.” Negative: “The RA didn’t have the right to ask for my ID card.” Positive: “It was stupid for me not to cooperate with the staff member. I wish I had that decision to make over again.”

Negative:

“This is all bu**sh**. You don’t really want to know my side of the story.” Positive: “I acknowledge that I did a few things wrong that night, but don’t think that the staff member’s report is entirely accurate. Some of the inaccuracies include...”

d. *Demonstration of Understanding*

If the goal of sanctioning is to assist in the education and development of the student, it helps to gauge whether or not the student has learned anything from the experience. Unfortunately, many board members or conduct officers ask “softball” questions, such as, “did you learn from this experience?” and are placated by a mere “yes” or “no” response.

In general, there are four levels of response (Mildly Negative, Very Negative, Receptive, and Deceptive) that we can discern, based on asking the following questions:

- Question: “Have you learned from this experience?”
Mildly Negative Response: “Not really.”
Very Negative Response: “Yeah, I learned that this school sucks.”
Receptive Response: “Yes, I have.”
Deceptive Response: “Yes, I have.”
- Question: “What have you learned from this experience?”
Mildly Negative Response: “Not to get caught the next time.”
Very Negative Response: “That you are running a fascist state and are depriving me of my rights.”
Receptive Response: “That I should have made a better decision in this case.”
OR, “That I screwed up.”
OR, “That I infringed on other people’s rights.”
Deceptive Response: “Not to get into trouble anymore.”
- Question: “How will things be different in the future?”
Mildly Negative Response: “I’ll make sure to do it off campus.”
OR, “I’ll make sure I don’t get caught.”
Very Negative Response: “I’ll punch the next RA who confronts me.”
OR, “I’ll transfer to another school.”
Receptive Response: “I’ll make the decision not to.....”
OR, “I won’t get in the situation to begin with. As soon as I see what is going on, I will leave.”
OR, “I’ll think about how this will affect the people around me.”
Deceptive Response: “I won’t get into trouble anymore.”

Another effective question in this instance is to ask the student to place her/himself back in the same situation, and ask specific questions about what they would do differently. We might also ask the student how this incident has impacted her/his daily life. The goal is to determine if the student has actually reflected on her/his conduct and learned from her/his previous decision making.

e. *Influence of Alcohol and/or Drugs*

If alcohol and/or drugs are involved in an incident, it is important to determine how the student views the substance. There are two critical questions we are seeking to address. First, does the student seem to have a problem with her/his decision making when alcohol or drugs are involved? This helps us address the concern of whether or not the student has a “substance problem,” one that goes beyond the simple use of a substance. A second question is whether or not the student views the use of a substance as a complicating factor in the event, or if she/he views the substance as an excuse for other acts of misconduct.

When inquiring about the use of substances, be careful to limit the amount of “armchair quarterbacking” that you engage in. Unless you are a certified addictions counselor, it is unlikely that two or three questions used to aid in sanctioning will provide enough information to diagnose a student. Conduct officers are qualified to make judgments as to what sanctions are appropriate for various offenses. They are generally not qualified to label someone as an “addict.” Be aware of various resources that exist on your campus to assist in addressing underlying concerns that you have about a student.

Signs that a student has not effectively reflected on the use of substances can be evidenced in the following situations:

- Question: “Do you think that alcohol/drugs impacted your behavior?”
Answer: “No. I can handle my alcohol/drugs.”
Concerns:
 - indicates potential denial and possible high tolerance level
 - high tolerance level is normally a sign of increased risk of addiction/dependence (On Campus Talking About Alcohol and Drugs)
- Question: “How much did you drink that night?”
Answer: (after deliberating) “Probably 15 drinks.”
Question: “Is that normal for you?”
Answer: “Yes, it is what all of my friends usually drink.”
Concerns:
 - indicates potential high tolerance level
 - indicates an externally perceived sense of normalcy
 - indicates potential habituation
- Question: “Looking back, would you do anything differently?”
Answer: “Yes. I would have only been drinking beer instead of having hard liquor.”
Concern:
 - demonstrates a lack of knowledge on the effects of alcohol
- Question: “You have told me that in the future you will only smoke marijuana off campus. Do you think that is your wisest choice?”
Answer: “Marijuana comes from hemp and is a natural fiber, so it’s no worse for you than alcohol and probably healthier than tobacco. Why else would they give it to cancer and HIV patients?”
Concern:
 - provides irrelevant information that demonstrates a lack of informed knowledge on the substance, as well as a lack of regard for the law.

5. *Balancing Active and Inactive Sanctions*

I have yet to meet a disciplinary officer who has found the use of “paper sanctions” (warnings, reprimands, censures, probation, etc.) as being solely effective in providing education to the student and deterring future violations. Instead, experience has taught other conduct officers and me that the use of active sanctions as a complement to the “paper trail” are much more effective in both educating the student and deterring further acts of misconduct. Only by actively engaging the student in action and thought can we expect to impact a mindset that provides for inappropriate behavior. While we must also recognize that different students will require different interventions (based on how far off of the “high road” they have found themselves), an active sanction will benefit a student and the academic community in almost every disciplinary situation.

While on the subject of active and inactive sanctions, the question of fines is normally raised. Although I am not a proponent of monetary fines, there are instances in which the levying of a fine serves as both an educational tool and a deterrent for future misconduct. If used without other active sanctioning tools however, then they are merely an inconvenience without knowledge gained, or a tool to make us feel as conduct officers that we took some type of strong action. Many students must put themselves through school, while many others come from economically disadvantaged families. Others come from affluent backgrounds, where smaller amounts of money lack significant meaning. The key is that fines may affect students, and may do so disproportionately. In one case a student may be very hard pressed to come up with the \$50 or \$100 it will require to pay a fine and may go without

a number of meals or a book, while another student may laughingly write a check for the same amount, knowing that a parent will be placing a deposit into her/his checking account the next day. Fining students money as a stand-alone sanction, it seems to me, is an inconsistent approach. Students of the year 2001 are as busy as students of any generation. Thus, time is a valuable commodity to virtually any student, and an active educational sanction fines all students this commodity, while also providing an educational experience with which to benefit the student.

By combining these five major factors in sanctioning, we are ready to reach a decision. In some instances, all of these factors may weigh equally. More often, one or two of these factors takes precedent over any other considerations. Examples may include:

- A student found in violation of sexual assault is suspended from the institution despite the fact that this is his first offense. In this instance, the conduct body states that the severity of the infraction and real and potential harm outweigh any allowances for the student to continue his education.
- A student found in violation of submitting a false master's thesis is dismissed from the institution despite the fact that this is her first offense and despite serious personal hardships. In this instance, the conduct body makes a statement that the integrity of the institution was attacked to the degree that the student was considered unworthy of ever receiving a degree from the institution.
- Three students are found in violation of being involved in a fight while under the influence of alcohol. The conduct body places Student A on probation for a year and requires him to complete an alcohol education class, as well as to attend a counseling evaluation. The conduct body cites the person's personal difficulties as a reason they would like to see him get assistance, rather than being suspended even though this is his third offense in two years. The conduct body suspends Student B because of a significant disciplinary history and his refusal to accept any responsibility for the incident. Student C is reprimanded and required to attend the alcohol education program, based on his acknowledgment of being involved in the fight and being intoxicated, but believing his statement that his intent was to cease hostilities between students A and B.
- A student found in violation of having burning candles in his residence room is placed on probation for a year and required to complete twenty hours of mandatory service with residence hall staff. The conduct board imposes this sanction despite the student's acceptance of responsibility, as this is her fifth violation of residence hall rules within a year.

The Third Step: Making It Happen

In addition to having sound philosophical underpinnings, it is equally critical to have a sound practical approach. The best sanctioning intentions can be nullified by a lack of forethought or planning on the part of a conduct administrator or board. For instance, it may be very appropriate to tell a student that she is required to attend three programs in the next month on multicultural awareness, but has anyone checked to see if three programs are going to be offered? It might seem very appropriate to send a student on a "ride-along" with campus police, but do they allow such a thing? It's a great idea to make a student meet with the conduct officer to discuss the implications of his actions, but has anyone checked with the conduct officer? It is important to be aware of campus and community resources at the disposal of the conduct officer or board. It is equally important to be aware of policies, campus politics, and individual personalities that may impact whether or not a sanction can be carried out. As a general rule, it is best to create sanctions in advance, rather than trying to develop new sanctions on the fly.

When imposing sanctions, it is best to articulate clearly the rationale to the student both verbally and in writing. Some conduct officers hesitate to give students "too much information," but it seems to be in the student's best interests for us as conduct officers to articulate the learning objectives that we have for a particular sanction.

It is also critical for a conduct officer or board to be explicit in its requirements. Some examples of this include:

1. *Assign length of papers in number of words, not pages*

It is not unheard of for a student to triple space a paper or write in 20 point type in order to meet the required length. By maintaining a word minimum, students must put forth enough content to meet the requirement, rather than cutting corners.

2. *Clearly articulate the intent of a written assignment*

Don't assign papers like, "Write an essay on the effects of marijuana." What does this mean? In many cases, the conduct officer will find her/himself reading a rather lengthy description of what it is like to be stoned, or reading a treatise on how the oppressive U.S. Government is violating the rights of citizens by not legalizing drugs. So what did the student learn in writing this? If our intent is to teach the student to understand both sides of the marijuana debate, then we might have the student write an essay examining the impact of marijuana on the human body, citing at least five sources. Or, perhaps we are trying to teach a different message, about the impact of the student's decision in his future. In this case, we might direct the student to write an essay examining the impact of a criminal drug prosecution on a person's ability to work in law enforcement or education, citing interviews with specific local officials.

3. *Reinforce that this is supposed to be a sanction which helps the student reflect on her/his own behavior*

The first time I ever required someone to write a letter of apology, the student submitted a paper that began with, "Mr. Olshak, I am sorry that the RA acted like such a \$%#@ in this case." Make clear to a student that the result of her/his sanction will be reviewed to determine if it complies with the established requirements. One helpful clause reads, "Be advised that this paper may not be utilized to justify your own behavior or to evaluate the actions of others in this case."

