

# Youngstown

STATE UNIVERSITY

**BOARD OF TRUSTEES**  
**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**  
**James E. “Ted” Roberts, Chair**  
**Vacant, Vice Chair**  
**All Trustees are Members**

**Wednesday, June 7, 2017**  
**12:00 p.m.**

**Tod Hall**  
**Board Meeting Room**

## **AGENDA**

- A. Disposition of Minutes for Meetings Held March 15, 2017**
- B. Old Business**
- C. Committee Items**

- 1. Student Affairs**

- a. Student Affairs Consent Action Item**

- Tab C.1.a.1. \*1) Resolution to Modify Policy 3356-6-02, Intercollegiate Athletics Programs – Student Athletes**  
Ms. Elaine Jacobs, Associate Athletic Director, will report.

- b. Student Affairs Action Items**

- Tab C.1.b.1. 1) Resolution to Modify Policy 3356-8-01.1, “The Student Code of Conduct.”**  
Eddie Howard, Associate Vice President for Student Experience, will report.
    - Tab C.1.b.2. 2) Resolution to Modify Policy 3356-6-01, Scheduling of Intercollegiate Athletic, University Sponsored and Recognized Student Organization Activities During Final Examination Period**  
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Ms. Elaine Jacobs, Associate Athletic Director, will report.

\*Items listed under the Consent Agenda require Board approval; however, they may be presented without discussion as these items include only non-substantive changes.

- Tab C.1.b.3.**            **3) Resolution to Approve Policy 3356-8-07, Student Travel**  
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and  
Mr. Eddie Howard, Associate Vice President for Student Experience, will report.

**c. Student Affairs Discussion Item**

- 1) Fall 2017 Enrollment Update**  
Mr. Gary D. Swegan, Associate Vice President for Enrollment Planning and  
Management, will present an update regarding fall 2017 enrollment.

**2. Academic Affairs**

**a. Academic Affairs Consent Agenda Items\***

- Tab C.2.a.1.**            **\*1) Resolution to Authorize Conferral of Faculty Emeritus Status**  
The resolution nominates eleven (11) faculty members (nine recently retired,  
two deceased) for Faculty Emeritus Status. Dr. Martin A. Abraham, Provost and  
Vice President for Academic Affairs, will report. Policy Number 3356-7-17,  
Emeritus Status, from the University Guidebook, is attached for your information.

- Tab C.2.a.2.**            **\*2) Resolution to Modify Policy 3356-9-03.1, Appointment of Graduate Assistants,  
Graduate Assistant Interns, and Teaching Assistants**  
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and  
Dr. Sal Sanders, Dean of the College of Graduate Studies, will report.

**b. Academic Affairs Action Items**

- Tab C.2.b.1.**            **1) Resolution to Approve Policy 3356-8-06, Student Complaint Process**  
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and  
Dr. Kevin E. Ball, Associate Provost for Academic Programs and Planning, will  
report.

- Tab C.2.b.2.**            **2) Resolution to Approve List of Candidates to be considered for Honorary  
Degrees**  
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, will  
report. Policy Number 3356-10-05, Honorary degrees and commencement  
speakers, is attached for your information.

- Tab C.2.b.3.**            **3) Resolution to Approve Ohio Department of Higher Education Report on  
Duplicative Programs**  
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, will  
report.

\*Items listed under the Consent Agenda require Board approval; however, they may be presented without discussion as these items include only non-substantive changes.

**Tab C.2.b.4.**

- 4) Resolution to Approve Reorganization of the Beeghly College of Education**  
Dr. Mary Lou DiPillo, Associate Dean of the Beeghly College of Education, and Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, will report.

**Tab C.2.b.5.**

- 5) Resolution to Approve Tenure for the Chair of the Department of Computer Science and Information Systems**  
Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, will report.

**c. Academic Affairs Discussion Items**

- 1) Higher Learning Commission Update**

Dr. Kevin E. Ball, Associate Provost for Academic Programs and Planning, will report.

**Tab C.2.c.2.**

- 2) Strategic Plan Cornerstone Update – Student Success**

Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Dr. Michael Crist, Interim Associate Vice President for Student Success, will report.

- 3) YSU Excellence Steering (YES) Committee Update**

Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, and Dr. Chester R. Cooper, Chairperson of the Academic Senate, Co-chairs of the YES Committee, will report.

- 4) Internal Positions within the Division of Academic Affairs**

Dr. Martin A. Abraham, Provost and Vice President for Academic Affairs, will report on the positions of Associate Provost for Academic Administration, Associate Dean of the College of Liberal Arts and Social Sciences, and the Associate Dean of the College of Creative Arts and Communication.

**Explanation of Modifications to *University Policy*:**

**3356-6-02 Intercollegiate athletics programs – student-athletes.**

This policy was reviewed and minimal changes were made. Modifications include listing the current board committee and updating language within the policy. Additional changes include aligning the policy with the new numbering system, and indicating the new review date.

**RESOLUTION TO MODIFY  
INTERCOLLEGIATE ATHLETICS PROGRAMS – STUDENT  
ATHLETES, 3356-6-02**

**WHEREAS**, University Policies are being reviewed and reconceptualized on an ongoing basis; and

**WHEREAS**, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

**WHEREAS**, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

**WHEREAS**, the Intercollegiate Athletics Programs – Student Athletes policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the modification of University Policy governing Intercollegiate Athletics Programs – Student Athletes, policy number 3356-6-02, shown as Exhibit \_\_ attached hereto.

3356-6-02 Intercollegiate athletics programs – student-athletes.

Responsible Division/Office: Intercollegiate Athletics

Deleted: Previous Policy Number: 6003.01

Responsible Officer: President

Revision History: September 1999; March 2007; March 2011; June 2017

Board Committee: Academic and Student Affairs

Deleted: University

Effective Date: June 14, 2017

Deleted: March 18, 2011

Next Review: 2022

Deleted: 16

(A) Policy statement. In conjunction with the mission and goals of Youngstown state university (university), intercollegiate athletics offers broad-based programs that support the educational objectives and academic progress of student-athletes; comply with the regulations of the national collegiate athletic association (NCAA) and university affiliated intercollegiate athletic conferences; and accommodate the institution's intercollegiate athletic competitive interest of students while providing spectator events of interest to students, faculty, staff, and members of the broader community. The university through the intercollegiate athletics department is committed to the welfare of student-athletes, academic integrity, sportsmanship and ethical integrity, fiscal integrity, ethnic diversity of student-athletes and staff, gender equity, and community outreach.

Deleted: "YSU"

Deleted: "

Deleted: "

Deleted: s

(B) Parameters.

- (1) The president has overall responsibility for the administration of all aspects of the intercollegiate athletics program of the university.
- (2) The executive director of intercollegiate athletics has been delegated the overall accountability for the intercollegiate athletics program and its compliance with all conference and NCAA regulations.
- (3) The associate director intercollegiate athletics is delegated the responsibility for the development, maintenance, management of conference and NCAA compliance programs.

- (4) Compliance with university, conference and NCAA regulations is a primary responsibility of coaches, departmental staff, student-athletes, parents, boosters, and others associated with the department of intercollegiate athletics, as well as all fiscal matters, including fundraising, must be conducted within such stated regulations.
  - (5) Members of the university community are expected to follow conference and NCAA regulations.
  - (6) The effectiveness of the compliance program will be evaluated on a regular basis.
  - (7) The primary objective of the intercollegiate athletics program is to promote the physical, emotional, and educational welfare of student-athletes, while utilizing prudent management and fiscal practices in providing opportunities for competition as an integral part of their quality educational experience.
  - (8) Both academic and athletic abilities are considered during the student athletic recruitment process and followed up with offering a variety of support services upon enrollment, including academic and personal counseling, tutorial services, and substances abuse education and testing.
  - (9) The department of intercollegiate athletics maintains revenue-producing team in NCAA division I men's and women's basketball and football at the division I football championship subdivision level.
  - (10) A variety of other historically nonrevenue-producing intercollegiate athletic men's and women's teams are also supported.
  - (11) Each of the intercollegiate athletics teams and staff members must exercise ethical conduct and support the principles of amateur athletic competition, fair play, and sportsmanship, and follow the NCAA goals regarding gender equity and minority opportunity.
- (C) Procedures.

(1) The executive director of intercollegiate athletics reports quarterly to the board of trustees on matters related to athletic accomplishments and developments and budget and finances.

Deleted: .

(2) The associate director athletics has a direct reporting line to the president in matters of NCAA rule and Title IX compliance.

(3) The faculty athletic representative, \_\_\_\_\_ serving as a liaison between the university's academic enterprise and its intercollegiate athletics department, helps ensure the academic integrity of the athletics program as well as being an advocate for student athlete welfare. The faculty athletics representative reports directly to the president and provides a yearly update to the Academic Senate.

Deleted: provides, on a regular basis.

Deleted: intercollegiate athletics policies and procedures.

Deleted: \_\_\_\_\_

(4) The intercollegiate athletics council reviews, on a regular basis, intercollegiate athletics policies and procedures.

(5) The intercollegiate athletics department is responsible for developing, updating, and distributing the "Student-Athlete Handbook."

(6) The executive director of intercollegiate athletics, or designee, will meet regularly with the student-athletes advisory committee to discuss areas of interest and concern.

(7) All fundraising activities are conducted in accordance with rules 3356-5-07, 3356-5-09, and 3356-5-12 of the Administrative Code (see also university policies 3356-5-07 Gifts for the benefit of the university, 3356-5-09 Endowment funds, and 3356-5-12 Licensing of university names and marks, respectively).

Deleted: cooperation

Deleted: the office of university advancement (see

Deleted: 4

Deleted: )

Deleted: )



**3356-6-02 Intercollegiate athletics programs – student-athletes.**

Responsible Division/Office: Intercollegiate Athletics  
Responsible Officer: President  
Revision History: September 1999; March 2007; March 2011; June 2017  
Board Committee: Academic and Student Affairs  
**Effective Date: June 14, 2017**  
Next Review: 2022

---

- (A) Policy statement. In conjunction with the mission and goals of Youngstown state university (university), intercollegiate athletics offers broad-based programs that support the educational objectives and academic progress of student-athletes; comply with the regulations of the national collegiate athletic association (NCAA) and university affiliated intercollegiate athletic conferences; and accommodate the institution's intercollegiate athletic competitive interest of students while providing spectator events of interest to students, faculty, staff, and members of the broader community. The university through the intercollegiate athletics department is committed to the welfare of student-athletes, academic integrity, sportsmanship and ethical integrity, fiscal integrity, ethnic diversity of student-athletes and staff, gender equity, and community outreach.
- (B) Parameters.
- (1) The president has overall responsibility for the administration of all aspects of the intercollegiate athletics program of the university.
  - (2) The executive director of intercollegiate athletics has been delegated the overall accountability for the intercollegiate athletics program and its compliance with all conference and NCAA regulations.
  - (3) The associate director intercollegiate athletics is delegated the responsibility for the development, maintenance, management of conference and NCAA compliance programs.

- (4) Compliance with university, conference and NCAA regulations is a primary responsibility of coaches, departmental staff, student-athletes, parents, boosters, and others associated with the department of intercollegiate athletics, as well as all fiscal matters, including fundraising, must be conducted within such stated regulations.
  - (5) Members of the university community are expected to follow conference and NCAA regulations.
  - (6) The effectiveness of the compliance program will be evaluated on a regular basis.
  - (7) The primary objective of the intercollegiate athletics program is to promote the physical, emotional, and educational welfare of student-athletes, while utilizing prudent management and fiscal practices in providing opportunities for competition as an integral part of their quality educational experience.
  - (8) Both academic and athletic abilities are considered during the student athletic recruitment process and followed up with offering a variety of support services upon enrollment, including academic and personal counseling, tutorial services, and substances abuse education and testing.
  - (9) The department of intercollegiate athletics maintains revenue-producing team in NCAA division I men's and women's basketball and football at the division I football championship subdivision level.
  - (10) A variety of other historically nonrevenue-producing intercollegiate athletic men's and women's teams are also supported.
  - (11) Each of the intercollegiate athletics teams and staff members must exercise ethical conduct and support the principles of amateur athletic competition, fair play, and sportsmanship, and follow the NCAA goals regarding gender equity and minority opportunity.
- (C) Procedures.

- (1) The executive director of intercollegiate athletics reports quarterly to the board of trustees on matters related to athletic accomplishments and developments and budget and finances.
- (2) The associate director athletics has a direct reporting line to the president in matters of NCAA rule and Title IX compliance.
- (3) The faculty athletic representative, serving as a liaison between the university's academic enterprise and its intercollegiate athletics department, helps ensure the academic integrity of the athletics program as well as being an advocate for student athlete welfare. The faculty athletics representative reports directly to the president and provides a yearly update to the Academic Senate.
- (4) The intercollegiate athletics council reviews, on a regular basis, intercollegiate athletics policies and procedures.
- (5) The intercollegiate athletics department is responsible for developing, updating, and distributing the "Student-Athlete Handbook."
- (6) The executive director of intercollegiate athletics, or designee, will meet regularly with the student-athletes advisory committee to discuss areas of interest and concern.
- (7) All fundraising activities are conducted in accordance with rules 3356-5-07, 3356-5-09, and 3356-5-12 of the Administrative Code (see also university policies 3356-5-07 Gifts for the benefit of the university, 3356-5-09 Endowment funds, and 3356-5-12 Licensing of university names and marks, respectively).



**Explanation of Modifications to *University Policy*:**

**3356-8-01 Authority to modify the student code of conduct.**

This policy is being modified to clarify several procedures, to add consistency in timelines for several similar procedures, and to add new policies to address emerging student issues.

**RESOLUTION TO MODIFY  
*THE STUDENT CODE OF CONDUCT***

**WHEREAS,** *The Student Code of Conduct* outlines student rights, responsibilities, and conduct as well as the due process and disciplinary procedures utilized, details of the academic grievance procedure, the students records policy, etc.; and

**WHEREAS,** sections of *The Student Code of Conduct* have been updated and revised;

**NOW, THEREFORE, BE IT RESOLVED,** that the Board of Trustees of Youngstown State University does hereby approve the modification of *The Student Code of Conduct* shown as Exhibit \_\_ attached hereto. A copy of the policy indicating the changes to be made is also attached.

**3356-8-01.1 “The Student Code of Conduct.”**

Responsible Division/Office: Student Experience  
Responsible Officer: Associate VP for Student Experience  
Revision History: March 1998; December 2010; June 2016  
Board Committee: Academic ~~Quality~~ and Student ~~Affairs~~ Success  
**Effective Date:** ~~June 15, 2016~~ June 14, 2017  
Next Review: ~~2019~~ 2020

---

- (A) Policy statement/preamble. Youngstown state university (“YSU”) is a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks in life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility and leadership.

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We value ethical behavior in scholarly and other endeavors; believe in the dignity and worth of all people; strive to foster an appreciation of, and respect for, differences among the human race; and celebrate the diversity that enriches the university and the world. As a member of a higher education community, students have an obligation to conduct themselves in a manner that is compatible with the university’s purposes as an institution of higher education. Each student is expected to be fully acquainted with all published policies, procedures, and regulations of the university and is held responsible for compliance with them. All members of the university community are expected to assume responsibility for creating an environment conducive to the educational mission and purpose of the university.

The policies and regulations in “The Student Code of Conduct” have been established to ensure a positive educational experience for every student. “The Student Code of Conduct” serves as an official university document that outlines conditions and regulations considered essential to the effective functioning of the university.

The student conduct process at Youngstown state university adheres to procedural due process and is intended to be part of the educational process at the university. This student conduct process provides a forum

for the impartial and expedient resolution of alleged misconduct in the university community and encourages students to live responsibly and be accountable for their actions. The student conduct process is based on the university's commitment to developing integrity, respect, and responsibility among all students.

(B) Article I. Rights and responsibilities.

- (1) Basic rights. The following enumeration of basic rights shall not be construed to deny or disparage other rights and privileges retained by students in their capacity as members of the student body or as citizens of the community at large:
  - (a) The right of free inquiry, expression, and/or assembly.
  - (b) The right to pursue educational goals and appropriate opportunities for learning in the classroom, on campus, and online.
  - (c) The right to be secure in their persons, living quarters, papers, and effects against unreasonable searches and seizures.
  - (d) The right to retain ownership of class projects/assignments authored by a student and submitted to fulfill requirements of a course, except as provided by section 3345.14 of the Revised Code.
- (2) Basic responsibilities. Students, as members of the university community, shall have the following responsibilities which are inherent in the basic rights delineated in this paragraph:
  - (a) To maintain standards of academic performance as established by their faculty.
  - (b) To be responsible for acting in such a manner as to ensure other students the basic rights enumerated in this policy.
  - (c) To be responsible for their actions with respect to, and to follow, all university regulations and policies.

- (d) To be responsible for their actions with respect to provisions of local, state, and federal law.
- (e) To conduct themselves in a manner which helps to create and maintain a learning atmosphere in which the rights, dignity, and worth of every individual in the university community are respected.
- (f) To have in their possession a valid university identification card when on university premises.
- (g) To be responsible for adhering to the university's "Drug-free environment" policy (university policy 3356-7-20 and rule 3356-7-20 of the Administrative Code).
- (h) To ensure adherence to all university board of trustees' policies that apply to students.

(C) Article II. Student conduct authority. The president has delegated the authority for the university student conduct system to the associate vice president for student experience. The associate vice president for student experience, or designee, serves as the student conduct administrator responsible for the administration and operation of "The Student Code of Conduct" and the student conduct process. Members of the university seeking formal disciplinary action for alleged student misconduct should make referrals to the office of student conduct. ~~administrator.~~

The student conduct administrator shall determine the composition of student conduct bodies and appellate ~~boards~~hearing panels.

The student conduct administrator shall develop policies for the administration of the student conduct system and procedural rules for the conduct of hearings that are consistent with provisions of "The Student Code of Conduct". The student conduct officer shall be the associate director for student conduct. The student conduct administrator may also appoint one (1) or more deputy conduct officers to review reports of violations of "The Student Code of Conduct" and to conduct investigations. Deputy conduct officers shall be under the supervision of the student conduct officer and/or the student conduct administrator.

(1) Jurisdiction of "The Student Code of Conduct."



- (a) “The Student Code of Conduct” shall apply to conduct which adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs whether it occurs on university premises, at university sponsored activities, or on non-university premises. It is important to note that a student and/or group/organization will be subject to the university student conduct process where the conduct has occurred on non-university premises when the conduct adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs.
  - (b) Students shall be responsible for their conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if the conduct is not discovered until after a degree is awarded). “The Student Code of Conduct” shall apply to a student’s conduct even if the student withdraws from the university while [an-matter investigation into alleged](#) of misconduct is pending.
  - (c) An incident which results in a charge under “The Student Code of Conduct” may also lead to a proceeding outside of the university for a violation of local, state, or federal law. In these instances, university proceedings are not subject to challenge based on concurrent criminal or civil proceedings or that such proceeding has been or will be dismissed, reduced, withdrawn, resolved or settled. The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws. In all cases, hearings within the university will be held according to the student conduct procedures set forth in in this policy. Since the university student conduct process is educational in nature, differing judgments may result.
- (2) Campus student organizations. Registered student organizations may exist for any appropriate purpose that does not conflict with

university policies and regulations or with local, state, and/or federal laws. The development of policies and guidelines for student organizations is the responsibility of the associate vice president for student experience or his/her-designee. The policies and regulations that apply to student groups/organizations are outlined in the "Penguin Student Handbook" which houses all of the student organization's policies. Student groups/organizations that violate any of the student organization policies may be charged with violating "The Student Code of Conduct" and be subject to the student conduct procedures set forth in this policy.

