

File 1

INDIANA STATE UNIVERSITY

FACULTY SENATE, 2013-2014

EXECUTIVE COMMITTEE

February 25, 2014 3:30pm, HMSU 227

Agenda

I. Administrative Reports: President D. Bradley, Provost R. Williams

II. Chair Report: S. Lamb

III. Approval of the Executive Committee Minutes of February 11, 2014 **(File 2)**

IV. Fifteen-Minute Open Discussion

V. SAC Informational Item: Modifications to the Code of Student Conduct **(File 3a, 3b, 3c)**

VI. Counseling Minor: C. Tucker

File 2

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EXECUTIVE COMMITTEE

February 25, 2014 3:30pm, HMSU 227

Minutes

Members Present: S. Lamb, C. MacDonald, R. Guell, A. Anderson, T. Hawkins, B. Kilp, C. Olsen, V. Sheets, K. Yousif

Ex-Officio Absent: President D. Bradley, Provost R. Williams

Guests: J. Buffington, C. Enyeart, L. Rosenhein, C. Tillery

1. Administrative Reports: President D. Bradley, Provost R. Williams: Absent
2. Chair Report: S. Lamb:
 - a. I do not have a formal report at this time, but I do want to convey to you that when we get to the Code of Conduct discussion, there was no intent by the President to circumvent the normal procedures, and it will go through normal channels. There was miscommunication—a lack of understanding of normal procedure, but I did ask that this item be pulled from the Board’s agenda and C. Tillery and the President were very helpful. I think we can, with the slight addition of a recommendation, alter the situation.
 - i. R. Guell: When the Board agenda is produced, whose responsibility is it to respond to it?
 - ii. S. Lamb: Normally for any item that we have purview over, it’s the responsibility of the chair.
3. **Approval of the Executive Committee Minutes of February 11, 2014: C. MacDonald, A. Anderson: Vote: 9-0-0**
4. Fifteen-Minute Open Discussion
 - a. S. Lamb: C. MacDonald attended the meeting for Inside Track. What were the results of that meeting?
 - i. C. MacDonald: Inside Track is the academic coaching program instituted this year where 1000 first year students have the opportunity to receive coaching. They presented some interesting data. The 2009-2011 average retention rate was 80.1%, just to give some base data. The goal was to retain 83% of these 1000 students. The coached group had a Fall-to-Spring retention ratio of 84.5%. The odd news is that the control group of 1000 students, who received no coaching, had an 84.7% retention rate. As to

why, they had several reasons. Inside Track did say their program is designed to optimize Fall-to-Fall retention. They provide students clarity on their goals, and when some of them receive it, they leave sooner. There are always some students who shouldn't be there. Another reason listed was that we have a number of other institutional initiatives going on simultaneously. Also, students who are receiving this coaching may be spreading this knowledge to others who aren't being coached. They will present an update in Fall 2014.

- ii. S. Lamb: What was the previous retention rate?
 - iii. C. MacDonald: 80.1%.
 - iv. R. Guell: That data also included a year we had a Fall-to-Fall of fifty-something.
 - v. V. Sheets: Is it anticipated at this point that we will continue with this?
 - vi. C. MacDonald: It is not determined at this point. Some schools had initial numbers worse than their goals and got better. They did say all students were given a choice about being in the coached group. They aimed for 92-94 percent participation and the rate was 98 percent.
 - vii. S. Lamb: If that's the case then there is no problem with self-selection.
- b. S. Lamb: You all remember when we went to Senate one or two meetings ago about the vote for contract faculty having the right to participate in the petition to have a chair dismissed or participate in the selection of a chair...that vote did fail. The Senate did not go that route. If you recall it was J. Conant who made an effective speech stating the hardship these people would have to endure if they did participate and were on the losing side of the vote. It was assumed that they would want to be protected and that argument won the day. I think it was N. Hopkins who called for a petition to be sent out to contract faculty to enquire of them their position. R. Guell worked back and forth developing that petition with several who made those initiatives.
- i. R. Guell: Seventy-five percent of Instructors reported that they would like to participate in the vote. It was 75% for and 25% against for both questions. There was a more than fifty percent response rate. The prevailing thought at the Senate was that they did not want the vote, that they actively wanted protection from a vote. There is clear evidence against that position.
 - ii. K. Yousif: I seem to remember that vote in the Senate was quite close. It's recorded as 12-16. I still think it was close enough that there wasn't a huge disparity.
 - iii. R. Guell: Two things colored that vote: the cogency of the arguments of Conant and Hopkins and the existence of current Communication dispute. It made a concrete example of what we were talking about.

- iv. S. Lamb: It was a close vote, because it was a rational, well-presented, articulate argument, and we listened. Nevertheless, the view that the contract faculty do not want the vote is incorrect. They do want the vote, period.
 - v. R. Guell: My view of where we should go is that there is some cleanup needed to verify what we all agreed to, but we essentially need another vote about whether we want to reconsider our previous position on the chair selection/removal issue. If we maintain our view, that's fine, but it will be overturned. If we choose to change our own mind it is easier to change the Constitution on our own rather than have it changed for us.
 - vi. V. Sheets: I would much rather we do it on our own. I do wonder, are we allowed to revisit the same issue with the same version of the document? Something similar was raised when I was Chair.
 - vii. S. Lamb: It is going to be slightly changed.
 - viii. T. Hawkins: My understanding is that it can be re-introduced.
 - ix. R. Guell: It depends on the institutional definition of the word "session."
 - x. T. Hawkins: We are having a new session in March with new business.
 - xi. C. Olsen: Part of the problem is that it affects a tiny number of departments in a big way—that it would skew things.
 - xii. R. Guell: That was my original view, but I have since changed my mind.
 - xiii. S. Lamb: Do we have your blessing to pursue this again? We will rewrite it and present it next time we are here and carry it to Senate.
 - xiv. R. Guell: I want to be clear. There is a constitutional language change that is involved in the "fix" part. In 245.1 there is the need to insert the word "regular." We would have to ask T. Hawkins if we have to follow the Constitution to change the language or if it is a technical consequence. The language of the Constitution is not clear. Do we have to go to a two-meeting vote process and faculty-wide vote?
 - xv. T. Hawkins: It is a regularization of language rather than a change of language. It is my view that we can authorize that change without the long process. It's Chairperson Lamb's call.
- c. S. Lamb: Thank you, Tim. On the Textbook policy, I think I asked for so much simplification of language that the resulting document became confusing. I have challenged R. Guell to rewrite it so the language is clearer. As you might recall the President wasn't sure that we were involving ourselves with texts that were just being used once a year. At the President's request that got inserted. It's of no value and no savings to the institution. I think the President recognized that and it may change. I have asked for the document to be clarified in the manner we wish it to be. That will come back here. The Provost is in favor of this as well. He said

there was a conflict at the highest levels working to try and interpret this. We will bring it back and improve it and it will be normal business.

- i. C. Olsen: I have noticed that a certain amount of vagueness is good in that it allows for acceptance of different interpretations.
 - ii. R. Guell: The email from the Bookstore was stunning.
 - iii. C. Olsen: We have discovered that today in various meetings. What we're getting that it's really internal to departments as to how to monitor book orders. Unless I hear that someone has assigned \$800 worth of textbooks or something equally egregious, the Bookstore will send us a message.
- d. T. Hawkins: Could we ask that a representative from Administration always be at these meetings? I feel someone needs to be here to respond.
- i. S. Lamb: That always used to be the case.
- e. C. Olsen: College Chairs Council met this morning regarding scheduling, etc. The worst part was the basic flaw in the whole approach that D. Bradley and R. Williams have taken in regards to the student-faculty ratio and the FTE limit—they cannot be followed six months before students start to register. It's a ludicrous way to try and plan the schedule. It would work if 90 percent of my enrollment was majors. The way it's coming down it's unworkable for those teaching Foundational Studies.
- i. K. Yousif: Have they made progress on Chairs, Sabbatical, or Honors?
 - ii. V. Sheets: There is a plan to replace the FTE as it relates to sabbaticals.
 - iii. C. Olsen: We have an FTE model based on a policy that we all know doesn't work. We're being asked to adhere to a model that is not based on anything real.
 - iv. S. Lamb: The last we heard there were eight items up for discussion at the Dean's level. But how long have we asked for this? They agree that our approach is rational. As long as the Provost has given his okay for release time, that should be reflected in the FTE's. Colleagues, I hope you continue to express your level of frustration with this. We have accepted the fact, that by recognizing these approved release times, that some of the college SF ratios will have to change. But there has been a level of delay that is pretty hard to defend—so continue to express your frustration.
 - v. C. Olsen: Their phrases are most troubling. I have already exceeded my FTE target, and they say, "We will just add seats to your existing sections." There aren't any seats in the rooms I'm scheduled in. I assume someone will add a section. We're getting to the point that the solutions getting thrown around are someone adding to our teaching loads.
 - vi. S. Lamb: L. Maule asked if there is any way I could add more FIN108; right now my faculty—I'm at 21—they're fully employed. I'm down to two sections of BUS311, 60 students apiece...I'd be very willing to try to

satisfy demand, but I can't hire an adjunct. It's illogical and the Administration seems to be locked in. I suspect the rationale is they feel that within my college I can go over to the Management department or over to Music, perhaps, and get someone who plays the trombone well to teach in FIN108. They believe, it seems, in a fluidity of resources.

vii. C. Olsen: The idea, for example, that I'm over the FTE limit and I'm already expected to cancel the sections I have over the limit—it seems to run counter to several other initiatives.

5. SAC Item: Modifications to the Code of Student Conduct: J. Buffington, C. Enyeart

a. S. Lamb: I would like to tell you at this point that it has been taken off the Board agenda. It was a misunderstanding and they pulled it off. Now, in the Code itself I would like to make an amendment to Section 8.0, "Interpretation and Revision," for the second paragraph of 8.2 to read, "Recommendations made by the Policy Review Committee will be provided to the Student Affairs Committee (SAC) for review *and proceed through the Faculty Senate* prior to submitting recommendations for approval." **Motion: S. Lamb, K. Yousif; 8-1-0.**

i. R. Guell: Why does the Faculty Senate need to worry about policy reviews that are well within the purview of the SAC?

ii. S. Lamb: It is often the case that these are dealing with student issues, faculty-student interactions, interactions in the classroom, behaviors, etc. I think SAC as a standing committee has always passed the items through. I see no reason to alter this. Student behavior is specifically mentioned in the by-laws as being within the purview of SAC. We are in the business of protecting faculty governance, not in the business of finding opportunities to diminish it.

iii. J. Buffington: My name may have been on the memo, but the hard work has been done by C. Enyeart, Associate Dean of Students and Director of Student Conduct and Integrity. It was a routine matter when he brought this to our attention at the December meeting. We looked at it in the January meeting, and that was when it was announced that SAC needed to act before the Board of Trustees meeting. We went ahead and reluctantly endorsed it, though it was not controversial. It was after the meeting that I noticed how the President could unilaterally act to change the Student Code whenever the situation arose. I don't know how germane some of our reservations are at this point. That was expressed in my memo to the President, which I've never received a response to, but I would certainly agree from my perspective that there was no ill intent on the part of the President or anyone else. I would also like to point out the revisions themselves did pass SAC.