4. *Follow Through*

If we require the student to go through the time and trouble to complete a sanction, it seems that we have a responsibility to review the sanction and respond to the student. Many responses may be a simple form letter indicating that the student has successfully completed the requirements. In other instances, a letter may indicate why a sanction is not being approved, or may serve to offer individual feedback from the conduct officer in cases where a student has done an exemplary job of completing the sanction.

Further, it is critical that conduct officers routinely check to make sure that sanctions are being completed. In two of my professional conduct positions, I have faced the difficult task of imposing sanctions in an environment that had already established a lack of accountability in tracking sanctions. If you work in a conduct system that is not computerized, maintain a sanction deadline file by date. If you work in a system with a conduct database, it should be an easy matter to include an automated tracking report.

Showing individual attention to a student during the sanctioning process, whenever possible, assists us in developing positive relationships with students and impress upon them that the sanctioning process is indeed an educational one.

Note Regarding Students With Developmental Impairments

In some instances, conduct officers are faced with imposing sanctions upon those impacted by developmental impairments. In some of these cases, assigning written sanctions may be regarded as exceptionally difficult, or require special consideration. When approached by students with declared impairments, it is recommended to remain flexible with deadlines, as well as to consider the imposition of alternative sanctions, such as required meetings or audio tapes in lieu of written papers.

SECTION THREE: BIBLIOGRAPHY

Association for Student Conduct Affairs. (1998) "The State of Student Judicial Affairs: Current Forces and Future Challenges," College Station, Tx: ASCA.

Boots, Cheryl. (1987) "Human Development Theory Applied to Judicial Affairs Work." *New Directions for Student Services: Enhancing Campus Judicial Systems* (pp. 63-72), San Francisco: Jossey-Bass.

Chickering, A.W. (1969) "Education and Identity," San Francisco: Jossey-Bass.

Chickering, A.W. & Reisser, L. (1993). *Education and Identity: 2nd Edition,* San Francisco: Jossey-Bass.

Evans, N.J., Forney, D.S, & Guido-DiBrito, F.G. (1998). "Student Development in College: Theory, Research, and Practice," San Francisco: Jossey-Bass.

Paterson, B.G. & Kibler, W.L. (ed., 1998). "The Administration of Campus Discipline: Student, Organizational, and Community Issues," Asheville, NC: College Administration Publications, Inc.

PART FIVE

A GUIDE TO SANCTIONS UTILIZED AT THE UNIVERSITY OF DENVER

As described in Section VIII of the *Code of Student Conduct*, the disciplinary process at the University of Denver applies two types of sanction: active and inactive. Inactive sanctions are those which describe the student's relationship with the University, but do not require any action on the part of the student (for example, probation removes the student from good standing at the University, but does not in itself require weekly meetings with a "probation officer"). On the other hand, active sanctions generally require some sort of action from the student, such as writing a paper or completing community service, but do not affect the student's relationship with the University. The rest of this book contains the sanctions most commonly utilized by conduct officers at DU. Each is detailed in a paragraph or two, in the same format as it would be communicated to the student him- or herself. Please note that while the number and form of inactive sanctions (as well as the authority required to impose each) is dictated by the *Code of Student Conduct*, the specifics of each active sanction should be taken as a suggestion only; hearing officers at the University of Denver are not restricted to these options but are encouraged to develop additional sanctions, using these as a guide, to best fit each individual student's needs.

If you happen to develop a new sanction that you believe has been beneficial, and would like to share it with your fellow hearing officers, please send it to CCS at kolson1@du.edu.

For record-keeping purposes, each active sanction is assigned a three-digit code, which places it into one of the following categories (numbers in parentheses indicate page numbers in this book):

100 Written Assignments

- 101 Campus Conversations Paper (p. 44)
- 102 Honor Code Review (p. 44)
- 103 Letter of Apology (p. 44)
- 104 Media Review (p. 44)
- 105 Newspaper Article (p. 44)
- 106 Personal Journal (p. 45)
- 107 Policy Review – Code of Student Conduct (p. 45)
- 107 Policy Review – Guide to Residence Living (p. 45)
- 108 Reflection Paper (p. 45)
- 109 Research Paper (p. 46)

200 Worksheets

- 201 Academic Integrity Worksheet (p. 47)
- 202 Alcohol Education Worksheet (p. 47)
- 203 Ethics Worksheet (p. 48)
- 204 Conflict Management Worksheet (p. 49)
- 205 Drug Education Worksheet (p. 50)
- 206 Violence Awareness Worksheet (p. 50)

300 Programs & Activities

- 301 CCS Policy Quiz (p. 52)
- 302 Co-Facilitation of a CCS Workshop (p. 52)
- 303 Community Service (p. 52)
- 304 Educational Interview (p. 52)
- 305 Flyer (p. 53)
- 306 Poster Board (p. 53)
- 307 Program Attendance (p. 53)
- 308 Program Presentation (p. 54)
- 309 Resident Assistant Duty (p. 54)
- 310 Resident Survey and Paper (p. 54)
- 311 Marijuana 101 Online Course (p. 55)
- 312 Under the Influence Online Course (p. 55)
- 313 eChug Self-Assessment (p. 56)

500 Interventions

- 501 Alcohol/Drug Treatment Program (p. 57)
- 502 Alcohol Education Workshop (p. 57)
- 503 B.A.S.I.C.S Screening (p. 57)
- 504 Decision Making Workshop (p. 58)
- 505 First-Year Transitions Workshop (p. 58)
- 506 Probationary Review Meetings (p. 58)
- 507 Marijuana Education Workshop (p. 59)
- 508 Recommended Counseling (p. 59)
- 509 Living the Code Workshop (p. 59)
- 510 Counseling Consultation (p. 59)
- 511 eChug Session (p. 60)
- 512 eToke Session (p. 60)

600 Restrictions

- 601 Behavioral Agreement (p. 62)
- 602 Contact Restriction (p. 62)
- 603 Guest Restriction (p. 62)
- 604 Network Use Restriction (p. 63)
- 605 Stereo Restriction (p. 63)
- 606 Substance Restriction (p. 63)
- 607 Persona Non Grata (p. 63)

900 University Sanctions

- 901 Failure of Assignment (p. 64)
- 902 Failure of Course (p. 64)
- 903 Fine (p. 64)
- 904 Housing Room Change (p. 64)
- 905 Housing Termination (p. 64)
- 906 Parental Notification (p. 64)
- 907 Recommended Suspension (p. 64)
- 908 Restitution (p. 65)
- 909 Recommended Probation (p. 65)

SECTION ONE: INACTIVE SANCTIONS

Technical

You are being cited with a technical violation. This is an official statement that you have inadvertently violated a University regulation. It is expected that you will be more aware of the consequences of your actions in the future.

Hearing officer note: A technical sanction should be used sparingly, if at all. It is only appropriate for cases in which you believe the student clearly had no knowledge or responsibility for violations which occurred in his or her presence. For example, the exceedingly rare case when a student actually did enter the room fifteen seconds before an RA confronted a party. As a rule of thumb, if you find yourself saying, "Well, technically you are in violation..." then a technical sanction might be appropriate.

Warning

You are officially warned. A warning is an official statement that the student has violated a University regulation. It is intended to communicate most strongly both the disapproval and the reprimand of the University community.

Hearing officer note: A warning is reserved for cases in which a student has committed a violation of University policy, but the behavior is not illegal or otherwise inappropriate. Examples include violations of the Residence Hall noise policy, or failure to abide by the University network Appropriate Use policy. One significant exception to this relates to standard D1 (Alcohol Misuse). In cases where a student has—for the first time—violated this policy through the possession or consumption of alcohol while underage, the student is not required to be transported to a detox facility or hospital, and no other serious violations have resulted, a warning is acceptable.

Probation

Effective immediately, you are being placed on disciplinary probation through at least the conclusion of [TERM]. Probation is a serious encumbrance upon your good standing in the University. Any subsequent violations of University regulations will be evaluated within the context of your probationary status, and may result in more serious forms of sanctioning, such as suspension or expulsion.

While on probation, you are not in good disciplinary standing with the University, and you may therefore be restricted from participation in certain extra-curricular activities. If you have questions about specific policies regarding participation while on probation, please consult the appropriate department and/or organization.

Please note that your probationary status will remain in effect until all required sanctions have been completed to the satisfaction of the Office of Citizenship & Community Standards (CCS).

Hearing officer note: Probation should be applied for cases in which a student has either (a) violated "minor" policies on multiple occasions, or (b) committed a violation which is also illegal or otherwise would be inappropriate even if not a violation of University policy. Examples include possession of illegal drugs, fighting, or cheating on an exam. Probation is applied for a number of specific terms (quarters or semesters), and not until an arbitrary date. The maximum probationary period should be no more than an entire academic year from the time of the incident. Please note that hearing officers in Housing & Residential Education (HRE) are not authorized to impose probation unless approved by CCS.

As of the 2006-2007 academic year, the Office of Internationalization has determined that students currently on probation cannot apply to use Cherrington Global Scholar funds for studying abroad. This is a significant change from years past, during which a student could apply while on probation, provided their probationary period expired by the time they departed to study abroad. Please ensure that students are aware of this consequence, preferably before probation is required.

Suspension (Deferred)

Effective immediately, you have been Disciplinary Suspended from the University of Denver through at least the conclusion of [TERM]. During this period of time, you are prohibited from participating in any academic or other

activities of the University. At the end of the suspension period you may file a written request with the Office of Citizenship & Community Standards (CCS) seeking readmission. CCS will then review your status and render an appropriate decision.

However, this suspension has been deferred, on the condition that no further violations of University policy occur. You are authorized to continue attending classes and otherwise participate in activities of the University of Denver; however, any further violation of policy during the period of deferred suspension, no matter how minor, will result in your immediate removal from the University community for a period of no less than a full academic year.

While on deferred suspension, you are not in good disciplinary standing with the University, and you may therefore be restricted from participation in certain extra-curricular activities. If you have questions about specific policies regarding participation while on deferred suspension, please consult the appropriate department and/or organization.

Hearing officer note: Deferred suspensions should be applied rarely, even more so than the technical sanction. As a result, no deferred suspension may be imposed without the authorization of the Director of CCS.

