



## Council for the Advancement of Standards in Higher Education

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We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the *CAS Professional Standards for Higher Education* book. You are particularly encouraged to examine the learning and developmental outcomes (see [www.cas.edu](http://www.cas.edu) and in the standards book) in the design and assessment of your programs.

This standard has a Self Assessment Guide (SAG) available for purchase from [www.cas.edu](http://www.cas.edu) for use in program evaluation.

### CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

### CAS STANDARDS AND GUIDELINES

Each CAS standard contains 14 common criteria categories (referred to as “general standards”) that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs “**must**” and “**shall**” and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs “should” and “may.”

### OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 40 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

### DISCLAIMER

The standards and guidelines published in “The Book of Professional Standards for Higher Education” by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the “CAS Self-Assessment Guides” (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is “approved, endorsed, certified, or otherwise sanctioned by CAS.” Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

Direct your questions to the CAS Executive Office, One Dupont Circle NW Suite 300 Washington, DC 20036-1188,  
202-862-1400, (email contact: Phyllis Mable, Executive Director, [www.cas.edu](http://www.cas.edu))

# THE ROLE of STUDENT CONDUCT PROGRAMS

## *CAS Standards Contextual Statement*

Throughout the history of American higher education, colleges have struggled with how to respond to student misconduct. In his letter to Thomas Cooper on November 2, 1822, Thomas Jefferson described the problem of student discipline as “a breaker ahead” which he was not sure that American higher education could weather. In recent years, issues related to student discipline including sexual assault, use and abuse of alcohol and other drugs, and campus safety have come to the forefront.

Traditionally, the U.S. courts viewed the administration of student discipline as an internal institutional matter and did not become actively involved in the process through judicial rulings. However, this position changed in 1961, with the landmark case of *Dixon v. Alabama State Board of Education*, 294 F.2d 150 (5th Cir. 1961), the first of an ever-growing modern body of case law related to the administration of student discipline. The courts have held under the 14<sup>th</sup> Amendment to the U.S. Constitution that public colleges and universities must afford basic due process rights to students accused of violating student conduct codes. However, it is important to note that the rights of due process described in this body of case law differ significantly from those observed in the criminal court system. The limitations placed upon private institutions are substantially less prescriptive. Although the Constitutional rights afforded to students at public institutions are not generally applicable to private institutions, several authors, including Kaplin and Lee (1995), Stoner and Cerminara (1990), and Stoner and Lowery (2004) have encouraged private institutions to bear in mind the restrictions placed upon public institutions and accord their students the same general rights and protections.

In the early American colleges and universities, student discipline was primarily the responsibility of the faculty. As the positions of dean of men and women were established and the field of student affairs evolved, the responsibility for the administration of student discipline shifted. Barry and Wolf (1957) observed, “Despite all of their later disclaimers, most deans of men seem to have been appointed primarily to act as disciplinarians” (p.14). Only in the past twenty-five years has student discipline emerged as a distinct functional area within student affairs. Prior to that time, the responsibility for student discipline was one of a number of duties which fell to an individual or office such as the dean of men or the dean of women and later the dean of students.

In the early 1970s, the American College Personnel Association established Commission XV, Campus Judicial Affairs and Legal Issues, to meet the needs of this emerging profession. In 1988, the Association for Student Judicial Affairs (ASJA) was founded to facilitate the integration of student development concepts with principles of student conduct practice in post-secondary education and to promote, encourage, and support student development professionals responsible for judicial affairs. Reflecting the evolution of the profession, ASJA changed its name in 2008 to the Association for Student Conduct Administration – ASCA.