- iv. C. Enyeart: We started in May of 2013, when we recalled that it had not been updated fully in about a decade, just piecemeal. The language was still very legalistic. We wanted to get away from a criminal process to an educational one, to make it clearer to our students. As you know the items in green are the newer items presented, which are mostly just rewording. Bullying and the use of drugs and alcohol were updated, as well as things that needed to be included due to advances in technology. We wanted to upgrade the language in light of what was happening at Purdue recently, with students switching keyboards to record every keystroke and analyze data to obtain usernames and passwords. Now, if a student switches keyboards to gain information we can act on it. Also included is recording someone when no reasonable expectation exists. The same for hearings; if we are doing a confidential hearing, we should be able to reasonably expect confidentiality. With Section 8.0 we wanted to move a little less glacially to get an opportunity for everyone to have input. We will be creating a signoff sheet.
- v. S. Lamb: I will say that over the last three or four years the Faculty Senate has done a great deal to accommodate the speed of the requests of the President and of the state itself. We have consciously tried to expedite material and will continue to do so. Craig, you never received a request from the President to bypass the Senate?
- vi. C. Enyeart: No. When we were presenting the Code to his Cabinet, he asked if we could get a letter from SAC to say they had participated in this.
- vii. R. Guell: Can I assume that Section 3.4.5 (University Computing Policies) was vetted by L. Spence?
- viii. C. Enyeart: She has had a chance to review all this as part of the President's Cabinet; she did not give any recommendations.
- ix. R. Guell: What is the definition of Passive Participation in 3.7.2? Students "passively participating" in prohibited acts will be sanctioned? So if I am sitting in my dorm room, and my roommate is doing something illegal? I am violating the Code of Conduct?
- x. C. Enyeart: Everything begins with a discussion with the student, and if they can't remove themselves from the situation...
- xi. R. Guell: I have to leave my own dorm room if my roommate is doing something illegal? Or narc? Those are my only choices?
- xii. C. Enyeart: In a sense, yes.
- xiii. R. Guell: I'm surprised SAC let that one fly.
- xiv. V. Sheets: That has been a part of the policy for as long as I can remember.

- xv. C. Enyeart: It concerns aiding and abetting by your presence or knowledge.
- xvi. B. Kilp: It talks about campus computing facilities and resources, but what about their own phones and resources?
- xvii. C. Enyeart: If it's University-wide resources, our connections...
- xxviii. B. Kilp: You can do an awful lot with a phone now using ATT network. The problem now is that if it's not included it says they can get away with that. We don't have much in the way of resources at this time. I feel this should be expanded, especially when people are learning to hack into accounts.
- xix. C. Tillery: If you would like to email a recommendation we'll take it.
- xx. B. Kilp: The phrase "and personal" will cover the whole thing without listing anything specific.
- xxi. C. Tillery: Intent is mostly the focus, because it's a gray area. We list things that have happened in the past couple of years, for example. We can broaden the language.
- xxii. A. Anderson: The heading on 3.4.5, "University Computing Policies," should be changed to include "University *and Personal* Computing Policies."
- xxiii. R. Guell: If I use my property to engage in downloading a pirated movie, I am violating the Code of Conduct?
- xxiv. C. Enyeart: The Digital Media Copyright Act specifically says that if our resources are used for that transaction, there should be a response.
- xxv. R. Guell: How do you know I have used the network and not my Verizon service? If I use the ISU network that is a violation, but how is using my property and my cell provider an ISU issue?
- xxvi. C. Enyeart: These are just for those things we know about. For example, I'm never going to know if you're drinking in your room.
- xxvii. R. Guell: How is it a violation if I use my Verizon signal and give it to someone else on their device? Personal devices should not be part of this discussion. If they are on University wireless, that is University property.
- xxviii. S. Lamb: But what about personal devices used to access University files?
- xxix. V. Sheets: That falls into unauthorized use of University files.
- xxx. C. MacDonald: What about obscene or abusive messages?
- xxxi. R. Guell: It should not be a violation of the Code of Conduct to send something to someone who's not a student. If I take a selfie as a student and send it to someone not at ISU, how is that ISU's business?
- xxxii. V. Sheets: We said the University has no right to regulate us on our off time.
- xxxiii. S. Lamb: So "personal" is out.

- xxxiv. T. Hawkins: Did SAC spend any time comprehending this?
- xxxv. J. Buffington: The short answer is no.
- xxxvi. R. Guell: Did you feel time pressured your analysis?
- xxxvii. J. Buffington: Yes.
- xxxviii. Motion to Table and Recommit to SAC to Reevaluate this Document. R. Guell, C. MacDonald. Vote: 8-0-0.
- xxxix. C. Tillery: We started a year ago trying to get this ready for the start of an academic year.
 - xl. S. Lamb: There has been a concern expressed with “passive participation.” Are there any others to be forwarded so they’re not flying blind other than length?
 - xli. V. Sheets: I would like to note that I have been on student judicial panels for 20 years. I appreciate the attempt to obtain more clarity. While it had some muddiness it wasn’t always clear to students which rules were being violated, especially newer ones using technology.
 - xlii. S. Lamb: I do think the argument about being intrusive into other people’s domain is relevant. I do think that could have been addressed here.
 - xliii. C. Olsen: So they’re not going to read this unless they’re in trouble?
 - xliv. C. Enyeart: It’s more of a resource, like an encyclopedia.
 - xlv. T. Hawkins: Can some effort be made to create an abbreviated version for students?
 - xlvi. C. Olsen: With the things that students might not usually think of.
 - xlvii. C. Enyeart: We will put it online and provide a table of contents so students will be able to click on what they want to see.
 - xlviii. S. Lamb: We have been asked to pass the full Code of Conduct, not a summary or that which is easily digested. I think the concerns that I have heard here, intrusiveness, etc., are valid. Please address those and see if we are infringing upon any rights. I do not think the length of the document is a legitimate concern. I do ask that you get this back to us as soon as possible.
 - xliv. J. Buffington: Our next meeting is March 21. I have something not necessarily germane to this issue...C. Tillery approached me about being invited to SAC meetings. I will be bringing to this body a recommendation that we make University College and Vice President of Student Affairs both Ex-Officio members of SAC.

6. Counseling Minor: C. MacDonald for C. Tucker Motion to Approve: A. Anderson, C. Olsen 6-0-0

- a. C. MacDonald: My department has an area devoted to Counseling which does not have any undergraduate majors, but currently has a Master’s program. We figured that anything we can do to increase our connection with Psychology we should

do. We want to provide additional training to students who are interested in Bachelor's level mental health counseling related fields or graduate school in counseling or psychology related fields. Hopefully we can turn Psychology undergrads into Counseling graduate students. All courses are currently already being offered, so this will fill in seats that are not necessarily maxed out.

- i. L. Rosenhein: I think it had good support in CAAC.
- ii. B. Kilp: Can this be done without including additional semesters?
- iii. V. Sheets: Yes. They could actually probably complete this in two years easily while still completing a Psychology major. We think this will be a huge minor for them. Undergraduate Psych does not train in counseling, but in the science of behavior. Students want to pursue graduate school and a career in which they can do therapy. We have a regular stream of students who go into graduate counseling programs. It will expose them to the faculty and the material. I expect 50-100 minors in the Psych major alone.

Motion to Adjourn 4:55pm

File 3a

Steve,

Attached is the draft of the letter which SAC is sending to President Bradley and the Board of Trustees this afternoon. Also attached is the proposed revisions to the Code of Student Conduct.

We chatted briefly about this in the hallway today. SAC's concerns are described in SAC Response... document. Whether you decide to put this on the agenda for an Exec meeting is up to you; at the very least, it should be passed on to Exec as an information item, and perhaps to the Faculty Senate as well.

By way of explanation, the President charged Craig Enyeart, Assistant Dean of Students and Director of the Office of Student Conduct and Integrity, to update the Student Code of Conduct. Craig reported this to SAC as a routine matter, and SAC decided we should take a look at it. The President asked that we move quickly, as he wished to present it to the Board of Trustees at the Feb. 21 meeting.

Dr. James R. Buffington, Chair

University Student Affairs Committee

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File 3b

Memo To: President Bradley and the Board of Trustees
From: Dr. James Buffington, Chair University Student Affairs Committee
Date: February 13, 2014
Re: Proposed Changes to the Code of Student Conduct

During the course of the December 12, 2013 meeting of the University Student Committee, Craig Enyeart, Assistant Dean of Students and an ex-officio member of SAC, informed the Committee that the Office of Student Conduct and its partners are drafting proposed changes to ISU's Code of Student Conduct. Because oversight of the Code of Student Conduct clearly falls within the purview of SAC as described in the University Handbook, this Committee requested that it become a party to the proposed modifications.

Because President Bradley asked that the proposal be prepared in advance of the February 21 Meeting of the Board of Trustees, SAC agreed at its January 17 meeting to take action prior to the next SAC meeting, also scheduled for February 21. It was agreed that Mr. Enyeart's draft proposal would be circulated among all SAC members, including its nine ex-officios and four student representatives, and feedback on the proposal would be entertained during a ten-day period. Following this ten-day period, a one-week window was opened for electronic voting on the issue.

Feedback on the proposal indicated a consensus that the proposal was sound—needed additions were made and clarity was enhanced. However, three reservations were expressed:

- 1) The proposal contains this provision: "The Board of Trustees has delegated approval of any amendments and/or recommendations to alter the Code of Student Conduct to the President. The President will have the authority to set the day for which any amendments become effective for the University. Approved amendments will be provided to the Board of Trustees for review at which time amendments may be permanently accepted or rejected" SAC understands that the Board of Trustees is fully within its rights to grant such power. SAC also realizes that shared governance often operates at frustratingly glacial speed. To address this issue of shared governance, the following was added to the proposal: "Code recommendations made by the Policy Review Committee will be provided to the Student Affairs Committee (SAC) for review and comment prior to submission for approval."
- 2) The proposal short circuits the usual shared governance procedure: the deliberation by the Faculty Senate Exec Committee and by the Faculty Senate of SAC recommendations is eliminated. To be fair, the Code of Student Conduct empowers the Faculty Senate as one of the entities which can propose amendments to the Code. However, SAC is concerned enough with this issue that copies of this memo and of the proposed Code are being forwarded to the Faculty Chair.