Suspension

Effective immediately, you have been disciplinarily suspended from the University of Denver through at least the conclusion of [TERM]. During this period of time, you are prohibited from participating in any academic or other activities of the University. At the end of the suspension period you may file a written request with the Office of Citizenship & Community Standards (CCS) seeking readmission. CCS will then review your status and render an appropriate decision. Upon your return to the University, please be advised that any further violations of policy may result in your suspension or dismissal.

Until such time that all appellate processes are exhausted, you are authorized to continue attending classes, unless this privilege has been previously revoked through an interim suspension. Throughout the entire disciplinary process, it is your responsibility to notify CCS of any changes in your student status or local address and telephone.

The Registrar's Office will be informed of this decision once it becomes final. At that time, any registration for classes that you may have enrolled in will be canceled, and you will be restricted from registering for any class during your suspension without the authorization of the Office of Citizenship and Community Standards (CCS). Before you will be allowed to re-enroll at the University of Denver, you must complete the "Re-Entry Form" and submit it to this Office. This form may be found online at www.du.edu/car/form.html. Please note, the University does not accept courses completed at another institution while the student is under suspension.

Dismissal

Effective immediately, you are permanently dismissed from the University of Denver. A dismissal denies you the right to participate in any academic or other activities of the University for an indefinite period of time. Only under the most unusual of circumstances will an expelled student be readmitted, and then only with the approval of the Associate Provost for Campus Life.

Until such time that all appellate processes are exhausted, you are authorized to continue attending classes, unless this privilege has been previously revoked through an interim suspension. Throughout the entire disciplinary process, it is your responsibility to notify this office of any changes in your student status or local address and telephone.

The Registrar's Office will be informed of this decision once it becomes final. At that time, any registration for classes that you may have enrolled in will be canceled, and you will be restricted from registering for any class in the future without the authorization of the Office of Citizenship and Community Standards (CCS).

SECTION TWO: WRITTEN ASSIGNMENTS

101 Campus Conversations Paper

You are required to write a written response to question number [NUMBER] in *Campus Conversations: A Book of Questions for College Students*. The response must be typed, double-spaced, and submitted to Citizenship & Community Standards (CCS) by no later than [DATE]. The review must be no less than 1500 words in length.

First, you must ask at least three other DU community members (students, staff, and/or faculty) to answer this question and include their names, position at DU, and answers in your written response. Next, you should summarize your own answer to the question and your reason(s) for your answer. Finally, you should compare and contrast your answer to the three community members you talked to, indicating any new information you have learned in talking with others about the question.

You are expected to include appropriate citations and to use appropriate language, grammar, and spelling.

102 Honor Code Review

You are required to write a written review of the University's *Honor Code*. The review must be typed, double-spaced, and submitted to Citizenship & Community Standards (CCS) by no later than [DATE]. The review must be no less than 500 words in length. In the review, you should summarize the *Honor Code* and explore how it relates to the violations in question. State the rationale behind the *Code*, and elaborate on the consequences for members of the University community if the *Code* did not exist. Be advised that this review may not be used to justify your actions or to evaluate the actions of others, nor may this paper promote a philosophy which is in direct conflict with the intent of the *Honor Code*. You are expected to include appropriate citations and to use appropriate language, grammar, and spelling. For your convenience, the *Honor Code* may be accessed at <http://www.du.edu/studentlife/ccs/honorcode.html>.

103 Letter of Apology

You are required to submit two (2) signed copies of a letter of apology to the Office of Citizenship & Community Standards (CCS) by [DATE]. This letter is to be addressed to [NAME], and must be no fewer than 250 words in length. It should reflect an understanding of the inappropriateness of your actions and the impact it had on the letter's recipient. Be advised that this letter will be screened by CCS staff prior to being forwarded to the recipient. A copy will also be maintained in your conduct records. Be further advised that this letter may not serve to justify your own actions nor evaluate the actions of others. The letter should utilize appropriate language, grammar, and spelling.

104 Media Review

You are required to write a written review of a [BOOK/ARTICLE/VIDEO] on the topic of [TOPIC]. The review must be typed, double-spaced, and submitted to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. The review must be no less than 500 words in length. In the review, you should summarize the content and explore how it relates to the violations in question. Be advised that this review may not be used to justify your actions or to evaluate the actions of others. You are expected to include appropriate citations and to use appropriate language, grammar, and spelling.

105 Newspaper Article

You are required to write a reflective letter to be submitted to *The Clarion* for publication. This letter should be between 200 and 250 words in length (typed, double-spaced) and must be submitted to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. This letter should reflect an understanding of the inappropriateness of your actions and the impact it had on yourself and the University community. Be advised that this letter will be screened by CCS staff prior to being forwarded to *The Clarion* and will be submitted without your

name. Be further advised that this letter may not serve to justify your own actions nor evaluate the actions of others. The letter should utilize appropriate language, grammar, and spelling.

106 Personal Journal

You are required to maintain a written journal each day for a two-week period. In this journal, you are expected to address the following questions each day:

1. What were the most important decisions you had to make regarding your own behavior and/or lifestyle today?
2. How did you make these decisions?
3. What were your decisions?
4. Were your decisions the “best” decisions you could make, reflecting on lessons from family, school, and society?
5. What did you learn about yourself today?

Each daily entry is to be no less than 300 words in length (typed, double-spaced). At the conclusion of the two week period, you are to submit your journal to the Office of Citizenship & Community Standards (CCS). Your completed journal is due by no later than [DATE]. Be advised that this journal may not serve to justify your own actions in this incident or evaluate the actions of others. The journal should utilize appropriate language, grammar, and spelling.

107 Policy Review – Code of Student Conduct

You are required to write a written review of the [NAME OF] policy as outlined in the *Code of Student Conduct*. The review must be typed, double-spaced, and submitted to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. The review must be no less than 500 words in length. In the review, you should summarize the policy and explore how it relates to the violations in question. State the rationale behind the policy, and elaborate on the consequences for members of the University community if the policy did not exist. Be advised that this review may not be used to justify your actions or to evaluate the actions of others, nor may this paper promote a philosophy which is in direct conflict with the law or with University regulations. You are expected to include appropriate citations and to use appropriate language, grammar, and spelling. For your convenience, the *Code of Student Conduct* may be accessed at www.du.edu/ccs.

107 Policy Review – Guide to Residence Living

You are required to write a written review of the [NAME OF] policy as outlined in the *Guide to Residential Living*. The review must be typed, double-spaced, and submitted to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. The review must be no less than 500 words in length. In the review, you should summarize the policy and explore how it relates to the violations in question. State the rationale behind the policy, and elaborate on the consequences for members of the University community if the policy did not exist. Be advised that this review may not be used to justify your actions or to evaluate the actions of others, nor may this paper promote a philosophy which is in direct conflict with the law or with University regulations. You are expected to include appropriate citations and to use appropriate language, grammar, and spelling. For your convenience, the *Guide to Residential Living* may be accessed at http://www.du.edu/housing/docs/Guide_to_Residence_L.pdf

108 Reflection Paper

You are required to write a paper reflecting on your actions in this incident. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. This paper should address the following questions/issues:

1. How do Community Standards for behavior, as outlined in University Policies and the Guide to Residential Living, serve a community?
2. How was your behavior inconsistent Community Standards?
3. How can one individual impact a community? How have you impacted your community?
4. If placed in the same situation again, how would your actions be similar or different? Why?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

109 Research Paper

You are required to write a research paper on [TOPIC]. This paper must be no less than 1,000 words in length (typed, double-spaced) and must be submitted to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. Be advised that you must cite no fewer than three published sources. If utilizing journal articles or information from the internet, you must submit copies of the articles with your paper. All sources must be appropriately cited. Be further advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

SECTION THREE: WORKSHEETS

201 Academic Integrity Worksheet

You are required to complete the Academic Integrity Worksheet (see questions below). You must answer all questions on the assignment and submit your written answers to Citizenship & Community Standards (201 Driscoll Center North) by no later than [DATE]. Your completed work must be no less than 2,000 words in length (typed) and must address all questions on the assignment.

The purpose of this assignment is to stimulate your thinking about how your decisions affect the integrity of your coursework, and by extension, the mission of the University. While this is intended to be a reflective assignment, and your completed work will not be evaluated on its content (other than to make sure you have answered all of the questions), be advised that your paper cannot serve to justify your own actions or evaluate the actions of others. You should also be sure to utilize appropriate language grammar, and spelling.

Please answer the following questions; each answer should be of at least the specified length:

1. What is meant by “academic integrity”? Why does the University consider it to be important? Research the academic integrity policies of at least two (2) different colleges or universities, and compare them with the University of Denver Honor Code (www.du.edu/honorcode). (500 words)
2. John and his roommate Mark are in different sections of the same English course. Mark asked John if he could see his paper on Macbeth, so that he could get some “pointers”. John agrees, and gives Mark a copy of the paper on a computer disk. Later in the week, John discovers that the two of them are being accused of plagiarism, because Mark’s paper is identical to the one written by John. Should John be held responsible for academic dishonesty? Why or why not? What would be one fair and reasonable way for the instructor to resolve this situation? What are the pros and cons of this resolution? (500 words)
3. Select a movie, play, or television show you have seen recently in which the characters were faced with a serious ethical dilemma. Choose one of the characters, and discuss the following (500 words):
 - What decision did the character face?
 - What process did the character go through to reach a decision?
 - What were the consequences of this decision?
 - What would you have done differently?
4. There are many different web sites available which offer completed papers for students to download. At least one of these sites justifies this with the explanation that the papers are provided merely as “inspiration”. Do you believe such resources serve a useful function? What message is being sent to students by the existence of these “term paper databases”? (250 words)
5. Reflect upon the situation that led to your being assigned this workshop. Why did you make the choices you did? Were your choices legal, moral, and/or ethical? If faced with a similar situation in the future, would you do anything differently? If so, what? If not, why not? (250 words)

Once you have submitted your written assignment, you must also immediately schedule an appointment to meet with me to review this assignment. This meeting must occur within seven days of submitting your written assignment.

