

## OUTCOMES INDEX

The *Student Conduct Process* at the University of Denver utilizes two types of outcomes: **Active** and **Inactive**. Inactive outcomes 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"). Alternatively, Active outcomes 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. Typically, when a student is found responsible for violating policy a combination of one Inactive outcome and one (or more) Active outcomes are assigned in each case.

This index contains the outcomes most commonly utilized by Conduct Administrators and other hearing bodies at DU. Each outcome below is detailed in a paragraph or two. The inactive outcomes listed are standard and fixed. However, Conduct Administrators and other hearing bodies at the University of Denver are *not* restricted to these Active outcome options listed below. Ideas for additional Active outcomes are also welcome. If you happen to develop a new outcome that you believe has been beneficial, and would like to share it, please send it to the Director of Student Conduct.

### **INACTIVE OUTCOMES (p. 2)**

Warning  
Student Conduct Probation  
Suspension  
Deferred Suspension  
Dismissal

### **ACTIVE OUTCOMES**

#### **Written Assignments (p. 4)**

Academic Integrity Paper  
Alcohol Education Paper  
Apology Letter  
Campus Conversations Paper  
Conflict Management Paper  
Ethics Paper  
Marijuana Education Paper  
Media Review  
Newspaper Article  
Personal Journal  
Policy Review – Residential Living Policies  
Policy Review – Student Conduct Policies  
Reflection Paper  
Research Paper  
Violence and Aggression Paper

#### **Programs & Activities (p. 8)**

Campus Involvement Interview  
Community Education Project  
Community Service  
Educational Interview

Flyer  
Know the Code Quiz  
Poster  
Program Attendance  
Program Facilitation  
Resident Survey and Paper  
Safe Assign Session  
Student Conduct Workshop Co-Facilitation

#### **Workshops (p. 12)**

Decision Making Workshop  
E-Chug Workshop

#### **Interventions (p. 13)**

B.A.S.I.C.S Screening  
e-Chug Self-Assessment  
e-Toke Self-Assessment  
e-Toke Session  
Marijuana Assessment  
Parent/Guardian Letter  
Conduct Review Meetings  
Probation Review Meetings  
Student Conduct Counseling  
Consultation  
Threat Assessment

#### **Restorative (p. 15)\*\***

*\*\*NOTE: These outcomes are typically assigned through the Restorative Justice Conference (RJC) process.*  
Conflict Coaching Session

Community Education Meme  
Mediation Session  
RJC Reflection Paper  
Serve as a RJC Member  
"Sharing Your Story" Program Facilitation  
Thank You Letter

#### **Recommendations (p. 17)**

Recommended Campus Resources  
Recommended Counseling  
Recommended Student Conduct Probation  
Recommended Suspension  
Recommended Dismissal

#### **Restrictions (p. 18)**

Guest Restriction  
Network Use Restriction  
No Contact Order  
Music Restriction  
Substance Restriction  
Location Restriction Order  
Trespass Order

#### **Financial (p. 19)**

Fine  
HRE Fine  
Restitution

*Updated 09/10/2014*

## **INACTIVE OUTCOMES**

### **Warning:**

A warning is given to notify a student that their behavior has been inconsistent with the expectations of the University. A warning has no immediate effect upon a student's status at the University. However, once given a warning, students should expect different outcomes to result from any subsequent violations.

*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.*

### **Student Conduct Probation:**

Probation serves to notify a student that they must avoid any further violations of the Student Conduct Policies for a specified period of time in order to remain a student at the University. 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.

*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 Student Conduct.*

*As of the 2006-2007 academic year, the Office of International Education 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:**

A student who has been suspended from the University may not participate in any University activities, academic or otherwise, for a specific period of time, and will be restricted from all University premises and activities. A suspended student who wishes to re-enroll must apply for re-entry to the University and must also apply to the Director of Student Conduct, who will 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 suspended.

*Note: Suspensions can only be applied by Conduct Review Boards and should be utilized for cases in which a student has either (a) violated many “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. The maximum suspension period should be no more than an entire academic year from the time of the incident. If a longer suspension is being considered, then dismissal should be reviewed as a more appropriate outcome.*

### **Deferred Suspension:**

Deferred Suspension means that the student is not in good standing with the University and may be ineligible for co-curricular activities, including study abroad. A student who is placed on Deferred Suspension must avoid any further violations of the Honor Code and Student Conduct policies in order to remain a student here at the University. Should the student be involved in any further policy violations while on Deferred Suspension, the student will be issued an Interim Suspension until responsibility in the incident can be determined. An Interim Suspension will result in your immediate removal from the campus property, which will prohibit you from attending classes and/or academic meeting, living in on-campus or University-owned housing (as applicable), and participating in any activity intended for students that is associated with the University.