- 3) An already lengthy document (some 26 pages) has become even lengthier. Western civilization has struggled for 3,000 years to observe ten simple commandments. Even though there is no concrete evidence to suggest that few students bother to read the Code, SAC suspect that even fewer will read the lengthier document. However, SAC consensus is that the increased length is justified for the enhanced clarity and for addressing changing conditions. SAC realizes that the primary benefit of the Code is to ensure that clear and consistent justice is administered.

In spite of these three reservations, all voting members of SAC responded to the electronic voting by the end of the February 13 due date. The vote to endorse the proposed modifications to the Code of Student Conduct was 7-0-0.

Introduction

The *Code of Student Conduct* (Code) contains policies governing the behavior of all students and student organizations at Indiana State University. The Code outlines the rights and responsibilities of students, behavioral expectations, prohibited conduct, and an overview of the conduct process. Definitions for terminology as well as acronyms used throughout the Code may be found in Appendix A.

Indiana State University strives to foster an atmosphere of learning and informed decision-making wherein students can be successful with an understanding of expectations, process, rights, consequences and opportunity of success. One pathway to creating this atmosphere of learning is through educational reflection.

Students and student organizations are expected to conduct themselves in accordance with these policies while aspiring to the “Sycamore Standard” (Appendix B). Aside from personal responsibility, students and student organizations are responsible for the actions of their guests and/or associates.

This Code addresses prohibited conduct that takes place on University premises and addresses off-campus conduct when the behavior may have or has had an adverse impact upon the University community. This Code also applies to University sponsored events (e.g. activities, trips, banquets) which may occur off campus.

The Board of Trustees has approved these regulations and has empowered the President of the University and his/her designees to enforce the regulations, adjudicate allegations, and assign appropriate conduct resolution outcomes. **The Code will be provided annually to all members of the University community via electronic means.**

Students agree to abide by these policies as a condition of admission and are expected to know the regulations of the University and conduct themselves in harmony with these regulations.

1.0 Student Rights, Responsibilities, and Expectations

1.1 Student Rights

- All students have the same rights and responsibilities.
- A student has the right to participate in a free exchange of ideas and peaceful assembly in accordance with applicable federal, state, and local laws.
- Each student has the right to be free from discrimination; including but not limited to harassment, on the basis of race, sex, gender, religion, disability, age, national origin, sexual orientation, or veteran status.
- A student has the right to personal privacy except as otherwise provided by law and University policy/procedure.

- The rights to fair and equitable procedures determining when and upon whom consequences for violation of campus policies should be imposed.

1.2 Student Conduct Procedural Rights

Students will be given every reasonable opportunity to present information. Student rights related to the conduct process are as follows:

- The right against self-incrimination.
- The right to a University Advisor (See 4.2.7)
- The right to fair, equitable, and timely procedures.
- The right to provide witnesses (See 4.2.6).
- The right to appeal decisions of the hearing (See 6.0).

1.3 Student Responsibilities

- All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the University community are respected. Upon acceptance of admission to ISU, each student agrees to abide by the policies of the University and to conduct her/himself on- and off-campus in a manner consistent with its educational mission.
- A student has the responsibility to be knowledgeable with the published *Code of Student Conduct* in its entirety and to comply with the policies as well as all federal, state, and local laws.
- Academic units and administrative departments have policies specific to their areas. It is the responsibility of each student to be familiar with their college's University policies and procedures.
- **Students are expected to have University issued identification with them at all times.**

1.4 Student's Relation to University Community

Indiana State University, as an institution of higher education, has rights and responsibilities of its own, including:

- To provide opportunities for students of the University to present and debate public issues.
- To require persons on University-owned or -controlled property to present appropriate identification.
- To establish reasonable standards of conduct for all persons on the campus in order to safeguard the educational process and to provide for the safety and welfare of its students, visitors, and University property.
- To restrict students of the University from using its name, its finances, or its physical and operating facilities for commercial activities, except in cases involving University groups as provided for in policies governing use of the campus facilities and fund-raising activities.
- To provide, for registered student groups of the University, the use of campus facilities under the policies of the campus.

1.5 Student Relation to External Community

Students attending the University take on responsibilities not only of campus citizenship, but also community citizenship. When community standards are not respected and upheld by students, conflicts between students and other community members may result. Such conflicts are destructive to relationships in the community and detrimental to the image of the University, as well as to the reputation of the student body. Students shall conduct themselves responsibly in the community, respecting the personal and property rights of all community members.

1.6 Student Employee/Leader Responsibilities

When students commit acts that potentially violate this Code while in their capacities as employees, leaders, student athletes, or members of a recognized University group, the University reserves the right to review those potential conflicts with the standards outlined in the Code. When viewed as appropriate, the University may pursue resolution of those conflicts under this Code in addition to any other personnel action that may be taken against the student's other University roles. *The Vice President for Student Affairs or designee reserves the right to notify University employers of a student employee's disciplinary record. Further action may be warranted at the discretion of the employer.

1.7 University E-Mail Communication and MyISU

The University will communicate important information to you through your University e-mail account and MyISU. It is through MyISU that you will view your grades, update your contact information, register for classes, and communicate with faculty and other University personnel. It is your responsibility to use and check this account to conduct your University business.

1.8 Good Neighbor Exemption:

Students are encouraged to call 911 (or X5555 on campus) for emergency assistance as needed, even at the risk of disciplinary action for one's own conduct. The Good Neighbor Exemption provides students the opportunity of an exclusion from University disciplinary action if a student risked revealing one's own violation of the Code of Student Conduct in order to seek medical or other emergency assistance to another person in distress. The decision to provide the exception shall be at the discretion of the designated hearing officer. The Good Neighbor Exemption does not apply to any criminal charges that may be incurred as a result of an offense.

Medical Amnesty (Appendix C):

In 2013, the Indiana State University Student Government Association took the lead in creating a student approved response to the 2012 Indiana Lifeline Law (IC7.1-5-1-6.5). In summary of the Indiana State University Medical Amnesty, a student who seeks for another and the student in need of medical assistance may be exempt from a University conduct process on the following conditions: 1) the student cooperates and provides detailed information regarding the incident and 2) the student successfully completes an alcohol education/awareness program. Repeat offenders are likely not eligible for this exemption. This exemption does not apply to any criminal charges that may be incurred as a result of an offense.

2.0 Academic Policies

2.1 Defining Academic Integrity Misconduct

Academic integrity is a cornerstone of the University's commitment to the principles of free inquiry; students are responsible for learning and upholding professional standards in research, writing, assessment, and ethics. In the academic community the high value of honesty mandates a corresponding

intolerance of dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Any academic integrity violation(s), which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.

A summary of behaviors that constitute academic integrity infractions appears below. The definitions include additional information, but are not all inclusive. Examples of each policy can be found in the Faculty Guide to Academic Integrity as well as the Student Guide to Academic Integrity. Questions regarding these policies or requests for additional clarification should be directed to the Office of the Provost, Student Affairs, or to the office of Student Conduct and Integrity (SCI).

2.1.1 Cheating

Cheating is using or attempting to use materials, information, notes, study aids, or other assistance not authorized by the instructor during an examination or evaluation.

2.1.2 Plagiarism

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult instructors for clarification in any situation in which documentation is an issue. Students will be considered to have plagiarized whenever their work is improperly cited.

2.1.3 Falsification, Forgery, and Obstruction

Falsification is the intentional and unauthorized fabrication or invention of any information or citation in an academic exercise.

Falsification includes knowingly reporting data, research, or reports so that the resulting process or product is different from what actually occurred.

Forgery is the imitating or counterfeiting of images, documents, signatures, class absence notes, attendance sign-in sheets and the like.

Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work, their access to educational resources, or disrupting instruction.

2.1.4 Multiple Submission(s)

Multiple submissions are the submission of all or part of the same or substantially the same work for credit in two or more courses. Multiple submissions include the use of any academic work previously submitted for academic credit at this or another institution, including high school work. Multiple submissions shall not include those academic exercises when written approval by the current course instructor authorizes use of prior academic work. When multiple submissions are allowed, instructors will specify the expected academic effort applicable to their courses.

2.1.5 Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty are examples of facilitating academic dishonesty. Facilitating academic dishonesty also includes behavior that may not directly benefit the accused but assists another student in achieving an unfair academic advantage.

2.1.6 Violation of Professional Standards in Research and Creative Endeavors

Misconduct in research is serious deviation from accepted professional practice within a discipline or from the policies of the University in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes but is not limited to, plagiarism, fabrication, or falsification of data as well as misrepresentation of scientific or creative works. Misconduct in research does not include honest error or honest disagreement about interpretation of data.

2.1.7 Misuse of Academic Resources

Misuse of academic resources involves the intentional use, misuse, or alteration of University materials or resources to make them inaccessible to others. Such misuse includes the unauthorized or inappropriate use of computer accounts, alteration of passwords, violation of library procedures, other intentional misuse or destruction of educational materials, recording a lecture or other classroom interaction, selling class notes, or being paid for taking class notes, without the permission of the instructor or Disability Services staff.

2.1.8 Misuse of Intellectual Property

Misuse of intellectual property is the improper use of copyright materials, trademarks, trade secrets, or intellectual property (e.g. thoughts, ideas or works of another).

2.1.9 Violation of Ethical and Professional Standards

Students shall adhere to the standards, guidelines, and/or codes associated with the ethics and conduct established for academic programs and courses.* This policy applies to all student experiences involving academic credit (e.g., on-campus and distance education courses, internships, practicum, and thesis/dissertation) and is one of the regulations for student ethical behavior referenced in the Indiana State University Code of Student Conduct.

3.0 Non-Academic Policies and Prohibited Conduct

Students at Indiana State University are expected to conduct themselves in a respectful and civil manner. Personal conduct and communication, either directly or indirectly with other students as well as faculty and staff, should conform to the University's community values and standards. As members of the at-large community, students are encouraged to resolve disagreements through informal, frank, and open discussion. Often conflicts can be lessened, if not resolved, by clearing up misperceptions and misunderstandings. Students are strongly encouraged to resolve any related concerns in this manner. However, the University also recognizes that occasionally more formal processes are needed. All such activities, whether informal or formal, must be carried out by all participants within a framework of good faith and general respect for one another. Students are encouraged to contact SCI for assistance or guidance in resolving any concerns or conflicts. Conflicts may be resolved through established disciplinary procedures and/or conflict resolution strategies.