- (3) Student conduct authority.
- (a) The enforcement of regulations, policies, and guidelines that apply to students, student organizations/groups are within the jurisdiction of the associate vice president for student experience, or designee.
  - (b) Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.
  - (bc) Student groups and registered student organizations may be charged with violations of "The Student Code of Conduct" in the following circumstances:
    - (i) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with the university's student organization's policies, and/or university policies or regulations.
    - (ii) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with city, state, and/or federal law.
    - (iii) A student group (as defined in the glossary of terms section of this policy) or registered student organization and its officers may be held collectively or individually responsible for violations of "The Student Code of Conduct."

- (D) Article III. Student conduct standards/prohibited conduct. The student conduct process aspires to develop and maintain conduct standards in support of character, civility, and community. This section of “The Student Code of Conduct” provides a set of expectations regarding student conduct in support of the university community.

A student ~~and~~/or student group/organization may be charged with violating any student conduct standard. In cases where a violation is committed by a member of a student group/organization, the entire group/organization may be held responsible in addition to the student when those members of the group/organization not directly involved participate in the activity by encouraging, witnessing, or condoning the act in any manner. The following behavior is subject to disciplinary action under “The Student Code of Conduct”:

(1) Academic ~~dishonesty/integrity~~. ~~Academic dishonesty includes but is not limited to~~ Violations of academic integrity include:

- (a) Plagiarism, which includes ~~but is not limited to~~, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement; ~~It also includes~~ the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or the misrepresentation of another person’s work as one’s own.
- (b) The use of any unauthorized assistance or tools:
- (i) In taking quizzes, tests, assignments, or examinations;
- (ii) When completing assignments, solving problems, or carrying out other assignments as detailed in the course syllabus or in other instructions by the instructor.
- (c) The acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff.

- (d) Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
- (e) Inappropriate collaboration, ~~such as~~ including working together on assignments or projects to an extent not permitted by the instructor.
- (f) Multiple submissions of the same work, ~~which includes but is not limited to:~~ including submitting the same or parts of the same assignment for multiple classes without permission from the instructor.
- (g) Fabrication of data, ~~which includes but is not limited to:~~ including presenting fictitious data relating to experiments, changing of data obtained from sources, and citing non-existent sources.
- (h) Bribes, threats, or intimidation ~~which include but are not limited to:~~ including exchange of payment for assignments or parts of assignments, and threats to entice others to engage in ~~academic dishonesty~~ violations of the academic integrity policy.
- (i) Impersonation, ~~which includes but is not limited to:~~ pretending to be another person in the completion of a quiz, exam, or other assignment.
- (j) Altering or destroying the work of others unless given permission.
- (k) Lying in order to obtain an academic advantage. ~~This which includes, but is not limited to:~~ falsification of documents or other information used to request make-up work.
- (l) Assisting another person in any of the behaviors mentioned above is itself academic dishonesty.
- (m) Asking others to engage in any of the behavior described above is academic dishonesty;

- (n) Attempting to engage in any of the above behaviors is academic dishonesty.
- (2) Alcohol.
- (a) Use or possession of alcoholic beverages, except as permitted by law and university policy.
  - ~~(b) Public intoxication.~~
  - ~~(bc) Manufacturing, or distribution of alcoholic beverages to any person under twenty-one years of age except as permitted by law.~~
  - ~~(c) All residents and guests in university housing are prohibited from use or possession of alcoholic beverages, regardless of age, except as permitted by policy or terms of lease.~~
- (3) Bullying and harassment. Unwelcome or unreasonable behavior that harasses or intimidates people either as individuals or as a group and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint. Bullying and harassing behavior is often persistent and part of a pattern, but it can also occur as a single incident. It is usually carried out by an individual but can also be an aspect of group behavior (see university policy 3356-2-03, "Discrimination/harassment," and rule 3356-2-03 of the Administrative Code, for prohibited conduct based on individual's sex, race, color, religion, national origin, age, sexual orientation, gender identity and/or expression, disability, or veteran/military status or any other basis protected by law).
- (4) Complicity. Allowing or enabling a violation to occur, failing to report a violation, or concealing, condoning, supporting, or encouraging a violation or an attempted violation.
- (5) Student Conduct system. ~~Abuse of the student conduct system, including but not limited to:~~

- (a) Failure to obey the summons of a student conduct body or university official to appear for a meeting or hearing as part of the student conduct ~~system or a university investigation process.~~
  - (b) Falsification, distortion, or misrepresentation of information before a student conduct body.
  - (c) Institution of a student conduct proceeding knowingly without cause.
  - (d) Attempting to discourage an individual's proper participation in, or use of, the student conduct system.
  - (e) Attempting to influence the impartiality of a member of a student conduct body prior to and/or during the course of the student conduct process.
  - (f) Harassment (verbal or physical) and/or intimidation of a member of a student conduct body, participants, or witnesses -prior to; during ~~and/or~~ after a student conduct proceeding.
  - (g) Failure to comply with the sanction(s) imposed by atthe student conduct body.
  - (h) Influencing or attempting to influence another person to commit an abuse of the student conduct system.
  - (i) Disruption or interference with the orderly conduct of a student conduct proceeding.
- (6) Disorderly conduct. Conduct which is disorderly, lewd, or indecent; a breach of peace; obstructs teaching, research, administration, or university activities or functions; ~~or aids, abets, or persuades another person to engage in such conduct.~~
- (7) Drugs.
- (a) Use, possession, manufacturing, or distribution of marijuana, heroin, narcotics, or other controlled substances

in either refined or crude form, including the use of drug-related paraphernalia.

- ~~(b) The misuse of materials as an intoxicant, except as expressly permitted by law and/or under the direction of a licensed physician. No student shall sell or give drugs to any other person.~~
- ~~(c) Use of prescription drugs in any way other than as prescribed. Distribution of prescription drugs to anyone other than the person to whom they are prescribed.~~

- (8) Failure to comply. Failure to comply with directions and/or oral or written instructions which are given by any university official, student, faculty member, or staff who is acting in an official university capacity and/or failure to identify oneself to these persons when requested to do so.
- (9) Financial obligations. Failure to meet all financial obligations to the university.
- (10) Gambling. Gambling or wagering of any form except as expressly permitted by law and/or university policy.
- (11) Hazing. An act which endangers the mental or physical health or safety of a student or which destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization.
- (12) Information technology. Theft or other abuse of information technology and resources, including, but not limited to:
- (a) Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
  - (b) Unauthorized transfer of a file.
  - (c) Unauthorized use of another individual's identification and password.

- (d) Use of computing facilities and resources to interfere with the work of another student, faculty member, or university official.
  - (e) Use of computing facilities and resources to send obscene or abusive messages.
  - (f) Use of computing facilities and resources to interfere with the normal operation of the university computing system originating from an on-campus or off-campus source.
  - (g) Use of computing facilities and resources in violation of copyright laws.
  - (h) Any violation of the university's "Acceptable use of university resources" policy (university policy 3356-4-09 and rule 3356-4-09 of the Administrative Code).
- (13) ~~Non-academic~~ Dishonesty.
- (a) Furnishing false information to any university official, faculty member, or office.
  - (b) Forgery, alteration, or misuse of any university document, record, credit card, or instrument of identification.
  - (c) Tampering with the election of any university recognized student organization.
  - (d) Deliberately misleading or intentionally failing to maintain correct address and telephone information with the registrar.
  - (e) Misrepresenting enrollment status and/or achievement at the university to non-university officials and/or on non-university documents.
- (14) Obstruction of traffic. Obstruction of the free flow of pedestrian or vehicular traffic on university premises or at university sponsored or supervised functions.



- (15) Endangering behavior.
- (a) Intentionally, knowingly or recklessly causing physical harm to another person or their property or engaging in conduct which threatens or causes a reasonable apprehension of harm to the health, safety, life, or property of a person including one's self.
  - (b) Entering false fire alarms, bomb threats, or tampering with fire extinguishers, alarms, smoke detectors, or other safety equipment.
- (16) Property damage. Any action which damages or could reasonably damage property of the university, or property of a member of the university community, or other personal or public property, on or off campus, or acts of vandalism even if this behavior does not cause damage.
- (17) Published university policies. Violation of published university policies, rules, or regulations including those available electronically on the university website.
- (18) Sexual misconduct. A broad range of behaviors including sexual assault, dating violence, domestic violence, stalking, voyeurism, and any other conduct of a sexual nature that is nonconsensual, or is carried out through force, threat, intimidation or coercion.  
Please see university's "Sexual misconduct" policy (university policy 3356-2-03.1 and rule 3356-4-09 of the Administrative Code) for further information.
- (a) Sexual assault. Any intentional, non-consensual and/or coerced sexual contact. Physical resistance need not occur to meet the definition of sexual assault.
  - ~~(b) Consent. Sexual activity requires consent, which is defined as positive, unambiguous, voluntary and on-going agreement to engage in a specific activity. Consent must be freely and affirmatively given. Consent cannot be obtained from someone through coercion or from someone who is unconscious, asleep, or whose judgment is impaired by the use of a drug or alcohol, or diminished by an~~

~~intellectual, mental or physical condition or disability.~~

~~Consent may be withdrawn at any time.~~

~~(e) Coercion. Intimidation, physical or psychological threat, or pressure used to force another to engage in sexual acts.~~

(db) Stalking. Repeated behaviors or activities whether in person, online, or through any other means which threaten or endanger the safety, physical or mental health, life or property of another or creates a reasonable fear of such threat or action.

(ec) Dating violence: Violence or abusive behavior (sexual, physical, or threat of violence) committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on a consideration of the length and type of relationship, and the frequency of interaction between the persons involved in the relationship.

(fd) Domestic violence: Violence or abusive behavior (sexual, physical or threat of violence) used to maintain control or power within a current or former relationship and which is committed by any of the following:

- (i) A current or former spouse or intimate partner of the victim;
- (ii) A person with whom the victim shares a child in common;
- (iii) A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
- (iv) By any other person against an adult or youth victim under the domestic or family violence laws of the state of Ohio (see section 2919.25 of the Revised Code, "Domestic Violence").

- (gc) Sexual exploitation. Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own benefit or advantage or to benefit or advantage anyone other than the person being exploited, and that behavior does not otherwise constitute another form of sexual misconduct. Examples of sexual exploitation include, but are not limited to, prostituting another, non-consensual video or audio-taping of sexual activity, permitting others to secretly observe or record consensual activity, or engaging in voyeurism.
- (hf) Sex offenses. See Chapter 2907 of the Revised Code which defines "Sex Offenses" under Ohio law.
- ~~(i) Please see university's "Sexual misconduct" policy (university policy 3356-2-03.1 and rule 3356-4-09 of the Administrative Code).~~
- (19) Theft. Attempted or actual theft, including possession of stolen property.
- (20) Unauthorized entry.
- ~~(a) Unauthorized entry to or use of university premises, including access to residential spaces other than one's own assigned space.~~
- ~~(b) or u~~Unauthorized possession, duplication, or use of keys to any university premises.
- (21) Unauthorized recording.
- (a) Unauthorized use of electronic or other devices to make an audio or video record ~~or photograph~~ of any person while on university premises without ~~his/her/their~~ prior knowledge or without ~~his/her/their~~ effective consent when such a recording ~~or photograph~~ is likely to cause injury or distress, except as otherwise permitted by law.
- (b) Unauthorized distribution or dissemination of an audio or video recording or photograph of any person without ~~his or her/their~~ prior knowledge or consent, even if the ~~audio or~~

~~video~~-recording or photograph originally had been produced with the person's consent, when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.

(22) Violation of law.

~~(a) Behavior which would constitute a violation of federal, state, or local law that adversely affects the university community or interferes with the university's mission or its educational objectives and programs~~

~~(b) If a student is charged only with an off-campus violation of federal, state, or local laws, but not with any other violation of "The Student Code of Conduct," student conduct action may result and sanctions may be imposed for misconduct that adversely affects the university community or interferes with the university's mission or its educational objectives and programs. The university, at its sole discretion, may pursue action against a student while the student is also subject to criminal or civil proceedings. In all cases, hearings within the university will be held according to the procedures set forth in paragraph (H) of this policy. Since the university student conduct process is educational in nature, differing judgments may result.~~

~~(c) University student conduct proceedings may be instituted against a student charged with a violation of law which is also a violation of "The Student Code of Conduct," for example, if both violations result from the same factual situation, without regard to the pendency of civil litigation in court or criminal arrest and prosecution. Proceedings under "The Student Code of Conduct" may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus.~~

~~(d) When a student is charged by federal, state, or local authorities with a violation of law, the university will not request or agree to special consideration for that individual because of that person's status as a student. The university will cooperate, to the extent permitted by law, with law~~

~~enforcement and other agencies in the enforcement of all laws.~~

- (23) Weapons. Illegal or unauthorized possession of firearms, fireworks, explosives, other weapons, or dangerous chemicals on university premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others.
- (E) Article IV. Student conduct procedures.
- (1) General. This overview gives a general idea of how the university's campus student conduct proceedings work, but it should be noted that not all situations are of the same severity or complexity. Thus, while consistency in similar situations is a priority, these procedures are flexible, and are not exactly the same in every situation.
- (a) These proceedings are administrative procedures and do not follow the specific steps, methods, or standards of proof of evidence used in civil or criminal courts.
- (b) Any member of the university community may report alleged violations of "The Student Code of Conduct" alleging by a student and/or a student group/organization misconduct. The report shall be prepared in writing and directed to the office of student conduct officer. A report of a violation of "The Student Code of Conduct" shall be submitted as soon as possible after the incident occurs, but not later than thirty days following the university becoming aware of an incident. Exceptions to this limitation period will be reviewed by the student conduct administrator and may be granted in his/her/their discretion.
- (c) The student conduct officer shall review reports of violation(s) and may initiate investigations of possible violation(s) of "The Student Code of Conduct" to determine if the charges have merit. In reviewing the reports, the student conduct officer will determine whether the alleged violation(s) may be resolved through a conduct conference or a conduct hearing. Students or student groups/organizations that might be subject to university

suspension or expulsion shall automatically be provided a student conduct board hearing. ~~before a hearing panel.~~

- (d) The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence, ~~i.e., more likely than not that the alleged conduct occurred.~~ Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than 50 percent chance that the proposition is true.

(2) Student conduct conference.

- (a) Any student, student group, or student organization (hereinafter referred to as the respondent) who has been charged with an alleged violation of the ~~prohibited student~~ conduct section standards of "The Student Code of Conduct" will first be scheduled for a conduct conference with the ~~student~~ conduct officer or deputy conduct officer assigned to review the allegation. The respondent (~~accused student~~) will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:

- (ai) The specific charges pending against the respondent;
- (bij) A brief summary of the referral;
- (eiii) Statement of rights and responsibilities; and
- (div) If applicable, a statement notifying the respondent that the alleged conduct is significant enough that they may face suspension or expulsion if the charge is substantiated.

- (b) The conduct conference is the first step in ~~"The Student Code of Conduct"~~ student conduct process and serves to

provide the respondent with the opportunity to discuss the allegations that led to the referral. The respondent will receive more information regarding the ~~student conduct~~ process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions(s) for the violation(s) in question should the charges be substantiated. After a discussion regarding the incident and review of relevant information, the respondent will have an opportunity to accept or deny responsibility for the charge(s).

- (c) If the respondent accepts responsibility for the charge(s), the ~~student~~ -conduct officer will sanction the respondent as part of the conduct conference. The respondent will be asked to sign ~~the student~~ conduct agreement ~~form~~, which will outline all of the sanctions offered to the ~~student~~respondent. While the student may sign the ~~form~~agreement immediately, they have up to three university working days to do so. The ~~student~~respondent has the option to accept the charge(s) but contest the sanction(s) or agree to both the charge(s) and sanction(s). Once the ~~form~~agreement is signed, the decision is final and there is no appeal process. If the respondent denies responsibility for one or more of the charges, the ~~student~~ conduct officer will ~~proceed to schedule a hearing for the student~~refer the case for a student conduct board hearing.

(3) Student conduct board hearing.

- (a) The purpose of a hearing is to provide an equitable forum for the review of the available information regarding an alleged incident of misconduct. The student conduct ~~board~~ hearing panel will decide by the preponderance of evidence whether or not the respondent is found responsible for the charge(s). All hearings are closed to the public, with the exception of advisors for the complainant and respondent ~~and the hearing panel~~. All parties directly participating in the hearing (the respondent, complainant, and ~~staff member from the office of student conduct or housing and residence life who is presenting the information~~ conduct officer) may remain present the entire time, excluding deliberations.

- (b) Student conduct board hearings ~~panels consist of three~~ ~~are presided over by~~ members of the student conduct board. Each student conduct board hearing will have a hearing ~~board~~panel chair. The chair is responsible for keeping the proceedings moving forward.
- (c) If the respondent fails to appear at a scheduled student conduct board hearing and the absence is not excused, the hearing may proceed in the respondent's absence or may be rescheduled at the discretion of the chair.
- (d) Each student conduct board hearing ~~panel is assigned~~may have a hearing ~~board~~panel advisor, ~~at the discretion of the chair or the student conduct administrator~~. The role of the ~~hearing panel~~ advisor is to ensure the ~~student~~ conduct process is adhered to and to answer procedural questions posed by any party during the hearing. The hearing ~~board~~panel advisor will also keep the proceedings focused on issues relevant to the specific allegations. The hearing ~~board~~panel advisor ~~will not participate in a determination of a finding or sanction~~. However, the board advisor may be summoned by ~~student conduct board members~~the ~~hearing panel~~ during deliberations to answer questions ~~regarding the conduct process~~and provide guidance as necessary.
- (4) Hearing procedures.
- (a) Guidelines.
- (i) The chair ~~of the student conduct board~~ will explain the ~~respondent's~~ rights and responsibilities ~~of the respondent~~ and, ~~if applicable~~, the complainant's ~~rights and responsibilities~~.
- (ii) The chair ~~and (in conjunction with the board~~hearing ~~panel~~ advisor, ~~if applicable~~), ~~is~~ ~~are~~ responsible for assuring that these rights as well as the process described in this section are adhered to during the hearing.



- (iii) The respondent or the complainant ~~(if applicable)~~ may ask for the removal of a ~~student conduct officer or deputy conduct officer~~ hearing panel member by providing written or verbal evidence of bias. ~~In cases before a hearing board,~~ The charge of bias is made to the chairperson who will determine whether it is valid. If the charge of bias is against the chairperson, the hearing board panel advisor shall decide whether it is valid. If bias is found, or is unable to be determined, the hearing will be rescheduled.
  - (iv) The student conduct officer may ask questions of any party at any time throughout the hearing.
  - (v) The chair and hearing panel advisor ~~is~~ are responsible for determining the relevancy of questions asked during a hearing. ~~The chair and~~ may deem certain questions irrelevant and not allow them to be answered. ~~In student conduct board hearings, the hearing board advisor may assist the chair in those determinations.~~
  - (vi) The chair may exclude persons from the hearing if they are disruptive or postpone the hearing because of disruptive behavior ~~of~~ by participants or observers.
- (b) Introduction.
- (i) Each party in the room will introduce themselves and explain their role in the hearing.
  - (ii) The chair will ~~ask the student conduct officer to briefly introduce themselves and explain why they have requested the hearing, then explain the process and procedures for the hearing.~~
  - (iii) All witnesses will then be dismissed from the room.

- (c) Presentation of information.
- (i) Following the introduction, the chair will present the respondent with the charges against them. The respondent will respond to each charge by acknowledging that they are responsible for the charge or by denying responsibility for the charge.
  - (ii) Following the introduction, the student conduct officer will provide the student conduct board with explain why the case was referred for a hearing and will provide a detailed summary of the incident and, if applicable, any subsequent investigation undertaken.
  - (iii) If there is a complainant, they complainant will then have an opportunity to provide the student conduct board hearing panel with a summary of their role and perspective on the incident. The complainant may be represented by the student conduct officer.
  - (iv) The student conduct board hearing panel will then ask the respondent to describe their involvement in the matter at hand as it pertains to the charges being considered in the hearing. The student conduct officer may question the respondent at this time.
  - (v) The student conduct officer will then present any relevant witnesses or documentary information to the student conduct board. The student conduct board, respondent, and complainant (if applicable) will each in turn have the opportunity to ask questions regarding the information presented by the conduct officer to this point.
  - (vi) The respondent will then present any relevant witnesses or documentary information to the student conduct board hearing panel. The student conduct board hearing panel and the student conduct officer will each in turn have the opportunity to ask

questions regarding the information presented by the respondent to this point.