If students are found responsible for further violations of policy while on Deferred Suspension status, suspension or dismissal from the University is probable.

### **Dismissal:**

A student who has been dismissed from the University is permanently prohibited from participating in any University activities, academic or otherwise, and will be restricted or trespassed from all University premises and activities.

*Note: Dismissals are the most severe outcome applied through the Student Conduct Process and can only be utilized by Conduct Review Boards. Dismissal should be applied for cases in which a student has either (a) violated many “minor” policies on multiple occasions with no change in behavior, or (b) committed a serious violation which is also illegal or otherwise would be inappropriate even if not a violation of University policy.*

## **ACTIVE OUTCOMES - WRITTEN ASSIGNMENTS**

### **Academic Integrity Paper:**

The purpose of this outcome is for the student to gain a better understanding of the value of academic integrity, why it is important, and the impact that technology has on academic integrity.

General items to address in the paper include:

- defining academic integrity and why it is important to the University;
- what solutions to a hypothetical situation might be effective;
- the value and purpose of websites that provide completed papers to students;
- a reflection on the incident that led to this outcome; and
- a response to how this incident has impacted the student's college career and life post-graduation.

### **Alcohol Education Paper:**

The purpose of this outcome is to explore the student's own understanding of alcohol, pop-culture depictions of alcohol, some of the effects of alcohol, the impact of this incident, and that student's personal support systems.

General items to address in the paper include:

- An evaluation of the current legal drinking age and possible consequences to changes;
- How a character in a movie/play acted in a situation when given the choice to consume alcohol;
- A description of the differences between types of alcohol and the effects on one's behavior, body and brain;
- Based on experience, how one might behave in a similar situation in the future;
- A response to how this incident has impacted the student's college career and life post-graduation;
- A discussion of how the respondent would recognize alcohol as a problem, as well as a description of how to seek support, if needed, and what that support would look like.

### **Apology Letter:**

The purpose of this outcome is to provide the student an opportunity to write a letter to an individual affected by that student's actions, explaining the behavior related to the situation that prompted this outcome. The letter should reflect an understanding of the inappropriateness of the behavior and the impact it had on the letter's recipient.

### **Campus Conversations Paper:**

This outcome requires students to write a response to a relevant question from *Campus Conversations: A Book of Questions for College Students*. The purpose of this assignment is to gain a better understanding of the assigned topic. First, the student asks at least three other DU community members (students, staff, or faculty) for their perspective of this question. Each person's name, position at DU, and answers should be included in the written response. Next, the

author should summarize their own response to the question and the reason(s) for their perspective. Finally, the author should compare and contrast their own response to responses of the three community members indicating any new information learned through the process.

### **Conflict Management Paper:**

The purpose of this assignment is to explore one's own orientation to conflict and how you address it.

General items addressed in the paper include:

- A description of how the author learned to deal with conflict and its effectiveness;
- An evaluation of published conflict management styles;
- Developing and analyzing strategies for effectively managing conflict in a hypothetical situation;
- An evaluation of how interpersonal conflict was resolved in a movie, play or television show;
- A reflection on the incident which resulted in this outcome; and
- A response to how this incident has impacted one's college career and life post-graduation.

### **Ethics Paper:**

The purpose of this assignment is to explore the student's own ethical framework, the evolution of one's ethics, how those ethics present themselves, and how to manage one's ethics in conflict. The student will also be required to examine an ethical dilemma, as it has been portrayed in the media.

General items to address in the paper include:

- A discussion of the origin of ethics and factors that contribute to individual ethical frameworks;
- A response to a hypothetical ethical dilemma;
- An evaluation of the decision made by characters in a movie, play or television show when confronted with an ethical dilemma;
- A reflection on the incident which resulted in this outcome; and
- A response to how this incident has impacted your college career and life post-graduation.

### **Marijuana Education Paper:**

The purpose of this outcome is to explore student's own understanding of marijuana, pop-culture depictions of marijuana, some of the psychological and physiological effects of marijuana, and the impact of the incident that prompted this outcome.

General items addressed in the paper include:

- An evaluation of the legality of marijuana use and possible consequences to changes to the law;
- How a character in a movie/play/television show acted in a situation when given the choice to use marijuana;

- Describe the variables that have an effect as well as the overall effects on one's behavior, body and brain, especially for college students;
- Based on experience, how you might behave in a similar situation in the future;
- a response to how this incident has impacted your college career and life post-graduation;
- a discussion of how you would recognize marijuana as a problem, as well as a description of how to seek support, if needed, and what that support would look like.