It is an expectation of the University that students have a reasonable knowledge of and adhere to the following prohibited conduct and policies:

3.1 Misconduct Against Persons

3.1.1 Violence/Abusive Behavior refers to physical abuse/violence or conduct that threatens or

endangers the health or safety of any person;

3.1.2 Threatening/Intimidating Behavior refers to behavior (reoccurring or singular extreme act) that involves an expressed or implied threat, which includes, but is not limited to the use of words verbal, written, or electronic (e.g. Facebook, Instagram, Snapchat, Vine, Twitter) inherently likely to provide an immediate violent reaction when directed toward a specific individual, or any behavior that has the purpose or reasonably foreseeable effect of creating a hostile environment by, but not limited to, interfering with another individual's personal safety, safety of property, academic efforts, employment, or participation in University-sponsored activities and causes that person to have a reasonable apprehension that such harm is about to occur.

3.1.3 Stalking refers to willfully, maliciously, repeatedly or continuously following or harassing another person in a manner, including electronically, that would cause a reasonable person to feel terrorized, frightened, intimidated, threatened, harassed, or molested is prohibited.

3.1.4 Sexual Violence is much broader than the traditional concept of rape. Sexual Violence is prohibited and involves but is not limited to, sexual acts or sexual contacts with others that can involve compelling a victim to submit to sexual acts or contacts by force or threat of force, use of intoxicants to impair the victim's power to give consent, engaging in such acts when there is reasonable suspicion to believe the other person suffers from an incapacitated state which renders him or her incapable of understanding the nature of the contact, provide informed consent, or when the victim is a minor. Refer to the Sexual Violence and Response website for additional information regarding processing of complaints as well as definitions: "<http://indstate.edu/svp/>."

3.1.5 Sexual Harassment refers to the unwelcome imposition of sexual attention often in the context of a relationship of unequal power. The policy applies to men and women equally with regard to both opposite sex and same sex harassment. Sexual harassment is any conduct, physical or verbal, that is sexual in nature and which has the effect of unreasonably interfering with an individual's or group's educational or work performance or which creates an intimidating, hostile, or abusive educational or work environment. Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature from a work or educational setting. Refer to the Office of Equal Employment Opportunity for additional information regarding the processing of complaints and/or policy questions: "<http://www.indstate.edu/aaol/>;

3.1.6 Hazing is prohibited in connection with the activities of students and student organizations. Hazing shall be defined as any conduct which subjects another person, whether physically, mentally, emotionally, or psychologically, to anything that may abuse, degrade, or intimidate the person as a condition of association with an organization or group (formal or informal), regardless of the person's consent or lack of consent.

3.1.6 Restricting Movement refers to any activity that limits or restricts a person(s) against his/her own will and/or restricts his/her freedom of movement.

3.2 Misconduct Against the University Community:

3.2.1 Disruption of University Business includes disruption or obstruction of teaching, research, administration, or other University activities including public service functions;

3.2.2 Falsification refers to furnishing false information to the University and/or the forgery, unauthorized alteration, or unauthorized use of any University document or instrument of identification.

3.2.3 Failure to Comply with verbal and/or written instructions of University officials acting in the performance of their duties and made within the scope of their authority, and/or failure to identify oneself to these persons when requested to do so. Students are expected to have University issued identification with them at all times and provide identification upon request.

3.2.4 Non-consensual Recording refers to Videotaping, audiotaping, or photographing members of the University community without permission and/or when a reasonable expectation of privacy exists.

3.3 Misconduct Disrupting Order/Disregarding Health and Safety

3.3.1 Weapons on University owned property are prohibited. Violation of the University Weapons Policy includes, but is not limited to the following:

3.3.1a Firearms such as handguns, shotguns, rifles, tasers or electronic stun guns, as well as airsoft, BB, pellet, paintball and/or items using compressed air;

3.3.1b Explosives such as bombs, grenades, blasting caps, fireworks, ammunition;

3.3.1c Other equipment, material, and devices (e.g. knives, metal knuckles, tear gas, chemical substances, replica, simulated, toy) that could be or have been used to cause harm or the fear of harm.

3.3.2 False Reporting refers to intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency.

3.3.3 Drug Related Behavior refers to drug violations, including, but is not limited to being in the presence of, under the influence of, possessing, manufacturing, exchanging, distributing, purchasing, using, or selling unlawful drugs or any controlled substance/narcotic, such as, but not limited to, marijuana, synthetic cannabinoids, inhalants and intoxicants, misuse of over-the-counter drugs and/or prescription drugs, or possessing paraphernalia for drug related use on University premises

3.3.3a In the Presence of/Failure to Report

3.3.3b Possession of unlawful drug or controlled substance(s);

3.3.3c Possession of drug paraphernalia

3.3.3d Use of unlawful drug or controlled substance(s);

3.3.3e Purchase of unlawful drug or controlled substance(s);

3.3.3f. Misuse of over-the-counter drugs or prescription drugs;

3.3.3g Manufacturing of unlawful drug or controlled substance(s);

3.3.3h. Distribution and/or sale and/or delivery of unlawful drug or controlled substance(s).

3.3.3i Reasonable suspicion of unlawful drug use (odor); and/or

3.3.3j Behavior while under the influence of any item covered under this section.

**See Appendix F for Parental Notification related to behavior associated with this policy.*

3.3.4 Alcohol Related Behavior refers to any violation of the University Alcoholic Beverage Policy:

3.3.4a Sale, purchase, consumption, or possession of alcoholic beverages by persons who are younger than 21 years of age;

3.3.4b Sale, purchase, consumption, or possession of alcoholic beverages by persons of legal age in a manner inconsistent with University policy;

3.3.4c Furnishing alcoholic beverages to persons younger than 21 years of age; and/or

3.3.4d Behavior while under the influence of an alcoholic beverage.

**See Appendix F for Parental Notification related to behavior associated with this policy.*

3.3.5 Arson refers to igniting or burning materials in a manner that reasonably could or actually does cause a fire.

3.3.6 Fire and Emergency Safety refers to unauthorized use, activation, or alteration of firefighting equipment, fire safety, or other emergency equipment. Failure to comply with the instructions of emergency personnel and/or established emergency protocol (e.g. failure to leave a building during an active fire alarm).

3.3.7 Gambling refers to engaging in gambling, wagering, or other games of chance in violation of the law.

3.3.8 Disorderly Conduct refers to disrespectful, lewd, indecent, or obscene acts are considered disorderly under any circumstance in which the conduct tends to cause or provoke a disturbance or disrupts the normal operations of the University.

3.3.9 Sales and Solicitation Violation refers to engaging in solicitation of any type on University property without appropriate authorization. (See Appendix D)

3.3.10 Posting of Notices Violation refers to posting University related and/or personal materials inconsistent with the University Policy on Posting Notices. (Appendix E)

3.4 Misconduct Against Property:

3.4.1 Theft of property or services or knowingly possessing stolen property as well as wrongful taking and/or use of others' property.

3.4.2 Vandalism is the intentional and/or reckless destruction or damage of University property or the property of others.

3.4.3 Unauthorized Use/Entry refers to the unauthorized use, entry, occupancy, or possession of University or private facilities, structure, or property.

3.4.4 Unauthorized Use of Access Device refers to unauthorized possession, duplication, or use of keys, entry codes or devices to any University premises.

3.4.5 University Computing Policies

Theft or other abuse of computer facilities and resources, including but not limited to:

3.4.5a Unauthorized entry into a file to use, read, or change the contents, or for any other purpose;

3.4.5b Unauthorized transfer of a file;

3.4.5c Use of another individual's identification and/or password. This includes, but not limited to, use of technology to obtain passwords or private information (e.g. use of specialized keyboards to obtain faculty specific information or passwords);

3.4.5d Use of computing facilities and resources to interfere with the work of others;

3.4.5e Use of computing facilities and resources to send obscene or abusive messages;

3.4.5f Use of computing facilities and resources to interfere with normal operation of the Indiana State

University computing system;

3.4.5g Use of computing facilities or resources in violation of copyright laws.

3.5 Violation of State, Federal or Local Laws not specifically Identified in the Code.

Alleged violations of federal, state and local laws may be investigated and addressed under the Code regardless of where the incident occurred.

The University conduct process will usually proceed notwithstanding any criminal complaint that may arise from the same incident.

The University reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal investigation and/or complaint.

3.6 Disruption of the Conduct Process

3.6.1 Interference refers to attempts to discourage a person's proper participation in, or use of, the conduct process including harassment or intimidation of a University official, witness, complainant, or member of a conduct committee.

3.6.2 Failure to Comply with Sanction refers to a student's failure to successfully complete any sanction(s) imposed under the Code. Upon notification of any incomplete sanction, a conduct hold may be placed on the student's record.

3.7 Policy on Guests and/or Associates or Passive Participation

3.7.1 Guests/Associates

Students are responsible for the actions of their guests and/or associates while on University premises and at functions sponsored by the University and/or a registered student organization. Students are expected to educate their associates on University policies and encourage all associates to interact positively with all members of the University community.

3.7.2 Passive Participation

Students passively participating in or assisting others in to committing acts prohibited by the University will likely be sanctioned to the same extent as if one had committed the prohibited act.

3.8 Violations of Residential Life Community Standards and Policies

Students provided University housing are expected to have knowledge of and adhere to all policies outlined in the Residence Hall Handbook. Student and nonstudent guests are expected to follow these policies under the guidance of their host. (See 3.2.7 Policy on Guests and/or Associates or Passive Participation)

3.9 Other University Policies refers to the violation of other published University policies not specifically described in this Code including but not limited to traffic and parking regulations, Residential Life housing contract, University Handbook, published academic departmental policies, employment guides.

4.0 Student Rights and Complaint Resolution Procedures

4.1 Purpose

This document establishes complaint resolution procedures (CRP) in order to better serve students, faculty, and staff. The purposes of the complaint resolution procedures include:

- To provide for the education and personal growth of the student;
- To provide fair inquiries concerning alleged violations of the Code;
- To determine whether any individual student is responsible or not responsible for violation(s) outlined in the Code as well as the possibility charges are unfounded;
- To allow for consideration of extenuating or mitigating factors where a violation has been found to exist; and
- To determine a conflict approach/outcome that will be appropriate and will also help the student involved make a positive contribution to the University community.

The established complaint resolution processes and rights are afforded to student organizations involved in conduct complaints.

4.2 Student Rights and Due Process in the CRP

4.2.1 Right to a Complaint Resolution Procedures

Students alleged to have violated the Code will be afforded the opportunity to resolve the allegation within the established CRPs.

4.2.2 University Conduct Advisor

All involved students have the right to a University conduct advisor. The conduct advisor must be a member of the University community (student, faculty, administrator, staff, coach, recognized University affiliate). The advisor must have experience or knowledge of the University conduct system. The role of the advisor is to provide support and to assist in preparing for the hearing. Since the complaint resolution process is not a civil or criminal court hearing, the advisor's role is not that of an attorney. This person may not address the hearing officer or hearing board or ask questions of any witnesses. For assistance in securing an advisor, contact SCI.