Over the past fifteen years, the practice of student judicial affairs in the U.S. has been profoundly affected by the passage of federal legislation. While the Family Educational Rights and Privacy Act of 1974 (FERPA) had implications for judicial affairs, the legislation passed more recently has differed significantly in that it directly targeted aspects of the campus student conduct system. For example, the amendments to the Student Right-to-Know and Campus Security Act included in the Higher Education Amendments of 1998 require colleges and universities to include statistics for liquor law violations, drug law, and weapons law violations

addressed through the student conduct system. The Higher Education Amendments of 1998 also amended FERPA to allow the release for the final results of a campus disciplinary proceeding when a student is found responsible of a crime of violence or nonforcible sexual offense and to allow parental notification when the institution determined that a student under the age of 21 had violated alcohol or drug policies. In the years between the reauthorization, several pieces of legislation impacting student conduct programs were being introduced into Congress annually as well. This increased governmental involvement demands that student conduct professionals remain knowledgeable about legislative developments and actively work to address legislative proposals which would have a negative impact on the fundamental educational mission of the student conduct system.

The Association for Student Conduct Administration established three principles for the administration of student conduct programs, reflecting current thinking in this area:

- The development and enforcement of standards of conduct for students is an educational endeavor which fosters students' personal and social development; students must assume a significant role in developing and enforcing such regulations in order that they might be better prepared for the responsibilities of citizenship.
- Standards of conduct form the basis for behavioral expectations in the academic community; the enforcement of such standards must protect the rights, health, and safety of members of that community in order that they may pursue their educational goals without undue interference.
- Integrity, wisdom, and empathy are among the characteristics most important to the administration of student conduct standards; officials who have such responsibilities must exercise them impartially and fairly.

The primary role of student conduct administrators is that of educator. The maintenance and enhancement of the ethical climate on campus and the promotion of academic integrity are the primary purposes for enforcing standards of student conduct (ASJA, 1993). , The student conduct programs standards and guidelines that follow represent the fundamental criteria by which programs can assess their quality and effectiveness.

### **References, Readings, and Resources**

ACPA – College Student Educators International - Commission for Student Conduct and Legal Issues. One Dupont Circle Suite 300 Washington, DC 20036; (202) 835-2272. Web page: <http://www.myacpa.org/comm/judicial/>

Association for Student Conduct Administration: P.O. Box 2237, College Station, TX 77841-2237; 979-845-5262; Web page: <http://asja.tamu.edu/>

Association for Student Judicial Affairs. (1993). *Ethical principles and standards of conduct: Preamble*. Retrieved May 20, 2009, from <http://www.theasca.org/en/cms/?60>

Dannells, M. (1997). *From discipline to development: Rethinking student conduct in higher education*. ASHE-ERIC Higher Education Report Vol. 25, No. 2. Washington, DC: The George Washington University, Graduate School of Education and Human Development.

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Letter from Thomas Jefferson to Thomas Cooper (Nov. 2, 1822), in *Thomas Jefferson: Writings 1463, 1465* (M. Patterson, ed., The Library of America) (1984).

Mercer, W. L. (Ed.). (1996). *Critical issues in judicial affairs: Current trends in practice*. San Francisco: Jossey-Bass.

Paterson, G. P., & Kibler, W. L. (Eds.). (1999). *The administration of student discipline: Student, organizational, and community issues*. Asheville, NC: College Administration Publications.

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Stoner, E. N., II, & Lowery, J. W. (2004). Navigating past the “spirit of insubordination”: A twenty-first century model student conduct code with a model hearing script. *Journal of College and University Law*, 31, 1-77.

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# **STUDENT CONDUCT PROGRAMS**

## **CAS STANDARDS and GUIDELINES**

### **Part 1. MISSION**

**Student Conduct Programs (SCP) develop and enforce standards of conduct, an educational endeavor to foster students' and learning development.**

**SCP must develop, disseminate, implement, and regularly review their mission. Mission statements must be consistent with the mission of the institution and with professional standards. SCP in higher education must enhance overall educational experiences by incorporating student learning and development outcomes in their mission.**

**The goals of SCP must address the institution's needs to:**

- **develop, disseminate, interpret, and enforce campus policies and procedures**
- **protect rights of students in the administration of the student conduct program**
- **respond to student behavioral problems in a fair and reasonable manner**
- **facilitate and encourage respect for and involvement in campus governance**
- **provide learning experiences for students who are found to be responsible for conduct which is determined to be in violation of institutional standards or who participate in the operations of the student conduct system**
- **initiate and encourage educational activities that serve to reduce violations of campus regulations**

SCP should support appropriate individual and group behavior as well as serve the campus community by reducing disruption and harm. The programs should be conducted in ways that will serve to foster the ethical development and personal integrity of students and the promotion of an environment that is consistent with the overall educational goals of the institution.