202 Alcohol Education Worksheet

You are required to complete the Alcohol Education Worksheet (see questions below). You must answer all questions on the assignment and submit your written answers to Citizenship & Community Standards (201 Driscoll Center North) by no later than [DATE]. Your completed work must be no less than 2,000 words in length (typed) and must address all questions on the assignment.

The purpose of this assignment is to stimulate your thinking about your decision-making in regards to alcohol use. While this is intended to be a reflective assignment, and your completed work will not be evaluated on its content (other than to make sure you have answered all of the questions), be advised that your paper cannot serve to justify your own actions or evaluate the actions of others. You should also be sure to utilize appropriate language, grammar and spelling.

Please answer the following questions; each answer should be of at least the specified length:

1. Do you believe that the legal drinking age should be 21? Why or why not? What factors play a part in your decision? Why do you think minors currently cannot use alcohol? What do you think would happen if it were allowed? (250 words)
2. There is significant debate nationally on whether parents/guardians should be notified when their students are disciplined by Universities for alcohol use. Citing three (3) published sources (magazine or journal articles, books, or Internet sites), explain the major evidence for and against the proposition that notifying parents can have a positive impact on future behavioral choices. (500 words)
3. Select a movie, play, or television show you have seen recently in which under-age characters were faced with a choice about whether or not to use alcohol. Choose one of the characters, and discuss the following (500 words):
 - What decision did the character face?
 - What process did the character go through to reach a decision?
 - What were the consequences of this decision?
 - What would you have done differently?
4. Citing three (3) published sources (magazine or journal articles, books, or Internet sites), explain the following (500 words):
 - What is “binge” drinking?
 - What are the immediate effects of binge drinking on the body?
 - What are its long-term effects?
 - What are some reasons for the recent increase in media coverage of binge drinking among college students?
5. Reflect upon the situation that led to your being assigned this workshop. Why did you make the choices you did? Were your choices legal, moral, and/or ethical? If faced with a similar situation in the future, would you do anything differently? If so, what? If not, why not? (250 words)

Once you have submitted your written assignment, you must also immediately schedule an appointment to meet with me to review this assignment. This meeting must occur within seven days of submitting your written assignment.

203 Ethics Worksheet

You are required to complete the Ethics Worksheet (see questions below). You must answer all questions on the assignment and submit your written answers to Citizenship & Community Standards (201 Driscoll Center North) by no later than [DATE]. Your completed work must be no less than 2,000 words in length (typed) and must address all questions on the assignment.

The purpose of this assignment is to stimulate your thinking about the effects of an individual’s actions upon others. While this is intended to be a reflective assignment, and your completed work will not be evaluated on its content (other than to make sure you have answered all of the questions), be advised that your paper cannot serve to justify your own actions or evaluate the actions of others. You should also be sure to utilize appropriate language grammar, and spelling.

Please answer the following questions; each answer should be of at least the specified length:

1. Where do our ethical principles come from? What factors contribute to an individual’s sense of morality? Provide quotes from at least two (2) scholarly sources (i.e., journal articles, books, etc.) to support your answers (include appropriate citations). (500 words)
2. A man has been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took the name of Thompson. For eight years he worked hard, and gradually saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison eight years before, and whom the police had been looking for. Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison? Why or why not? (250 words)
3. Select a movie, play, or television show you have watched recently in which the characters were faced with a serious ethical dilemma. Choose one of the characters, and discuss the following (500 words):
 - What ethical dilemma was the character facing?
 - What process did the character go through to reach his/her decision?

What were the consequences of the character's decision?

Was the character's decision ethical? Why or why not?

What would you have done differently?

4. Dr. Barnett is a pediatrician working for a health maintenance organization (HMO). Recently, the directors of the HMO became aware that Dr. Barnett had published several scholarly articles without citing previously published sources. Answer the following questions: (250 words)
 - Should any action be taken by the HMO against Dr. Barnett? What kind? Why or why not?
 - What concerns do you believe the HMO might have about Dr. Barnett's actions?
 - What concerns might the parents of Dr. Barnett's patients have?
5. Reflect upon the situation that led to your being assigned this workshop. Why did you make the choices you did? Were your choices ethical? If faced with a similar situation in the future, would you do anything differently? If so, what? If not, why not? (250 words)

Once you have submitted your written assignment, you must also immediately schedule an appointment to meet with me to review this assignment. This meeting must occur within seven days of submitting your written assignment.

204 Conflict Management Worksheet

You are required to complete the Conflict Management Worksheet (see questions below). You must answer all questions on the assignment and submit your written answers to Citizenship & Community Standards (201 Driscoll Center North) by no later than [DATE]. Your completed work must be no less than 2,000 words in length (typed) and must address all questions on the assignment.

The purpose of this assignment is to stimulate your thinking about how your decisions affect others. While this is intended to be a reflective assignment, and your completed work will not be evaluated on its content (other than to make sure you have answered all of the questions), be advised that your paper cannot serve to justify your own actions or evaluate the actions of others. You should also be sure to utilize appropriate language grammar, and spelling.

Please answer the following questions; each answer should be of at least the specified length:

1. Describe how you were brought up to deal with conflict. Is there a particular method that you have for detailing with interpersonal conflicts? Research and describe the five different conflict styles outlined by William Wilmot and Joyce Hocker (please cite your source). Which of these styles are you most comfortable with? (500 words)
2. John and Kara are a newly married couple in their mid-20s living in an apartment. Both have jobs that pay about \$25,000 a year. John wants both of them to stay employed so that they can do some traveling and buy new furniture before settling down and buying a house. Then he hopes to start a family while they both continue working. Kara wants to work for a couple of years to save money for a down payment on a house, and hopes to spend the first three years at home after having a baby. What can John and Kara do to resolve this conflict? Can the conflict be resolved so that both John and Kara are satisfied with the outcome? What will happen if threats or violence are used to resolve this conflict? (500 words)
3. Select a movie, play, or television show you have seen recently in which the characters were faced with a conflict. Choose one of the characters, and discuss the following (500 words):
 - What conflict did the character face?
 - What process did the character go through to reach a decision on how to deal with this conflict?
 - What were the consequences of this decision?
 - What would you have done differently?
4. When is violence (or the threat of violence) appropriate for resolving conflict? What are some of the possible consequences of resorting to violence as a means of conflict resolution? (250 words)
5. Conflict has been defined as "a struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from others in achieving their goals". Analyze the conflict that led to this assignment, breaking your conflict down to meet the different parts of the definition. What do you think are the key factors that escalated this conflict? (250 words)

Once you have submitted your written assignment, you must also immediately schedule an appointment to meet with me to review this assignment. This meeting must occur within seven days of submitting your written assignment.

205 Drug Education Worksheet

You are required to complete the Drug Education Worksheet (see questions below). You must answer all questions on the assignment and submit your written answers to Citizenship & Community Standards (201 Driscoll Center North) by no later than [DATE]. Your completed work must be no less than 2,000 words in length (typed) and must address all questions on the assignment.

The purpose of this assignment is to stimulate your thinking about your decision-making in regards to drug use. While this is intended to be a reflective assignment, and your completed work will not be evaluated on its content (other than to make sure you have answered all of the questions), be advised that your paper cannot serve to justify your own actions or evaluate the actions of others. You should also be sure to utilize appropriate language grammar, and spelling.

Please answer the following questions; each answer should be of at least the specified length:

1. Do you believe that marijuana should be legal? Why or why not? What factors play a part in your decision? Why do you think marijuana is currently illegal? What do you think would happen if it were legalized? (250 words)
2. There is significant debate on whether or not marijuana should be considered a “gateway” drug. Citing three (3) published sources (magazine or journal articles, books, or Internet sites), explain the major evidence for and against the proposition that using marijuana increases the risk of individuals turning to stronger and/or more dangerous drugs. (500 words)
3. Select a movie, play, or television show you have seen recently in which the characters were faced with a choice about whether or not to use drugs. Choose one of the characters, and discuss the following (500 words):
 - What decision did the character face?
 - What process did the character go through to reach a decision?
 - What were the consequences of this decision?
 - What would you have done differently?
4. Citing three (3) published sources (magazine or journal articles, books, or Internet sites), explain the following (500 words):
 - What is ecstasy?
 - What are its immediate effects on the body?
 - What are its long-term effects?
 - What are some reasons for the recent, dramatic increase in the use of ecstasy among high school and college students?
5. Reflect upon the situation that led to your being assigned this workshop. Why did you make the choices you did? Were your choices legal, moral, and/or ethical? If faced with a similar situation in the future, would you do anything differently? If so, what? If not, why not? (250 words)

Once you have submitted your written assignment, you must also immediately schedule an appointment to meet with me to review this assignment. This meeting must occur within seven days of submitting your written assignment.

206 Violence Awareness Worksheet

You are required to complete the Violence Awareness Worksheet (see questions below). You must answer all questions on the assignment and submit your written answers to Citizenship & Community Standards (201 Driscoll Center North) by no later than [DATE]. Your completed work must be no less than 2,000 words in length (typed) and must address all questions on the assignment.

The purpose of this assignment is to stimulate your thinking about the effects of acts of violence or threats of such acts upon others. While this is intended to be a reflective assignment, and your completed work will not be evaluated on its content (other than to make sure you have answered all of the questions), be advised that your paper cannot

serve to justify your own actions or evaluate the actions of others. You should also be sure to utilize appropriate language grammar, and spelling.

Please answer the following questions; each answer should be of at least the specified length:

1. Describe how you were brought up to deal with conflict. Is there a particular method that you have for detailing with interpersonal conflicts? Describe your conflict resolution style. (250 words)
2. Describe three non-physical methods of conflict resolution. Describe each style, its strengths and weaknesses, and provide examples of when each style might be useful. Cite at least three published sources in your response. (500 words)
3. John and Kara are a newly married couple in their mid-20s living in an apartment. Both have jobs that pay about \$25,000 a year. John wants both of them to stay employed so that they can do some traveling and buy new furniture before settling down and buying a house. Then he hopes to start a family while they both continue working. Kara wants to work for a couple of years to save money for a down payment on a house, and hopes to spend the first three years at home after having a baby. What can John and Kara do to resolve this conflict? Can the conflict be resolved so that both John and Kara are satisfied with the outcome? What will happen if threats or violence are used to resolve this conflict? (500 words)
4. Conflict is defined as a struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from others in achieving their goals (Hocker & Wilmot). Analyze the conflict that led to this assignment, breaking your conflict down to meet the different parts of the definition. What do you think are the key factors that escalated this conflict? (250 words)
5. When is violence (or the threat of violence) appropriate for resolving conflict? (250 words)
6. Reflect upon the situation that led to your being assigned this paper. Why did you make the choices you did? Were your choices appropriate? If faced with a similar situation in the future, would you do anything differently? If so, what? If not, why not? (250 words)

Once you have submitted your written assignment, you must also immediately schedule an appointment to meet with me to review this assignment. This meeting must occur within seven days of submitting your written assignment.