#### **Media Review:**

This outcome serves as an opportunity to write a review of a specific media on an assigned topic. The purpose of this assignment is to gain a better understanding of the topic and the media representation of this topic. The author should summarize the content and explore how it relates to the situation that prompted this outcome.

#### **Newspaper Article:**

This outcome serves as an opportunity to write a reflective article which will then be submitted to The Clarion for possible publication. The purpose of this assignment is to reflect on the situation that prompted this outcome in order to show understanding of the inappropriateness of the behavior in question and the impact it had on one's self and the University community. This article can be submitted with, or without, the student's name.

#### **Personal Journal:**

This outcome serves as an opportunity to maintain a written journal each day for a two-week period. The purpose of this journal is to reflect on the author's decision-making in order to be better prepared for future decisions. Each day, in this journal, the author is required to address specific questions related to decisions made, the process of making those decisions, and alternate choices that could have been made. Questions include:

- What were the most important decisions you made regarding your own behavior or lifestyle today?
- How did you go about making these decisions?
- Were your decisions the \"best\" decisions you could make? What other options did you have?
- What did you learn about yourself today?

#### **Policy Review - Guide to Residence Living:**

This outcome serves as an opportunity to write a review of a relevant Residential Living policy as outlined in the Guide to Residence Living. The purpose of this assignment is to gain a better understanding of what these policies entail and the rationale behind them. In the review, the author should summarize the policy and explore how it relates to the incident that prompted this outcome. The author will state the rationale behind the policy and elaborate on the consequences

for members of the University community if the policy did not exist. For your convenience, the Guide to Residence Living may be accessed via the Housing and Residential Education website.

### **Policy Review - Student Conduct Policies:**

This outcome serves as an opportunity to write a review of the relevant Student Conduct Policy as outlined in the *Honor Code*.—The purpose of this assignment is to gain a better understanding of what the Student Conduct Policies entail at DU and the rationale behind them. In the review, the author should summarize the Student Conduct Policy and explore how it relates to the incident that prompted this outcome. The author will state the rationale behind the Student Conduct Policy and elaborate on the consequences for members of the University community if the policy did not exist.

### **Reflection Paper:**

The purpose of this outcome is for the student to gain a better understanding of the importance of community expectations and how an individual's behavior impacts those around them.

General items to be included in a student's response include:

- An explanation of how the campus policies governing student behavior serve a community;
- An explanation of how one's own behaviors were inconsistent with student conduct expectations;
- An evaluation of the community and individual impact by the incident for which the student is completing this outcome;
- Based on experience, how the author might behave in a similar situation in the future;
- a response to how this incident has impacted one's college career and life post-graduation; and
- the most important thing learned from this experience.

### **Research Paper:**

This outcome serves as an opportunity to write a research paper on an assigned topic relevant to the violation for which that individual was found responsible. The purpose of this assignment is to gain a better understanding of that topic and how what the author discovers about the topic will affect future decisions.

### **Violence and Aggression Paper:**

The purpose of this assignment is for the student to explore their own thoughts on violence and aggression, identify alternative conflict resolution techniques and examine violence as means of conflict resolution from an example in pop-culture.

General items addressed in the paper include:

- A description of how the student learned to deal with conflict and its effectiveness;
- An evaluation of published conflict management styles;
- Describe methods of non-physical methods of conflict resolution and evaluate their anticipated effectiveness;

- Develop and analyze strategies for effectively managing conflict in a hypothetical situation;
- An evaluation of how interpersonal conflict that resulted in violence was resolved in a movie, play or television show;
- A reflection on the incident which resulted in this outcome; and
- A response to how this incident has impacted one's college career and life post-graduation.

### **ACTIVE OUTCOMES - PROGRAMS & ACTIVITIES**

#### **Campus Involvement Interviews:**

This outcome serves as an opportunity to attend a meeting of three different student organizations on campus and/or interview three different student leaders from different student organizations about their organization. The purpose of this outcome is to gain a better understanding of how students can become involved on campus, as well as to begin networking with peers. Once meetings/interviews are completed, the student must then write a reflective essay addressing the following:

- What organizations did you research and why did you choose them?
- What organizations, if any, does the student think they will join and why?
- How does student involvement on campus benefit the student?
- How does student involvement on campus benefit the community?