4.2.3 Witnesses

Witnesses are permitted to participate in the complaint resolution proceedings. A list of witnesses must be submitted to the appropriate conduct officer no later than two (2) days prior to the administrative conference. Witnesses may present information on behalf of the student or the complainant. It is the responsibility of the student or the complainant to secure witnesses or witness statements. Witnesses may be questioned by the conduct officer or conduct board members, by the complainant, and by the

student. Witness(es) will be asked to provide information concerning only the violation(s) being adjudicated. Since the complaint resolution process does not have the authority to subpoena, witness statements may be submitted in place of having witness(es) present during the hearing. Witness statements should be submitted to SCI no later than two (2) business days prior to the hearing for consideration by the board members.

4.2.4 Standard of Proof is “more likely than not” that University policy has been violated (also referred to as preponderance of the evidence). Proof needs to show that the facts are more likely to be so than not so. Evidence, when considered and compared with that opposed to it, has more convincing force and produces in the hearing officer’s mind the belief that what is sought is more likely true than not true (Journal of College and University Law).

4.2.5 Violation of Policy

A student is considered to have violated the Code when the student:

1. Admits responsibility for a violation, or
2. Is found responsible for one or more violations of the Code determined by the University standard of proof.

4.2.6 Conduct Process Environment

All hearings are closed to the public. Only individuals involved in the situation may be present. Involved individuals may include:

- Conduct officers and/or conduct board members,
- Student accused of violating University policy,
- University conduct advisor,
- Complainant, and
- Witnesses (witnesses will remain only for the duration of their own statement).

4.3 Initiation, Investigation, and Disposition of Complaints

4.3.1 Documentation/Reporting Alleged Violations of University Policy

Any alleged violation should be reported as soon as possible following the discovery of the alleged inappropriate behavior. Any potential violations of University policy may

be reported in the following manner:

- A report may be filed with Indiana State University Police;
- A report may be filed with the Office of Residential Life;
- A report may be filed with SCI; and/or
- A report of Sexual Violence/Harassment may be filed with the Title IX Coordinator. The Title IX Coordinator for Indiana State University is located in the Office of Equal Opportunity. To file a complaint with the Title IX Coordinator, please go to: "<http://www.indstate.edu/aao/policy-procedure.htm>".

Any student, faculty, staff member, or guest of Indiana State University may officially report an alleged violation of University policy as outlined in the Code.

4.3.2 Notification and Process

Notwithstanding uncontrollable circumstances, the Director of SCI or his/her designee will notify the accused student within ten (10) working days of receipt of the complaint. This notification will include:

- The nature of the alleged inappropriate behavior,
- The date, time, and place of the alleged inappropriate behavior,
- The process in which to review all information relevant to the situation,
- The date, time, and place of the hearing,
- The fact that at the time of the administrative conference, students will be provided an opportunity to present and review relevant statements, information and documentation,
- The sanction(s) applicable if found responsible for a violation of the Code,
- A description of the preservation and the release of information from the conduct record, and
- A notice that a decision will be made in the student's absence if the student chooses not to appear at the hearing. Failure to appear may be a factor when determining conduct process outcomes.

4.4 Complaint Resolution Procedures

4.4.1 Conduct Authority

The Director of SCI is charged with the development and administration of the Indiana State University conflict resolution procedures (CRP). The Director of SCI or designee is responsible for the training of University Conduct Officers (UCO). The following individuals have been granted authority as University Conduct Officers over the execution of conduct proceedings:

- Associate Director of SCI,

- Executive Director of Residential Life,
- Associate/Assistant Directors of Residential Life,
- Additional staff members in the University community as deemed appropriate and as trained by the Director of SCI or designee, and
- University Conduct Board.

The aforementioned individuals may conduct administrative conferences with students who may have violated any University policy, including those found in the *Code of Student Conduct*, ISU Residence Hall Handbook and ISU student organization policies.

The Director of SCI may refer a complaint the University Conduct Board (See 4.4.3) in matters involving academic misconduct, sexual violence, and/or as necessary to address University community concerns.

4.4.2 Administrative Conference

An Administrative Conference (AC) is intended to enhance a student's awareness of University expectations; although educational, formative and/or disciplinary action may be a necessary result. An AC is a one-on-one meeting between the accused student and a University Conduct Officer (UCO). During an Administrative Conference, the UCO will schedule an opportunity to meet with the accused student and discuss the alleged violation(s), documentation, and witness statements relevant to the complaint. The UCO may also discuss relevant conduct history, academic progress, extracurricular activities, prior community service, and relevant criminal proceedings.

4.4.3 University Conduct Board (UCB)

This board is comprised of one student in good standing with ISU, one University faculty member, one University staff member, and the Director of SCI or his/her designee to serve as the advisor to the board. These individuals are appointed by the President and trained by the Director of SCI. When the UCB is convened, the Director of SCI or his/her designee will convene the board as stated above by members of the University hearing board pool:

- Six students (undergraduate and/or graduate),
- Six faculty members, and
- Six staff members.

The UCB will hear all cases involving academic integrity violations, sexual violence or cases referred to SCI from the Office of Equal Opportunity. On a case-by-case basis, a University Conduct Board may be offered as an option for complaint resolution.

4.4.4 Conflict of Interest

No member of the conduct board or no conduct officer who has a conflicting interest in a particular case may participate in a conduct hearing for said situation. Conduct board members and conduct officers with conflicting interests must recuse themselves from the proceedings. Either the student or the complainant may challenge a member of the University Conduct Board or University Conduct Officer in writing with the Director of SCI. In cases where the Director of SCI's involvement is questioned, the challenge would be forwarded to the Vice President for Student Affairs.

5.0 Conduct Process Outcomes

Conduct process outcomes are meant to be educational and positively influence the decision-making skills of a student by creating awareness of consequences and the potential for higher-level sanctions should future violations occur. Conduct process outcomes that may be taken when a student is found in violation of University regulations range from charges dropped up to and including permanent separation from the University. The conduct process outcome(s) assigned will be based upon the student/student organization being found responsible for violation(s), the severity of the violation, the degree of involvement of the student, the individual circumstances of each case, prior conduct history, and academic progress.

5.1 Formative Outcomes

- Conversation with University Partner
- Meeting with University Administrator
- Written Assignments
- Letter of Apology
- Hall/Floor Programs
- Workshops

5.2 Referral Outcomes

- Alcohol Education
- Drug/Substance Education
- Voluntary Counseling
- Psychological Assessment

5.3 Administrative Outcomes

- Conduct Discussion
- Conduct Warning (No more than two)
- Housing Relocation
- On-Campus Housing Probation
- Account Hold

5.4 Loss of Privilege Outcomes

- Loss of Extra-Curricular Privileges
- Separation from Campus Housing
- Ban from an Area of Campus
- Trespass from University Property
- No Contact Order

5.5 Disciplinary Status Outcomes Applied to Students

• **Conduct Probation** is defined as a specified period of observation and evaluation of a student's conduct. Any violation of University or residence hall policy committed by a student on Conduct Probation is a serious violation and may result in separation from the University. Failure to complete discretionary sanctions while on Conduct Probation may result in separation from the University. No more than one Conduct Probation status shall be imposed on a student prior to the student being removed from the University community. While a student is serving a Conduct Probation, he/she is not in good conduct standing with the University, may not be permitted to hold elected office, nor represent the University in an official capacity.

• **Temporary Separation (Suspension)** involves removal of the student from the University for a definite period of time (minimum of one semester), after which the student is eligible to return, and a permanent notation on one's transcript. Conditions for readmission may be specified.

• **Permanent Separation (Expulsion)** refers to the removal of the student from the University. If assigned permanent separation, a student at no time will be permitted to reenroll in classes at Indiana State University, and a permanent notation on one's transcript.

• **Emergency Action** – The University has identified two types of Emergency Action: **Emergency Housing Separation** and **Emergency University Separation**. The Director of SCI or designee has been granted the authority by the University to remove a student from the University for a temporary period pending complaint resolution or other formal proceedings. The student is denied access to all property owned, operated, or controlled by the University; is denied attendance and/or participation in classes; and is banned from attendance and/or use of University activities and facilities while under this status. If the student violates these conditions, he/she will be subject to arrest and prosecution for criminal trespass.

Emergency Housing Separation removes the student from all residential facilities; however, they student will continue to have access to all other areas of the University. The decision to pursue an Emergency Housing Separation involves a collaborative conversation between SCI and the Office of Residential Life. Appeals for Emergency Housing Separation must be directed to the office responsible for imposing this action for consideration.

Either Emergency Action shall become immediately effective without prior notice whenever there is evidence that the continued presence of the student at the University poses a substantial and immediate threat to others or to the stability and continuance of University functions.

Emergency Action may be lifted by the University at any time should information become available demonstrating the specific student is no longer considered a continued risk.

Under this action, a student(s) shall be given a prompt opportunity to appear personally before the Director of SCI or a designee in order to discuss the following issues only:

- a. The reliability of the information concerning the student's conduct, including the matter of his or her identity, and/or
- b. Whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on University premises poses a substantial and immediate threat to others or the stability and continuance.

A hearing with the University Conduct Board will be conducted no later than ten (10) business days from the imposition of this action. The student will be allowed to attend this hearing and is afforded the process established by the University for formal adjudication of alleged violations.

5.6 Disciplinary Status Outcomes Applied to Student Organization

- **Conduct Warning** may occur when an organization is notified that conduct of its members has not been in keeping with the expectations of the University. A thorough explanation of University policies is given. The student officers and University advisor of the organization are instructed that further violations of University policies could be cause for additional disciplinary action.

- **Probation** is a formal status during which the organization will have certain restrictions placed on it for a period of time. The organization is removed from good standing with the University for no less than the equivalent of one full semester. Restrictions and provisions of the probation are individualized to the particular needs of the organization; these may include restrictions on social events, on use of University facilities, or on participation in campus-wide events (e.g., Homecoming or Spring Week). Charges for any damages or costs incurred as a result of a violation may also be assessed. Any further violation of University regulations or probation restrictions while on probation means that an organization subjects itself to further disciplinary action. University officials with responsibility for adherence to restrictions placed on the organization will be notified, as well as the persons responsible for registration of student organizations. Additionally, national offices of affiliated student organizations will be notified.

- **Temporary Separation (Suspension)** involves the recognition/registration status of an organization being temporarily terminated with the University for an indefinite period of time (no less than the equivalent of one semester). Additional conditions may be specified.

- **Revocation of Recognition/Registration of Student Organization** action indicates that an organization's standing as a registered student organization of the University is permanently terminated.