SECTION FOUR: PROGRAMS & ACTIVITIES

301 CCS Policy Quiz

You are required to complete the Citizenship and Community Standards Policy Quiz. This quiz is available online at <http://www.du.edu/studentlife/ccs/knowthecode.html>. You must ensure that the Office of Citizenship & Community Standards (CCS) receives notification of your successful completion of this quiz by entering your name, DUID number, and email address into the appropriate fields on the screen that appears prior to starting the quiz. You must answer eleven of fifteen questions correctly in order to successfully complete this sanction. This quiz must be completed no later than [DATE].

302 Co-Facilitation of a CCS Workshop

You are required to assist in the facilitation of the [NAME OF WORKSHOP] scheduled for [TIME AND DATE]. You will need to contact and schedule a time with [NAME] prior to the workshop in order familiarize yourself with the workshop materials and the facilitator.

Once you have facilitated the workshop, you are also required to write a paper reflecting on what you have gained from this experience. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. This paper should address the following questions/issues:

1. How has co-facilitating this workshop enhanced your learning from the incident with which you were involved?
2. If placed in the same situation that led to incident, how would your actions be similar or different?
3. Why would your actions be similar or different?
4. What is the most important thing you have learned from this entire experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling. Be further advised that none of the information presented in the program may be used to promote a philosophy that is in opposition to University regulations.

303 Community Service

You are required to complete [NUMBER OF] hours of educational service with an office/agency approved by the Office of Citizenship & Community Standards (CCS). You are expected to begin immediately and to complete five hours per week until the sanction has been fulfilled. You have a deadline of [DATE] by which time to complete these hours and have a typed record of your service, including the dates and hours spent on each date, along with the signature of and contact information for your supervisor, submitted to this office. In addition, you must also submit a reflective essay (minimum 250 words, typed, double-spaced). This essay must be submitted to CCS by the deadline date and must address the following questions:

1. What does it mean to you to be a part of the University of Denver community?
2. What responsibilities do you have as a member of this community?
3. In what way did your actions in this incident impact the community?
4. What did you learn from completing this service?

Be advised that no consideration will be granted for work schedules or for co-curricular activities, including athletics. You are advised to choose a supervisor and make immediate contact in order to complete your service on time.

304 Educational Interview

You are required to interview [PERSON] or her/his designate on the topic of [TOPIC]. Once completed, you must then write a reflective essay on the experience. This essay must be no less than 500 words (typed, double-spaced) and submitted to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. You are encouraged

to call immediately to schedule an appointment for the interview. In your essay, you are expected to address the following questions:

1. What did you discuss in the interview?
2. What information were you previously unaware of?
3. In what way did the information that you gathered relate to the incident in question? Would this information have impacted your decisions?

Be advised that this essay may not be used to justify your actions or to evaluate the actions of others. You are expected to use appropriate language, grammar, and spelling.

305 Flyer

You are required to create an 8" x 11.5" flier on the [NAME OF] policy that will be distributed to residents on your floor. This flier should outline the reasons for the policy, the benefits to having such a policy, the hours of enforcement, and tips for how other residents can follow this policy. The flier must be created using a computer so that it can be duplicated and distributed, and must be submitted to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. Be advised that CCS staff will screen this flier and you should wait to receive notification of approval prior to distributing it to residents on your floor. Be further advised that this flier may not serve to justify your own actions, evaluate the actions of others, nor promote a philosophy that is in opposition to University regulations.

306 Poster Board

You are required to develop a poster board on the topic of [TOPIC]. This board must be no smaller than 24" X 36" and must include information from appropriate on campus and/or off campus offices. This board must be submitted to the Office of Citizenship and Community Standards (CCS) by no later than [DATE]. You are then required to return to the office within one to three days to see if your board has been approved for posting. If so, you will be required to give the board to [NAME], Residence Hall Staff member in [HALL] for immediate posting.

The poster board must remain publicly posted for a period of two weeks. Be advised that this project may not be used to justify your actions or to evaluate the actions of others. It also may not be used to promote a philosophy that is in opposition to University regulations. You are expected to use appropriate citations, language, grammar, and spelling. Your name must be printed clearly on the front of the poster, in letters no smaller than one inch high. You must abide by all residence hall posting regulations.

307 Program Attendance

You are required to attend a program or workshop on campus that addresses the topic of [NAME OF TOPIC]. You will need to determine the availability, time, and location of such a program or workshop and then submit this information to the Office of Citizenship & Community Standards (CCS) for approval prior to attend the session. This needs to be completed by [DATE], unless availability for such a program or workshop is limited.

Once you have attended the program, you are also required to write a paper reflecting on what you have gained from this experience. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. This paper should address the following questions/issues:

1. Reflect on the program you attended. Write a summary of the information presented. Is this new information to you?
2. How does this information relate to the policies that you have violated in this instance?
3. If placed in the same situation that led to incident, how would your actions be similar or different?
4. Why would your actions be similar or different?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

308 Program Presentation

You are required to present an educational program on [TOPIC]. This program must be at least thirty minutes in length and be presented in conjunction with appropriate University officials. Program supervisors must be approved in advance with the Office of Citizenship & Community Standards (CCS).

You are to gather data independently on the topic (minimum of three published resources) and develop a program outline, as well as program publicity, both of which are to be reviewed and approved by your case manager. You must have at least ten people in attendance for the full length of your program.

Once you have presented the program, you are also required to write a paper reflecting on what you have gained from this experience. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to CCS by no later than [DATE]. This paper should address the following questions/issues:

1. Reflect on the information you gathered to develop this program. Write a summary of the information presented. Is this new information to you?
2. How does this information relate to the policies that you have violated in this instance?
3. If placed in the same situation that led to incident, how would your actions be similar or different?
4. Why would your actions be similar or different?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling. Be further advised that none of the information presented in the program may be used to promote a philosophy that is in opposition to University regulations.

309 Resident Assistant Duty

You are required to serve [NUMBER] night(s) of Resident Assistant Duty for no less than 4 hours per night. You are required to contact [NAME], the Resident Director in [HALL] to arrange to complete this sanction. Once completed, you must then write a paper reflecting on your actions in this incident. This paper must be no less than 250 words in length (typed, double-spaced) and must be submitted to the Office of Citizenship & Community Standards (CCS) no later than [DATE]. This paper should address the following questions/issues:

1. Reflect on the policies you were found in violation of: why do they exist? What purpose do they serve?
2. How was your behavior inconsistent with the University's expectations?
3. If placed in the same situation again, how would your actions be similar or different?
4. Why would your actions be similar or different?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

310 Resident Survey and Paper

You are required to survey the residents on your floor about [TOPIC]. You must first create 3-5 questions to include on this survey to address the given topic. Once you have created these questions, you must submit them to the Office of Citizenship & Community Standards (CCS) for approval PRIOR to handing out the survey to your floor. Upon approval of your questions, you must then hand surveys out to each resident on your floor, including the Resident Assistant. You must receive at least 50% of the surveys in order to successfully complete this sanction. Please note that Residence Hall Staff will be notified of this sanction so that they are aware of your actions on the floor.

Once you have the surveys back, you will need to review them and determine the attitudes on your floor indicated by the results. Finally, you are required to write a paper which includes the findings and your reflection on this experience. This paper must be no less than 750 words in length (typed, double-spaced) and must be submitted to CCS, along with the returned surveys, by no later than [DATE]. This paper should address the following questions/issues:

1. Reflect on the information you gathered via the survey. Write a summary of the results from the survey. Do the results indicate a perception different or similar to what you would have expected? Explain.
2. How does the information gathered by the survey relate to the policies that you have violated in this instance?
3. If placed in the same situation that led to incident, how would your actions be similar or different?
4. Why would your actions be similar or different?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling. Be further advised that none of the information presented in the program may be used to promote a philosophy that is in opposition to University regulations.

311 Marijuana 101 Online Course

You are required to complete the online course, "Marijuana 101." This course takes approximately 3-hours to complete, but you can log in and out as needed until you are finished. Please note that there is a \$50 fee for this online course, which must be paid to DU's Health and Counseling Center before you can begin the course. To pay online by debit or credit card go to www.duhcc.org/paymybill. To pay by check or cash please see the Health and Counseling Center in person.

Once you have made your payment, go to www.3rdmilclassrooms.com and click on Begin Enrollment-College on the left side menu. When you are directed to enter the Control Number, enter **UNDMJ**. (*Do not include payment or credit card information on the enrollment form.) When you submit your information, you will receive a password immediately on the screen and by email. Login using your email address and password to begin the course.

Upon completion of the course, you and the notifying administrator at your school will receive a completion notification by email. Please print a copy for your records.

You are then required to write a paper reflecting upon your experience. This paper must be no less than 500 words in length (typed, double-spaced) and must be submitted to CCS by no later than [DATE]. This paper should address the following questions/issues:

1. Reflect on the course you completed online. Write a summary of the information presented. Is this new information to you?
2. How does the information presented relate to the policies that you have violated in this instance?
3. If placed in the same situation, how would your actions be similar or different?
4. Why would your actions be similar or different? How do your values affect your these actions?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

312 Under the Influence Online Course

You are required to complete the online alcohol course, "Under the Influence." This course takes approximately 3-hours to complete, but you can log in and out as needed until you are finished. Please note that there is a \$50 fee for this online course, which must be paid to DU's Health and Counseling Center before you can begin the course. To pay online by debit or credit card go to www.duhcc.org/paymybill. To pay by check or cash please see the Health and Counseling Center in person.