- (vii) The ~~student~~ conduct officer will have an opportunity to make a summary statement including any sanctioning recommendations.
- (viii) The complainant, ~~if applicable,~~ will have an opportunity to make a summary statement including any sanctioning recommendations.
- ~~(viii)~~ (ix) The respondent will have an opportunity to make a summary statement including any sanctioning recommendations.

(d) Deliberation and finding.

- (i) The ~~student conduct board~~ hearing panel will go into closed session to determine by the preponderance of evidence whether the respondent will be found ~~in violation of~~ responsible for the charge(s) pending in this matter. Student conduct ~~boards~~ hearing panels determine findings by majority vote.
- (ii) ~~The hearing will re-convene for the announcement of the finding. If the respondent is not found responsible for the violation, the case will be dismissed. If the respondent is found responsible for a violation of one or more of the pending charges, the hearing~~ panel will proceed to sanctioning. At this time, the hearing panel will be presented with any relevant information pertaining to the respondent's prior student conduct cases and sanctions.

~~(e) — Sanctioning.~~

- ~~(i) — The staff member from the office of student conduct will give an overview of the respondent's disciplinary history, if any.~~

- ~~(ii) If the respondent was presented with a possible sanction during their student conduct conference, the staff member from the office of student conduct will share that proposed sanction with the student conduct board.~~
  - ~~(iii) The student conduct board will consider the following in determining a sanction:
 
    - ~~(a) Statements and evidence presented at the hearing;~~
    - ~~(b) Seriousness of the violation;~~
    - ~~(c) Prior disciplinary record of the respondent; and~~
    - ~~(d) Disciplinary precedent.~~~~
  - ~~(iv) The student conduct board will go into closed session to determine a sanction.~~
  - ~~(viii) The hearing will reconvene for the announcement of the findings and any subsequent sanction(s). In student conduct board hearings, the sanction(s) isare recommended to the associate vice president for student experience or designee, who will make the final decision. While normally the board's recommendation will be the sanction imposed, the associate vice president for student experience or designee may impose a different sanction. The associate vice president for student experience or designee will send the student written notification of the decision including all parties involved.~~
  - ~~(iv) Written notification of the decision will be sent to the respondent and complainant via their official university email addresses.~~
- (5) Student rights and responsibilities. The following rights and responsibilities apply to those involved in a matter being addressed by the student conduct process.

- (a) Rights of respondent. All respondents in the student conduct process have the following rights:
- (i) Written notice of the charge(s) made against them and the basis of the allegation that led to the charge(s).
  - (ii) In matters that could result in a sanction of suspension or expulsion, the above mentioned notification will alert the respondent to the possible severity of the outcome.
  - (iii) The right to an advisor. It is the respondent's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the respondent signs an authorization for the release of information, thus allowing the office of student conduct to communicate directly with the advisor.
  - (iv) To request reasonable accommodations due to disability. (See "Reasonable accommodation for students with disabilities, paragraph (E)(6) of this policy).
  - (v) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than 48 hours in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within three university working days of the initially scheduled proceeding.
  - (vi) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, to the extent permitted by confidentiality laws.
  - (vii) Explanation of the resolution options available to them through the student conduct process.

- (viii) To be presumed not responsible for an alleged violation ~~of prohibited conduct~~ until found in violation by a preponderance of the evidence.
  - (~~viii~~ix) To speak or not speak on their own behalf.
  - (ix) The opportunity to respond to information used as part of the decision-making process.
  - (xi) To deny responsibility for the charge(s) facing them and request that the case be referred to a student conduct board hearing.
  - (xii) To question any witness ~~that~~who participates as part of a hearing.
  - (xiii) The right to appeal.
  - (~~xiii~~iv) To waive any of the above stated rights provided that the waiver is made freely and in writing.
- (b) Rights of the complainant. All complainants in the conduct process have the following rights:
- (i) To pursue criminal or civil charges where a legal case exists (without university assistance).
  - (ii) Explanation of the resolution options available to them through the conduct process.
  - (iii) To be free from harassment and intimidation from respondents and others as they engage in this process.
  - (iv) The right to an advisor. It is the complainant's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the complainant signs an authorization for the release of information, thus allowing the office of student conduct to communicate directly with the advisor.

- (v) To request reasonable accommodations due to disability. (See “Reasonable accommodation for students with disabilities,” paragraph (E)(6) of this policy).
  - (vi) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than 48 hours in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within three university working days of the initially scheduled proceeding.
  - (vii) To provide information for consideration during the conduct process, and to know the results of the process to the extent allowed under federal laws and university policies.
  - (viii) The opportunity to appear at any hearing that may take place in order to provide relevant information.
  - (ix) The opportunity to submit a written impact statement for use in a hearing, even if the complainant chooses not to attend the hearing.
- (c) Responsibilities of respondents, complainants, and witnesses. All respondents, complainants, and witnesses in the conduct process have the following responsibilities:
- (i) To be honest and forthright in all information they provide during the student conduct process. Presenting false and misleading information during this process is a violation of prohibited student conduct standards as outlined in this policy.
  - (ii) To attend all scheduled meetings, conferences, or hearings, unless alternate arrangements are made in advance.
  - (iii) To refrain from disruption of the hearing process. Disruption of this process is a violation of this

policy. (See “Student conduct standards/ prohibited conduct,” section (D) of this policy.)

- (iv) Respondents have the responsibility to prepare and present their entire case as well as secure the presence of any witnesses who will speak on his/her their behalf.
- (6) Reasonable accommodation for students with disabilities. Any student with a disability involved in thise student conduct process has the right to request reasonable accommodation in order to ensure their full and equal participation. Students wishing to request reasonable accommodations should make those requests directly to the center for student progress (“CSP”) disability services. Students do not have to disclose information about the complaint or charge to CSP disability services to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations. Accommodations are determined on an individual basis by CSP disabilities services staff and implemented in consultation with the office of student conduct. Examples of reasonable accommodation include ~~but are not limited to~~ sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.
- (7) Sanctions. If the student ~~and/or~~ student group/organization is found in violation of any policy, sanctions will be issued. A conduct sanction imposed or other action taken by any student conduct body shall become effective upon written notification to the ~~accused student or group/organization~~ respondent. The notification will be ~~provided by personal delivery, or by certified or regular U.S. mail delivery~~ sent to the ~~accused student or group/organization~~. ~~Notification will also be sent to the accused student’s respondent’s~~ official university email address account. In cases involving a student group/organization, notification will be sent to the official university email account for the president or student group/organization leader. The decision of ~~thea~~ student conduct ~~offieer~~ body may be appealed in writing. ~~(See pursuant to paragraph (E) (9) of this policy.)~~ If the ~~individual~~ respondent files a written letter of request for appeal with the student conduct



administrator, and if the appeal is denied, the sanction shall take effect upon exhaustion of the appeals process and shall be retroactive to the effective date stated in the original notification to the studentrespondent.

- (a) The following sanctions may be imposed upon any student thatwho has been found responsible for a violation of "The Student Code of Conduct". Sanctions are typically issued in a progressive fashion, however each situation differs, and many factors, including the severity of a violation and the impact of the violation on the campus community will be taken into consideration in determining a-sanctioning.
- (i) Warning. A written notification statement that the student is violating or has violated "The Student Code of Conduct." Continuation or repetition of inappropriate conduct may be cause for more severe student conduct actionincreased sanctioning. A warning will remain in effect for a period not to exceed one academic year.
- (ii) Conduct probation. Notice in writing that the violation of "The Student Code of Conduct" is serious, flagrant, or a repeated violation of policy and a warning that any subsequent violation(s) of university regulations may result in imposition of additional restrictions or conditions, suspension or expulsion and/or imposition of restrictions or conditions consistent with the offense committed and the rehabilitation of the student.
- (iii) Conduct probation with restrictions. Notice in writing that the violation of university regulations is a serious, flagrant, or repeated violation, and a warning that any subsequent violation(s) of "The Student Code of Conduct" may result in suspension or expulsion. In addition, an order preventing the student from holding university elective office, student employment, participating in any intercollegiate activity or sport, participating in any university sponsored program/organization, or

representing the university in any other manner will be attached to this sanction.

- (iv) Restitution. Compensation for loss, damage, or injury. This may take the form of appropriate service ~~and/or~~ monetary or material ~~replacement~~ replacement and may be required in addition to other sanctions as described in this section.
- (v) ~~Academic/developmental~~ Educational sanctions. Other sanctions may be imposed instead of, or in addition to, those specified above. These may include, e.g., community service, counseling, educational assignments, or other similar sanctions designed to assist the respondent in reflecting upon their behavior and the impact of their behavior on self or others.
- (vi) Deferred suspension. Separation of the student from the university and/or residence halls is deferred for a specified period ~~(not to exceed one academic year)~~ of time. If the student is found in violation of any subsequent violations of "The Student Code of Conduct," the suspension takes effect immediately and may not be appealed. ~~Additional sanctions appropriate to the new violation may also be issued.~~
- (vii) Residence hall suspension. Separation of the student from the residence halls for a specified period of time ~~(not to exceed one academic year);~~ after which time, the student is eligible to return. During the suspension period, the student is prohibited from accessing any university housing facilities. This may include residential dining facilities.
- (viii) University suspension. Separation of the student from the university for a specified period of time ~~(not to exceed one academic year);~~ after which time, the student is eligible to return. During the

suspension period, the student does not have access to the university and is prohibited from participating in any academic or other university activities. This may include residential dining facilities.

- (ix) Residence hall expulsion. Permanent separation of the student from the residence halls. An expulsion denies the student access to all university housing facilities on a permanent basis. This may include residential dining facilities.
- (x) University expulsion. Permanent separation of the student from the university. An expulsion denies the student ~~the right to participate in any academic or university activities on a permanent basis~~ access to the university, including any campus facilities, any campus programs or activities, and any class sessions on a permanent basis.
- (xi) Revocation of admission and/or degree. Revocation of admission to or awarding of a degree from the university for fraud, misrepresentation, or other violation of university standards in obtaining the degree, or for serious violations committed by a student prior to graduation.
- (xii) Withholding degree. Withholding the awarding of a degree otherwise earned until the completion of the process set forth in "The Student Code of Conduct," including the completion of all sanctions imposed, if any.
- (xiii) Fines. Fines for violations of "The Student Code of Conduct" will be assessed and charged to the student's account. A list of fines for all violations will be determined at the discretion of the associate vice president for student experience, who will submit a list of the fines structure to the university board of trustees for approval on an annual basis. The fines structure must be included as a part of

“The Student Code of Conduct” when published and presented to students.

- (b) More than one of the sanctions listed above may be imposed for any single violation.
  - (c) The following sanctions may be imposed upon student groups/~~or~~ organizations:
    - (i) Those sanctions as outlined in paragraph (E)(7) of this policy.
    - (ii) Deactivation. Loss of all privileges, including university recognition, for a specified period of time.
  - (d) In each case in which a student conduct body determines that a student and/or student group/organization has violated “The Student Code of Conduct”, the sanction(s) shall be determined and imposed by the same student conduct body. The student conduct administrator shall be responsible for ~~recommending sanctions to the hearing panel and for~~ ensuring that sanctions imposed by ~~the~~ hearing panels and conduct officers are consistent with the violation and sanctions imposed for similar violations in other similar cases.
- (8) Interim measures. In certain circumstances, the associate vice president for student experience may impose an interim measure prior to a student conduct board hearing or conduct conference ~~before the student conduct body, this includes including but not limited to~~ university or residence hall suspension,
- (a) Interim ~~suspension~~measures - may be imposed only:
    - (i) To ensure the safety and well-being of members of the university community or to preserve university property;
    - (ii) To ensure the student respondent's own physical or emotional safety and well-being;

- (iii) If the studentrespondent poses a threat of disruption or interference with the normal operations of the university; or
    - (iv) If ~~a student~~ the respondent is charged with the commission of a criminal offense as defined in section 2901.01 of the Revised Code.
  - (b) In the event that an interim suspensionmeasure is imposed, the student or student group/organization will be notified either in person or by regular U.S. or certified mail of the cause for ~~suspension~~ the interim measure. The studentrespondent -will also be notified ~~by email to~~ via their ~~current~~ official university email address. The interim suspensionmeasure becomes effective immediately upon notification. A hearing panel will convene as expeditiously as possible to review the case. The hearing will follow the procedures outlined in paragraph (E)(4) of this policy and may proceed before, during, or after any criminal proceedings.
  - (c) ~~During~~ In the case of an interim suspension, the student or student group/ organization shall be denied access to all housing facilities and/or to the campus (including classes) and/or all other university activities or privileges for which the student or student group/organization might otherwise be eligible, unless determined otherwise by the student conduct administrator.
- (9) Appeals.
- (a) The decision or sanction imposed by a student conduct body may be appealed by the ~~accused student or group/ organization~~ respondent or complainant ("the appellant") within ~~seven~~ five university working days of notification of the decision. If an appeal is not received within this time frame, the decision reached by the student conduct body will be final.

- (b) ~~Requests for A~~appeals shall be made in writing and shall be emailed or delivered to the office of student conduct. The ~~letter of request for~~ appeal should indicate the grounds on which the decision is being appealed, referencing at least one of the grounds for the appeal (see paragraph (E)(9)(d) of this policy) along with supporting information.
- (c) Once ~~an request for~~ appeal ~~request~~ has been submitted and, until the appeal decision has been communicated to the appellant, all sanctions except any issued as interim measures, such as interim suspensions, will be held in abeyance. The burden of proof rests with the appellant, filing the appeal.
- (d) ~~Appeals~~Appellate hearings are not a re-hearing of the student conduct case. Except as required to explain the basis of new evidence, an ~~appeal~~appellate hearing shall be limited to review of the record of the initial hearing and supporting documents for one or more of the following grounds:
- (i) A claim that the original hearing was conducted in violation of procedural requirements set forth in “The Student Code of Conduct” and to determine whether these violations could have affected the outcome of the hearing.
  - (ii) A claim that the decision reached regarding the ~~accused student or group/organization~~respondent did not have a reasonable basis for the conclusion reached and that it was not based on proof by a preponderance of the evidence.
  - (iii) A claim that the sanction(s) imposed was/were disproportionate and without basis to the violation of “The Student Code of Conduct” for which the ~~student or group/ organization~~respondent was found ~~to have committed~~responsible.
  - (iv) A claim that there is new information, sufficient to alter a decision or other relevant facts not brought

~~out~~presented in the original hearing because such information and/or facts were not known by the appellant at the time of the original hearing.

- (e) The appellant may, in preparing the request for appeal, have access to records of the case, which must be reviewed in the office of student conduct.
- (f) ~~Appeals of decisions or sanctions imposed~~A request for appeal in a case adjudicated by a conduct officer will be reviewed by the student conduct administrator. ~~Appeals of decisions by a~~A request for appeal in a case adjudicated by a student conduct board hearing panel will be reviewed by an appellate ~~board~~hearing panel. An appellate ~~board~~hearing panel is composed of three members from the student conduct board selected by the student conduct administrator, ~~who will review the appeal.~~
- (g) Once a request for appeal has been submitted by the complainant or respondent, the other party shall receive a copy of the request for appeal and may submit a written response to the request for appeal, which will be considered alongside the request for appeal. Any written response must be submitted within five university working days of notification of the submission of a request for appeal.
- (gh) The appellate ~~board~~hearing panel or the student conduct administrator will review the appeal to determine whether one of the grounds listed in this policy has been met.
- (hi) If an appellate ~~board~~hearing panel or student conduct administrator determines that ~~an~~ request for appeal has met the grounds, the following options are available:
  - (i) The case may be remanded for reconsideration.
  - (ii) The ~~appeals~~appellate student conduct body may reverse the finding of responsibility in whole or in part.

- (iii) The ~~appeals~~ appellate student conduct body may uphold, reduce, or increase the sanctions.
  - (iv) If the appellate hearing panel or student conduct administrator determines that the request for appeal does not meet one of the grounds, the appeal will be denied. ~~The appeals body may dismiss the appeal if the appeal is not based upon one of the grounds listed above in this policy.~~
  - (v) ~~The appeals body may deny the appeal.~~
  - (ij) The decision of the appellate ~~board~~ hearing panel or student conduct administrator after an appellate review is final.
- (10) Conduct procedures for university housing. Deputy conduct officers have been designated by the student conduct administrator to assist in the review ~~misconduct cases originating within~~ of alleged violations of policy originating within university housing.
- (a) The responsibility for the enforcement of rules and regulations governing student conduct in the residence houses ~~halls~~, as outlined in the "Resident Handbook," is delegated by the student conduct administrator to a conduct officer.
  - (b) Any student, faculty member, or university official may file a written report against any student living in a residence househall for misconduct-alleged violations of policy within the residence househall, campus dining facilities, or at any residence househall function.
  - (c) Upon receipt of a written report, the ~~deputy~~ conduct officer will conduct an investigation to determine whether there is ~~a~~ reasonable cause to believe that a violation of "The Student Code of Conduct" may have occurred. If ~~so~~, the conduct officer believes that such a violation did occur they will follow the procedures outlined in section (E)(4) of this policy to address the alleged violation.



- (11) Student conduct record. The student conduct administrator shall maintain all student conduct records of information received and action taken by the respective student conduct bodies.
- (a) Conduct sanctions shall not be made part of the student's academic record but shall become part of the student's conduct record. Student conduct records shall be expunged seven years after final disposition of the case, excluding students who were sanctioned with the exception of residence hall expulsions, university suspension, of a student, and university expulsion, or revocation or withholding of a degree which shall be expunged fifteen years after final disposition of the case resulting in such action. University expulsion and university suspension of a student organization conduct records shall be kept indefinitely. Upon graduation, the student may petition the student conduct administrator/officer for removal of all files contained in his or her/their student conduct records. The student may appeal a negative response of the student conduct officer and/or the student conduct board to the student conduct administrator.
- (b) Records regarding university expulsion or university suspension of a student group/organization shall be kept indefinitely.
- (bc) All material gathered from a substantiated conduct case (residence househall, academic, and other) shall become part of any new case against the same individual(s) respondent(s) after the new charges have been substantiated.
- (ed) Student conduct records are maintained only in the names of students/respondents -found responsible for violations of university policy, local, state or federal law, to have violated regulations.
- (12) Special procedures. To ensure continued participation of students, faculty, and administration in the student conduct process and to ensure speedy disposition of conduct cases, the president of the university is empowered to develop a subcommittee structure in

the event of a large number of student conduct cases. Such subcommittee shall be empowered to hear and ~~dispose~~ adjudicate of cases in accordance with the provisions of "The Student Code of Conduct" and shall ensure that all elements of procedural due process delineated in this article are observed.

- (F) Article V. Academic ~~dishonesty integrity violation and student academic grievance~~ procedures.