6.0 Appeals

Students found responsible for a violation of the *Code* may appeal. An appeal from any decision, either conference, administrative hearing or University conduct board, must be made in writing within five business days following the date the hearing record notification is assigned and notice is received by the student. Students may file one (1) appeal per case. In the event multiple students are involved in one case, each student pursuing an appeal must do so individually. Submitting an appeal does not guarantee a meeting with the administrator responsible for deciding the appeal outcome. For that reason, it is important all information for consideration be made clear in the written appeal.

Under Title IX of the Education Amendments of 1972 and the Violence Against Women's Act, the

complainant in cases of sexual violence have the identical rights as the charged student which includes the right to appeal.

6.1 Format of Appeal

To assist with the filing of an appeal, an appeal cover sheet has been created and must accompany the written appeal.

An appeal shall be written and contain the student's name, the date of the decision or action, and the reason(s) for the appeal. The appeal letter must specify in detail one or more of the following bases for appeal:

- Student's/student organization's rights were violated as a result of failure of due process (specify right believed to have been violated),
- Significant new evidence is available that could change the outcome.

6.2 Office Responsible for Appeal Review

Appeals must be submitted to the Vice President for Student Affairs office. The Vice President for Student Affairs or designee will be responsible for the review and timely response to all appeals submitted.

The appeal decision is final.

6.3 Suspension of Original Sanction Pending Appeal Review

A properly-filed notice of appeal suspends the imposition of sanctions until the appeal is decided, unless, in the discretion of the Vice President for Student Affairs or designee, the continued presence of the student on the campus poses a serious threat to themselves or to others, property, or to the normal operation of the University.

6.4 Appeal Review Process

The appellate officer will review the written letter of appeal from the student and determine if one of the bases for appeal is present. If it is, a review of the appeal will be granted. The appellate officer shall review:

- The response from the hearing officer/body, and
- Materials presented at the original hearing.

Appeals shall be decided upon the record of the original proceedings and upon the written responses submitted by the parties. Decisions of the conduct bodies will be given great deference by the appellate decision maker. After reviewing these materials, the appellate officer may decide to do one of the following:

- Affirm the finding and the sanction imposed;

- If specified errors occurred, remand to the original decision makers to address the error, change the procedures, consider new evidence that could not have been discovered by a properly diligent accused before or during the original hearing, substitute new adjudicators, or otherwise repair the grounds that gave rise to the appeal;
- Affirm the finding and reduce, but not eliminate or increase the sanction if found to be grossly disproportionate to the offense; or
- Cases may only be dismissed if the finding is held to be arbitrary and capricious.

A crucial point in the appeals process is the shifting of the burden of proof. At the initial hearing, the burden of proof lies with the complainant. Once there is a finding of responsibility, the burden shifts to the petitioner. The decision on the appeal will generally be made within ten (10) business days of receipt of the appeal, but may take longer during University recesses or in the event of complex cases.

7.0 Student Conduct Records

These records are considered “educational records,” in accordance with the Family Rights and Privacy Act (Public Law 93-380). These records are private and may not be disclosed in whole or in part except as provided by law or by written authorization from the student. Conduct records are separate from a student’s academic records. Students have the right to inspect and review the materials contained in their conduct record subject to office procedures. Those notified of your status are the Executive Director of Residential Life, Director Public Safety, and the Dean of Students Office.

7.1 Maintenance of Records

Indiana State University is responsible for the maintenance of student conduct records. These records are maintained for a period of seven (7) years from date of the successful completion of the most recent University assigned sanction. Tape recordings of hearings will be maintained until the final decision of the University appellate process or the failure of the student to file appeal within the deadline specified by the University.

7.2. Right to Review Conduct Record

The Family Education Rights and Privacy Act (FERPA) affords students and eligible parents the right to “inspect and review the education records of the student.” (section 99.10 (a). Disciplinary records maintained by the University are considered education records as defined by this law. Parents of a dependent student as defined by the Internal Revenue Code will receive notification of sanctions of certain violations of the Code of Student Conduct (See section III of the Code of Student Conduct, subsection D. “Types of Disciplinary Action” for details.)

All materials in the disciplinary record are the property of Indiana State University. This includes, printed summaries, audio tape recordings of hearings, written recommendations or decisions reflecting findings of responsible or not responsible as well as the conduct process outcome(s) assigned to those students found in violation. The University will not release these materials to any party, unless compelled to do so through a court order. Students may request an opportunity to review those records by scheduling an appointment with the SCI.

SCI has established guidelines in order to afford students and eligible parents access to the disciplinary record, while exercising the institutions responsibility to privacy required by law. A dependent student who desires that his/her parent review his/her disciplinary record must provide written consent to SCI.

Materials provided an accused student (e.g. complaint, witness statements, charges) become the property and the responsibility of the accused student.

7.3 Right to Amend Conduct Record

In the event that the student believes his or her records to be inaccurate, misleading, or otherwise in violation of his or her expectation of privacy, he or she may challenge the information that is contained in his or her educational records by contacting the University official responsible for the particular educational record in question. The student may then request informal meetings and discussions to resolve his or her concerns. The University official may decide that the student has sufficiently demonstrated that the challenged material should be deleted or modified, and the change will subsequently be made. Otherwise, the student may insert a statement into his or her record to explain any such material from his or her point of view, or a formal hearing may be requested in writing through SCI and/or the Vice President for Student Affairs office. This right to challenge information contained in the student's educational records does not extend to grades unless a grade assigned by a professor was inaccurately recorded. Individuals, agencies, or organizations shall not have access to the student's personally identifiable educational record without his or her written consent except for the following:

- University personnel who require access with a legitimate educational interest;
- Officials of other schools in which the student may seek or intend to enroll; provided that the student has the opportunity to receive a copy of such records if he or she desires;
- Authorized representatives of the government when release of such data is necessary in connection with the audit and evaluation of federal- or state-supported educational programs, or in connection with the enforcement of legal requirements that relate to such programs;
- In connection with the student's application for, or receipt of, financial aid;
- State and local officials or authorities to which such information is specifically required to be reported or disclosed;
- Organizations conducting studies for, or on behalf of, the University for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction;
- His or her parents, if he or she is dependent student as defined by the Internal Revenue Service Code, which means that he or she receives more than one-half of his or her financial support from his or her natural or adoptive parents;
- In connection with emergency, if the knowledge of the student's information is necessary to protect his or her health or safety or that of other persons; and
- In compliance with a legal order or pursuant to any lawfully issued subpoena provided that the student is notified of any such order or subpoena before his or her information is released. A log is maintained for student's inspection of those individuals, agencies, or organizations listed above (other than University personnel) who have had access to or been provided personally identifiable information from the student's file.

8.0 Interpretation and Revision

8.1 Interpretation--Any question of interpretation or application of the Code shall be referred to SCI.

8.2 Amendments and Review

Amendments may be proposed by the Indiana State Student Government Association (SGA), Residence Hall Association (RHA), University Senate, administrative staff, or by the Board of Trustees. A committee, under the direction of the Director of SCI, will be formed to review any proposed amendments. The committee will include, but not limited to: SGA, RHA, University Police, Residential Life, and Student Activities and Organizations, Academic Affairs. A response from the committee must occur 30-calendar days from submission of the proposal. The committee may approve, amend, request a 30-day extension or reject any proposal. Failure to respond may be cause of the initial proposal to be submitted for consideration without comment from the committee.

Recommendations made by the Policy Review Committee will be provided to the Student Affairs Committee (SAC) for review and comment prior to submitting the recommendations for approval.

The Board of Trustees has delegated approval of any amendments and/or recommendations to alter the *Code of Student Conduct* to the President. The President will have the authority to set the day for which any amendments become effective for the University. Approved amendments will be provided to the Board of Trustees for review at which time amendments may be permanently accepted or rejected.

In addition, the *Code of Student Conduct* shall be reviewed at least every two years under the direction of the Director of SCI or other University official designated by the Vice President for Student Affairs. The aforementioned committee will assist in the bi-annual review. Updates may be made to the *Code of Student Conduct* as necessary depending on legal updates and campus needs. Recommendations stemming from the review will be submitted to the President and Board of Trustees for approval.

University Community members will be notified of all approved amendments, as well as effective date, via electronic notification (e.g. e-mail, MyISU Portal announcement, Communications Today).

Appendix A: Definitions and Acronyms

The following **definitions** will be used in this Code:

- The term “University” means Indiana State University.
- The term “student” includes all persons whom have applied and been accepted by the University as eligible to enroll in courses, both full-time and part-time, non-degree and degree seeking, pursuing undergraduate, graduate, or professional studies and those who attend post-secondary educational institutions other than Indiana State University and who reside in University residence halls. Students who are not officially enrolled for a particular term or terms (up to two years after the last active enrollment) are defined as having a continuing relationship with the University and are considered “students.”
- The term "student organization" refers to any number of students which has obtained recognition through the Student Activities and Organizations following specific University guidelines. It is understood that all policies and prohibited conduct may be applicable to student organizations if individuals act in part or on behalf of any student organization.
- The term “faculty member” means any person hired, appointed, or assigned by the University to conduct classroom activities.
- The term “University official” includes any person employed by the University performing assigned administrative or professional responsibilities. This term includes student employees (e.g. student workers, resident assistants, community service officers).
- The term “member of the University community” includes any person who is a student, faculty member, university official, or any other person employed by the University.
- The term “University premises” includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University (including adjacent streets and sidewalks).
- The term "sanction" refers to a conduct outcome where active participation from the accused student is required. Sanctions are intended to be educational to promote personal and/or community growth and betterment.
- The term "stipulation" refers to a conduct outcome that will likely result in a higher disciplinary outcome if violated but may be a passive requirement. For example, a stipulation may be that the student is to refrain from further conduct violation. There is no activity involved to successfully complete this requirement.
- The term “University Conduct Board” or “University Conduct Officer” means any person or persons authorized by the president of the University or his/her designee(s), pursuant to policies established by the University, to determine whether a student or student organization has violated the Code of Student Conduct and to impose appropriate sanctions, including separation of the student from Indiana State University or revocation of registration or recognition.
- The term “shall” is used in the imperative sense.
- The term “may” is used in the permissive sense.
- The Director of SCI is the person designated by the President of the University to be responsible for administration of the Code.
- The term “policy” is defined as the written regulations of the University as found in, but not limited to, the Code of Student Conduct, the Residence Hall Handbook, The University Handbook, and the Graduate and Undergraduate Catalogs.