Once you have made your payment, go to www.3rdmilclassrooms.com and click on [Begin Enrollment-College](#) on the left side menu. When you are directed to enter the Control Number, enter **UNDV7**. (*Do not include payment or credit card information on the enrollment form.) When you submit your information, you will receive a password immediately on the screen and by email. Login using your email address and password to being the course.

Upon completion of the course, you and the notifying administrator at your school will receive a completion notification by email. Please print a copy for your records.

You are required to write a paper reflecting upon your experience. This paper must be no less than 500 words in length (typed, double-spaced) and must be submitted to CCS by no later than [DATE]. This paper should address the following questions/issues:

1. Reflect on the course you completed online. Write a summary of the information presented. Is this new information to you?
2. How does the information presented relate to the policies that you have violated in this instance?
3. If placed in the same situation, how would your actions be similar or different?
4. Why would your actions be similar or different? How do your values affect your these actions?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

313 eChug Self-Assessment

You are required to complete the online alcohol self-assessment “eChug” available online at <https://interwork.sdsu.edu/echug2/?id=DUHEALTH&hfs=true>. The “eChug” is a free, brief self-assessment that provides you with accurate, detailed and personalized feedback on your use of alcohol, and specific information and helpful resources in the University of Denver community. This online course takes approximately 30-45 minutes to complete.

Once you have completed this online course, you are required to print a copy of the “eChug Feedback Summary.” Then you are required to write a paper reflecting upon your experience. This paper must be no less than 500 words in length (typed, double-spaced) and must be submitted to CCS by no later than [DATE]. Please be sure to include your “eChug Feedback Summary” with your paper. This paper should address the following questions/issues:

1. After completing the eChug Self-Assessment, what is one new piece of information you learned about yourself and/or alcohol consumption?
2. In the “normative comparisons” provided, what statistic(s) particularly surprised you and why? How accurate were your own guesses?
3. Are you drinking more or less than most people as indicated on your results? How do you believe this may affect your college experience?
4. Once out of college, do you think your drinking habits will change? Why or why not? If so, *how* do you think they will change. How do you think your goals and/or values impact the decisions you make involving alcohol?
5. What are some specific ways to reduce your risk in regards to the potential negative effects of alcohol?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

SECTION FIVE: INTERVENTIONS

501 Alcohol/Drug Treatment Program

You are required to complete an outpatient [DRUG or ALCOHOL] treatment program at an appropriate off campus facility. You have until [DATE] to identify and enroll in a properly certified/registered treatment program, and must agree to allow the program to provide regular attendance reports to the Office of Citizenship & Community Standards (CCS). Be advised that the University of Denver bears no obligation for identification of a program, nor for treatment fees. You are required to abide by all recommendations made by certified professionals as a result of this treatment program.

502 Alcohol Education Workshop

You are required to attend the Alcohol Education Class regularly offered by the University of Denver Health Promotions Office. You will be contacted via your University e-mail account with the date, time, and location of the next scheduled class session. Please note that there is a \$50 fee for this class, which must be paid prior to the class session. There is also a \$20 “no-show” fee if you are registered for a class and do not attend or make prior arrangements. You may pay this fee by check or money order made out to the University of Denver, submitted to the Office of Citizenship & Community Standards (CCS) or presented at the time of the class.

Once you have attended this class, you are required to write a paper reflecting upon your experience. This paper must be no less than 500 words in length (typed, double-spaced) and must be submitted to CCS by no later than [DATE]. This paper should address the following questions/issues:

1. Reflect on the class you attended. Write a summary of the information presented. Is this new information to you?
2. How does the information presented relate to the policies that you have violated in this instance?
3. If placed in the same situation, how would your actions be similar or different?
4. Why would your actions be similar or different?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

503 B.A.S.I.C.S Screening

You are required to complete the Brief Alcohol Screening and Intervention for College Student (B.A.S.I.C.S.) program, administered by the Health and Counseling Center. The intent of this assessment is to provide you with the opportunity to take a closer look at your alcohol use; however, you are encouraged to use this opportunity to discuss any other difficulties that you may be facing at this time. You may set up this appointment by calling 303.871.2205. It is highly recommended that you call as soon as possible to make this initial appointment so that you are able to complete this sanction by the deadline. You will also be required to attend a follow-up session, and you may be required to complete the recommendations as determined by this assessment in order to fully satisfy this sanction. Please be advised that there will be a \$100 charge for these services.

The initial assessment must be completed no later than [DATE]. It is your responsibility to ensure that the Office of Citizenship & Community Standards (CCS) is informed of your compliance by the deadline. Please print out and sign the release of information available online at www.du.edu/studentlife/ccs/release.pdf, and bring it to your first meeting. This form will ensure that your counselor can inform CCS of your compliance with this requirement; however, the content of your session(s) will remain confidential.

Hearing officer note: Upon assigning a student to an assessment, please forward an email copy of each the Notice of Disciplinary Hearing AND the Notice of Decision to Sarah Wilson in Health & Counseling Center at sarah.wilson@du.edu

504 Decision-Making Workshop

You are required to attend a 2-hour Decision-Making Class which is regularly offered by the Office of Citizenship & Community Standards (CCS). You will be contacted via your University e-mail account with the date, time, and location of the next scheduled class session. On the date of the workshop, please come to the Campus Life Lobby and check-in at the front desk. You will be contacted via your University e-mail account as a reminder prior to the workshop session. If you fail to attend this designated session, you will be required to attend the next scheduled session and may face further conduct sanctioning.

Once you have attended this class, you are required to write a paper reflecting upon your experience. This paper must be no less than 500 words in length (typed, double-spaced) and must be submitted to CCS by no later than [DATE]. This paper should address the following questions/issues:

1. What specifically did you learn as a result of attending the Decision Making workshop? How will you apply this to your everyday life?
2. Pick one of your “core values” as defined in the workshop and discuss how it might or should have impacted your decision making during the incident.
3. How was your behavior during the incident inconsistent with the University’s values/expectations? How do you think this decision impacted the greater University community?
4. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

505 First-Year Transitions Workshop

You are required to attend a 90-minute First-Year Transitions Workshop which is regularly offered by the Office of Citizenship & Community Standards (CCS). You will be contacted via your University e-mail account with the date, time, and location of the next scheduled class session. On the date of the workshop, please come to the Campus Life Lobby and check-in at the front desk. You will be contacted via your University e-mail account as a reminder prior to the workshop session. If you fail to attend this designated session, you will be required to attend the next scheduled session and may face further conduct sanctioning. Please note that there is a \$50 fee for this class, which must be paid prior to the class session. You may pay this fee by check or money order made out to the University of Denver, submitted to the Office of Citizenship & Community Standards (CCS) or presented at the time of the class.

Once you have attended this class, you are required to write a paper reflecting upon your experience. This paper must be no less than 500 words in length (typed, double-spaced) and must be submitted to CCS by no later than [DATE]. This paper should address the following questions/issues:

1. Reflect on the class you attended. Write a summary of the information presented. Is this new information to you?
2. How does the information presented relate to the policies that you have violated in this instance?
3. If placed in the same situation, how would your actions be similar or different?
4. Why would your actions be similar or different?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

506 Probationary Review Meetings

In addition to University Probation, you are also required to attend regular Probationary Review Meetings through [DATE]. During this period of time, you must meet with me once every week for thirty minutes. The purpose of these meetings is to insure your compliance with University regulations through dialogue about the decisions you face on a regular basis. You may be assigned additional written assignments of no more that 250 words for each meeting, as deemed necessary.

Be advised that any unexcused absence from a Probationary Review meeting will result in further disciplinary action. The Office of Citizenship & Community Standards (CCS) reserves the right to determine the validity of an absence. All requests for rescheduling must be made prior to the scheduled meeting.

507 Marijuana Education Group

You are required to attend the Marijuana Education Class regularly offered by the University of Denver Health Promotions Office. You will be contacted via your University e-mail account with the date, time, and location of the next scheduled class session. Please note that there is a \$50 fee for this class, which must be paid prior to the class session. You may pay this fee by check or money order made out to the University of Denver, submitted to the Office of Citizenship & Community Standards (CCS) or presented at the time of the class.

Once you have attended this class, you are required to write a paper reflecting upon your experience. This paper must be no less than 500 words in length (typed, double-spaced) and must be submitted to CCS by no later than [DATE]. This paper should address the following questions/issues:

1. Reflect on the class you attended. Write a summary of the information presented. Is this new information to you?
2. How does the information presented relate to the policies that you have violated in this instance?
3. If placed in the same situation, how would your actions be similar or different?
4. Why would your actions be similar or different?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

508 Recommended Counseling

It is recommended that you seek counseling assistance to help in resolving any emotional or mental health issues you may be dealing with at this time. Although this is not a requirement, this recommendation will remain in your disciplinary file. Should you choose to follow this recommendation, it is your responsibility to sign a release of information so that the counselor may inform CCS of your attendance, but the content of your session(s) will remain confidential.

509 Living the Code Workshop

You are required to attend a 90-minute “Living the Code” workshop which is regularly offered by the Office of Citizenship & Community Standards (CCS). You will be contacted via your University e-mail account with the date, time, and location of the next scheduled class session. On the date of the workshop, please come to the Campus Life Lobby and check-in at the front desk. You will be contacted via your University e-mail account as a reminder prior to the workshop session. If you fail to attend this designated session, you will be required to attend the next scheduled session and may face further conduct sanctioning.

Once you have attended this workshop, you are required to complete a community project of your choosing. The details for this community project will be given to you during the workshop. The final project paper must be no less than 1000 words in length (typed, double-spaced) and must be submitted to CCS by no later than [DATE].

510 Counseling Consultation

You are required to undergo a one-session Counseling Consultation at the Health and Counseling Center. The intent of this consultation is to [TOPIC TO DISCUSS]; however, you are encouraged to use this opportunity to discuss any other difficulties that you may be facing at this time. You may set up this appointment by calling 303.871.2205. It is highly recommended that you call as soon as possible to make this initial appointment so that you are able to complete this sanction by the deadline. You may be required to complete the recommendations as determined by the counselor in order to fully satisfy this sanction. There may be a fee assessed for this service.