~~(1) Academic dishonesty- General~~

(a) Academic honesty is essential to the educational process and serves to protect the integrity of the university community. Therefore, all members of the university community have a responsibility ~~offor~~ maintaining high standards of honesty and ethical practice. Cheating, plagiarism, and other forms of academic dishonesty constitute a serious violation of university ~~conduct regulations policy, as outlined in ARTICLE III of this document.~~

Students should consult with the faculty member if they are not sure what may constitutes a violation of the academic ~~dishonesty integrity policy.~~

(b) Students suspected of violations of the academic ~~dishonesty integrity policy~~ may be charged with a violation of university ~~conduct policy regulations under paragraph (D)(1) of this policy. the student conduct standards as outlined in ARTICLE III. 1. of this document.~~ Cases of alleged ~~academic dishonesty violations of the academic integrity policy~~ shall be resolved ~~in~~ as outlined below ~~the following manner.~~

(c) The process outlined below is the only approved process by which faculty members can address alleged violations of the academic integrity policy. Failure to follow this process or use of any process other than this will result in nullification of any charges against the student and nullification of any sanctions levied against the student. If, following nullification of the charges and sanctions, the faculty member refuses to rectify the impacted grades or assignments, the student has the right to file a grievance against the faculty member. Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.

- (a2) Identification of a Academic dishonesty integrity conference.
- (ia) After the faculty member has gathered evidence supporting academic dishonesty of a possible violation, they shall notify the student within forty-eight hours in writing, via university email, of the allegations and invite the student to participate in an academic integrity conference. The faculty member and student may hold the conference without written notification. This academic integrity conference shall occur within five university working days of the written notification to the student.
- (b) The academic integrity conference is the first step in this process, and serves to provide the student with the opportunity to discuss the allegations made by the faculty member. During this meeting, the student should have the opportunity to address the allegations, and to review all relevant information and documentation to the allegations.
- In situations where the course is taught primarily online and/or where the student is unable to physically present for the academic integrity conference, the meeting may be conducted via email, phone, or Skype, as appropriate. The faculty member may consult with the judicial chair of the academic grievance subcommittee or the office of student conduct for direction in such situations.
- (c) If, after meeting with the student, the faculty member determines that no violation of the academic integrity policy occurred and/or the student is not responsible for a violation of the academic integrity policy, the faculty member can dismiss the charges by not filling out the academic integrity form.
- (d) If the faculty member concludes that the student is responsible for a violation of the academic integrity policy,

the faculty member shall select an appropriate sanction, as outlined in ARTICLE V. 3. of this document, and will complete the Academic Integrity Form. While the student may sign the form immediately, they have up to five university working days to do so. The student has the option to accept the charge but contest the sanction, or they can agree to both the charge and sanction.

- (e) If the student signs the academic integrity form, acknowledging responsibility for the alleged violation and accepting the sanction, the decision is final and there is no appeal process.
  - (i) The student will return the form to the faculty member. The faculty member will sign the form, and will submit copies of any documentation or statements with the academic integrity form.
  - (ii) The faculty member will forward the form to the departmental chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit a written statement to be included with the academic integrity form.
  - (iii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the academic integrity form.
  - (iv) The dean will then forward the form and all documents to the office of student conduct to be placed in the student's file.
  - (v) The dean of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.

(vi) No further action is required unless the recommended sanction includes program removal, suspension, or expulsion. In cases where one of these sanctions is recommended, the case will be forwarded to the judicial chair of the academic grievance subcommittee for review.

(2) Failure to appear, respond or sign.

(a) If the student fails to respond to the faculty member's request for an academic integrity conference, or fails to attend an academic integrity conference within five university working days of notice by the faculty member, the following will occur:

(i) The faculty member will complete and sign the academic integrity form without the student's signature. They will then submit the form along with copies of any documentation or statements to the chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit a written statement to be included with the form.

(ii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the form.

(iii) The dean will then forward the form and all documents to the office of student conduct to be placed in the student's file. The office of student conduct will then forward the academic integrity form and all documents to the judicial chair of the academic grievance subcommittee for further action.

(iv) The dean of the college of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.

(b) If the student declines to accept responsibility for the charges, and/or declines to accept the sanctions selected by the faculty member, the faculty member should complete the form as outlined above.

(3) Academic grievance subcommittee referrals

(a) If the student declines to accept responsibility for the charges, and/or declines to accept the sanctions selected by the faculty member, the case will be referred to the office of student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee.

(b) Regardless of whether the academic integrity form is signed, in cases where program removal, suspension, or expulsion is recommended by the faculty member, the case will be referred to the office of student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee. A representative from the office of student conduct must be present at all such hearings to serve in an advisory capacity.

(ii) An academic integrity conference to discuss the allegations shall occur within seven working days of the written notification. If the student fails to attend a conference within seven working days, the following will occur:

(a) The faculty member will complete the academic integrity form and will forward this form (without the student's signature) to the departmental chairperson for signature. If the faculty member fails to submit the academic integrity form, the claim of academic dishonesty will be dismissed.

(b) The chairperson will then forward the form to the dean for their signature.

~~(c) The dean will then forward the form to the student conduct office to be placed in the student's file. The dean and chairperson have the option to submit written statements to be included with the academic integrity form. The dean of the college of graduate studies will be notified and provided a copy of the form for cases involving graduate students.~~

~~(d) The conduct office will forward the unsigned academic integrity form along with supporting documents to the judicial chair of the student academic grievance subcommittee for further action.~~

~~(iii) During the academic integrity conference, the faculty member shall discuss the allegations with the student and determine whether the student is responsible.~~

~~(a) If the faculty member determines that the student is not responsible, no further action is warranted.~~

~~(b) If the faculty member concludes that the student is responsible, the faculty member shall determine the sanction to be imposed (see paragraph (F)(3) of this policy) and complete the academic integrity form. While the student may sign the form immediately, he/she has up to three university working days to do so. The student has the option to accept the charge but contest the sanction or agree to both the charge and the sanction. Once the form is signed, the decision is final and there is no appeal process.~~

~~(e) If the student signs the academic integrity form, acknowledging the incident and the~~

sanction, then no committee action is  
required unless the recommendation is  
suspension or expulsion.

(i) The student will return the form to  
the faculty member.

(ii) In turn, the faculty member will  
forward the form to the departmental  
chairperson for signature  
acknowledging the case has been  
brought to the chair's attention.

(iii) The chairperson will then forward  
the form to the dean for signature  
acknowledging the case has been  
brought to the dean's attention.

(iv) The dean will then forward the form  
to the student conduct office to be  
placed in the student's file. The dean  
and chairperson have the option to  
submit written statements to be  
included with the academic integrity  
form. The dean of the college of  
graduate studies will be notified and  
provided a copy of the form for cases  
involving graduate students.

(d) Regardless of whether the academic  
integrity form is signed, in situations where  
suspension or expulsion from the university  
is recommended by the faculty member, the  
case will immediately be sent to the student  
conduct office and forwarded to the judicial  
chair to initiate a panel hearing. A  
representative from the student conduct  
office must be present at all university  
suspension and expulsion hearings to serve  
in an advisory capacity.



- (24) ~~Academic integrity hearing panel structure. The academic integrity panel shall consist of grievance subcommittee structure:~~
- (a) Judicial chair. Associate provost for academic administration or designee appointed by the provost.
  - (b) Faculty members are appointed by the academic senate and serve a two-year term. One faculty member shall be selected from each of the six colleges. At least three of these appointees will have graduate faculty status. ~~A seventh faculty member shall be selected by the graduate council to represent the graduate college. In cases involving graduate matters, only graduate faculty will be appointed. Six (6) faculty members with graduate faculty status will be appointed by graduate council to hear cases involving graduate students.~~
  - (c) Undergraduate ~~S~~student members are appointed by the associate vice president for student experiences and serve a two-year term. ~~In addition, six (6) G~~graduate students ~~may (preferably one from each college) will be appointed by the graduate council to hear cases involving graduate students. to a one-year term.~~
    - (i) Students must complete an application available ~~at the student experience through the~~ office of student conduct.
    - (ii) ~~Two~~One ~~undergraduate~~ student members, ~~one undergraduate and one graduate, are~~ is selected from each of the six colleges.
    - (iii) Students must have a minimum GPA of 2.5 for undergraduate students and a 3.0 for graduate students.
    - (iv) Students must not have a previous judicial student conduct record.

(v) Students should be sophomore status or above.

~~(vi) A graduate student shall be appointed by the dean of the graduate college.~~

(5) Academic grievance subcommittee hearing procedures.

- (a) In cases where the student failed to respond to a request from the faculty member for an academic integrity conference, cases where the student failed to return the signed academic integrity form to the faculty member within the given timeframe, cases wherein the student disputes the charges or sanctions, or in cases when the faculty member recommends program removal, suspension, or expulsion, a hearing by the academic grievance subcommittee is initiated.
- (b) Within five university working days of receiving the academic integrity form and any supporting documentation of evidence from the faculty member, the judicial chair shall contact the student involved and request a statement and any documentation or evidence they would like to have considered in the hearing. The student will have five university working days to submit these items to the judicial chair.
- (c) Within two university working days of receiving the statement and evidence, the judicial chair shall distribute copies of the academic integrity form and any documentation or evidence produced by the student and faculty member to the academic grievance subcommittee members, the student, faculty member, department chairperson, and appropriate dean. The academic integrity form, course syllabus (submitted by the faculty member, student, or both), and any documentation or evidence produced by the student, faculty member, chairperson, or dean compose the academic integrity packet.
- (d) A hearing date, time, and location for the academic grievance subcommittee hearing will be established by the

judicial chair. Academic grievance subcommittee members shall have a minimum of three university working days to review all written materials in the academic integrity packet. The hearing notice shall be sent to the parties directly involved in the grievance procedure, excluding advisors and witnesses. Parties directly involved include:

- (i) Faculty/student. The party who files the academic integrity form and the party who is alleged to have violated the academic integrity policy. If either party cannot or refuses to attend the hearing, they may provide written statements to be submitted for evidence. Faculty members are permitted to have a substitute who will exercise all the rights and responsibilities of the absent faculty member.
- (ii) Department chairperson. The chairperson of the department in which the faculty member resides. The chairperson's attendance is optional. If the chairperson is in attendance they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The chairperson's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the particular culture of the department or expectations of students in the department.
- (iii) Dean. The dean of the college in which the faculty member's department is housed. The dean's attendance is optional. In addition, the dean of graduate studies has the option to attend in cases that involve graduate students and graduate faculty members. If the dean is in attendance, they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The dean's role in the hearing is to provide information on any knowledge they have of

Formatted: Highlight

the case as well as to provide insight into and clarify any questions regarding the particular culture of the department or expectations of students in the department.

- (iv) Academic grievance subcommittee hearing panel members. Derived from the membership of the student academic grievance subcommittee of the academic senate. At minimum, each hearing panel consists of three faculty members, three undergraduate students, and the judicial chair. In hearings involving allegations against a graduate student, graduate college representatives will form the hearing panel. The hearing panel conducts the formal hearing and renders a decision. No member of a hearing panel will hear a case directly involving themselves.
- (v) Advisors: The student and the faculty member may each avail themselves of the services of an advisor throughout the **academic integrity** process. An advisor may be drawn from within or outside the University community. Advisors may not present testimony or speak on behalf of the party whom they are advising. They are permitted, however, to give notes or whisper instructions/advice to the party whom they are advising. Examples of advisors include a parent, attorney, clergy, other faculty member, or coach. The advisor may not be the chairperson or dean for the college in which the faculty member or student is housed. In situations where a graduate assistant is considered the instructor of record and is the party who submitted the academic integrity form, the chairperson may serve as an advisor to the graduate assistant and is permitted to stay throughout the hearing.

In cases in which the student is a dully enrolled high school and university student (through the Youngstown early college or the college credit plus

program) the student may have both a parent and a secondary advisor present for the hearing.

(vi) Witness(es): Witnesses who have something to add to the hearing either in support of the faculty member or student are permitted. While the number of witnesses is not limited, the number of witnesses that present repetitive testimony may be limited at the discretion of the judicial chair.

(f) If the student or faculty member is unable to be physically present for the hearing, then both the faculty member and student will be made available for the hearing through the same electronic means in order to provide equal treatment to all parties. This may include either teleconference or Skype, as deemed appropriate by the judicial chair.

(6) Rights of hearing parties.

(a) The following rights are guaranteed to the student and the faculty member:

(i) The right to be present.

(ii) The right to be accompanied by an advisor of their choice.

(iii) The right to speak in support of their argument.

(iv) The right to bring witnesses in support of their case.

(v) The right to present any relevant information directly supporting their written items in the academic integrity packet, including oral testimony.

(vi) The right to refute information presented.

(vii) The right to consult with the judicial chair or the office of student conduct regarding the hearing, their testimony or the presentation of any testimony in support of their case.

(b) The judicial chair has the right to:

- (i) Limit the amount of time testimony is presented by any given individual;
- (ii) Remove disruptive individuals from the room;
- (iii) Ensure that only the members of the hearing panel, student, and faculty member are present in the room;
- (iv) Ensure that all witnesses remain outside the hearing room and are brought in and dismissed after their testimony is presented.
- (v) Extend the timeline for the hearing process.

(7) Deliberation and findings.

- (a) The hearing panel shall meet in closed session to review the information presented and reach a decision. The hearing panel shall vote using secret ballots tallied by the judicial chair. The judicial chair will only vote in circumstances of a tie among the hearing panel members.
- (b) If the hearing panel determines that the student is responsible for a violation of the academic integrity policy, the hearing panel may consider previously resolved cases (on file with the office of student conduct) involving the student when assigning an appropriate sanction. The judicial chair will present such information to the hearing panel only after a determination of responsibility on the case in question has been reached.

The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than 50 percent chance that the proposition is true

- (c) Both parties shall be informed of the hearing panel's decision in writing within three university working days. This statement shall be prepared and signed by the judicial chair and forwarded to the office of student conduct, graduate school dean when appropriate, provost and all parties directly involved in the hearing, except advisors and witnesses.
- (ii) Notice of the hearing panel's decision ends the academic grievance subcommittee's involvement in the disposition of the case.
- (iii) A file of all pertinent documents for all academic integrity hearings shall be kept by the office of the provost and the office of student conduct.
- (iv) Any change of grade as a result of the hearing panel's decision should be made by the faculty member and signed by the respective chairperson and/or dean within five university working days. If the faculty member, chairperson and/or dean refuse to sign the grade change form, then the provost will do so.

(8) Appeals.

- (a) Only students may appeal the decision of the academic grievance subcommittee regarding for cases involving alleged violations of the academic integrity policy. The appeal can only be based on procedural violations and must be submitted within five university working days from the date on which the student was notified of the hearing panel's decision. The request for an appeal is submitted in writing to the judicial chair.
- (b) The judicial chair will forward the written appeal to the academic senate executive committee within two university working days.
- (i) If the academic senate executive committee determines that no procedural violations occurred, or that any procedural violations were minor and

did not affect the original hearing panel's decision, the original hearing panel's decision is upheld and the case is closed.

(ii) If the academic senate executive committee determines that procedural violations may have occurred and were potentially substantive enough to have affected the hearing panel's decision, the case will be referred to a three-person appellate hearing panel consisting of one student and two faculty members. This appellate hearing will take place within twelve university working days of receipt of the written appeal.

(c) Appellate hearing panel.

(i) No member of the appellate hearing panel will hear a case directly affecting themselves.

(ii) Prior to the appellate hearing, members of the appellate hearing panel shall review all relevant documents.

(iii) The chair of the appellate hearing panel shall inform both parties of the decision as soon as reasonably possible. A written statement of the decision shall be prepared and signed by the chair of the appellate hearing panel, forwarded to the student, faculty member, office of student conduct, and office of the provost within five university working days of the decision via university email.

(iv) A file of all pertinent documents for all appeals shall be kept by the office of student conduct and/or the office of the provost.

(v) The decision reached by the appellate hearing panel is final and may not be appealed.

(d) At the discretion of the chair of the appellate hearing panel, the timeline under the appeal process may be extended.



- (e) If the appeal results in a grade change, the grade change form should be completed by the faculty member and signed by the respective chairperson and/or dean within three university working days. If the faculty member, chairperson, and/or dean refuse to sign the grade change form, then the provost will do so.
- (39) ~~Sanctions. If the faculty member concludes that the student was responsible, they may impose a sanction which may include but is not limited to one of the following:~~ A list of possible sanctions and guide to selecting sanctions is available in the appendices. Sanctions for violations of the academic integrity policy may include, but are limited to, the following:
- (a) ~~Warn the student~~ Issue an official warning;
- (b) ~~Lowering the grade on the exam, paper and/or the assignment related to the incident; in question.~~
- (c) ~~Lowering the final grade for the course; and/or~~
- (d) ~~Requesting additional action from the student academic grievance subcommittee, such as including removal from a course, removal from an academic program, university suspension, or expulsion.~~
- (e) Other sanctions as deemed appropriate by the faculty member. The faculty member may consult with the judicial chair, office of student conduct, chairperson or dean regarding appropriate sanctions.
- (410) ~~Role of the student conduct administrator (“SCA”), in matters of academic dishonesty. The student conduct administrator or designee has the following responsibilities with regards to all cases involving alleged violations of the academic integrity policy~~
- (a) ~~To create/maintain a student conduct file containing the completed academic integrity form and supporting documents.~~

- (b) To expunge all records, ~~with the exception of expulsion, after seven years. Please note that if within seven years another institution, as a result of the student transferring or applying to graduate school, requests a copy of the student disciplinary record, these records may be revealed as outlined in this policy.~~
  - (c) In ~~instance~~ cases where the academic integrity form is ~~completed by all parties, signed, the SCA~~ they will acknowledge receipt of this form by emailing the student, faculty member, chairperson, and dean with a letter that details the resolution of the case.
  - (d) In ~~instance~~ cases where the student has already been found responsible for a previous ~~has one prior~~ academic dishonesty ~~offense, integrity violation,~~ integrity violation, any additional offenses ~~violation~~ will constitute a violation of "The Student Code of Conduct" and will require the student to undergo a student code of conduct hearing through the office of student conduct result in a review of all cases by the office of student conduct for possible additional charges and sanctioning.
- (5) ~~Academic integrity hearing procedures.~~
- (a) ~~In cases where the academic integrity form was not signed and/or was not returned to the faculty member, or the faculty member recommended university suspension or expulsion, a hearing of the academic grievance subcommittee is initiated.~~
  - (b) ~~Within five university working days of receiving the academic integrity form and any supporting evidence from the faculty member, the judicial chair shall contact the student involved and request a statement and any evidence they would like to be considered in the case. The student will have five university working days to submit the statement and evidence to the judicial chair.~~
  - (c) ~~Within two university working days of receiving the statement and evidence, the judicial chair shall distribute~~

copies of the academic integrity form and any evidence produced by the student and/or faculty member to the academic grievance subcommittee, the student, faculty member, department chairperson, and appropriate dean. The academic integrity form, course syllabus (submitted by the faculty member, student, or both), and any evidence produced by the student and/or faculty member, chairperson or dean combined are considered to be the academic Integrity packet.

- (d) — A hearing date, time, and location for the academic integrity hearing will be established by the judicial chair. Academic grievance subcommittee members shall have a minimum of three days to review all written materials in the academic integrity packet submitted by the affected parties. The academic integrity hearing notice shall be sent to the parties directly involved in the grievance procedure, except advisors and witnesses. Parties directly involved in the academic integrity procedure:
- (i) — Faculty/student. The party who files the academic integrity form and the party against whom the claim of academic dishonesty is filed. If either party cannot or refuses to attend the hearing, they may provide written statements to be submitted for evidence. Faculty members are permitted to have a substitute who will exercise all the rights and responsibilities of the absent faculty member.
  - (ii) — Department chairperson. The chairperson of the department in which the faculty member resides. The chairperson's attendance is optional. If the chairperson is in attendance, they will be brought in to speak during the grievance hearing but will not remain in the room throughout the hearing.
  - (iii) — Dean. The dean of the college in which the faculty member's department is housed. The dean's attendance is optional. If the dean is in attendance, they will be brought in to speak during the

grievance hearing but will not remain in the room throughout the hearing.