#### **Community Education Video:**

This outcome serves as an opportunity to teach the University community what the student has learned from their experience through the Student Conduct process. This is also an opportunity for the student to repair the harm that was caused by the student's actions and to help prevent future students from having to endure the experiences the student has endured. As part of the Community Education Project, the student is required to tell his or her story through video depiction and in doing so, address the following questions:

- Who are you? Why are you here as an undergraduate student at DU?
- What are your thoughts about getting caught prior to the incident that brought about this case?
- What happened during the incident that prompted the Student Conduct case and the subsequent case resolution process?
- How have you been impacted throughout this process?
- Who else has been impacted from this incident and how?
- What, if anything, have you learned from this case resolution process?

Ultimately, the student will produce a 3-5 minute video that can be shown to students prior to their arrival on campus to help them learn from the student's experience. This video may be used for other educational purposes, as deemed appropriate by the Student Conduct staff. Other types of education projects (i.e., other than a video) will be considered as long as the objective of the project is to educate other students to help them learn from the student's experience. The purpose of this project is to help others learn from the Respondent's experiences. The student is responsible for

submitting a proposal for the project, and it must be accepted by Student Conduct before the project can move forward.

### **Community Service:**

This outcome serves as an opportunity to complete a specified number of hours of community service with an office/agency approved by the Conduct Administrator who facilitated resolution to the case. The purpose of this outcome is to provide students with the opportunity to gain a better understanding of what it means to be part of a community and how community members support one another. Students must receive approval from the Conduct Administrator who resolved the case prior to beginning their community service. Generally, students are expected to complete five hours per week until the outcome has been fulfilled. Exceptions will NOT be made to accommodate work schedules or co-curricular activities, including athletics. Students are advised to make immediate contact with the service office/agency in order to complete the assigned service on time. Once all service hours are completed, students must also write a reflective paper addressing the following questions:

- What does it mean to you to be a part of the University of Denver community?
- What responsibilities do you have as a member of this community?
- In what way did your actions in the incident, which prompted this outcome, impact the community?
- What did you learn from completing this community service?

### **Educational Interview:**

This outcome serves as an opportunity to interview a professional on the topic specified by the Conduct Administrator that facilitated the case resolution. The purpose of this outcome is to gain a better understanding of the topic in question. Students are encouraged to call immediately to schedule an appointment for the interview. Once the interview is completed, the student must then write a reflective paper addressing the following questions:

- What did you discuss specifically in the interview?
- What information garnered from the interview was previously unknown to you?
- In what way did the information gathered relate to the incident which prompted this particular outcome?
- Would this information have impacted the student's decisions if known at an earlier time?

### **Flyer:**

This outcome serves as an opportunity to create an 8.5" x 11" flyer that will be distributed around campus for the community to see. This flyer will address a specific policy that the student violated. The purpose of this outcome is to gain a better understanding of the policy in question, as well as to educate the student's peers on the policy. The flyer must be created electronically so that it can be duplicated and distributed and should include imagery, color, and differentiation in font. The student should assume that the flyer will be printed on white paper. Flyers must conform to all

residence hall posting policies. The Conduct Administrator who facilitated resolution to the student's case will review the flyer, and notify the student of approval prior to distributing it to other students.

**Know the Code Quiz:**

This outcome serves as an opportunity to complete the Know the Code Quiz, which can be found at <http://www.du.edu/studentlife/OSC/knowthecode.html>. The purpose of this assignment is to become more familiar with the *Honor Code* at DU. The student must answer sixteen of twenty questions correctly in order to successfully complete this outcome.

**Poster:**

This outcome serves as an opportunity to create a poster board on an assigned topic. The purpose of this outcome is to gain a better understanding of the topic, and to educate one's peers on this topic as well. The poster board must be no smaller than 24" X 36" and must include information from appropriate on-campus or off-campus resources. The poster board should include imagery, color, and differentiation in font. The creator's name must be printed clearly on the front of the poster in letters no smaller than one inch high. The poster must conform to all residence hall posting policies. The Conduct Administrator that facilitated resolution to the student's case will review the poster, and notify the creator of approval prior to displaying it.

**Program Attendance:**

This outcome serves as an opportunity for the student respondent to attend a program or workshop on campus that addresses a topic specified by the Conduct Administrator who resolved the case. The purpose of this outcome is to gain a better understanding of the topic in question. The student will need to determine the time, location, and availability of a program or workshop, and then submit this information to the Conduct Administrator who heard the case for approval prior to attending the session. Once the program has been attended, the student must write a paper reflecting on the following questions:

- Upon reflection of the program, please provide a summary of it.
- How does this information relate to the policies that the student was found responsible for in the incident which prompted this outcome?
- How would the student act if placed in a future similar situation and why?
- What is the most important thing learned from this entire experience?