The following **acronyms** will be used in this Code:

- AC – Administrative Conference
- CRP – Complaint Resolution Process
- SCI – Office of Student Conduct and Integrity
- UCB – University Conduct Board
- UCO – University Hearing Officer

Appendix B: “Sycamore Standard”

Adopted by SGA in 2002; Adapted Policy Review Committee 2013

All members of Indiana State University will learn and apply essential life lessons related to: self-awareness, communication, civility and respect, integrity, forgiveness, patience and trust. As a member of Indiana State University:

I will practice personal responsibility and academic integrity;

I will aspire towards truth and learning;

I will foster an environment conducive to mine and other’s health, wellness, and safety;

I will avoid acts that promote intolerance of individuals or groups;

I will conduct myself in a manner that brings honor to me and the University community; and

I will discourage behaviors by others that are differing to these standards and expectations of the Code of Student Conduct.

Awareness of the common good leads us to make individual choices in light of how they affect, or may affect, other people and the ISU community as a whole. Accepting certain social conditions allows people, either as groups or individuals, to reach their full holistic development.

Appendix C: Medical Amnesty

ISU Alcohol Health Procedures: Alcohol Safety and Assistance Program

The utmost concern of Indiana State University is the care and well-being of our student body. Alcohol-related illness poses significant dangers to students. The university community understands that the risk of university discipline can deter a student from making the call that could save the life of someone who has consumed too much alcohol. In alcohol related emergencies, ISU ASAP seeks to mitigate deterring consequences for the intoxicated student as well as one student seeking medical attention on behalf of the intoxicated student. The purpose of ISU ASAP is not to exonerate students from disciplinary action; rather the ISU ASAP favors educationally-based, reformation-minded University responses to these frightening incidents. The proposed procedure will foster a culture in which individuals feel comfortable calling for help on behalf of those in need of assistance, thereby saving lives.

1. Any student who requires medical assistance due to an alcohol-related illness may be exempt from university disciplinary sanctions when all of the following has taken place:
 - a. The proper authorities are notified; and
 - b. The student completely cooperates with all authorities involved and provides all requested information, i.e. the provider of alcohol, the person/organization that owns the property where the incident occurred, etc.; and
 - c. After the offense, the student remains compliant with the prescribed Alcohol Education and Assessment Initiative issued by the Office of SCI.

2. One (1) student who assists the ill individual may be exempt from university disciplinary sanctions related to this incident when all of the following has taken place:
 - a. The proper authorities are notified;
 - b. The student completely cooperates with all authorities involved and provides all requested information; and
 - c. The student remains with the ill individual until the authorities arrive to the scene.
3. The decision to provide the exception from university disciplinary sanctions shall be the judgment of the SCI office. *NOTE: The exception does not apply to any criminal charges that might be incurred as a result of an offense. Vice versa, a student may still be exempt through the University process even if criminal charges are pursued by legal channels.*
4. Repeat offenses may not receive the immunity that this procedure offers.

Appendix D: Sales and Solicitations

Sales and solicitations may be conducted on campus by an officially registered or recognized student organization. Off-campus charitable, not-for-profit, and commercial enterprises offer programming opportunities that often include sales. Such programs may be brought onto campus under the sponsorship of a registered or recognized student organization. All sales and solicitations must comply with University regulations and policies, as well as local, state, and federal laws and ordinances.

1. Sales or solicitations in residence halls must be approved by Residential Life.
2. Sales or solicitations conducted anywhere on campus except in the residence halls must be approved by Student Activities and Organizations. In addition, use of a facility for the purpose of sales or solicitations must be approved by the person charged with primary responsibility for use of that facility. (Names of such persons are available in Student Activities and Organizations.)
3. Individual students who wish to sell or solicit on campus may do so by renting space in the Hulman Memorial Student Union or by conducting the sale in the privacy of their own residence hall rooms or University Apartments residence, provided such sales have been specifically approved in accordance with the Residential Life guidelines.

Appendix E: Policies for Posting Notices

The University provides facilities for the posting of University related and private notices under the following criteria:

1. Notices must have the name, address, and telephone number of an authorized organization representative (or individual if not affiliated with an organization) clearly printed on the back of the notice.
2. The notice cannot promote any activity in violation of University regulation or policy, or federal, state, or local law or statute.
3. Hulman Memorial Student Union and Residential Life have limitations on the size of notices. Users should contact the directors of those facilities concerning these limitations. In all other areas, posted notices may be no larger than 18 inches by 24 inches.
4. Outdoor displays cannot be nailed to trees or other structures or objects. The use of string, tape, or

wire is suggested. No stakes or postholes may be used without the written permission of Facilities Management.

5. Chalking with water soluble chalk is restricted to flat, horizontal walkways in open areas that will allow rain to eventually wash the chalk away. Chalking is prohibited on benches, walls, or other vertical surfaces. Chalking is not allowed on the brick paver walkways.

6. Posters may not be attached to the sides of buildings. Banners may be hung from buildings if approved by the building supervisor and Facilities Management. Posters and notices may not be placed on glass (entry) doors or windows.

7. Private parties may post notice of meetings and services as long as the above criteria are followed. Posters are removed after two weeks or at the end of the effective date of the posted message, whichever comes first.

8. Priority is given to those notices posted by University departments and by registered/recognized student organizations.

**The University may remove and discard any outdated notice, or any notice posted in violation of the criteria outlined above.*

Appendix F: Student Rights Under FERPA/Parental Notification

Background

Congress amended the Family Educational Rights and Privacy Act (FERPA) in late 1998 to permit colleges and universities to notify the parents or guardians of students about violations of campus alcohol and drug policies, regardless of age. For specifics regarding FERPA, please visit <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Purpose

It is the goal of Indiana State University to expand the partnership with parents/guardians in encouraging students to make reasonable, responsible, and healthy decisions about alcohol and other drugs. In addition, we know that there is a strong association between a declining academic performance and the illegal/abusive use of alcohol and other drugs by our students. By notifying parents/guardians of violations of this nature, we have the opportunity to work together to aid in the academic success and healthy social integration of our students.

Details of Notification

If a student under the age of 21 is found responsible violating 3.3.3 *Drug Related Behavior* and/or 3.3.4 *Alcohol Related Behavior* of the Code of Student Conduct, SCI will notify the student's parents/guardians in writing.

Written notifications will not include specific details of the incident(s), circumstances surrounding the violation(s), or *any* specifics of the case. If parents/guardians are interested in receiving more information are encouraged to discuss the case with their student. If questions remain, parents/guardians are encouraged to contact SCI.

Additional Information

Notification is designed to inform parents/guardians a violation has occurred and to encourage an educational discussion between parents/guardians and their student. Notifications will be sent for repeat violations of 3.3.4- Alcohol Related Behavior and for first time/repeat violations of 3.3.3- Drug Related Behavior.

An integral part of the conduct adjudication process will be the discussion concerning notification of the parents/ guardians. Consideration will be given to situations where notification may be detrimental to the student or family.

When there is reason to believe that a student's health and well-being are at risk or they have placed other members of the community at risk, the Dean of Students or his/her designee may contact the parents/ guardians directly.

Proposers should consult with the dean's office prior to the development of the proposal. Not all proposals can be supported.

F-2 PROGRAM PROPOSAL FORM

<p>Department: <u>CDCSEP</u></p> <p>College: <u>NA</u></p> <p>Contact Person: <u>Catherine Tucker</u></p> <p>Phone: <u>2889</u> Email: <u>Catherine.tucker@indstate.edu</u></p>	<p><i>Click here for flow diagram</i> <i>Click here for a sample timeline</i></p> <p>Degree Level: <u>Undergraduate</u> CIP Code: _____ Major Code: _____</p> <p>Program Title: <u>Minor in counseling</u></p> <p>Proposed New Program Title: <u>Counseling Minor</u></p> <p>Track or Concentration Area, If Applicable: _____</p>
<p>CHECK ALL THAT APPLY</p> <p><input type="checkbox"/> Graduate</p> <p><input checked="" type="checkbox"/> Undergraduate</p> <p><input checked="" type="checkbox"/> New Program</p> <p><input type="checkbox"/> Existing Program</p> <p><input type="checkbox"/> Change of Title</p> <p><input type="checkbox"/> Revision</p> <p><input type="checkbox"/> Suspension</p>	<p><input type="checkbox"/> Elimination</p> <p><input type="checkbox"/> Reactivation</p> <p><input type="checkbox"/> Major</p> <p><input checked="" type="checkbox"/> Minor</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Licensure Only</p> <p><input type="checkbox"/> Other(specify)_____</p>
<ol style="list-style-type: none"> 1. For revision, reactivation, and new programs submit all applicable forms in this packet. For suspension or elimination, complete the brief summary and submit F-3 only. 2. Proposals for new degree programs must include the application required by the Indiana Commission for Higher Education. 3. All proposals should also be submitted via electronic media in Microsoft Word format, with signature page scanned. 	

In the space provided, please insert your summary (abstract), information on student learning, proposed catalog copy, and side-by-side comparison of the old and new programs (see Appendix III of the CAPS Manual.)

Brief Summary:

In order to meet the growing demand for well-qualified bachelor's level case managers in the fields of mental health and addictions, we are proposing a minor in counseling. Although any ISU undergraduate could declare this minor, we anticipate PSY, CRIM, and SOWK majors would comprise the majority of the students who select this path. The specific set of courses required for the minor will give the students a solid grounding in basic interpersonal communication skills, an entry-level understanding of the systems of mental health and addictions care in the United States, and some basic understanding of the human brain and its functions. For students majoring in PSY who are not interested in or able to move on to graduate education, this option would increase their skill set for mental health care jobs at the bachelor's level.

Student Learning. How have the results of student outcomes assessment and program or accreditation review been used on the proposed change? How will this change increase student learning and program effectiveness?

Agencies in Indiana and around the U.S. have difficulty locating highly qualified bachelor's level case managers. Case management in mental health and addictions is considered a high growth job sector. Graduates who have a major in PSY, SOWK, CRIM, or a related area and have a minor in COUN, which is skills-based, will have an advantage in the job market relative to other graduates who do not have these skills. A minor in COUN will also make PSY graduates more employable at the bachelor's level. When combined with a specific sequence of courses in PSY, COUN minors may also apply for the new Indiana Licensed Addictions Counselor credential at the bachelor's level. The sequence of courses proposed in the COUN minor give students a solid grounding in basic individual and group intervention skills, a basic understanding of systems of care, and entry-level knowledge of how people grow and develop within families and cultures. Students who plan to go on to graduate school in psychology, counseling, social work, or related fields will also benefit from early exposure to these skills and practices, which are normally only taught at the master's and doctoral levels.

Proposed Catalog Copy:

(18 credit hours)

The minor in counseling is designed to complement majors in human services-related fields. The course work gives students an introduction to interpersonal skills and systems of care. Students who are interested in bachelor's level work in mental health care, addictions services, child protection, family services, criminal justice, or other fields would benefit from gaining these skills. Likewise, students who plan to go on to graduate school in counseling, psychology, social work, criminal justice, or related fields would benefit from course work in counseling.