- (iv) — Academic integrity hearing panel. Derived from the membership of the student academic grievance subcommittee of the academic senate. At minimum, it consists of three faculty members, three undergraduate students, and the judicial chair. This panel conducts the formal hearing and renders a decision.
  - (v) — Advisors. The student and the faculty member may avail themselves of the services of an advisor throughout the academic integrity process. Such an advisor may be drawn from within or outside the university community. Advisors may not present testimony or speak on behalf of the respondent. They are permitted, however, to give notes or whisper instructions/advice to the student or faculty member involved. Examples of advisors include a parent, attorney, clergy, other faculty member, or coach. The advisor may not be the chairperson or dean for the faculty member or student. In situations where a graduate assistant is considered the instructor of record, the chairperson may serve as an advisor and stay throughout the hearing.
  - (vi) — Witness(es). Witnesses who have something to add to the hearing either in support of the faculty member or student are permitted. While the number of witnesses is not limited, the number that presents repetitive testimony may be limited.
  - (vii) — No member of an academic integrity hearing panel will hear a case directly involving him/her.
- (e) — During the hearing.
- (i) — The following rights are guaranteed to the student and the faculty member:

- (a) — The right to be present; the right to be accompanied by an advisor of their choice;
      - (b) — The right to speak in support of their argument;
      - (c) — The right to bring witnesses in support of their case;
      - (d) — The right to present information directly supporting their written items in the academic integrity packet, including oral testimony; and
      - (e) — The right to refute information presented.
    - (ii) — The judicial chair has the right to limit the amount of time testimony is presented by any given individual; remove disruptive individuals from the room; ensure that only the members of the academic integrity hearing panel, student, and faculty member are present in the room; ensure that all witnesses remain outside the hearing room and are brought in and dismissed after their testimony is presented.
  - (f) — After the hearing:
    - (i) — The academic integrity hearing panel shall meet in closed session to review the information presented and reach a decision. The panel shall vote using secret ballots tallied by the judicial chair. The judicial chair will only vote in circumstances of a tie among the panel.
    - (ii) — After the academic integrity hearing panel has determined that the student is guilty of academic dishonesty, the panel may consider previous resolved cases (on file with the student conduct office) involving the student when assigning an appropriate sanction.

- (g) — Documentation of academic integrity hearing panel's decision:
- (i) — Both parties shall be informed of the academic integrity hearing panel's decision in writing as soon as reasonably possible. This statement shall be prepared and signed by the judicial chair and forwarded to the office of student conduct, graduate school dean when appropriate, provost and all parties directly involved in the academic integrity procedure, except advisors and witnesses within three university working days.
  - (ii) — The forwarding of the written statement of the academic integrity hearing panel's decision ends the student academic grievance subcommittee's involvement in the disposition of the violation.
  - (iii) — A file of all pertinent documents for all academic integrity hearings shall be kept by the office of the provost and the office of student conduct.
  - (iv) — Any change of grade as a result of the committee ruling should be made by the faculty member and signed by the respective chairperson and/or dean within five university working days. If the faculty member, chairperson and/or dean refuse to sign, then the provost will sign off on the grade change form.
- (h) — At the discretion of the judicial chair, the timeline —————  
————— stated above may be extended.
- (i) — Appeals:
- (i) — Only students may appeal the decision of the academic integrity hearing panel regarding academic dishonesty. The appeal can only be based on procedural violations and must be submitted within five university working days from the date the academic integrity hearing panel's decision was

made. The request for an appeal is submitted in writing to the judicial chair.

(ii) The judicial chair will forward the written appeal to the academic senate executive committee within two university working days.

(a) If the academic senate executive committee determines that no procedural violations occurred, or that any procedural violations were minor and did not affect the academic integrity hearing panel's decision, the decision of the academic integrity hearing panel is upheld and the matter is closed.

(b) If the academic senate executive committee determines that procedural violations may have occurred and were potentially substantive, the case will be referred to a three-person committee made of one student and two faculty members to hear the case. This will take place within twelve university working days of receipt of the written appeal. The decision reached by this committee is final and may not be appealed.

(iii) Appeal panel:

(a) No member of the appeal panel will hear a case directly affecting him/her.

(b) Prior to the appeals review, members of the appeal panel shall review all submitted materials.

(c) The chair of the appeal panel shall inform both parties of the decision as soon as reasonably possible.

(d) A written statement of the decision shall be prepared and signed by the chair of the

panel, forwarded to the student and faculty member and to the office of student conduct and/or office of the provost within five working days of the decision using university email address.

(e) — A file of all pertinent documents for all appeals shall be kept by the office of student conduct and/or office of the provost.

(f) — The decision reached by the appeal panel is final and may not be appealed.

(iv) — At the discretion of the chair of the appeal panel, the timeline under the appeal process may be extended.

(a) — If the appeal results in a grade change, the grade change form should be completed by the faculty member and signed by the respective chairperson and/or dean within three university working days. If the faculty member, chairperson and/or dean refuse to sign, then the provost will sign off on the grade change form.

(G) Article VI. Section 3345.22 of the Revised Code, the “1219” hearing process.

- (1) Background. Disruptive behavior and the “1219” procedure. The Ohio Campus Disruption Act, also known as Ohio House Bill 1219, is codified in sections 3345.22 and 3345.23 of the Revised Code. The purpose of the law is to protect university students, faculty, staff, and other members of the campus community from crimes of violence committed in the vicinity of the university or upon people or property at the university.

A “1219” hearing is appropriate when a student is arrested for a crime of violence committed on or near the university. If a student is convicted of an offense of violence that occurred on or near the university, the student will be automatically suspended pursuant to



section 345.23 of the Revised Code. The purpose of the "1219" hearing is to remove students from campus ~~that~~who may be a threat to the safety and security of the student body ~~and~~or campus community.

- (2) Definition of a "crime of violence." There are over 30 crimes of violence considered violations of the "1219" law, including but not limited to the following: arson, assault, burglary, domestic violence, discharged firearm, felonious assault, gross sexual imposition, inciting to violence, inducing panic, intimidation, kidnapping, menacing, murder, rape, riot, robbery, sexual battery, and voluntary manslaughter.
- (3) Jurisdiction of the "1219" hearing.
  - (a) If a student is arrested for a crime of violence referenced in division (D) of section 3345.23 of the Revised Code, ~~he/she~~they may be temporarily suspended from the university, according to "The Student Code of Conduct," which is referred to as an interim suspension. This suspension will last during the process of the "1219" hearing and continue until the student meets with the office of student conduct. The results of the "1219" hearing discussed below does not alter the student's status under an interim suspension.
  - (b) A "1219" hearing, which is distinctly separate from a ~~student~~student conduct conference or a student conduct board hearing, will be held shortly after a student's arrest for a crime of violence. The hearing can be continued for good cause. The purpose of the "1219" hearing is to determine by a preponderance of the evidence whether the student committed an offense of violence.
  - (c) If the referee, as appointed by the university (office of the general counsel), finds that the student did commit an offense of violence on or near the university, the referee will then determine if the student should be under strict probation or suspended from the university pending the outcome of the criminal case. However, as noted above if the student is under an interim suspension, the student will remain suspended, even if they only receive strict probation

from the referee, until the conclusion of the [student](#) conduct process administered by the office of student conduct.

- (d) Following the "1219" hearing, the criminal case outcome will determine the student's status under section 345.23 of the Revised Code. If the student is convicted of an offense of violence in the criminal case, the student will be suspended from the university for at least one year.
- (e) Upon acquittal, or upon any final judicial determination not resulting in conviction of an offense of violence, the "1219" suspension automatically terminates and the [person suspended student in question](#) shall be reinstated and the record of the "1219" suspension expunged from the person's university record. The criminal process and "1219" hearing are separate. The outcome of the "1219" hearing has no bearing on the criminal case.
- (f) When a student is found not guilty, [he or shethey](#) may return to school, but upon conclusion of the "1219" hearing and possibly while the criminal case is still underway, the university may, and in nearly all cases, will initiate the student conduct process. The student may also be under the restriction of an interim suspension. Unless the student is not under an interim suspension or has been found responsible of a violation of "The Student Code of Conduct," the student would be permitted to return to school.
- (g) If the student is found guilty at the criminal trial for an offense of violence on or near the university, [he/shethey](#) will be [dismissed/suspended](#) from Youngstown state university for the period of one year. The student will receive a written notice of the [dismissal/suspension](#) from the office of student conduct. The student must receive approval from the board of trustees to be permitted to return to the university. This one-year suspension will still be imposed even if the student is found not responsible [underfor a violation of](#) "The Student Code of Conduct."

- (4) The “1219” hearing process. The “1219” hearing will be an adversary proceeding. Unlike a student conduct hearing, a “1219” hearing will be conducted by a referee appointed by the university. A university attorney will present the evidence at the hearing on behalf of the university. The student has the right to:
- (a) Be represented by an attorney.
  - (b) To cross-examine witnesses called by the state (the university).
  - (c) Call upon his/her own witnesses.
  - (d) To present evidence.
  - (e) To give a statement (but not required to do so). If the student does not appear at the hearing, the student will be suspended. In the absence of a waiver of the right against compulsory self-incrimination, the testimony of a person student whose suspension is being considered, given at the hearing, shall not subsequently be used in any criminal proceeding against the personstudent.
- (5) Burden of proof. Preponderance of the evidence is the standard use for all “1219” hearings. Preponderance of the evidence is known as the balance of probabilities met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true. The referee must find that the student committed the offense by a preponderance of the evidence.
- (H) Article VII. Parental/guardian notification policy. Youngstown state university is committed to an educational environment that promotes the safety, responsible decision-making, and social and intellectual development of all students. Furthermore, the university is concerned with taking a proactive approach in regards to students thatwho may be experiencing problems with alcohol or other drugs. It is the policy of Youngstown state university to notify parents of students under twenty-one years of age if such students have been found responsible for violating institutional policies regarding alcohol or other drugs, in an effort to create a positive support network for students.

- (1) Parameters.
  - (a) This policy will be applied in situations where students under the age of twenty-one have been found responsible for a violation of university [conduct regulations policies](#) regarding drugs or alcohol.
  - (b) The office of student conduct shall be responsible for administering all procedures of the parental/guardian notification policy.
- (2) Procedures.
  - (a) Parents/guardians shall be notified when the underage student is found responsible for ~~a drug or alcohol~~ [violations of the drug or alcohol policies](#).
  - (b) The associate vice president for student experience, or designee, may make an exception to the parental/guardian notification policy if in [his/her/their](#) judgment it is determined that harm would come to the student as a result of parental/ guardian notification.
  - (c) The notification will be provided in writing from the office of student conduct and will be mailed to the student's home address.
  - (d) The notification letter will inform parents or guardians that their student has been found responsible for a violation of [an](#) alcohol or [other](#) drugs [policy](#). Included with the letter will be answers to frequently asked questions. Parents or guardians will be encouraged to discuss the incident with the student.
  - (e) The office of student conduct will be responsible for responding to questions from parents/guardians. If a parent or guardian is interested in reviewing [his/her/their](#) student's conduct file, the student generally must sign a waiver to release [this](#) information. There are exceptions to this that will be determined on a case by case basis.

- (I) Article VIII. Interpretation and revisions. Any question of interpretation or application regarding “The Student Code of Conduct” shall be referred to the student conduct administrator for final determination.

“The Student Code of Conduct” shall be reviewed every three years under the direction of the student conduct administrator. Any member of the university community may recommend a change to “The Student Code of Conduct” to the associate vice president for student experience. The associate vice president for student experience shall distribute the recommendation to the appropriate areas and gather feedback. If the change is endorsed by the associate vice president for student experience, the change shall be presented to the board of trustees for adoption.

- (J) Glossary of Terms, when used in “The Student Code of Conduct.”

- ~~(1) The terms “accused student” or “respondent” shall mean any student accused of violating “The Student Code of Conduct.”~~
- (1) The term “academic grievance subcommittee” is a group of university students and faculty selected and trained to adjudicate hearings wherein a student has allegedly violated the academic integrity policy for the university. Each hearing has a hearing panel consisting of at least six members from the academic grievance subcommittee
- (2) The term “appellate ~~board~~ hearing panel” shall mean any person or persons authorized on a case-by-case basis by the student conduct administrator to consider an request for appeal from a student conduct body’s determination that a student has violated “The Code of Student Conduct” or from the sanctions imposed by the student conduct body.
- (3) The terms “can,” “may,” or “should” specify a discretionary provision of “The Code of Student Conduct.”
- (4) The term “complainant” shall mean any person who submits a referral alleging that a student violated “The Code of Student Conduct.”

- (5) The term “deputy conduct officer” shall mean a university official authorized on a case-by-case basis by the student conduct administrator to serve as a charging administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
- (56) The term “faculty member” shall mean any person employed by the university to conduct classroom or teaching activities or who is otherwise considered by the university to be a member of its faculty. In certain situations, a person may be both “student” and “faculty member.” One’s status in a particular situation shall be determined by the relevant circumstances.
- (67) The terms “file” or “records” mean information relating to a current or former student which is stored in a fashion that facilitates recovery of that information by reference to the individual in whatever form or medium such gathering of information is created, kept, or maintained.
- (78) The term “function” shall mean all student activities or events occurring at the university or sponsored by registered student organizations, groups, or members of the academic community.
- (89) The term “group” shall mean a number of students who are associated with each other and who have not complied with university requirements for registration as an organization.
- (10) The terms “hearing panel” or “hearing panel members” shall mean individuals who have been selected or assigned to adjudicate a hearing. These individuals are selected from a trained body, including the student conduct board and the academic grievance subcommittee.
- (11) The term “hearing panel advisor” shall mean the student conduct administrator, or designee, or appointee. The hearing panel advisor has responsibility for ensuring that policies and procedures within this document are adhered to within any student conduct process. The hearing panel advisor may be involved in any part of the student conduct process, and may provide input or answers, or otherwise answer questions asked by any parties.

- (9) The term “student conduct officer” is the associate director of student conduct who is the university official assigned to serve as the primary charging administrator by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
- (10) The term “deputy conduct officer” shall mean a university official authorized on a case-by-case basis by the student conduct administrator to serve as a charging administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
- (11) The term “student conduct administrator” is the associate vice president for student experience, or designee, who shall be responsible for the administration of the code and the university student conduct process.
- (12) The term “student conduct body” shall mean student conduct officer, any deputy conduct officer or the student conduct hearing panel authorized by the student conduct administrator to determine whether a student has violated “The Student Code of Conduct” and to recommend imposition of sanctions.
- (1312) The term “may” is used in the permissive sense.
- (1413) The term “member of the university community” shall include any person who is a student, faculty member, university official, any other person employed by the university, or any person lawfully present on university premises.
- (15) The term “misconduct” means student behavior that violates codified or explicitly stated university rules and regulations, including but not limited to “The Student Code of Conduct.”
- (1614) The term “organization” shall mean a university-registered student organization which as complied with formal requirements of official registration.
- (1715) The term “policy” shall be defined as the written regulations of the university as found in, but not limited to, “The Student Code of

Conduct,” “Resident Handbook,” “Penguin Student Handbook,” the university website, undergraduate/graduate catalogs, university policies, and board of trustees policies.

- (16) The term “respondent” shall mean any student accused of violating “The Student Code of Conduct.”
- (1817) The terms “shall,” “must,” “will,” or “is required” specify a mandatory requirement of the code.
- (1918) The term “student” shall include all persons registered for courses, seminars, and workshops at the university, either full-time or part-time, pursuing undergraduate, graduate, professional studies, or continuing education programs. Also included are those individuals accepted for admission or living in the residence halls, whether or not actually enrolled at the university.
- (19) The term “student conduct administrator” is the associate vice president for student experience, or designee, who shall be responsible for the administration of the code and the university student conduct process.
- (20) The term “student conduct board” is a group of university students, staff, and faculty selected and trained to adjudicate hearings wherein students have allegedly violated university policy. Each hearing has a hearing panel consisting of three members from the student conduct board.
- (21) The term “student conduct body” shall mean student conduct officer, any deputy conduct officer, or any hearing panel of the student conduct board authorized by the student conduct administrator to determine whether a student has violated “The Student Code of Conduct” and to recommend imposition of sanctions.
- (22) The term “student conduct officer” is the associate director of student conduct who is the university official assigned to serve as the primary charging administrator by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”



(22) The term “student conduct board” is a group of campus students, staff and faculty selected and trained to adjudicate hearings wherein students are alleged to have violated university policy.

(~~20~~23) The terms “university” or “institution” mean Youngstown state university and collectively those responsible for its operation.

(~~21~~24) The term “university premises” shall be defined as all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the university including adjacent streets, sidewalks, and parking lots.

(~~22~~25) The term “university official” shall mean any person employed by, appointed to, authorized to act on behalf of or performing administrative or professional work for the university.

(~~23~~26) The term “university working day” refers to any day of the week excluding Saturdays, Sundays, or official holidays.

(~~24~~27) The term “weapon” shall have the same meaning as in rule 3356-7-03 of the Administrative Code, “Possession of weapons on campus.” (See also university policy 3356-7-03, “Possession of weapons on campus.”)

(~~25~~28) All other terms have their natural meaning unless the context otherwise dictates.

### **3356-8-01.1 “The Student Code of Conduct.”**

Responsible Division/Office:	Student Experience
Responsible Officer:	Associate VP for Student Experience
Revision History:	March 1998; December 2010; June 2016
Board Committee:	Academic and Student Affairs
<b>Effective Date:</b>	<b>June 14, 2017</b>
Next Review:	2020

---

- (A) Policy statement/preamble. Youngstown state university (“YSU”) is a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks in life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility and leadership.

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We value ethical behavior in scholarly and other endeavors; believe in the dignity and worth of all people; strive to foster an appreciation of, and respect for, differences among the human race; and celebrate the diversity that enriches the university and the world. As a member of a higher education community, students have an obligation to conduct themselves in a manner that is compatible with the university’s purposes as an institution of higher education. Each student is expected to be fully acquainted with all published policies, procedures, and regulations of the university and is held responsible for compliance with them. All members of the university community are expected to assume responsibility for creating an environment conducive to the educational mission and purpose of the university.

The policies and regulations in “The Student Code of Conduct” have been established to ensure a positive educational experience for every student. “The Student Code of Conduct” serves as an official university document that outlines conditions and regulations considered essential to the effective functioning of the university.

The student conduct process at Youngstown state university adheres to procedural due process and is intended to be part of the educational process at the university. This student conduct process provides a forum

for the impartial and expedient resolution of alleged misconduct in the university community and encourages students to live responsibly and be accountable for their actions. The student conduct process is based on the university's commitment to developing integrity, respect, and responsibility among all students.

**(B) Article I. Rights and responsibilities.**

- (1) Basic rights. The following enumeration of basic rights shall not be construed to deny or disparage other rights and privileges retained by students in their capacity as members of the student body or as citizens of the community at large:**
  - (a) The right of free inquiry, expression, and/or assembly.**
  - (b) The right to pursue educational goals and appropriate opportunities for learning in the classroom, on campus, and online.**
  - (c) The right to be secure in their persons, living quarters, papers, and effects against unreasonable searches and seizures.**
  - (d) The right to retain ownership of class projects/assignments authored by a student and submitted to fulfill requirements of a course, except as provided by section 3345.14 of the Revised Code.**
- (2) Basic responsibilities. Students, as members of the university community, shall have the following responsibilities which are inherent in the basic rights delineated in this paragraph:**
  - (a) To maintain standards of academic performance as established by their faculty.**
  - (b) To be responsible for acting in such a manner as to ensure other students the basic rights enumerated in this policy.**
  - (c) To be responsible for their actions with respect to, and to follow, all university regulations and policies.**

- (d) To be responsible for their actions with respect to provisions of local, state, and federal law.
  - (e) To conduct themselves in a manner which helps to create and maintain a learning atmosphere in which the rights, dignity, and worth of every individual in the university community are respected.
  - (f) To have in their possession a valid university identification card when on university premises.
  - (g) To be responsible for adhering to the university's "Drug-free environment" policy (university policy 3356-7-20 and rule 3356-7-20 of the Administrative Code).
  - (h) To ensure adherence to all university board of trustees' policies that apply to students.
- (C) **Article II. Student conduct authority.** The president has delegated the authority for the university student conduct system to the associate vice president for student experience. The associate vice president for student experience, or designee, serves as the student conduct administrator responsible for the administration and operation of "The Student Code of Conduct" and the student conduct process. Members of the university seeking formal disciplinary action for alleged student misconduct should make referrals to the office of student conduct.