### **Part 2. PROGRAM**

**The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful and holistic and that prepare students for satisfying and productive lifestyles, work, and civic participation. The student learning and development outcome domains and their related dimensions are:**

- **knowledge acquisition, integration, construction, and application**
  - **Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life**
- **cognitive complexity**
  - **Dimensions: critical thinking; reflective thinking; effective reasoning; and creativity**
- **intrapersonal development**
  - **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

- **interpersonal competence**
  - **Dimensions: meaningful relationships; interdependence; collaboration; and effective leadership**
- **humanitarianism and civic engagement**
  - **Dimensions: understanding and appreciation of cultural and human differences; social responsibility; global perspective; and sense of civic responsibility**
- **practical competence**
  - **Dimensions: pursuing goals; communicating effectively; technical competence; managing personal affairs; managing career development; demonstrating professionalism; maintaining health and wellness; and living a purposeful and satisfying life**

[See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

**Consistent with the institutional mission, SCP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions. When creating opportunities for student learning and development, SCP must explore possibilities for collaboration with faculty members and other colleagues.**

**SCP must assess relevant and desirable student learning and development outcomes and provide evidence of their impact on student learning and development. SCP must articulate how they contribute to or support students' learning and development in the domains not specifically assessed.**

**SCP must be:**

- **integrated into the life of the institution**
- **intentional and coherent**
- **guided by theories and knowledge of learning and development**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, diverse and special populations, and relevant constituencies**

**SCP must establish the following within the context of its mission and purpose:**

### **1. Authority**

**A written statement describing the authority, philosophy, jurisdiction, and procedures of the student conduct programs must be developed and disseminated to all members of the campus community.**

This statement should address (a) how student academic or non-academic misconduct is within the program's jurisdiction, (b) which campus policies and regulations are enforced by these programs, (c) sanctions that may be imposed, (d) a clear description of the relationship between student conduct programs and both campus and external law enforcement agencies, including guidelines regarding when law enforcement authorities will be called in, (e) authority under the policy to address misconduct which occurs off campus including education abroad, and (f) information regarding the impact, if any, of decisions by the criminal courts on the outcome of corresponding student conduct proceedings.

## **2. Components**

**The institution's policies regarding the administration of student discipline must be clearly described in writing. Elements to be addressed in this policy must include prohibited conduct; sanctions; boards and administrators with roles in the adjudication of student misconduct; procedures for the investigation and adjudication of allegations of student misconduct; appeal procedures (if provided); procedures for interim suspension (if provided); and policies regarding student disciplinary records.**

Generally, the student conduct system should involve significant roles for students in the adjudication of allegations of misconduct; however, membership on boards need not be limited to students. The system should allow sufficient time for an investigation of all allegations prior to a hearing, while responding to complaints in a timely fashion.

**Procedures and processes must be designed to provide for substantive and procedural due process at public institutions of higher education and fundamental fairness at private institutions of higher education.**

SCP should provide students with ample opportunity to receive advice about the process, a general time frame for resolution, and a delineation of individual responsibilities in the process.

**Institutional disciplinary action against individual students or recognized student organizations must be administered in the context of a coordinated set of regulations and processes in order to ensure fair and reasonable outcomes and the equitable treatment of students and groups. Allegations of improper behavior originating from both instructional and non-instructional components of the institution must be encompassed in a comprehensive student conduct system for students.**

Different procedures may be used to address the various forms of misconduct.

**The institution must be clear about which board or individual has jurisdiction over specific conduct regulations.**

Students should be assisted in understanding the sources and lines of authority.

**The sanctions imposed as a result of institutional disciplinary action must be educationally and developmentally appropriate.**

**SCP must follow up on cases, including enforcement of sanctions, assessing the developmental processes that have been affected, and ensuring that students are directed to appropriate services for assistance.**

**The institution must be clear about how it defines student status and the jurisdiction of the system to include whether students can be held responsible for behavior that takes place off campus or between academic sessions.**

SCP should maintain written records to serve as referral materials, to document precedents, to provide source material for identifying recurring problems, or to use for appeals.