**Program Facilitation:**

This outcome serves as an opportunity to facilitate an educational program on a topic specified by the Conduct Administrator who resolved the case. The purpose of this outcome is to better understand the topic in question and to educate those around you on the same. This program must be at least thirty minutes in length and be presented in conjunction with appropriate University community members. The student is to gather information on the topic and develop a program outline. The student will also be responsible for creating and executing program publicity, as well, in order to drum up interest among DU community members. The student is expected to utilize at

least three (3) published sources in creating this program. The program supervisors, sources, and program outline must be approved in advance by the Conduct Administrator who facilitated resolution to the case. There must be at least ten people in attendance for the full length of the program. Once the student has facilitated the program, they must write a paper reflecting on the following questions:

- What kind of Information did you gather for the program?
- How does this information relate to the incident that led to this outcome?
- How would you act if a similar situation was presented to you in the future?
- What is the most important thing learned that you learned from the entire experience, i.e., from the incident, to the case resolution process, and the facilitation of the program?

### **Resident Survey & Paper:**

This outcome serves as an opportunity for the student to survey the residents on their floor about an assigned topic. The purpose of this outcome is to gain a better understanding of the student's peers' perception of the topic in question. The student must first create 3-5 questions to include on this survey to address the given topic. Once those questions are created, they must be submitted to the Conduct Administrator who facilitated the case resolution for approval prior to handing out the survey to residents on the floor. Upon approval of the questions, the student must then hand surveys out to each resident on the floor, including the Resident Assistant. The student must receive at least 50% of the surveys in order to complete this outcome.

Once at least 50% of the students have returned their surveys, the student will need to compile the results and determine the attitudes on the floor indicated by the results. Finally, the student must write a paper, which addresses the following questions:

- Summarize the survey results and evaluate how the results differ from your expectations of the survey results;
- How does the information gathered in the survey relate to the policy the student was responsible for violating?
- How might one act differently from the way you did in a similar future situation?
- What is the most important thing you have learned, if anything, from the experience? If you haven't learned anything, explain why not.

### **SafeAssign Session:**

This outcome serves as an opportunity to attend a SafeAssign Instruction Session in the Center for Teaching and Learning to learn how to utilize SafeAssign, a plagiarism-scanning tool that is part of Blackboard. Additionally, students will be required to complete the Academic Integrity Quiz and obtain a score of 100%. The purpose of this outcome is to gain a better understanding of Academic Integrity and to help students avoid inadvertently plagiarizing in the future by having the use of this tool.

Once the session is completed, the student must then write a reflective essay addressing the following questions:

- What did you learn in regards to your session about SafeAssign?

- Was there any information you learned throughout the session that you were you previously unaware of?
- In what way did the information that you gathered from this session relate to the incident that prompted this outcome?
- Would this information have impacted your decisions if you knew it at an earlier time?

#### **Student Conduct Workshop Co-Facilitation:**

This outcome serves as an opportunity to assist in the facilitation of a Student Conduct workshop. The student will need to contact Student Conduct to schedule a time to meet with the facilitator of the workshop, in order to become familiar with the workshop materials and the facilitator. The purpose of this outcome is to help educate one's peers on a specific topic. Once facilitation of the workshop is completed, the student is also required to write a paper reflecting on the following questions:

- How did co-facilitating the workshop enhance your learning since you've experienced the case resolution process?
- How might your actions differ in a future similar situation?
- What is the most important thing you have learned?

### **ACTIVE OUTCOMES - WORKSHOPS**

#### **Decision Making Workshop:**

This outcome serves as an opportunity to attend a two-hour Decision Making Workshop, which is regularly offered by Student Conduct. The purpose of this workshop is to develop an understanding of the decision-making process and the factors that impact one's decisions. The written assignments/homework must be emailed to the workshop facilitator by the deadline to fully complete this outcome.

#### **e-Chug Workshop:**

This outcome serves as an opportunity to attend a 90-minute e-Chug Workshop, which is regularly offered by the Health and Counseling Center (HCC) staff. The purpose of this outcome is to provide students an opportunity to explore their alcohol use and to discuss ways to manage risk when using alcohol. Students are also invited to share their experiences with alcohol in a confidential setting; however, they are not required to do so. The workshop and homework must be completed and emailed to Student Conduct by the deadline to fully complete this outcome.