The counseling consultation must be completed no later than [DATE]. It is your responsibility to ensure that the Office of Citizenship & Community Standards (CCS) is informed of your compliance by the deadline. Please print out and sign the release of information available online at www.du.edu/studentlife/ccs/release.pdf, and bring it to your first meeting. This form will ensure that your counselor can inform CCS of your compliance with this requirement; however, the content of your session(s) will remain confidential.

511 eChug Session

You are required to complete an e-CHUG Session offered by the University of Denver Health and Counseling Center (HCC). You need to contact the Health & Counseling Center to schedule this individual session. You may set up this appointment by calling 303.871.2205. It is highly recommended that you call as soon as possible to make this appointment so that you are able to complete this sanction by the deadline. Please note that there is a \$50 fee for this sanction, which must be paid prior to the session. There is also a \$25 “no-show” fee if you are scheduled and do not attend or make prior arrangements (with 24 hour advanced notice). You may pay this fee by check, cash, credit, debit, or flex at the HCC.

Once you are scheduled for your individualized session, you will need to complete the “e-CHUG (electronic check up to go) assessment found on www.du.edu/duhealth (click on the “Health Resources” tab to find the link). **YOU MUST PRINT OUT YOUR FEEDBACK SUMMARY FROM THE E-CHUG AND BRING IT WITH YOU TO THE HCC FOR YOUR SESSION.** If you arrive too late or forget your feedback, you will need to reschedule and pay the no-show fee.

It is your responsibility to ensure that the Office of Citizenship & Community Standards (CCS) is informed of your compliance by the deadline below. Please print out and sign the release of information available online at www.du.edu/studentlife/ccs/release.pdf, and bring it to your first meeting. This form will ensure that a HCC staff member can inform CCS of your compliance with this requirement; however, the content of your session will remain confidential.

Once you have completed your session at the HCC, you are required to write a paper reflecting on your experience. This paper must be no less than 500 words in length (typed, double-spaced) and must be submitted to CCS by no later than [DATE]. This paper should address the following questions/issues:

1. Reflect on the session you attended. Write a summary of the information presented. Is this new information to you?
2. How does the information presented relate to the policies that you have violated in this instance?
3. If placed in the same situation, how would your actions be similar or different?
4. Why would your actions be similar or different?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

512 eToke Session

You are required to attend an e-TOKE Session offered by the University of Denver Health and Counseling Center (HCC). You need to contact the Health & Counseling Center to schedule this individual session. You may set up this appointment by calling 303.871.2205. It is highly recommended that you call as soon as possible to make this appointment so that you are able to complete this sanction by the deadline. Please note that there is a \$50 fee for this sanction, which must be paid prior to the session. There is also a \$25 “no-show” fee if you are scheduled and do not attend or make prior arrangements (with 24 hour advanced notice). You may pay this fee by check, cash, credit, debit, or flex at the HCC.

Office of Citizenship & Community Standards

You will need to arrive 15 minutes BEFORE your scheduled appointment so that you can complete several assessments prior to your meeting with a HCC staff member. If you arrive too late, you will need to reschedule and pay the no-show fee.

It is your responsibility to ensure that the Office of Citizenship & Community Standards (CCS) is informed of your compliance by the deadline below. Please print out and sign the release of information available online at www.du.edu/studentlife/ccs/release.pdf, and bring it to your first meeting. This form will ensure that your an HCC staff member can inform CCS of your compliance with this requirement; however, the content of your session will remain confidential.

Once you have completed your session at the HCC, you are required to write a paper reflecting on your experience. This paper must be no less than 500 words in length (typed, double-spaced) and must be submitted to CCS by no later than [DATE]. This paper should address the following questions/issues:

1. Reflect on the session you attended. Write a summary of the information presented. Is this new information to you?
2. How does the information presented relate to the policies that you have violated in this instance?
3. If placed in the same situation, how would your actions be similar or different?
4. Why would your actions be similar or different?
5. What is the most important thing you have learned from this experience?

Be advised that this paper may not serve to justify your own actions or evaluate the actions of others. The paper should utilize appropriate language, grammar, and spelling.

SECTION SIX: RESTRICTIONS

601 Behavior Agreement

You are required to review and sign the enclosed Behavioral Agreement. This agreement must be returned to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. This agreement is designed to indicate to you that your behavior has become problematic within our community and will result in more serious levels of sanctioning in the future. Failure to sign and return this agreement will result in further disciplinary action.

SAMPLE BEHAVIORAL AGREEMENT

Student Name:

ID #:

This Behavioral Agreement is established between the above named student and the Office of Citizenship & Community Standards (CCS) to reinforce conduct expectations of the University of Denver and to inform the student that her/his conduct has become problematic within the community.

To Student:

You are required to review the conditions below and sign this agreement. You must then return this agreement to CCS (201 Driscoll North) by the deadline date established in your decision letter. Failure to do so will result in immediate disciplinary action.

The University of Denver places you on notice that your behavior falls short of community standards and expectations. Be advised that further violations of the policies indicated below will result in serious disciplinary consequences.

Policies Covered by This Agreement:

(list policies)

Be advised that should you be found In Violation of the above noted regulation(s), the conduct officer and/or hearing board will review this agreement. Potential consequences of failing to abide by this agreement include:

Potential Consequences:

(list consequences)

By signing this agreement, the student indicates understanding of the conditions applied herein.

Signature

Date

602 Contact Restriction

You are hereby instructed to have no contact with [NAME] until further notice from this office. For the purposes of this restriction, "contact" includes any form of communication between you and the aforementioned parties, whether verbal or written, via personal contact, telephone, e-mail, or any other medium. This also includes any contact through the means of a third party or parties.

603 Guest Restriction

You are restricted from hosting guests in University residence halls at any time through [DATE]. This prohibition includes all non-University community members other than parents and/or guardians. Violating the terms of this restriction will result in disciplinary sanctions from the Office of Citizenship & Community Standards (CCS), possibly resulting in suspension or dismissal from the University.

604 Network Use Restriction

You are restricted from accessing any University network resources from any computer besides those located in designated University computer labs, and then only for approved University business, such as class work or keeping up to date with your University e-mail account. This restriction does not apply to use required of you during classes for which you are registered. Violating the terms of this restriction will result in disciplinary sanctions from the Office of Citizenship & Community Standards (CCS), possibly resulting in suspension or dismissal from the University.

605 Stereo Restriction

You are restricted from listening to a stereo of any type in your residence hall room without the use of headphones through [DATE]. This prohibition includes any other electronic devices with speakers and applies to both you and any guest that you host. Violating the terms of this restriction will result in disciplinary sanctions from the Office of Citizenship & Community Standards (CCS), possibly resulting in suspension or dismissal from the University.

606 Substance Restriction

You are restricted from being on any University property or at any University event under the influence of alcohol and/or non-prescription drugs through [DATE]. This prohibition is to be defined as being on University property or at a University event within six hours of consuming/using any amount of alcohol or illegal drug. Be advised that residence hall staff and the Department of Campus Safety will be made aware of this restriction. Violating the terms of this restriction will result in disciplinary sanctions from the Office of Citizenship & Community Standards (CCS), possibly resulting in suspension or dismissal from the University.

607 Persona Non Grata

You have been declared *persona non grata* (an unwelcome person) on the University of Denver campus. This status is to remain in effect until such time as you have been readmitted as a student to the University. Should you be found again on our campus while this order is in effect, the Denver Police Department will be contacted, with the recommendation that you be arrested for trespassing.

SECTION SEVEN: UNIVERSITY SANCTIONS

Hearing officer note: The 901, 902, 904 and 905 are not imposed by CCS—these codes are used merely for tracking action taken by instructors in response to violations of the University's Honor Code or by the HRE staff.

901 Failure of Assignment

902 Failure of Course

903 Fine

You are required to pay a disciplinary fine in the amount of [AMOUNT]. Payment must be in the form of cash, check, or money order payable to the University of Denver. This fine must be received by the Office of Citizenship & Community Standards (CCS) no later than [DATE].

904 Housing Room Change

905 Housing Termination

906 Parental Notification

The University of Denver has established a parental notification policy, which states that parents or guardians may be notified as a result of certain violations of the *Code of Student Conduct*. You are required to complete this notification by submitting two (2) signed copies of a letter to Office of Citizenship & Community Standards (CCS), which must contain the following:

1. Explain the incident which led to the finding of violation.
2. How was your behavior in this incident inconsistent with University expectations?
3. If you find yourself in a similar situation in the future, how will your actions be similar or different?
4. Why would your actions be similar or different?
5. What have you learned from this experience? Accompanying this letter, you must include an addressed, stamped envelope, so that one copy may be mailed to your parents/guardians.

Be advised that this letter may not serve to justify your own actions or evaluate the actions of others. This letter must be received by CCS no later than [DATE]. This letter will then be forwarded to your parents or guardians on your behalf.

Hearing officer note: Parental notification will only occur in one of two cases: (1) when a student has been placed on probation, suspended, or dismissed, or (2) when a student has violated standard D1 (Alcohol Misuse) or D2 (Drug Misuse) through the possession or use of any illegal substance.

907 Recommended Suspension

Please be advised that, due to the frequency and/or severity of your violations of the *Code of Student Conduct*, any further violation during your time on University Probation, no matter how minor, will result in suspension or expulsion from the University of Denver.

908 Restitution

You are required to pay restitution in the amount of [AMOUNT]. Payment must be in the form of a certified check or money order and delivered to the Office of Citizenship & Community Standards (CCS) by no later than [DATE]. The payment must be made out to [PAYEE]. Cash restitution will not be accepted.

909 Recommended Probation

Please be advised that, due to the frequency and/or severity of your violations of the *Code of Student Conduct*, any further violation, no matter how minor, will result in a minimum of disciplinary probation for one quarter.

PART SIX

SUPPLEMENTAL MATERIALS

This section provides you with various supplemental materials to help you better understand what students, parents, faculty, and other staff members may be receiving regarding our office. This includes statistics from previous years, a parent brochure, a faculty information sheet, a checklist for both respondents and complainants, a sample academic dishonesty form, and a sample appeal form among other materials.