**The institution must clearly state the conduct regulations that apply to student organizations, the procedures that will be followed in the hearing of cases related to**

**student organizations, and the guidelines used to determine if actions of individual members or small groups within an organization constitute action by the organization.**

### **3. Information to Campus Community**

**The institution must publish information about the SCP.**

Publications should contain (a) campus policies, such as those concerning legal representation, the protection of privacy of student disciplinary records, and the destruction of disciplinary records; (b) campus procedures, such as filing a disciplinary action, gathering information, conducting a hearing, and notifying a student of the hearing or appeal board's decision; (c) the composition, authority, and jurisdiction of all student conduct bodies; (d) the types of advice and assistance that the complainant and others can receive about the process; (e) the types of disciplinary sanctions, including interim suspension procedures; and (f) a general explanation of how and when non-campus law enforcement officials are used.

**Publications must be distributed through methods that will reach all students.**

Dissemination methods may include electronic media; the institutional catalog; the orientation program; the student handbook; and admissions, registration, and billing materials.

Published information should include not only descriptions about how the system works, but also the results of the system. By publishing the outcomes of student conduct cases in a manner which protects the privacy of those involved, the institution demonstrates that the system does work and encourages an open discussion of issues related to student conduct.

### **4. Hearing Authority**

**In addition to a hearing officer, SCP must include a hearing or appellate board, composed of representatives of the campus community, that is responsible for carrying out student conduct functions delegated by the administration.**

Roles and functions of student conduct board members may include (a) reviewing disciplinary referrals and claims; (b) interpreting misconduct allegations and identifying specific charges to be brought against the student(s); (c) conducting preliminary hearings and gathering information pertinent to the charges; (d) advising students on their rights and responsibilities; (e) engaging in substantive discussions with students about relevant ethical issues; (f) scheduling, coordinating, and conducting hearings; (g) reviewing decisions from other hearing bodies, when applicable; (h) notifying the accused in writing about relevant decisions and the board's rationale for such; (i) maintaining accurate written records of the entire proceeding; (j) referring information to an appeal board when applicable; (k) following up on sanctions to ensure they have been implemented; (l) following up with students who have been sanctioned to ensure awareness of available counseling services; (m) establishing and implementing a procedure for maintenance and destruction of disciplinary records; and (n) assessing student conduct procedures, policies, and outcomes.

A student conduct officer may be assigned responsibility for training student conduct board members, scheduling and facilitating evaluations, and informing faculty members, administration, and staff about legal and disciplinary matters.

Student conduct board members should participate on campus government committees associated with student conduct, except when a conflict of interest will result. Student conduct board members may also be involved in the outreach efforts of the SCP.

## **5. Training of Student Conduct Board Members**

**Initial and in-service training of all hearing board members must be provided.**

In order for student conduct board members to fulfill their roles and functions, initial training should include (a) an overview of all judicial policies and procedures; (b) an explanation of the operation of the judicial process at all levels including authority and jurisdiction; (c) an overview of the institution's philosophy on student conduct and its role in this process; (d) roles and functions of all student conduct bodies and their members; (e) review of constitutional and other relevant legal individual and institutional rights and responsibilities; (f) an explanation of sanctions; (g) an explanation of pertinent ethics, including particularly the importance of privacy of student disciplinary records and addressing bias and conflict of interest in the student conduct process; (h) a description of available personal counseling programs and referral resources; (i) an outline of conditions and interactions which may involve external enforcement officials, attorneys, witnesses, parents of accused students, and the media; and (j) an overview of developmental and interpersonal issues likely to arise among college students.

In-service training should include participation in relevant and on-going workshops, seminars, and conferences. A library containing current resources about the student conduct system should be maintained and be accessible to student conduct board members.