## **ACTIVE OUTCOMES - INTERVENTIONS**

### **B.A.S.I.C.S. Assessment:**

This outcome serves as an opportunity to complete the Brief Alcohol Screening and Intervention for College Student (BASICS) assessment administered by the Health and Counseling Center (HCC). The purpose of this outcome is to provide the student with the opportunity to take a close look at the role alcohol plays in their life. The BASICS assessment consists of two separate, individual 50-minute appointments with a counselor or health educator from the HCC. BASICS focuses on information gathering (an intake interview & drink tracking homework between sessions), assessments tools, and written feedback utilizing the aforementioned information obtained. Please note: there is a fee assessed with this outcome.

Students may set up this appointment by calling the HCC. Students must also attend a follow-up session and may be required to complete the recommendations as determined by this assessment in order to fully satisfy this outcome. Students will have to sign the Release of Information form to ensure that the counselor can inform Student Conduct of compliance with this requirement; however, the content of the sessions will remain confidential.

### **e-Chug Self-Assessment:**

This outcome serves as an opportunity to complete the online alcohol self-assessment “e-CHUG” and write a reflection paper regarding the feedback received. The purpose of this outcome is for the student to examine their alcohol use. The e-CHUG self assessment is an online personalized feedback tool that provides the user with information about patterns of use, personal risk factors (tolerance, family risk, etc.), calories from alcohol consumed, amount of money spent on alcohol, and risk reduction to drink in a less risky way if one chooses to drink. This outcome is accompanied by a reflection paper.

### **e-Toke Self-Assessment:**

This outcome serves as an opportunity to complete the online marijuana self-assessment “e-TOKE” and write a reflection paper regarding the feedback received. The purpose of this outcome is for the student to examine one’s own marijuana use. This outcome is accompanied by a reflection paper.

### **e-Toke Session:**

This outcome serves as an opportunity to complete an “e-TOKE” session, offered by the University of Denver Health and Counseling Center (HCC), and write a reflection paper regarding the feedback received. The purpose of this outcome is for the student to examine their marijuana use, provide the student with information about personal risk factors, and risk reduction strategies if one should choose to use. Please note: there is a fee assessed with this outcome. Further, students will have to sign the Release of Information form to ensure that the counselor can inform Student Conduct of compliance with this requirement; however, the content of the sessions will remain confidential.

**Marijuana Assessment:**

This outcome serves as an opportunity to complete Marijuana Assessment as administered by the Health and Counseling Center (HCC). The purpose of this outcome is to provide the student with the opportunity to take a close look at the role marijuana plays in their life. The Marijuana Assessment consists of two separate, individual 50-minute appointments with a counselor or health educator from the HCC. The Marijuana Assessment focuses on three things: 1) information gathering through an intake interview and subsequent tracking of your marijuana use, 2) tools to help assess your marijuana use, and 3) a written reflection of what you have learned throughout the process, utilizing the aforementioned information obtained. Further, students must also attend a follow-up session and may be required to complete the recommendations as determined by this assessment in order to fully satisfy this outcome. Students will have to sign the Release of Information form to ensure that the counselor can inform Student Conduct of compliance with this requirement; however, the content of the sessions will remain confidential.

**Parent/Guardian Letter:**

The University of Denver has established a parental/guardian notification policy, which states that parents or guardians may be notified as a result of certain Student Conduct Policy violations. The purpose of this outcome is to inform parents or guardians of the incident in which a student was involved, as well as the result of the case resolution process through Student Conduct. Students who are required to write a letter must include the following points:

- Explain the incident in which you were involved that prompted this outcome.
- Explain how the behavior was inconsistent with University expectations;
- Explain how one might act if placed in a similar situation in the future; and
- Explain what you have learned from this experience.

Students will submit the letters for review to the Conduct Administrator who assigned the outcome. The student letters will then be forwarded to the student's parent/guardian along with a standard notice letter from Student Conduct.

**Conduct Review Meetings:**

This outcome serves as an opportunity to attend regular Conduct Review Meetings through a date specified by Student Conduct. The Conduct Administrator assigning the outcomes will meet with the student and determine the number and length of meetings. The purpose of these meetings is to check in with the student, have a conversation with them, and make sure they are meeting the University's expectations. Students may be assigned additional outcomes as deemed necessary. Any missed meetings without prior approval *may* result in further student conduct action.

**Probation Review Meetings:**

In addition to Student Conduct Probation, students may be required to attend regular Probation Review Meetings through a date specified by Student Conduct. During this period of time, the student must meet with the Conduct Administrator who assigned the outcomes once every week

for thirty (30) minutes. The purpose of these meetings is to have a conversation with the student to check in and make sure they are meeting the University's expectations. Students may be assigned additional outcomes as deemed necessary. Any missed meetings without prior approval *may* result in further student conduct action. All requests for rescheduling must be made at least 24 hours prior to the scheduled meeting.