The student conduct administrator shall determine the composition of student conduct bodies and appellate hearing panels.

The student conduct administrator shall develop policies for the administration of the student conduct system and procedural rules for the conduct of hearings that are consistent with provisions of "The Student Code of Conduct". The student conduct officer shall be the associate director for student conduct. The student conduct administrator may also appoint one (1) or more deputy conduct officers to review reports of violations of "The Student Code of Conduct" and to conduct investigations. Deputy conduct officers shall be under the supervision of the student conduct officer and/or the student conduct administrator.

- (1) **Jurisdiction of "The Student Code of Conduct."**

- (a) **“The Student Code of Conduct” shall apply to conduct which adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs whether it occurs on university premises, at university sponsored activities, or on non-university premises. It is important to note that a student and/or group/organization will be subject to the university student conduct process where the conduct has occurred on non-university premises when the conduct adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs.**
  - (b) **Students shall be responsible for their conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if the conduct is not discovered until after a degree is awarded). “The Student Code of Conduct” shall apply to a student’s conduct even if the student withdraws from the university while an investigation into alleged of misconduct is pending.**
  - (c) **An incident which results in a charge under “The Student Code of Conduct” may also lead to a proceeding outside of the university for a violation of local, state, or federal law. In these instances, university proceedings are not subject to challenge based on concurrent criminal or civil proceedings or that such proceeding has been or will be dismissed, reduced, withdrawn, resolved or settled. The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws. In all cases, hearings within the university will be held according to the student conduct procedures set forth in in this policy. Since the university student conduct process is educational in nature, differing judgments may result.**
- (2) **Campus student organizations. Registered student organizations may exist for any appropriate purpose that does not conflict with**

university policies and regulations or with local, state, and/or federal laws. The development of policies and guidelines for student organizations is the responsibility of the associate vice president for student experience or designee. The policies and regulations that apply to student groups/organizations are outlined in the “Penguin Student Handbook” which houses all of the student organization’s policies. Student groups/organizations that violate any of the student organization policies may be charged with violating “The Student Code of Conduct” and be subject to the student conduct procedures set forth in this policy.

- (3) Student conduct authority.
  - (a) The enforcement of regulations, policies, and guidelines that apply to students, student organizations/groups are within the jurisdiction of the associate vice president for student experience, or designee.
  - (b) Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.
  - (c) Student groups and registered student organizations may be charged with violations of “The Student Code of Conduct” in the following circumstances:
    - (i) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with the university’s student organization policies, and/or university policies or regulations.
    - (ii) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with city, state, or federal law.
    - (iii) A student group (as defined in the glossary of terms section of this policy) or registered student organization and its officers may be held collectively or individually responsible for violations of “The Student Code of Conduct.”

- (D) **Article III. Student conduct standards/prohibited conduct.** The student conduct process aspires to develop and maintain conduct standards in support of character, civility, and community. This section of “The Student Code of Conduct” provides a set of expectations regarding student conduct in support of the university community.

A student or student group/organization may be charged with violating any student conduct standard. In cases where a violation is committed by a member of a student group/organization, the entire group/organization may be held responsible in addition to the student when those members of the group/organization not directly involved participate in the activity by encouraging, witnessing, or condoning the act in any manner. The following behavior is subject to disciplinary action under “The Student Code of Conduct”:

- (1) **Academic integrity.** Violations of academic integrity include:
  - (a) **Plagiarism,** which includes the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement; the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or the misrepresentation of another person’s work as one’s own.
  - (b) **The use of any unauthorized assistance or tools:**
    - (i) **In taking quizzes, tests, assignments, or examinations;**
    - (ii) **When completing assignments, solving problems, or carrying out other assignments as detailed in the course syllabus or in other instructions by the instructor.**
  - (c) **The acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff.**
  - (d) **Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.**

- (e) Inappropriate collaboration, including working together on assignments or projects to an extent not permitted by the instructor.
  - (f) Multiple submissions of the same work, including submitting the same or parts of the same assignment for multiple classes without permission from the instructor.
  - (g) Fabrication of data, including presenting fictitious data relating to experiments, changing of data obtained from sources, and citing non-existent sources.
  - (h) Bribes, threats, or intimidation including exchange of payment for assignments or parts of assignments, and threats to entice others to engage in violations of the academic integrity policy.
  - (i) Impersonation, pretending to be another person in the completion of a quiz, exam, or other assignment.
  - (j) Altering or destroying the work of others unless given permission.
  - (k) Lying in order to obtain an academic advantage which includes falsification of documents or other information used to request make-up work.
  - (l) Assisting another person in any of the behaviors mentioned above is itself academic dishonesty.
  - (m) Asking others to engage in any of the behavior described above is academic dishonesty;
  - (n) Attempting to engage in any of the above behaviors is academic dishonesty.
- (2) Alcohol.
- (a) Use or possession of alcoholic beverages, except as permitted by law and university policy.



- (b) Public intoxication.
  - (c) Manufacturing, or distribution of alcoholic beverages to any person under twenty-one years of age except as permitted by law.
- (3) Bullying and harassment. Unwelcome or unreasonable behavior that harasses or intimidates people either as individuals or as a group and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint. Bullying and harassing behavior is often persistent and part of a pattern, but it can also occur as a single incident. It is usually carried out by an individual but can also be an aspect of group behavior (see university policy 3356-2-03, "Discrimination/harassment," and rule 3356-2-03 of the Administrative Code, for prohibited conduct based on individual's sex, race, color, religion, national origin, age, sexual orientation, gender identity and/or expression, disability, or veteran/military status or any other basis protected by law).
- (4) Complicity. Allowing or enabling a violation to occur, failing to report a violation, or concealing, condoning, supporting, or encouraging a violation or an attempted violation.
- (5) Student conduct system.
  - (a) Failure to obey the summons of a student conduct body or university official to appear for a meeting or hearing as part of the student conduct process.
  - (b) Falsification, distortion, or misrepresentation of information before a student conduct body.
  - (c) Institution of a student conduct proceeding knowingly without cause.
  - (d) Attempting to discourage an individual's proper participation in, or use of, the student conduct system.

- (e) Attempting to influence the impartiality of a member of a student conduct body prior to and/or during the course of the student conduct process.
  - (f) Harassment (verbal or physical) and/or intimidation of a member of a student conduct body, participants, or witnesses prior to during or after a student conduct proceeding.
  - (g) Failure to comply with the sanction(s) imposed by a student conduct body.
  - (h) Influencing or attempting to influence another person to commit an abuse of the student conduct system.
  - (i) Disruption or interference with the orderly conduct of a student conduct proceeding.
- (6) Disorderly conduct. Conduct which is disorderly, lewd, or indecent; a breach of peace; obstructs teaching, research, administration, or university activities or functions.
- (7) Drugs.
- (a) Use, possession, manufacturing, or distribution of marijuana, heroin, narcotics, or other controlled substances in either refined or crude form, including the use of drug-related paraphernalia.
  - (b) The misuse of materials as an intoxicant.
  - (c) Use of prescription drugs in any way other than as prescribed. Distribution of prescription drugs to anyone other than the person to whom they are prescribed.
- (8) Failure to comply. Failure to comply with directions and/or oral or written instructions which are given by any university official, student, faculty member, or staff who is acting in an official university capacity and/or failure to identify oneself to these persons when requested to do so.

- (9) **Financial obligations.** Failure to meet all financial obligations to the university.
- (10) **Gambling.** Gambling or wagering of any form except as expressly permitted by law and/or university policy.
- (11) **Hazing.** An act which endangers the mental or physical health or safety of a student or which destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization.
- (12) **Information technology.** Theft or other abuse of information technology and resources, including, but not limited to:
  - (a) Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
  - (b) Unauthorized transfer of a file.
  - (c) Unauthorized use of another individual's identification and password.
  - (d) Use of computing facilities and resources to interfere with the work of another student, faculty member, or university official.
  - (e) Use of computing facilities and resources to send obscene or abusive messages.
  - (f) Use of computing facilities and resources to interfere with the normal operation of the university computing system originating from an on-campus or off-campus source.
  - (g) Use of computing facilities and resources in violation of copyright laws.
  - (h) Any violation of the university's "Acceptable use of university resources" policy (university policy 3356-4-09 and rule 3356-4-09 of the Administrative Code).

- (13) Dishonesty.
  - (a) Furnishing false information to any university official, faculty member, or office.
  - (b) Forgery, alteration, or misuse of any university document, record, credit card, or instrument of identification.
  - (c) Tampering with the election of any university recognized student organization.
  - (d) Deliberately misleading or intentionally failing to maintain correct address and telephone information with the registrar.
  - (e) Misrepresenting enrollment status and/or achievement at the university to non-university officials and/or on non-university documents.
- (14) Obstruction of traffic. Obstruction of the free flow of pedestrian or vehicular traffic on university premises or at university sponsored or supervised functions.
- (15) Endangering behavior.
  - (a) Intentionally, knowingly or recklessly causing physical harm to another person or their property or engaging in conduct which threatens or causes a reasonable apprehension of harm to the health, safety, life, or property of a person including one's self.
  - (b) Entering false fire alarms, bomb threats, or tampering with fire extinguishers, alarms, smoke detectors, or other safety equipment.
- (16) Property damage. Any action which damages or could reasonably damage property of the university, or property of a member of the university community, or other personal or public property, on or off campus, or acts of vandalism even if this behavior does not cause damage.

- (17) **Published university policies.** Violation of published university policies, rules, or regulations including those available electronically on the university website.
- (18) **Sexual misconduct.** A broad range of behaviors including sexual assault, dating violence, domestic violence, stalking, voyeurism, and any other conduct of a sexual nature that is nonconsensual, or is carried out through force, threat, intimidation or coercion. Please see university's "Sexual misconduct" policy (university policy 3356-2-03.1 and rule 3356-4-09 of the Administrative Code) for further information.
- (a) **Sexual assault.** Any intentional, non-consensual and/or coerced sexual contact. Physical resistance need not occur to meet the definition of sexual assault.
- (b) **Stalking.** Repeated behaviors or activities whether in person, online, or through any other means which threaten or endanger the safety, physical or mental health, life or property of another or creates a reasonable fear of such threat or action.
- (c) **Dating violence:** Violence or abusive behavior (sexual, physical, or threat of violence) committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on a consideration of the length and type of relationship, and the frequency of interaction between the persons involved in the relationship.
- (d) **Domestic violence:** Violence or abusive behavior (sexual, physical or threat of violence) used to maintain control or power within a current or former relationship and which is committed by any of the following:
- (i) A current or former spouse or intimate partner of the victim;
- (ii) A person with whom the victim shares a child in common;

- (iii) A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;
    - (iv) By any other person against an adult or youth victim under the domestic or family violence laws of the state of Ohio (see section 2919.25 of the Revised Code, "Domestic Violence").
  - (e) Sexual exploitation. Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for his/her own benefit or advantage or to benefit or advantage anyone other than the person being exploited, and that behavior does not otherwise constitute another form of sexual misconduct. Examples of sexual exploitation include, but are not limited to, prostituting another, non-consensual video or audio-taping of sexual activity, permitting others to secretly observe or record consensual activity, or engaging in voyeurism.
  - (f) Sex offenses. See Chapter 2907 of the Revised Code which defines "Sex Offenses" under Ohio law.
- (19) Theft. Attempted or actual theft, including possession of stolen property.
- (20) Unauthorized entry.
- (a) Unauthorized entry to or use of university premises, including access to residential spaces other than one's own assigned space.
  - (b) Unauthorized possession, duplication, or use of keys to any university premises.
- (21) Unauthorized recording.
- (a) Unauthorized use of electronic or other devices to make an audio or video record or photograph of any person while on university premises without their prior knowledge or without their effective consent when such a recording or

photograph is likely to cause injury or distress, except as otherwise permitted by law.

- (b) Unauthorized distribution or dissemination of an audio or video recording or photograph of any person without their prior knowledge or consent, even if the recording or photograph originally had been produced with the person's consent, when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.
- (22) Violation of law. Behavior which would constitute a violation of federal, state, or local law that adversely affects the university community or interferes with the university's mission or its educational objectives and programs
  - (23) Weapons. Illegal or unauthorized possession of firearms, fireworks, explosives, other weapons, or dangerous chemicals on university premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others.
- (E) Article IV. Student conduct procedures.
- (1) General. This overview gives a general idea of how the university's campus student conduct proceedings work, but it should be noted that not all situations are of the same severity or complexity. Thus, while consistency in similar situations is a priority, these procedures are flexible, and are not exactly the same in every situation.
    - (a) These proceedings are administrative procedures and do not follow the specific steps, methods, or standards of proof of evidence used in civil or criminal courts.
    - (b) Any member of the university community may report alleged violations of "The Student Code of Conduct" by a student or a student group/organization. The report shall be prepared in writing and directed to the office of student conduct. A report of a violation of "The Student Code of Conduct" shall be submitted as soon as possible after the incident occurs, but not later than thirty days

following the university becoming aware of an incident. Exceptions to this limitation period will be reviewed by the student conduct administrator and may be granted in their discretion.

- (c) The student conduct officer shall review reports of violation(s) and may initiate investigations of possible violation(s) of “The Student Code of Conduct” to determine if the charges have merit. In reviewing the reports, the student conduct officer will determine whether the alleged violation(s) may be resolved through a conduct conference or a conduct hearing. Students or student groups/organizations that might be subject to university suspension or expulsion shall automatically be provided a student conduct board hearing. .
  - (d) The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than 50 percent chance that the proposition is true.
- (2) Student conduct conference.
- (a) Any student, student group, or student organization (hereinafter referred to as the respondent) who has been charged with an alleged violation of the student conduct standards of “The Student Code of Conduct” will first be scheduled for a conduct conference with the conduct officer assigned to review the allegation. The respondent will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:
    - (i) The specific charges pending against the respondent;
    - (ii) A brief summary of the referral;



- (iii) Statement of rights and responsibilities; and
    - (iv) If applicable, a statement notifying the respondent that the alleged conduct is significant enough that they may face suspension or expulsion if the charge is substantiated.
  - (b) The conduct conference is the first step in student conduct process and serves to provide the respondent with the opportunity to discuss the allegations that led to the referral. The respondent will receive more information regarding the process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions(s) for the violation(s) in question should the charges be substantiated. After a discussion regarding the incident and review of relevant information, the respondent will have an opportunity to accept or deny responsibility for the charge(s).
  - (c) If the respondent accepts responsibility for the charge(s), the conduct officer will sanction the respondent as part of the conduct conference. The respondent will be asked to sign a conduct agreement which will outline all of the sanctions offered to the respondent. While the student may sign the agreement immediately, they have up to three university working days to do so. The respondent has the option to accept the charge(s) but contest the sanction(s) or agree to both the charge(s) and sanction(s). Once the agreement is signed, the decision is final and there is no appeal process. If the respondent denies responsibility for one or more of the charges, the conduct officer will refer the case for a student conduct board hearing.
- (3) Student conduct board hearing.
- (a) The purpose of a hearing is to provide an equitable forum for the review of the available information regarding an alleged incident of misconduct. The student conduct board hearing panel will decide by the preponderance of evidence

whether or not the respondent is found responsible for the charge(s). All hearings are closed to the public, with the exception of advisors for the complainant and respondent and the hearing panel. All parties directly participating in the hearing (the respondent, complainant, and conduct officer) may remain present the entire time, excluding deliberations.

- (b) Student conduct board hearing panels consist of three members of the student conduct board. Each student conduct board hearing will have a hearing panel chair. The chair is responsible for keeping the proceedings moving forward.
  - (c) If the respondent fails to appear at a scheduled student conduct board hearing and the absence is not excused, the hearing may proceed in the respondent's absence or may be rescheduled at the discretion of the chair.
  - (d) Each student conduct board hearing panel may have a hearing panel advisor, at the discretion of the chair or the student conduct administrator. The role of the hearing panel advisor is to ensure the student conduct process is adhered to and to answer procedural questions posed by any party during the hearing. The hearing panel advisor will also keep the proceedings focused on issues relevant to the specific allegations. The hearing panel advisor may be summoned by the hearing panel during deliberations to answer questions and provide guidance as necessary.
- (4) Hearing procedures.
- (a) Guidelines.
    - (i) The chair will explain the rights and responsibilities of the respondent and the complainant.
    - (ii) The chair and hearing panel advisor are responsible for assuring that these rights as well as the process

described in this section are adhered to during the hearing.

- (iii) The respondent or the complainant may ask for the removal of a hearing panel member by providing written or verbal evidence of bias. The charge of bias is made to the chair who will determine whether it is valid. If the charge of bias is against the chair, the hearing panel advisor shall decide whether it is valid. If bias is found, or is unable to be determined, the hearing will be rescheduled.
  - (iv) The conduct officer may ask questions of any party at any time throughout the hearing.
  - (v) The chair and hearing panel advisor are responsible for determining the relevancy of questions asked during a hearing and may deem certain questions irrelevant and not allow them to be answered.
  - (vi) The chair may exclude persons from the hearing if they are disruptive or postpone the hearing because of disruptive behavior by participants or observers.
- (b) Introduction.
- (i) Each party in the room will introduce themselves and explain their role in the hearing.
  - (ii) The chair will then explain the process and procedures for the hearing.
  - (iii) All witnesses will then be dismissed from the room.
- (c) Presentation of information.
- (i) Following the introduction, the chair will present the respondent with the charges against them. The respondent will respond to each charge by

acknowledging that they are responsible for the charge or by denying responsibility for the charge.

- (ii) The conduct officer will explain why the case was referred for a hearing and will provide a detailed summary of the incident and any subsequent investigation undertaken.
- (iii) If there is a complainant, they will then have an opportunity to provide the hearing panel with a summary of their role and perspective on the incident. The complainant may be represented by the conduct officer.
- (iv) The hearing panel will then ask the respondent to describe their involvement in the matter at hand as it pertains to the charges being considered in the hearing.
- (v) The conduct officer will then present any relevant witnesses or documentary information. The respondent and complainant will each in turn have the opportunity to ask questions regarding the information presented by the conduct officer to this point.
- (vi) The respondent will then present any relevant witnesses or documentary information to the hearing panel. The hearing panel and the conduct officer will each in turn have the opportunity to ask questions regarding the information presented by the respondent to this point.
- (vii) The conduct officer will have an opportunity to make a summary statement including any sanctioning recommendations.
- (viii) The complainant will have an opportunity to make a summary statement including any sanctioning recommendations.