### **Part 3. LEADERSHIP**

**Because effective and ethical leadership is essential to the success of all organizations, Student Conduct Programs (SCP) leaders with organizational authority for the programs and services must:**

- **articulate a vision and mission for their programs and services**
- **set goals and objectives based on the needs of the population served and desired student learning and development outcomes**
- **advocate for their programs and services**
- **promote campus environments that provide meaningful opportunities for student learning, development, and integration**
- **identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement**
- **advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels**
- **initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area**
- **apply effective practices to educational and administrative processes**
- **prescribe and model ethical behavior**
- **communicate effectively**
- **manage financial resources, including planning, allocation, monitoring, and analysis**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **manage human resource processes including recruitment, selection, development, supervision, performance planning, and evaluation**
- **empower professional, support, and student staff to accept leadership opportunities**
- **encourage and support scholarly contribution to the profession**
- **be informed about and integrate appropriate technologies into programs and services**

- be knowledgeable about federal, state/provincial, and local laws relevant to the programs and services and ensure that staff members understand their responsibilities by receiving appropriate training
- develop and continuously improve programs and services in response to the changing needs of students and other populations served and the evolving institutional priorities
- recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions.

#### **Part 4. HUMAN RESOURCES**

**Student Conduct Programs (SCP) must be staffed adequately by individuals qualified to accomplish the mission and goals. Within institutional guidelines, SCP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.**

**SCP professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.**

**Degree- or credential-seeking interns must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision.**

**Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear and precise job descriptions, pre-service training based on assessed needs, and continuing staff development.**

Students from graduate academic programs, particularly in areas such as counseling, student development, higher education administration, law, or criminology, may assist the student conduct programs through practica, internships, and assistantships.

Students who participate on conduct boards may be awarded academic credit for proper supervision. Clear objectives and assignments should be outlined to ensure that a student's grade for this participation is in no way influenced by his/her decisions on a particular case.

**Employees and volunteers must receive specific training on institutional policies and privacy laws regarding their access to student records and other sensitive institutional information (e.g., in the USA, Family Educational Rights and Privacy Act, FERPA, or equivalent privacy laws in other states/provinces or countries.)**

**SCP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.**

**All members of the staff must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.**

**SCP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty members, staff, and others and must incorporate a system or procedures for responding, including but not limited to reporting them to the appropriate campus officials.**

**Salary levels and benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.**

**SCP must maintain position descriptions for all staff members.**

**To create a diverse staff, SCP must institute hiring and promotion practices that are fair, inclusive, proactive, and non-discriminatory.**

**SCP must conduct regular performance planning and evaluation of staff members. SCP must provide access to continuing and advanced education and professional development opportunities.**

**A qualified member of the campus community must be designated as the person responsible for student conduct programs.**

The designee should have an educational background in the behavioral sciences (e.g., college student affairs, psychology, sociology, student development including moral and ethical development, higher education administration, counseling, law, criminology, or criminal justice).

The designee and any other professional staff member in the student conduct programs should possess (a) a clear understanding of the legal requirements for substantive and procedural due process; (b) legal knowledge sufficient to confer with attorneys involved in student disciplinary proceedings and other aspects of the student conduct services system; (c) a general interest in and commitment to the welfare and development of students who participate on boards or who are involved in cases; (d) demonstrated skills in working with decision-making processes and conflict resolution; (e) teaching and consulting skills appropriate for the education, advising, and coordination of hearing bodies; (f) the ability to communicate and interact with students regardless of race, sex, disability, sexual orientation, and other personal characteristics; (g) understanding of the requirements relative to confidentiality and security of student conduct programs files; and (h) the ability to create an atmosphere where students feel free to ask questions and obtain assistance.