#### **Student Conduct Counseling Consultation:**

This outcome serves as an opportunity to attend a one-time Counseling Consultation at the Health and Counseling Center (HCC). The purpose of this outcome is to discuss a topic determined by the conduct administrator; however, students are encouraged to use this opportunity to discuss any challenges that they may be experiencing. Students *may* be required to complete any recommendations from the counselor in order to fully satisfy this outcome. Students will have to sign the Release of Information form to ensure that the counselor can inform Student Conduct of compliance with this requirement. The content of the sessions will remain confidential. Please note that there may be a fee assessed with this outcome, dependent on the student's health insurance plan at DU.

### **ACTIVE OUTCOMES - RESTORATIVE**

#### **Conflict Coaching Session:**

This outcome serves as an opportunity to complete a Conflict Coaching Session with a trained Conflict Coach. The purpose of this outcome is for the student to gain a better understanding of their own conflict style and how to best approach conflict situations in the future. The content of the session will remain confidential, but Student Conduct will be notified of the student's successful completion of this outcome by the Conflict Coach. Please note: There is a fee associated with this outcome.

Once a student has participated in the Conflict Coaching Session, they are required to complete a 500-word reflection essay addressing the following questions:

- What did you learn about your conflict management skills as a result of this session?
- How do the skills you learned in this session relate to the behavior for which you were found responsible?
- How can you utilize the skills discussed in this session in the future?
- If you feel you did not learn anything from this session, please explain why.

#### **Community Education Meme:**

This outcome serves as an opportunity to create a meme on a topic designated by Student Conduct. This meme may be posted to the DU Meme Facebook page or used for other educational purposes. The purpose of this outcome is to gain a better understanding of the topic assigned and to educate other students on this topic as well. The meme must be submitted for approval by Student Conduct prior to posting it on Facebook. The meme must remain publicly posted for a period of at least two weeks.

**Mediation Session Recommendation:**

It can be recommended that a student participate in a Mediation Session to discuss the actions that took place in a particular case. The purpose of this outcome is for the student to gain a better understanding of how their actions impacted the other people involved. Prior to the formal Mediation Session, students will need to complete a one-on-one assessment meeting with a mediator in Conflict Resolution Services (CRS) to assure that moving forward with a Mediation Session is appropriate.

**RJC Reflection Paper:**

This outcome serves as an opportunity to write a paper reflecting on the student's behavior during the incident which prompted this outcome, how that behavior impacts the DU community, and the student's experience with the Restorative Justice Conference (RJC). The purpose of this outcome is for the student to gain a better understanding of the importance of community expectations and how an individual's behavior impacts those around them.

General items to be included in a student's response include:

- How do the Student Conduct Policies outlined in the Honor Code serve a community?
- How was your behavior during the incident inconsistent with DU's Student Conduct Policies?
- During the RJC, you were able to hear directly from several individuals who were directly impacted by your actions in this incident. What was your reaction to their responses?
- Thinking about the incident that prompted this outcome, if you were in a similar situation in the future, how would your behavior be similar and/or different? Why?
- How do you think this incident has impacted your college career? What impact do you think it could have post-graduation?
- How was your RJC experience? What surprised you? How did you feel?
- What is the most important thing you have learned from this experience?

**Serve as a RJC Member:**

This outcome serves as an opportunity to participate in at least one Restorative Justice Conference (RJC) as a community member. The purpose of this outcome is for the student to help give back to the community and to better understand an individual's role in a community.

**"Sharing Your Story" Program Facilitation:**

This outcome provides an opportunity for a student to share their story surrounding the incident, and the subsequent case resolution process they have gone through since, with a specified group (e.g., athletic team, residence hall floor-mate, etc.). The purpose of this outcome is to educate others familiar with the student regarding their experiences and possibly restore any harm done to the community. This program must be presented in conjunction with appropriate University community members

Once the student facilitates the program, they must write a paper that addresses the following questions:

- Reflect on the information you gathered to develop this program. Write a summary of the information presented. Is this new information to you?
- How does this information relate to the policy violations that you have been found responsible for in the incident that prompted this outcome?
- If placed in a similar situation to the one that led to this outcome, how would your actions be similar or different? Why?
- What is the most important thing you have learned from this experience?
- If you have not learned anything from this experience, please explain why.