- (ix) The respondent will have an opportunity to make a summary statement including any sanctioning recommendations.
- (d) Deliberation and finding.
- (i) The hearing panel will go into closed session to determine by the preponderance of evidence whether the respondent will be found responsible for the charge(s) pending in this matter. Student conduct hearing panels determine findings by majority vote.
  - (ii) If the respondent is found responsible for a violation of one or more of the pending charges, the hearing panel will proceed to sanctioning. At this time, the hearing panel will be presented with any relevant information pertaining to the respondent's prior student conduct cases and sanctions.
  - (iii) The hearing will reconvene for the announcement of the findings and any subsequent sanction(s). In student conduct board hearings, the sanction(s) are recommended to the associate vice president for student experience or designee, who will make the final decision. While normally the recommendation will be the sanction imposed, the associate vice president for student experience or designee may impose a different sanction.
  - (iv) Written notification of the decision will be sent to the respondent and complainant via their official university email addresses.
- (5) Student rights and responsibilities. The following rights and responsibilities apply to those involved in a matter being addressed by the student conduct process.
- (a) Rights of respondent. All respondents in the student conduct process have the following rights:

- (i) Written notice of the charge(s) made against them and the basis of the allegation that led to the charge(s).
- (ii) In matters that could result in a sanction of suspension or expulsion, the above mentioned notification will alert the respondent to the possible severity of the outcome.
- (iii) The right to an advisor. It is the respondent's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the respondent signs an authorization for the release of information, thus allowing the office of student conduct to communicate directly with the advisor.
- (iv) To request reasonable accommodations due to disability. (See "Reasonable accommodation for students with disabilities, paragraph (E)(6) of this policy).
- (v) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than 48 hours in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within three university working days of the initially scheduled proceeding.
- (vi) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, to the extent permitted by confidentiality laws.
- (vii) Explanation of the resolution options available to them through the student conduct process.
- (viii) To be presumed not responsible for an alleged violation until found in violation by a preponderance of the evidence.

- (ix) To speak or not speak on their own behalf.
  - (x) The opportunity to respond to information used as part of the decision-making process.
  - (xi) To deny responsibility for the charge(s) facing them and request that the case be referred to a student conduct board hearing.
  - (xii) To question any witness who participates as part of a hearing.
  - (xiii) The right to appeal.
  - (xiv) To waive any of the above stated rights provided that the waiver is made freely and in writing.
- (b) Rights of the complainant. All complainants in the conduct process have the following rights:
- (i) To pursue criminal or civil charges where a legal case exists (without university assistance).
  - (ii) Explanation of the resolution options available to them through the conduct process.
  - (iii) To be free from harassment and intimidation from respondents and others as they engage in this process.
  - (iv) The right to an advisor. It is the complainant's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the complainant signs an authorization for the release of information, thus allowing the office of student conduct to communicate directly with the advisor.
  - (v) To request reasonable accommodations due to disability. (See "Reasonable accommodation for

students with disabilities,” paragraph (E)(6) of this policy).

- (vi) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than 48 hours in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within three university working days of the initially scheduled proceeding.
  - (vii) To provide information for consideration during the conduct process, and to know the results of the process to the extent allowed under federal laws and university policies.
  - (viii) The opportunity to appear at any hearing that may take place in order to provide relevant information.
  - (ix) The opportunity to submit a written impact statement for use in a hearing, even if the complainant chooses not to attend the hearing.
- (c) Responsibilities of respondents, complainants, and witnesses. All respondents, complainants, and witnesses in the conduct process have the following responsibilities:
- (i) To be honest and forthright in all information they provide during the student conduct process. Presenting false and misleading information during this process is a violation of student conduct standards as outlined in this policy.
  - (ii) To attend all scheduled meetings, conferences, or hearings, unless alternate arrangements are made in advance.
  - (iii) To refrain from disruption of the hearing process. Disruption of this process is a violation of this policy. (See “Student conduct standards/ prohibited conduct,” section (D) of this policy.)



- (iv) Respondents have the responsibility to prepare and present their entire case as well as secure the presence of any witnesses who will speak on their behalf.
  
- (6) Reasonable accommodation for students with disabilities. Any student with a disability involved in the student conduct process has the right to request reasonable accommodation in order to ensure their full and equal participation. Students wishing to request reasonable accommodations should make those requests directly to the center for student progress (“CSP”) disability services. Students do not have to disclose information about the complaint or charge to CSP disability services to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations. Accommodations are determined on an individual basis by CSP disabilities services staff and implemented in consultation with the office of student conduct. Examples of reasonable accommodation include sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.
  
- (7) Sanctions. If the student or student group/organization is found in violation of any policy, sanctions will be issued. A conduct sanction imposed or other action taken by any student conduct body shall become effective upon written notification to the respondent. The notification will be sent to the respondent’s official university email account. In cases involving a student group/organization, notification will be sent to the official university email account for the president or student group/organization leader. The decision of a student conduct body may be appealed in writing pursuant to paragraph (E) (9) of this policy. If the respondent files a request for , and if the appeal is denied, the sanction shall take effect upon exhaustion of the appeals process and shall be retroactive to the effective date stated in the original notification to the respondent.
  - (a) The following sanctions may be imposed upon any student who has been found responsible for a violation of “The Student Code of Conduct”. Sanctions are typically issued

in a progressive fashion, however each situation differs, and many factors, including the severity of a violation and the impact of the violation on the campus community will be taken into consideration in determining sanctioning.

- (i) **Warning.** A written notification statement that the student is violating or has violated “The Student Code of Conduct.” Continuation or repetition of inappropriate conduct may be cause for increased sanctioning.
- (ii) **Conduct probation.** Notice in writing that the violation of “The Student Code of Conduct” is serious and that any subsequent violation(s) of university regulations may result in imposition of additional restrictions or conditions, suspension or expulsion.
- (iii) **Conduct probation with restrictions.** Notice in writing that the violation of university regulations is a serious and that any subsequent violation(s) of “The Student Code of Conduct” may result in suspension or expulsion. In addition, an order preventing the student from holding university elective office, student employment, participating in any intercollegiate activity or sport, participating in any university sponsored program/organization, or representing the university in any other manner will be attached to this sanction.
- (iv) **Restitution.** Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.
- (v) **Educational sanctions.** Other sanctions may be imposed instead of, or in addition to, those specified above. These may include community service, counseling, educational assignments, or other similar sanctions designed to assist the respondent in reflecting upon their behavior and the impact of their behavior on self or others.

- (vi) **Deferred suspension.** Separation of the student from the university and/or residence halls is deferred for a specified period of time. If the student is found in violation of any subsequent violations of “The Student Code of Conduct,” the suspension takes effect immediately and may not be appealed.
- (vii) **Residence hall suspension.** Separation of the student from the residence halls for a specified period of time after which time the student is eligible to return. During the suspension period, the student is prohibited from accessing any university housing facilities. This may include residential dining facilities.
- (viii) **University suspension.** Separation of the student from the university for a specified period of time after which time the student is eligible to return. During the suspension period, the student does not have access to the university and is prohibited from participating in any academic or other university activities. This may include residential dining facilities.
- (ix) **Residence hall expulsion.** Permanent separation of the student from the residence halls. An expulsion denies the student access to all university housing facilities on a permanent basis. This may include residential dining facilities.
- (x) **University expulsion.** Permanent separation of the student from the university. An expulsion denies the student access to the university, including any campus facilities, any campus programs or activities, and any class sessions on a permanent basis.
- (xi) **Revocation of admission and/or degree.** Revocation of admission to or awarding of a degree from the

university for fraud, misrepresentation, or other violation of university standards in obtaining the degree, or for serious violations committed by a student prior to graduation.

- (xii) **Withholding degree.** Withholding the awarding of a degree otherwise earned until the completion of the process set forth in “The Student Code of Conduct,” including the completion of all sanctions imposed, if any.
  - (xiii) **Fines.** Fines for violations of “The Student Code of Conduct” will be assessed and charged to the student’s account. A list of fines for all violations will be determined at the discretion of the associate vice president for student experience, who will submit a list of the fines structure to the university board of trustees for approval on an annual basis. The fines structure must be included as a part of “The Student Code of Conduct” when published and presented to students.
- (b) **More than one of the sanctions listed above may be imposed for any single violation.**
  - (c) **The following sanctions may be imposed upon student groups/ organizations:**
    - (i) **Those sanctions as outlined in paragraph (E)(7) of this policy.**
    - (ii) **Deactivation.** Loss of all privileges, including university recognition, for a specified period of time.
  - (d) **In each case in which a student conduct body determines that a student or student group/organization has violated “The Student Code of Conduct”, the sanction(s) shall be determined and imposed by the same student conduct body. The student conduct administrator shall be responsible for ensuring that sanctions imposed by hearing**

panels and conduct officers are consistent with the violation and sanctions imposed for similar violations in other similar cases.

- (8) **Interim measures.** In certain circumstances, the associate vice president for student experience may impose an interim measure prior to a student conduct board hearing or conduct conference this includes university or residence hall suspension,
- (a) **Interim measures may be imposed only:**
    - (i) To ensure the safety and well-being of members of the university community or to preserve university property;
    - (ii) To ensure the respondent's own physical or emotional safety and well-being;
    - (iii) If the respondent poses a threat of disruption or interference with the normal operations of the university; or
    - (iv) If the respondent is charged with the commission of a criminal offense as defined in section 2901.01 of the Revised Code.
  - (b) In the event that an interim measure is imposed, the student or student group/organization will be notified either in person or by regular U.S. or certified mail of the cause for the interim measure. The respondent will also be notified via their official university email address. The interim measure becomes effective immediately upon notification. A hearing panel will convene as expeditiously as possible to review the case. The hearing will follow the procedures outlined in paragraph (E) (4) of this policy and may proceed before, during, or after any criminal proceedings.
  - (c) In the case of an interim suspension, the student or student group/ organization shall be denied access to all housing facilities and/or to the campus (including classes) and/or all other university activities or privileges for which the

student or student group/organization might otherwise be eligible, unless determined otherwise by the student conduct administrator.

**(9) Appeals.**

- (a)** The decision or sanction imposed by a student conduct body may be appealed by the respondent or complainant (“the appellant”) within five university working days of notification of the decision. If an appeal is not received within this time frame, the decision reached by the student conduct body will be final.
- (b)** Requests for appeals shall be made in writing and shall be emailed or delivered to the office of student conduct. The request for appeal should indicate the grounds on which the decision is being appealed, referencing at least one of the grounds for the appeal (see paragraph (E)(9)(d) of this policy) along with supporting information.
- (c)** Once a request for appeal has been submitted and until the appeal decision has been communicated to the appellant, all sanctions except any issued as interim measures, such as interim suspensions, will be held in abeyance. The burden of proof rests with the appellant.
- (d)** Appellate hearings are not a re-hearing of the student conduct case. Except as required to explain the basis of new evidence, an appellate hearing shall be limited to review of the record of the initial hearing and supporting documents for one or more of the following grounds:

  - (i)** A claim that the original hearing was conducted in violation of procedural requirements set forth in “The Student Code of Conduct” and to determine whether these violations could have affected the outcome of the hearing.
  - (ii)** A claim that the decision reached regarding the respondent did not have a reasonable basis for the

conclusion reached and that it was not based on proof by a preponderance of the evidence.

- (iii) A claim that the sanction(s) imposed was/were disproportionate and without basis to the violation of “The Student Code of Conduct” for which the respondent was found responsible.
- (iv) A claim that there is new information, sufficient to alter a decision or other relevant facts not presented in the original hearing because such information and/or facts were not known by the appellant at the time of the original hearing.
- (e) The appellant may, in preparing the request for appeal, have access to records of the case, which must be reviewed in the office of student conduct.
- (f) A request for appeal in a case adjudicated by a conduct officer will be reviewed by the student conduct administrator. A request for appeal in a case adjudicated by a student conduct board hearing panel will be reviewed by an appellate hearing panel. An appellate hearing panel is composed of three members from the student conduct board selected by the student conduct administrator.
- (g) Once a request for appeal has been submitted by the complainant or respondent, the other party shall receive a copy of the request for appeal and may submit a written response to the request for appeal, which will be considered alongside the request for appeal. Any written response must be submitted within five university working days of notification of the submission of a request for appeal.
- (h) The appellate hearing panel or the student conduct administrator will review the appeal to determine whether one of the grounds listed in this policy has been met.
- (i) If an appellate hearing panel or student conduct administrator determines that a request for appeal has met the grounds, the following options are available:

- (i) The case may be remanded for reconsideration.
    - (ii) The appellate student conduct body may reverse the finding of responsibility in whole or in part.
    - (iii) The appellate student conduct body may uphold, reduce, or increase the sanctions.
    - (iv) If the appellate hearing panel or student conduct administrator determines that the request for appeal does not meet one of the grounds, the appeal will be denied.
  - (j) The decision of the appellate hearing panel or student conduct administrator after an appellate review is final.
- (10) Conduct procedures for university housing. Deputy conduct officers have been designated by the student conduct administrator to assist in the review of alleged violations of policy originating within university housing.
- (a) The responsibility for the enforcement of rules and regulations governing student conduct in the residence halls, as outlined in the “Resident Handbook,” is delegated by the student conduct administrator to a conduct officer.
  - (b) Any student, faculty member, or university official may file a written report against any student living in a residence hall for alleged violations of policy within the residence hall, campus dining facilities, or at any residence hall function.
  - (c) Upon receipt of a written report, the conduct officer will conduct an investigation to determine whether there is reasonable cause to believe that a violation of “The Student Code of Conduct” may have occurred. If the conduct officer believes that such a violation did occur they will follow the procedures outlined in section (E)(4) of this policy to address the alleged violation.



- (11) **Student conduct record.** The student conduct administrator shall maintain all student conduct records of information received and action taken by the respective student conduct bodies.
- (a) **Conduct sanctions shall not be made part of the student's academic record but shall become part of the student's conduct record.** Student conduct records shall be expunged seven years after final disposition of the case, excluding students who were sanctioned with residence hall expulsion, university suspension, university expulsion, or revocation or withholding of a degree which shall be expunged fifteen years after final disposition of the case resulting in such action. Upon graduation, the student may petition the student conduct officer for removal of all files contained in their student conduct records. The student may appeal a negative response of the student conduct officer the student conduct administrator.
  - (b) **Records regarding university expulsion or university suspension of a student group/organization shall be kept indefinitely.**
  - (c) **All material gathered from a substantiated conduct case (residence hall, academic, and other) shall become part of any new case against the same respondent(s) after the new charges have been substantiated.**
  - (d) **Student conduct records are maintained only in the names of respondents found responsible for violations of university policy, local, state or federal law.**
- (12) **Special procedures.** To ensure continued participation of students, faculty, and administration in the student conduct process and to ensure speedy disposition of conduct cases, the president of the university is empowered to develop a subcommittee structure in the event of a large number of student conduct cases. Such subcommittee shall be empowered to hear and adjudicate cases in accordance with the provisions of "The Student Code of Conduct" and shall ensure that all elements of procedural due process delineated in this article are observed.

(F) Article V. Academic integrity violation procedures.

(1) General.

- (a) Academic honesty is essential to the educational process and serves to protect the integrity of the university community. Therefore, all members of the university community have a responsibility for maintaining high standards of honesty and ethical practice. Cheating, plagiarism, and other forms of academic dishonesty constitute a serious violation of university policy, as outlined in ARTICLE III of this document. Students should consult with the faculty member if they are not sure what may constitute a violation of the academic integrity policy.
- (b) Students suspected of violations of the academic integrity policy may be charged with a violation of university policy under the student conduct standards as outlined in ARTICLE III. 1. of this document. Cases of alleged violations of the academic integrity policy shall be resolved as outlined below.
- (c) The process outlined below is the **only approved process** by which faculty members can address alleged violations of the academic integrity policy. Failure to follow this process or use of any process other than this will result in nullification of any charges against the student and nullification of any sanctions levied against the student. If, following nullification of the charges and sanctions, the faculty member refuses to rectify the impacted grades or assignments, the student has the right to file a grievance against the faculty member. Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.

(2) Academic integrity conference.

- (a) After the faculty member has gathered evidence of a possible violation, they shall notify the student within

forty-eight hours in writing, via university email, of the allegations and invite the student to participate in an academic integrity conference. The faculty member and student may hold the conference without written notification. This academic integrity conference shall occur within five university working days of the written notification to the student.

- (b) The academic integrity conference is the first step in this process, and serves to provide the student with the opportunity to discuss the allegations made by the faculty member. During this meeting, the student should have the opportunity to address the allegations, and to review all relevant information and documentation to the allegations.

In situations where the course is taught primarily online and/or where the student is unable to physically present for the academic integrity conference, the meeting may be conducted via email, phone, or Skype, as appropriate. The faculty member may consult with the judicial chair of the academic grievance subcommittee or the office of student conduct for direction in such situations.

- (c) If, after meeting with the student, the faculty member determines that no violation of the academic integrity policy occurred and/or the student is not responsible for a violation of the academic integrity policy, the faculty member can dismiss the charges by not filling out the academic integrity form.
- (d) If the faculty member concludes that the student is responsible for a violation of the academic integrity policy, the faculty member shall select an appropriate sanction, as outlined in ARTICLE V. 3. of this document, and will complete the Academic Integrity Form. While the student may sign the form immediately, they have up to five university working days to do so. The student has the option to accept the charge but contest the sanction, or they can agree to both the charge and sanction.

- (e) If the student signs the academic integrity form, acknowledging responsibility for the alleged violation and accepting the sanction, the decision is final and there is no appeal process.
  - (i) The student will return the form to the faculty member. The faculty member will sign the form, and will submit copies of any documentation or statements with the academic integrity form.
  - (ii) The faculty member will forward the form to the departmental chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit a written statement to be included with the academic integrity form.
  - (iii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the academic integrity form.
  - (iv) The dean will then forward the form and all documents to the office of student conduct to be placed in the student's file.
  - (v) The dean of the college of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.
  - (vi) No further action is required unless the recommended sanction includes program removal, suspension, or expulsion. In cases where one of these sanctions is recommended, the case will be forwarded to the judicial chair of the academic grievance subcommittee for review.
- (2) Failure to appear, respond or sign.

- (a) If the student fails to respond to the faculty member's request for an academic integrity conference, or fails to attend an academic integrity conference within five university working days of notice by the faculty member, the following will occur:
- (i) The faculty member will complete and sign the academic integrity form without the student's signature. They will then submit the form along with copies of any documentation or statements to the chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit a written statement to be included with the form.
  - (ii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the form.
  - (iii) The dean will then forward the form and all documents to the office of student conduct to be placed in the student's file. The office of student conduct will then forward the academic integrity form and all documents to the judicial chair of the academic grievance subcommittee for further action.
  - (iv) The dean of the college of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.
- (b) If the student declines to accept responsibility for the charges, and/or declines to accept the sanctions selected by the faculty member, the faculty member should complete the form as outlined above.

(3) Academic grievance subcommittee referrals.

- (a) If the student declines to accept responsibility for the charges, and/or declines to accept the sanctions selected by the faculty member, the case will be referred to the office of student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee.
  - (b) Regardless of whether the academic integrity form is signed, in cases where program removal, suspension, or expulsion is recommended by the faculty member, the case will be referred to the office of student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee. A representative from the office of student conduct must be present at all such hearings to serve in an advisory capacity.
- (4) Academic grievance subcommittee structure:
- (a) Judicial chair. Associate provost for academic administration or designee appointed by the provost.
  - (b) Faculty members are appointed by the academic senate and serve a two-year term. One faculty member shall be selected from each of the six colleges. At least three of these appointees will have graduate faculty status. In cases involving graduate matters, only graduate faculty will be appointed. Six (6) faculty members with graduate faculty status will be appointed by graduate council to hear cases involving graduate students.
  - (c) Undergraduate student members are appointed by the associate vice president for student experiences and serve a two-year term. In addition, six (6) graduate students (preferably one from each college) will be appointed by the graduate council to hear cases involving graduate students.
    - (i) Students must complete an application available through the office of student conduct.