## **Part 5. ETHICS**

**Persons involved in the delivery of Student Conduct Programs (SCP) must adhere to the highest principles of ethical behavior. SCP must review relevant professional ethical standards and develop or adopt and implement appropriate statements of ethical practice. SCP must publish these statements and ensure their periodic review by relevant constituencies.**

**SCP must orient new staff members to relevant ethical standards and statements of ethical practice.**

**SCP staff members must ensure that privacy and confidentiality are maintained with respect to all communications and records to the extent that such records are protected under the law and appropriate statements of ethical practice. Information contained in students' education records must not be disclosed except as allowed by relevant laws and institutional policies. SCP staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved, or when otherwise required by institutional policy or relevant law.**

**SCP staff members must be aware of and comply with the provisions contained in the institution's policies pertaining to human subjects research and student rights and responsibilities, as well as those in other relevant institutional policies addressing ethical practices and confidentiality of research data concerning individuals.**

**SCP staff members must recognize and avoid personal conflicts of interest or appearance thereof in the performance of their work.**

**SCP staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they interact.**

**When handling institutional funds, SCP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures and the fiscal policies or processes of the institution.**

**Promotional and descriptive information must be accurate and free of deception.**

**SCP staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.**

**SCP staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior.**

**SCP staff members must be knowledgeable about and practice ethical behavior in the use of technology.**

## **Part 6. LEGAL RESPONSIBILITIES**

**Student Conduct Programs (SCP) staff members must be knowledgeable about and responsive to laws and regulations that relate to their respective responsibilities and that may pose legal obligations, limitations, or ramifications for the institution as a whole. As appropriate, staff members must inform users of programs and services, as well as officials, of legal obligations and limitations including constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution's policies.**

**SCP must have written policies on all relevant operations, transactions, or tasks that may have legal implications.**

**SCP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment.**

**SCP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. SCP staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if coverage is not provided by the institution.**

**The institution must provide access to legal advice for SCP staff members as needed to carry out assigned responsibilities.**

**The institution must inform SCP staff and students in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities.**

Appropriate policies and practices to ensure compliance with regulations should include notification to all constituencies of their rights and responsibilities under the student conduct system, a written description, accurate record keeping of all aspects of the student conduct proceedings, and regular reviews of the student conduct policies and practices.

## **Part 7. EQUITY and ACCESS**

**Student Conduct Programs (SCP) must be provided on a fair, equitable, and non-discriminatory basis in accordance with institutional policies and with all applicable state/provincial and federal statutes and regulations. SCP must maintain an educational and work environment free from discrimination in accordance with law and institutional policy.**

**Discrimination must be avoided on the basis of age; cultural heritage; disability; ethnicity; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; and any other bases included in local, state/provincial, or federal laws.**

**Consistent with the mission and goals, SCP must take action to remedy significant imbalances in student participation and staffing patterns.**

**SCP must ensure physical and program access for persons with disabilities. SCP must be responsive to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs and services.**

**SCP must recognize the needs of distance learning students by providing appropriate and accessible services and assisting them in identifying and gaining access to other appropriate services in their geographic region.**

## **Part 8. DIVERSITY**

**Within the context of each institution's unique mission, diversity enriches the community and enhances the collegiate experience for all; therefore, Student Conduct Programs**

**(SCP) must create and nurture environments that are welcoming to and bring together persons of diverse backgrounds.**

**SCP must promote environments that are characterized by open and continuous communication that deepens understanding of one's own identity, culture, and heritage, as well as that of others. SCP must recognize, honor, educate, and promote respect about commonalities and differences among people within their historical and cultural contexts.**

**SCP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.**

#### **Part 9. ORGANIZATION and MANAGEMENT**

**To promote student learning and development outcomes, Student Conduct Programs (SCP) must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional workflow graphics or organizational charts, and clearly stated program and service delivery expectations.**

**SCP must monitor websites used for distributing information to ensure that the sites are current, accurate, appropriately referenced, and accessible.**

**Evidence of effective management must include use of comprehensive and accurate information for decisions, clear sources and channels of authority, effective communication practices, procedures for decision-making and conflict resolution, responses to changing conditions, systems of accountability and evaluation, and processes for recognition and reward. SCP must align policies and procedures with those of the institution and provide channels within the organization for their regular review.**

#### **Part 10. CAMPUS and EXTERNAL RELATIONS**

**Student Conduct Programs (SCP) must reach out to relevant individuals, campus offices, and external agencies to:**

- **establish, maintain, and promote effective relations**
- **disseminate information about their own and other related programs and services**
- **coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote their achievement of student learning and development outcomes**

**SCP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students and other members of the campus community during emergency situations.**

**SCP must have procedures and guidelines consistent with institutional policy for communicating with the media.**

Representatives of the student conduct system should meet regularly with pertinent campus constituencies (e.g., student government, student development offices, staff, faculty members, academic administrators, public safety, legal counsel) to exchange information concerning their respective operations and to identify ways to work together to prevent behavioral problems and to correct existing ones. Such collaborative efforts might include educational programs and joint publications.