**Thank You Letter:**

This outcome serves as an opportunity to write a letter of thanks to a particular individual for the actions they took to be helpful in the incident in which the student was involved. The letter should reflect an understanding of the inappropriateness of the student's behavior, the impact it had on the letter's recipient, and the student's appreciation for the constructive action taken by the recipient. Please note that the letter will be reviewed and must be approved by Student Conduct staff prior to being forwarded to the recipient.

**ACTIVE OUTCOMES - RECOMMENDATIONS**

**Recommended Campus Resources:**

A student may be provided with a list of resources available at the University of Denver that may be of value to the student in order to make the most of their DU experience. Resource options includes: Health & Counseling Center, Student Activities, Greek Life, Career Services, etc.

**Recommended Counseling:**

It may be recommended that students utilize counseling services to help address any emotional or mental health challenges they may be experiencing. Although this is not a requirement, this recommendation will remain in one's student conduct file.

**Recommended Student Conduct Probation:**

Students who commit frequent and/or severe violations may be advised that any further violation of any Student Conduct Policy or Residential Living policy will likely result in that student being put on Student Conduct Probation for a minimum of one academic term.

**Recommended Suspension:**

Students who commit frequent and/or severe violations may be advised that any further violation of any Student Conduct Policy or Residential Living policy will likely result in that student's suspension from the University.

**Recommended Dismissal:**

Students who commit frequent and/or severe violations may be advised that any further violation of any Student Conduct Policy or Residential Living policy will likely result in that student's dismissal from the University.

**ACTIVE OUTCOMES - RESTRICTIONS****Guest Restriction:**

A student may be restricted from hosting guests in University residence halls at any time through a date set by the Conduct Administrator. This restriction includes all non-University community members other than parents and/or guardians. Failure to comply with these terms may result in additional charges, leading to a suspension or dismissal from the University.

**Network Use Restriction:**

A student may be prohibited 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 through a date set by Student Conduct. This restriction does not apply to use required of you during class sessions for which you are registered. Failure to comply with these terms may result in additional charges, leading to a suspension or dismissal from the University.

**No Contact Order:**

A student may be required to have absolutely no contact with another individual until a date set by Student Conduct. This 'No Contact Order' prohibits any form of communication between the individuals whether verbal or written, in person or via telephone, email, or any other electronic media including text messages, Facebook, etc. This also includes any contact through the means of a third party. Failure to comply with these terms may result in additional charges, leading to a suspension or dismissal from the University.

**Music Restriction:**

A student may be restricted from listening to music of any type in one's residence hall room without the use of headphones through a date set by the Conduct Administrator. This restriction includes any other electronic devices with speakers and applies to both the student respondent and any guests that individual may host. Failure to comply with these terms may result in additional charges, leading to a suspension or dismissal from the University.

**Substance Restriction:**

A student may be restricted from being on any University property or at any University event under the influence of alcohol or drugs through a date set by the Conduct Administrator. This restriction means being on University property or at a University event within six hours of using any amount of alcohol or drug. Residence hall staff and Campus Safety will be made aware of this restriction. Failure to comply with these terms may result in additional charges, leading to a suspension or dismissal from the University.

**Location Restriction Order:**

A student may be restricted from the University of Denver campus property in its entirety OR from specific buildings/location(s). This 'Location Restriction Order' is to remain in effect until further notification from Student Conduct. Should a restricted individual be found on campus property or in/on the specified location while this restriction is in effect, Campus Safety will be contacted with the recommendation that the individual be removed promptly. Failure to comply with these terms may result in additional charges, leading to a suspension or dismissal from the University.

**Trespass Order:**

A student may be trespassed from the University of Denver campus. This 'Trespass Order' is to remain in effect until further notification from Student Conduct. Should a trespassed individual be found on campus property while this order is in effect, the Denver Police Department will be contacted with the recommendation that the individual be arrested for trespassing. Failure to comply with these terms may result in additional charges, leading to a suspension or dismissal from the University. Please note: A 'Trespass Order' is typically issued by a member of the Student Conduct staff in conjunction with Campus Safety.

**ACTIVE OUTCOMES - FINANCIAL****Fine:**

A student may be required to pay a fine in order to repair any harm caused as result of their actions. Payment must be in the form of a check or money order payable to the University of Denver.

**HRE Fine:**

A student may be required to pay a fine as result of their actions within the residence halls per the Guide to Residence Living policies. The HRE Fine will be added to the student's tuition bill by the HRE central office staff and will be reflected in the student's account on PioneerWeb for reference.

**Restitution:**

A student may be required to pay restitution as a result of their actions. The purpose of this outcome is to recover financial losses as a direct result of the student's behavior.