While the CCS staff is here to help in any way we can, we also recognize that there are many other campus resources utilized during the student conduct process. Some of the most frequently used resources include Gender Violence Education & Support Services, the Health & Counseling Center, Campus Safety, and Students of Concern. We have included contact information here for your convenience.

Campus Safety

Location:	2130 S. High St., Denver, Colorado 80208
Emergencies (crimes in-progress, fire, ambulance, life-threatening):	911 then 303-871-3000
Non-Emergencies:	303-871-2334
Anonymous Tip-Line:	303-871-3130

Gender Violence Education & Support Services (GVESS)

Location:	103 Nelson Residence Hall (there is a secluded entrance at the south end of the building)
Phone Number:	303-871-2220
Email:	gvrc@du.edu

You can also call the on call team of advocates at DU (The SASA Network) who are available 24/7 during Fall, Winter, and Spring academic quarters only:

Phone Number:	303-871-3456
---------------	--------------

Health & Counseling Center

Location:	Ritchie Center, 3 rd Floor North
General Phone Number:	303.871.2205
For medical problems after hours:	303-871.2205 and follow the directions
For mental health problems after hours:	303.871.3000 (ask to speak with the counselor on call)
Fax:	303-871-4242
General Email:	info@hcc.du.edu
Insurance Email:	info@hcc.du.edu

Students of Concern

Phone Number:	303-871-4720
Email:	bcobham@du.edu
Online Report Form:	https://slife.du.edu/forms/concern/submission.cfm

SECTION ONE: STATISTICS

Academic Year Totals

Case Load	2008-09	2007-08	2006-07	2005-06
Total number of cases	622	582	371	376
Total number of students	1451	1000	676	676
Students per case	2.33	1.72	1.82	1.80
Violations	1348	974	814	849
Violations per student	0.93	1.03	1.20	1.26

Standards of Conduct	2008-09	2007-08	2006-07	2005-06
A1 (Disorderly Conduct)	49	38	54	47
A2 (Harassment)	18	9	10	12
A3 (Provocation)	3	6	2	7
B1 (Endangerment)	19	13	15	34
B2 (Hazing)	1	0	0	0
B3 (Interference)	1	2	0	1
B4 (Non-Compliance)	80	45	47	53
B5 (Violation of University Policies)	527	393	145	152
C1 (Academic Misconduct)	40	36	97	39
C2 (Dishonesty)	75	36	55	44
C3 (Theft)	10	12	15	11
D1 (Alcohol Misuse)	628	364	252	317
D2 (Drug Misuse)	92	61	87	88
D3 (Physical Misconduct)	6	6	11	15
D4 (Property Damage)	29	20	24	25
D5 (Sexual Misconduct)	5	2	0	4

Outcomes	2008-09	2007-08	2006-07	2005-06
Not Responsible	287	177	145	121
Technical	24	17	4	23
Warning	842	612	259	204
Probation	257	172	232	278
Suspension	22	10	23	40
Dismissal	0	0	2	2

SECTION TWO: FACULTY INFORMATION SHEET

The Office of Citizenship & Community Standards (CCS) plays many roles on the University of Denver campus. We address violations of the Code of Student Conduct, and provide alternative forms of conflict resolution for students, faculty, and staff. CCS is also charged with adjudicating violations of the Honor Code. We attempt to address the most frequently asked questions on campus policies below.

Code of Student Conduct Questions

What should I do if a student is displays disruptive behavior in the classroom?

The Code of Student Conduct addresses classroom behavior in the following manner: *Interference With University Functions*. This policy includes unauthorized conduct of any kind which interferes with the ability of other students to pursue their education in designated environments (e.g., residences, study areas, classrooms, or libraries), the functioning of faculty or staff, or any other aspects of the University's educational mission.

Individual instructors have the right to determine whether specific student behavior is disruptive. Instructors may require a student to leave an individual class meeting for disruptive behavior; however, instructors are not authorized to summarily remove a student from the course. Should such removal be deemed necessary, instructors must follow the procedure outlined below. In exceptional cases where a student's presence is deemed an immediate threat to the instructor or other members of the class, instructors should immediately call Campus Safety at 303.871.3000.

Any further questions about this process should be directed to the Office of Citizenship and Community Standards. The full "Removal for Disruptive Classroom Behavior" policy can be found on our website in the Code of Student Conduct text at www.du.edu/ccs.

What should I do if I want to permanently remove a student from my class due to their disruptive behavior?

The instructor should first meet with the student in an attempt to resolve the issue. Another faculty or staff member (including CCS or Campus Safety staff) may be asked to attend this meeting.

If this meeting fails to resolve the situation, the instructor shall inform the student of his/her intention to seek an involuntary drop, and provide the student an opportunity to drop the course voluntarily.

The instructor shall bring the matter to the office of the division or college dean prior to the class meeting following the instructor's meeting with the student. In consultation with the instructor, the dean (or designee) shall determine whether to grant the request for an involuntary drop. The decision should be communicated to the student before the next scheduled class meeting, and shall be communicated no later than one week from the instructor's initial meeting with the student.

Honor Code Questions

What should I do when I suspect a student of academic dishonesty?

First and foremost, it is important to confront the student! When academic dishonesty has occurred, it is often most educational and beneficial for a faculty member and student to work out a resolution immediately.

Instructors are encouraged to deal with academic dishonesty in this informal fashion, provided:

- 1) *The student admits to having cheated & agrees to the proposed resolution; and*
- 2) *CCS is informed of the incident and the resolution.*

What can I do in response to an admission of academic dishonesty?

Faculty members have final authority over grades issued in their classrooms. This means that instructors are welcome to apply whatever grade penalty they feel is necessary and/or appropriate when a student admits to cheating. While instructors are empowered to impose grade penalties even in the absence of such an admission, it is often better to refer such cases directly to CCS.

Faculty members also have limited authority over their classroom environments. If a student is posing an immediate disruption to the learning environment (by cheating on an exam, for example), you are fully within your rights to ask that student to leave the classroom. If the student refuses, Campus Safety Officers are available to escort him/her out. *Faculty may not summarily remove a student permanently from their class, either for academic or behavioral reasons.* Should you feel such action is necessary, please consult the “Removal for Disruptive Classroom Behavior” policy, which is discussed above in this document and on our website at www.du.edu/ccs.

What should I do when I accuse a student of academic dishonesty?

Regardless of the decision on an academic resolution, instructors are strongly encouraged to notify CCS of any incident in which academic dishonesty is alleged. It is very important to ensure that the University as a whole is represented in such cases, and to make sure a student isn’t making the same “innocent mistake” in several classes at once.

When an incident of academic dishonesty is referred to this office, we will evaluate it to see what steps may be appropriate, depending upon the circumstances, the response of the student, and the wishes of the faculty member. In all cases, CCS staff will meet with the student and discuss University action, in addition to whatever grade penalty is assessed by the faculty member.

Faculty are urged not to assess a grade penalty if the student denies having cheated. In such cases, it would be best for the incident to be immediately referred to CCS for adjudication. If necessary, the student should be given an “incomplete” grade for the course pending the outcome of disciplinary proceedings.

What is the role of CCS in academic dishonesty cases?

It is very important to remember that CCS does not *investigate* nor does it *prosecute* any alleged violations of the Code of Student Conduct and/or Honor Code; rather, we *facilitate* an educational process that seeks to provide a fair hearing of the evidence and the application of appropriate sanctions when necessary. Because of this, the CCS staff has a responsibility both to the faculty member who brings accusations as well as to the accused student(s).

Because CCS does not *investigate* it is essential for faculty to make all appropriate inquiries and collect all necessary evidence before referring the case to us. Faculty should identify potential witnesses who would be willing to make statements in support of a complaint. You are welcome and encouraged to contact this office while you are in the process of investigations for advice and/or further information about what information will be necessary.

Because CCS does not *prosecute* it is imperative for faculty to remember that we are not on anyone’s “side”; we are helping resolve a serious allegation, and will attempt to do so in the fairest and most equitable manner possible.

Process Questions

What will happen when CCS receives my complaint?

In cases where a student accepts responsibility for the behavior in question, an administrative decision may be appropriate. A minimum of one year of disciplinary probation is the standard precedent for such violations, in addition to appropriate educational sanctions. This may be modified depending upon circumstances, including but not limited to the severity of the incident and the student’s previous disciplinary history.

If a student denies the allegations, or if the student already has a significant disciplinary record, the case will likely be referred to the Conduct Review Board (CRB). The CRB is made up of faculty, students, and staff who have been trained by CCS to hear evidence and make decisions regarding violations of the Code of Student Conduct and/or Honor Code.

What will my role be in CCS proceedings?

When a case is resolved via an administrative meeting, the CCS case manager will contact you before meeting with the student, and will also notify you of the outcome. Because this can only happen in situations where a student accepts responsibility for the behavior in question, the resolution will most likely be known by all parties ahead of time (see our web site documentation for further information regarding sanctioning policies).

If a case is sent to the CRB for adjudication, you will be asked to attend the hearing in the capacity of a witness. *As stated above, it is important for you to provide all necessary evidence at the time of the hearing.* Decisions of the CRB are made under a “preponderance of the evidence” (i.e., “What is more likely to have happened?”). The CRB will make its decision based solely upon all available and relevant evidence pertaining to the incident in question. Hopefully, this underscores the need for supporting evidence when bringing charges of academic dishonesty.

Should you feel it necessary, you are welcome to attend the entire hearing under CRB procedures. More information regarding this will be provided to you by CCS staff at the appropriate time.

What should I do if a student reacts negatively when I confront a student due to disruptive behavior or accuse a student of academic misconduct?

Depending on how the student reacts, instructors may want to respond in several different ways. If the student becomes confrontational and/or is an immediate threat, instructors should try to remove themselves from the situation immediately and should call Campus Safety at 303.871.3000.

If the student becomes very emotional and visible upset, instructors should encourage the student to contact the Health and Counseling Center to speak with a counselor. If the situation is more immediately urgent, the instructor should contact the Counselor on Call via the Campus Safety emergency number at 303.871.3000.

If the student would like to speak to someone regarding the conduct process once a complaint is filed, instructors should direct students to the CCS office, located in the Driscoll Student Center Campus Life Suite.