Recommended sequence of courses (requirements 1, 2 and 3 should be taken in the first two terms, followed by 4, 5, and 6 which may be taken separately or concurrently):

1. PSY 266-Human Growth and Motor Development OR EPSY 221 (FS)
2. EPSY 341-Education in a Multicultural Society (FS)
3. COUN 433-Techniques of Counseling OR PSY 384, Interviewing Skills
4. COUN 415-Group Dynamics (students should take either PSY 384 or COUN 433 prior to attempting this course)
5. COUN 434-Foundations of Mental Health Counseling
6. COUN 436-Marriage Counseling and Family Therapy (note: students should take COUN 433 or PSY 384 prior to attempting this course)

Approval/Review Signatures

Date Vote

If more than one unit is involved, signatures are needed from each unit.

1. Department/unit curriculum committee [Signature] 8-10-13 14-0-0
2. Department chair [Signature] 8-16-13
3. Dean's Office, College of Education
(Programs that lead to educator licensure) _____
4. College Representative [Signature] 1/13/14 9-0-0
5. Academic Dean [Signature] 1/13/14
6. Associate VP for Academic Affairs [Signature] 1/16/17
7. Teacher Education Committee
(Programs that lead to educator licensure) _____
8. Dean, College of Graduate and Professional Studies _____
9. CAAC or Graduate Council [Signature] 1/17/14 7-0-0
10. Senate Executive Committee
(New programs, major revisions so program is substantially new, or proposals with major policy implications. Determined by CAAC or Graduate Council.) _____
11. Faculty Senate
(New programs, major revisions so program is substantially new, or proposal with major policy implications. Determined by CAAC or Graduate Council.) _____
12. Provost _____

Publication Dates:

Proposal: JAN 21 2014

Approval: _____

F-3 DARS REPORT FOR PROGRAMS

Note: Doctoral Programs do not require DARS report

Must be completed before dean's approval so changes can be made.

Attach this form to the program proposal form and submit to the Office of Degree Audit and Transfer, Frickson Hall 235.

(Completed by the Unit)

Department: CDCSEP

Contact Person: Catherine Tucker

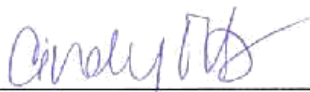
Course/Program: Counseling Minor

I. DARS (Completed by Office of Degree Audit and Transfer) Completed

Transfer articulation X
(If present, detail sent to dean and attached to proposal)

Degree Audit ✓
Includes major/minor/other requirements/general education
(If present, detail sent to contact person and attached to proposal)

Comments:


DARS Director

10/14/13
Date

F-4 Program/Course Consultation Form

The proposing unit is required to provide evidence that it has consulted with all units that would be affected by a course or program change or would have a logical interest. The DARS office will provide a list of all programs that require or recommend a course. Please attach this sheet to a copy of the proposal when it is forwarded to the dean's office. If no response is received within 14 days, send an email message to the chair(s) of departments that would logically have an interest in this change and attach a copy of the email message and consultation form with the proposal.

To: Virgil Sheets _____ Date: 7-1-2013

From: Catherine Tucker _____

Program/Course Title: Counseling Minor _____

Attach a complete proposal.

This form serves the purpose of providing information as a courtesy and avoiding duplication. Please take this opportunity to review the enclosed curriculum proposal and to comment upon it in view of your unit's offerings.

Have no reservations concerning this course or program:

Have the following reservations/suggestions concerning this course or program:

Chairperson: Virgil Sheets

Department: Psychology

Signed:  Date: 10/4/13

Responses from proposing unit:

F-6 Unit and Deans' Office Review for Completeness and Accuracy

PROGRAMS: REVISED, REACTIVATED, OR NEW

Department: CDCSEP

Contact person: Catherine Tucker

Telephone: 2889 E-mail address: Catherine.tucker@indstate.edu

It is the department's responsibility to consult with the dean's office prior to development of the proposal to determine whether the proposed change is feasible. Failure to do so is likely to result in a proposal that is not able to go forward or that will be sent back to the department for revision.

Units should make sure that all information below is included with their proposal. Incomplete proposals or those with issues that must be addressed will be returned to the department, curriculum committee, or dean's office within four weeks of receipt of the proposal. Specific feedback will be given on what needs to be addressed. Subsequent modifications will follow a similar four-week interval for review and response.

Provided/
completed

NA

- | | | |
|-------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Proposal clearly related to the results of assessment, program review, and accreditation. |
| <input type="checkbox"/> | <input type="checkbox"/> | All required signature(s) obtained. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | All required votes obtained. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Number of credit hours reported accurately. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | All proposals for new and/or modified courses including syllabi submitted and in good order. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Executive summary or abstract included. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Clear and concise rationale for non-specialists included. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Proposed new catalog copy incorporating the changes and side-by-side comparison included. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Signed DARS Report attached. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Copies of the Program and Course Change Consultation Form are included from any departments/units that are affected or logically have an interest in the change. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Financial/Staffing Resource Review Checklist included. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Library Report attached, if needed. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | All documents referenced in the proposal included. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Guidelines for Undergraduate Curricular Changes followed for undergraduate programs. |
| <input type="checkbox"/> | <input type="checkbox"/> | Other |

Returned to: _____

Date: _____

Rationale for proposal status: _____

F-7 LIBRARY REPORT

Required for new and substantially changed programs, new and substantially changed graduate courses, and courses in which the University may not have adequate library resources (new topics, varied formats).

Department: CDCSEP

Course Prefix: _____ Number: _____ Credit Hours: _____

Program Title: Counseling Minor_____

Course Title: _____

Attached to this report is a:

- Bibliography completed by the department that identifies the critical books, journals (including electronic journals), multimedia (including videotapes, CD's, DVD's, computer simulations, etc.), research resources, and databases essential to support the curricular changes for this course/program. After reviewing this bibliography, the Library and the Department will develop a plan for obtaining future resources.

If distance education (course, program, or part of a unit)

- Plan for meeting the library needs of distance education students (including searching databases, delivery of materials, library tutoring, etc.)

Dean, Library Services

Date

Comments:

This new Minor does not involve any new or revised courses. All courses included in the proposal are active existing courses.

F-8 FINANCIAL/STAFFING RESOURCES REVIEW CHECKLIST

This form must be completed for new courses and for program revisions (not for elimination, banking, or suspension). Attach additional information if needed.

New program proposals must be submitted using *Guidelines, Policies, and Procedures for Developing New Academic Program Proposals from the Indiana Commission for Higher Education*, available at http://www.che.state.in.us/academics/program_guidelines.pdf.

Proposed Course/Program Title: Counseling Minor

Department: CDCSEP

1. Will the proposal require additional faculty, including special purpose or temporary faculty?

Not initially

If yes, indicate the source of funds

Department reallocation College reallocation

External funds, specify source

Other, describe

	Year 1	Year 2
	\$ _____	\$ _____
	\$ _____	\$ _____
	\$ _____	\$ _____

2. What additional supplies and expenses are required?

No Yes If yes, what is the source of funds?

Department College External funding (specify)

3. Will additional equipment and/or space be required?

No Yes

If yes, indicate the source of funds

Department College External funding (specify)

4. Will it require additional undergraduate and/or graduate assistant(s)?

No Yes

If yes, indicate the source of funds

Department College Graduate Studies External funding (specify)

5. Will it require additional computer equipment, software, or classroom technology?

No Yes

If yes, state what and indicate the source of funds

Department College Office of Information Technology

External funding (specify)

6. Will it require additional classrooms, remodeling, or other space?

No Yes

If yes, indicate the source of funds for laboratories and specifics on space needs and how this will be met. —

CDCSEP has been offering COUN 433, EPSY 341, and EPSY 221 on a regular basis, but not COUN 415, 434 or 436. We plan to offer one section of each new course each year.

7. Provide projected enrollments by year 3 and year 5.—We expect approximately 20 students per year by year 3. The Minor is expected to grow to 40 students per year by year 5. We believe this minor will be attractive to Psychology, Criminology, and Social Work majors.

What are your plans for student recruitment?

Send program information to University College, Psychology Department, and Criminology Department advisors.

Describe additional resource needs and implications:

If external funds will be used, describe and specify how long funds are available.

The signatures below confirm that sufficient resources to support the proposal will be committed by the department and college.

Linda Sperry
Department Chairperson

12-5-13
Date

[Signature]
Dean

1/14/13
Date

David Malooley

From: Catherine Tucker
Sent: Thursday, February 06, 2014 3:49 PM
To: Larry Rosenhein
Cc: David Malooley
Subject: Re: Sequencing question

Sure

On Feb 6, 2014, at 1:50 PM, "Larry Rosenhein" <Larry.Rosenhein@indstate.edu> wrote:

> Could I suggest modifying the language along these lines:

>

> "Recommended sequence of courses (requirements 1,2 and 3 should be taken in the first two terms, followed by 4, 5, and 6 which may be taken concurrently)."

>

> Larry Rosenhein
> Dept. of Chemistry and Physics
> Chair, Curriculum and Academic Affairs Committee Indiana State
> University
> 237-2243

>

>

>

> -----Original Message-----

> From: Catherine Tucker
> Sent: Thursday, February 06, 2014 1:34 PM
> To: David Malooley
> Cc: Larry Rosenhein
> Subject: RE: Sequencing question

>

> Sorry for the confusion, I was trying to simplify it.

>

> They could either take the first couple of courses in one term, or the first alone, then the second and third together. Either way, they need the basics (which I called 1,2,3) before they take 4,5,6.

>

> Does that help?

>

> Catherine Tucker, PhD, LMHC
> Registered Play Therapist- Supervisor
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>

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> From: David Malooley
> Sent: Thursday, February 06, 2014 1:12 PM
> To: Catherine Tucker
> Cc: Larry Rosenhein
> Subject: Sequencing question
>
> Hello Catherine,
>
> A question has arisen concerning the intended sequencing statement. Are you saying that a student must take either the sequence of courses 1 then 2, OR the sequence of courses 2 then 3, and then they may go on to the remainder 4, 5, 6??
>
> Obviously, you would be advising the student, but we just wanted to make sure the committee understood.
>
> Thanks, Dave
>
>
> David J. Malooley
> Secretary, CAAC
> Associate Prof.
> Electronics and Computer Engineering Technology Myers Tech, TC 301D
> 812-237-3395
> david.malooley@indstate.edu<mailto:david.malooley@indstate.edu>
>
> To the optimist, the glass is half full.
> To the pessimist, the glass is half empty.
> To the engineer, the glass is twice as big as it needs to be.
>
>
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