Representatives should also meet periodically with relevant external agencies(e.g., local police, district attorneys, service providers) to ensure understanding about the student conduct programs as well as to address student behavior problems in an effective manner.

## **Part 11. FINANCIAL RESOURCES**

**Student Conduct Programs (SCP) must have adequate funding to accomplish their mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis, which includes relevant expenditures, external and internal resources, and impact on the campus community, must be conducted.**

**SCP must demonstrate fiscal responsibility and cost effectiveness consistent with institutional protocols.**

## **Part 12. TECHNOLOGY**

**Student Conduct Programs (SCP) must have adequate technology to support their mission. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant federal, state/provincial, and local requirements.**

**SCP must maintain policies and procedures that address the security and back up of data.**

**When technology is used to facilitate student learning and development, SCP must select technology that reflects current best pedagogical practices.**

**Technology, as well as any workstations or computer labs maintained by the SCP for student use, must be accessible and must meet established technology standards for delivery to persons with disabilities.**

**When SCP provide student access to technology, they must provide:**

- **access to policies that are clear, easy to understand, and available to all students**
- **access to instruction or training on how to use the technology**
- **access to information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.**

**Student violations of technology policies must follow established institutional student disciplinary procedures.**

**Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.**

## **Part 13. FACILITIES and EQUIPMENT**

**Student Conduct Programs (SCP) must have adequate, accessible, suitably located facilities and equipment to support their mission and goals. If acquiring capital equipment as defined by the institution, SCP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated regularly, including consideration of sustainability, and be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, safety, and security.**

**SCP staff members must have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.**

**SCP staff members who share work space must have the ability to secure their work adequately.**

**The design of the facilities must guarantee the security of records and ensure the confidentiality of sensitive information.**

**The location and layout of the facilities must be sensitive to the special needs of persons with disabilities as well as the needs of constituencies served.**

**SCP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating the facilities.**

**SCP must have access to facilities of sufficient size and arrangement to ensure privacy of records, meetings, and interviews.**

The facilities should include a private office where individual consultations and pre-hearing conferences with those involved in disciplinary actions may be held, hearing room facilities, a meeting room for small groups, a library or resource area, and a secure location for student disciplinary records. The facilities should also be designed to promote the personal safety of the individuals involved in the SCP (e.g., multiple methods of egress, panic buttons).

#### **Part 14. ASSESSMENT and EVALUATION**

**Student Conduct Programs (SCP) must establish systematic plans and processes to meet internal and external accountability expectations with regard to program as well as student learning and development outcomes. SCP must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies.**

**SCP must evaluate regularly how well they complement and enhance the institution's stated mission and educational effectiveness.**

**Results of these evaluations must be used in revising and improving programs and services, identifying needs and interests in shaping directions of program and service design, and recognizing staff performance.**

Evaluation of SCP should include:

- performance evaluations of all staff members by their supervisors
- periodic performance evaluations of individual hearing boards
- on-going evaluation of training programs and publications
- periodic review of applicable state/provincial and federal laws and current case law to ensure compliance

Assessment and evaluation activities may include:

- whether student conduct boards accurately follow the institution's procedural guidelines
- general impressions of the student conduct system according to students, faculty members, staff members, and the community
- developmental effects on students and student conduct board members
- annual trends in case load, rates of recidivism, types of offenses, and efficacy of sanctions
- effects of programming designed to prevent behavioral problems
- unique aspects of special function or special population student conduct boards (e.g., student organization, residence hall boards)

*General Standards revised in 2008;*

*SCP content (formerly Judicial Programs and Services) developed/revised in 1986, 1996, & 2005*