- (ii) One undergraduate student member is selected from each of the six colleges.
  - (iii) Students must have a minimum GPA of 2.5 for undergraduate students and a 3.0 for graduate students.
  - (iv) Students must not have a previous student conduct record.
  - (v) Students should be sophomore status or above.
- (5) Academic grievance subcommittee hearing procedures.
- (a) In cases where the student failed to respond to a request from the faculty member for an academic integrity conference, cases where the student failed to return the signed academic integrity form to the faculty member within the given timeframe, cases wherein the student disputes the charges or sanctions, or in cases when the faculty member recommends program removal, suspension, or expulsion, a hearing by the academic grievance subcommittee is initiated.
  - (b) Within five university working days of receiving the academic integrity form and any supporting documentation of evidence from the faculty member, the judicial chair shall contact the student involved and request a statement and any documentation or evidence they would like to have considered in the hearing. The student will have five university working days to submit these items to the judicial chair.
  - (c) Within two university working days of receiving the statement and evidence, the judicial chair shall distribute copies of the academic integrity form and any documentation or evidence produced by the student and faculty member to the academic grievance subcommittee members, the student, faculty member, department chairperson, and appropriate dean. The academic integrity

form, course syllabus (submitted by the faculty member, student, or both), and any documentation or evidence produced by the student, faculty member, chairperson, or dean compose the academic integrity packet.

- (d) A hearing date, time, and location for the academic grievance subcommittee hearing will be established by the judicial chair. Academic grievance subcommittee members shall have a minimum of three university working days to review all written materials in the academic integrity packet. The hearing notice shall be sent to the parties directly involved in the grievance procedure, excluding advisors and witnesses. Parties directly involved include:
- (i) Faculty/student. The party who files the academic integrity form and the party who is alleged to have violated the academic integrity policy. If either party cannot or refuses to attend the hearing, they may provide written statements to be submitted for evidence. Faculty members are permitted to have a substitute who will exercise all the rights and responsibilities of the absent faculty member.
  - (ii) Department chairperson. The chairperson of the department in which the faculty member resides. The chairperson's attendance is optional. If the chairperson is in attendance they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The chairperson's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the particular culture of the department or expectations of students in the department.
  - (iii) Dean. The dean of the college in which the faculty member's department is housed. The dean's attendance is optional. In addition, the dean of graduate studies has the option to attend in cases



that involve graduate students and graduate faculty members. If the dean is in attendance, they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The dean's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the particular culture of the department or expectations of students in the department.

- (iv) Academic grievance subcommittee hearing panel members. Derived from the membership of the student academic grievance subcommittee of the academic senate. At minimum, each hearing panel consists of three faculty members, three undergraduate students, and the judicial chair. In hearings involving allegations against a graduate student, graduate college representatives will form the hearing panel. The hearing panel conducts the formal hearing and renders a decision. No member of a hearing panel will hear a case directly involving themselves.
- (v) Advisors: The student and the faculty member may each avail themselves of the services of an advisor throughout the **academic integrity** process. An advisor may be drawn from within or outside the University community. Advisors may not present testimony or speak on behalf of the party whom they are advising. They are permitted, however, to give notes or whisper instructions/advice to the party whom they are advising. Examples of advisors include a parent, attorney, clergy, other faculty member, or coach. The advisor may not be the chairperson or dean for the college in which the faculty member or student is housed. In situations where a graduate assistant is considered the instructor of record and is the party who submitted the academic integrity form,

the chairperson may serve as an advisor to the graduate assistant and is permitted to stay throughout the hearing.

In cases in which the student is a dully enrolled high school and university student (through the Youngstown early college or the college credit plus program) the student may have both a parent and a secondary advisor present for the hearing.

- (vi) Witness (es): Witnesses who have something to add to the hearing either in support of the faculty member or student are permitted. While the number of witnesses is not limited, the number of witnesses that present repetitive testimony may be limited at the discretion of the judicial chair.
- (f) If the student or faculty member is unable to be physically present for the hearing, then both the faculty member and student will be made available for the hearing through the same electronic means in order to provide equal treatment to all parties. This may include either teleconference or Skype, as deemed appropriate by the judicial chair.
- (6) Rights of hearing parties.
  - (a) The following rights are guaranteed to the student and the faculty member:
    - (i) The right to be present.
    - (ii) The right to be accompanied by an advisor of their choice.
    - (iii) The right to speak in support of their argument.
    - (iv) The right to bring witnesses in support of their case.
    - (v) The right to present any relevant information directly supporting their written items in the academic integrity packet, including oral testimony.

- (vi) The right to refute information presented.
  - (vii) The right to consult with the judicial chair or the office of student conduct regarding the hearing, their testimony or the presentation of any testimony in support of their case.
- (b) The judicial chair has the right to:
- (i) Limit the amount of time testimony is presented by any given individual;
  - (ii) Remove disruptive individuals from the room;
  - (iii) Ensure that only the members of the hearing panel, student, and faculty member are present in the room;
  - (iv) Ensure that all witnesses remain outside the hearing room and are brought in and dismissed after their testimony is presented.
  - (v) Extend the timeline for the hearing process.
- (7) Deliberation and findings.
- (a) The hearing panel shall meet in closed session to review the information presented and reach a decision. The hearing panel shall vote using secret ballots tallied by the judicial chair. The judicial chair will only vote in circumstances of a tie among the hearing panel members.
  - (b) If the hearing panel determines that the student is responsible for a violation of the academic integrity policy, the hearing panel may consider previously resolved cases (on file with the office of student conduct) involving the student when assigning an appropriate sanction. The judicial chair will present such information to the hearing panel only after a determination of responsibility on the case in question has been reached.

The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than 50 percent chance that the proposition is true

- (c) Both parties shall be informed of the hearing panel's decision in writing within three university working days. This statement shall be prepared and signed by the judicial chair and forwarded to the office of student conduct, graduate school dean when appropriate, provost and all parties directly involved in the hearing, except advisors and witnesses.
    - (ii) Notice of the hearing panel's decision ends the academic grievance subcommittee's involvement in the disposition of the case.
    - (iii) A file of all pertinent documents for all academic integrity hearings shall be kept by the office of the provost and the office of student conduct.
    - (iv) Any change of grade as a result of the hearing panel's decision should be made by the faculty member and signed by the respective chairperson and/or dean within five university working days. If the faculty member, chairperson and/or dean refuse to sign the grade change form, then the provost will do so.
- (8) Appeals.
- (a) Only students may appeal the decision of the academic grievance subcommittee regarding for cases involving alleged violations of the academic integrity policy. The appeal can only be based on procedural violations and must be submitted within five university working days from the date on which the student was notified of the hearing panel's decision. The request for an appeal is submitted in writing to the judicial chair.

- (b) The judicial chair will forward the written appeal to the academic senate executive committee within two university working days.

  - (i) If the academic senate executive committee determines that no procedural violations occurred, or that any procedural violations were minor and did not affect the original hearing panel's decision, the original hearing panel's decision is upheld and the case is closed.
  - (ii) If the academic senate executive committee determines that procedural violations may have occurred and were potentially substantive enough to have affected the hearing panel's decision, the case will be referred to a three-person appellate hearing panel consisting of one student and two faculty members. This appellate hearing will take place within twelve university working days of receipt of the written appeal.
- (c) Appellate hearing panel.

  - (i) No member of the appellate hearing panel will hear a case directly affecting themselves.
  - (ii) Prior to the appellate hearing, members of the appellate hearing panel shall review all relevant documents.
  - (iii) The chair of the appellate hearing panel shall inform both parties of the decision as soon as reasonably possible. A written statement of the decision shall be prepared and signed by the chair of the appellate hearing panel, forwarded to the student, faculty member, office of student conduct, and office of the provost within five university working days of the decision via university email.

- (iv) A file of all pertinent documents for all appeals shall be kept by the office of student conduct and/or the office of the provost.
  - (v) The decision reached by the appellate hearing panel is final and may not be appealed.
- (d) At the discretion of the chair of the appellate hearing panel, the timeline under the appeal process may be extended.
- (e) If the appeal results in a grade change, the grade change form should be completed by the faculty member and signed by the respective chairperson and/or dean within three university working days. If the faculty member, chairperson, and/or dean refuse to sign the grade change form, then the provost will do so.
- (9) Sanctions. A list of possible sanctions and guide to selecting sanctions is available in the appendices. Sanctions for violations of the academic integrity policy may include, but are limited to, the following:
- (a) Issue an official warning.
  - (b) Lowering the grade on the exam, paper or assignment in question.
  - (c) Lowering the final grade for the course.
  - (d) Requesting additional action from the academic grievance subcommittee, including removal from a course, removal from an academic program, university suspension, or expulsion.
  - (e) Other sanctions as deemed appropriate by the faculty member. The faculty member may consult with the judicial chair, office of student conduct, chairperson or dean regarding appropriate sanctions.
- (10) Role of the student conduct administrator (“SCA”). The student conduct administrator or designee has the following

responsibilities with regards to all cases involving alleged violations of the academic integrity policy

- (a) To create/maintain a student conduct file containing the completed academic integrity form and supporting documents.
  - (b) To expunge all records as outlined in this policy.
  - (c) In cases where the academic integrity form is completed by all parties, they will acknowledge receipt of this form by emailing the student, faculty member, chairperson, and dean with a letter that details the resolution of the case.
  - (d) In cases where the student has already been found responsible for a previous academic integrity violation, any additional violation will result in a review of all cases by the office of student conduct for possible additional charges and sanctioning.
- (G) Article VI. Section 3345.22 of the Revised Code, the “1219” hearing process.
- (1) **Background. Disruptive behavior and the “1219” procedure.** The Ohio Campus Disruption Act, also known as Ohio House Bill 1219, is codified in sections 3345.22 and 3345.23 of the Revised Code. The purpose of the law is to protect university students, faculty, staff, and other members of the campus community from crimes of violence committed in the vicinity of the university or upon people or property at the university.
 

A “1219” hearing is appropriate when a student is arrested for a crime of violence committed on or near the university. If a student is convicted of an offense of violence that occurred on or near the university, the student will be automatically suspended pursuant to section 345.23 of the Revised Code. The purpose of the "1219" hearing is to remove students from campus who may be a threat to the safety and security of the student body or campus community.
  - (2) **Definition of a “crime of violence.”** There are over 30 crimes of violence considered violations of the “1219” law, including but not

limited to the following: arson, assault, burglary, domestic violence, discharged firearm, felonious assault, gross sexual imposition, inciting to violence, inducing panic, intimidation, kidnapping, menacing, murder, rape, riot, robbery, sexual battery, and voluntary manslaughter.

- (3) Jurisdiction of the “1219” hearing.
- (a) If a student is arrested for a crime of violence referenced in division (D) of section 3345.23 of the Revised Code, they may be temporarily suspended from the university, according to “The Student Code of Conduct,” which is referred to as an interim suspension. This suspension will last during the process of the “1219” hearing and continue until the student meets with the office of student conduct. The results of the “1219” hearing discussed below does not alter the student’s status under an interim suspension.
  - (b) A “1219” hearing, which is distinctly separate from a conduct conference or a student conduct board hearing, will be held shortly after a student’s arrest for a crime of violence. The hearing can be continued for good cause. The purpose of the “1219” hearing is to determine by a preponderance of the evidence whether the student committed an offense of violence.
  - (c) If the referee, as appointed by the university (office of the general counsel), finds that the student did commit an offense of violence on or near the university, the referee will then determine if the student should be under strict probation or suspended from the university pending the outcome of the criminal case. However, as noted above if the student is under an interim suspension, the student will remain suspended, even if they only receive strict probation from the referee, until the conclusion of the student conduct process administered by the office of student conduct.
  - (d) Following the “1219” hearing, the criminal case outcome will determine the student’s status under section 345.23 of the Revised Code. If the student is convicted of an offense



of violence in the criminal case, the student will be suspended from the university for at least one year.

- (e) Upon acquittal, or upon any final judicial determination not resulting in conviction of an offense of violence, the "1219" suspension automatically terminates and the student in question shall be reinstated and the record of the "1219" suspension expunged from the person's university record. The criminal process and "1219" hearing are separate. The outcome of the "1219" hearing has no bearing on the criminal case.
  - (f) When a student is found not guilty, they may return to school, but upon conclusion of the "1219" hearing and possibly while the criminal case is still underway, the university may, and in nearly all cases, will initiate the student conduct process. The student may also be under the restriction of an interim suspension. Unless the student is not under an interim suspension or has been found responsible of a violation of "The Student Code of Conduct," the student would be permitted to return to school.
  - (g) If the student is found guilty at the criminal trial for an offense of violence on or near the university, they will be suspended from Youngstown state university for the period of one year. The student will receive a written notice of the suspension from the office of student conduct. The student must receive approval from the board of trustees to be permitted to return to the university. This one-year suspension will still be imposed even if the student is found not responsible for a violation of "The Student Code of Conduct."
- (4) The "1219" hearing process. The "1219" hearing will be an adversary proceeding. Unlike a student conduct hearing, a "1219" hearing will be conducted by a referee appointed by the university. A university attorney will present the evidence at the hearing on behalf of the university. The student has the right to:
- (a) Be represented by an attorney.

- (b) To cross-examine witnesses called by the state (the university).
  - (c) Call upon his/her own witnesses.
  - (d) To present evidence.
  - (e) To give a statement (but not required to do so). If the student does not appear at the hearing, the student will be suspended. In the absence of a waiver of the right against compulsory self-incrimination, the testimony of a student whose suspension is being considered, given at the hearing, shall not subsequently be used in any criminal proceeding against the student.
- (5) Burden of proof. Preponderance of the evidence is the standard use for all "1219" hearings. Preponderance of the evidence is known as the balance of probabilities met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true. The referee must find that the student committed the offense by a preponderance of the evidence.
- (H) Article VII. Parental/guardian notification policy. Youngstown state university is committed to an educational environment that promotes the safety, responsible decision-making, and social and intellectual development of all students. Furthermore, the university is concerned with taking a proactive approach in regards to students who may be experiencing problems with alcohol or other drugs. It is the policy of Youngstown state university to notify parents of students under twenty-one years of age if such students have been found responsible for violating institutional policies regarding alcohol or other drugs, in an effort to create a positive support network for students.
  - (1) Parameters.
    - (a) This policy will be applied in situations where students under the age of twenty-one have been found responsible for a violation of university policies regarding drugs or alcohol.

- (b) The office of student conduct shall be responsible for administering all procedures of the parental/guardian notification policy.
- (2) Procedures.
  - (a) Parents/guardians shall be notified when the underage student is found responsible for a violation of the drug or alcohol policies.
  - (b) The associate vice president for student experience, or designee, may make an exception to the parental/guardian notification policy if in their judgment it is determined that harm would come to the student as a result of parental/guardian notification.
  - (c) The notification will be provided in writing from the office of student conduct and will be mailed to the student's home address.
  - (d) The notification letter will inform parents or guardians that their student has been found responsible for a violation of an alcohol or drug policy. Included with the letter will be answers to frequently asked questions. Parents or guardians will be encouraged to discuss the incident with the student.
  - (e) The office of student conduct will be responsible for responding to questions from parents/guardians. If a parent or guardian is interested in reviewing their student's conduct file, the student generally must sign a waiver to release this information. There are exceptions to this that will be determined on a case by case basis.
- (I) Article VIII. Interpretation and revisions. Any question of interpretation or application regarding "The Student Code of Conduct" shall be referred to the student conduct administrator for final determination.

"The Student Code of Conduct" shall be reviewed every three years under the direction of the student conduct administrator. Any member of

the university community may recommend a change to “The Student Code of Conduct” to the associate vice president for student experience. The associate vice president for student experience shall distribute the recommendation to the appropriate areas and gather feedback. If the change is endorsed by the associate vice president for student experience, the change shall be presented to the board of trustees for adoption.

- (J) Glossary of Terms, when used in “The Student Code of Conduct.”
- (1) The term “academic grievance subcommittee” is a group of university students and faculty selected and trained to adjudicate hearings wherein a student has allegedly violated the academic integrity policy for the university. Each hearing has a hearing panel consisting of at least six members from the academic grievance subcommittee
  - (2) The term “appellate hearing panel” shall mean any person or persons authorized on a case-by-case basis by the student conduct administrator to consider a request for appeal from a student conduct body’s determination that a student has violated “The Code of Student Conduct” or from the sanctions imposed by the student conduct body.
  - (3) The terms “can,” “may,” or “should” specify a discretionary provision of “The Code of Student Conduct.”
  - (4) The term “complainant” shall mean any person who submits a referral alleging that a student violated “The Code of Student Conduct.”
  - (5) The term “deputy conduct officer” shall mean a university official authorized on a case-by-case basis by the student conduct administrator to serve as a charging administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
  - (6) The term “faculty member” shall mean any person employed by the university to conduct classroom or teaching activities or who is otherwise considered by the university to be a member of its

faculty. In certain situations, a person may be both “student” and “faculty member.” One’s status in a particular situation shall be determined by the relevant circumstances.

- (7) The terms “file” or “records” mean information relating to a current or former student which is stored in a fashion that facilitates recovery of that information by reference to the individual in whatever form or medium such gathering of information is created, kept, or maintained.
- (8) The term “function” shall mean all student activities or events occurring at the university or sponsored by registered student organizations, groups, or members of the academic community.
- (9) The term “group” shall mean a number of students who are associated with each other and who have not complied with university requirements for registration as an organization.
- (10) The terms “hearing panel” or “hearing panel members” shall mean individuals who have been selected or assigned to adjudicate a hearing. These individuals are selected from a trained body, including the student conduct board and the academic grievance subcommittee.
- (11) The term “hearing panel advisor” shall mean the student conduct administrator, or designee, or appointee. The hearing panel advisor has responsibility for ensuring that policies and procedures within this document are adhered to within any student conduct process. The hearing panel advisor may be involved in any part of the student conduct process, and may provide input or answers, or otherwise answer questions asked by any parties.
- (12) The term “may” is used in the permissive sense.

- (13) The term “member of the university community” shall include any person who is a student, faculty member, university official, any other person employed by the university, or any person lawfully present on university premises.
- (14) The term “organization” shall mean a university-registered student organization which as complied with formal requirements of official registration.
- (15) The term “policy” shall be defined as the written regulations of the university as found in, but not limited to, “The Student Code of Conduct,” “Resident Handbook,” “Penguin Student Handbook,” the university website, undergraduate/graduate catalogs, university policies, and board of trustees policies.
- (16) The term “respondent” shall mean any student accused of violating “The Student Code of Conduct.”
- (17) The terms “shall,” “must,” “will,” or “is required” specify a mandatory requirement of the code.
- (18) The term “student” shall include all persons registered for courses, seminars, and workshops at the university, either full-time or part-time, pursuing undergraduate, graduate, professional studies, or continuing education programs. Also included are those individuals accepted for admission or living in the residence halls, whether or not actually enrolled at the university.
- (19) The term “student conduct administrator” is the associate vice president for student experience, or designee, who shall be responsible for the administration of the code and the university student conduct process.
- (20) The term “student conduct board” is a group of university students, staff, and faculty selected and trained to adjudicate hearings wherein students have allegedly violated university policy. Each hearing has a hearing panel consisting of three members from the student conduct board.
- (21) The term “student conduct body” shall mean student conduct officer, any deputy conduct officer, or any hearing panel of the

student conduct board authorized by the student conduct administrator to determine whether a student has violated “The Student Code of Conduct” and to recommend imposition of sanctions.

- (22) The term “student conduct officer” is the associate director of student conduct who is the university official assigned to serve as the primary charging administrator by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
- (22) The term “student conduct board” is a group of campus students, staff and faculty selected and trained to adjudicate hearings wherein students are alleged to have violated university policy.
- (23) The terms “university” or “institution” mean Youngstown state university and collectively those responsible for its operation.
- (24) The term “university premises” shall be defined as all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the university including adjacent streets, sidewalks, and parking lots.
- (25) The term “university official” shall mean any person employed by, appointed to, authorized to act on behalf of or performing administrative or professional work for the university.
- (26) The term “university working day” refers to any day of the week excluding Saturdays, Sundays, or official holidays.
- (27) The term “weapon” shall have the same meaning as in rule 3356-7-03 of the Administrative Code, “Possession of weapons on campus.” (See also university policy 3356-7-03, “Possession of weapons on campus.”)
- (28) All other terms have their natural meaning unless the context otherwise dictates.

**Explanation of Modifications to *University Policy*:**

**3356-6-01 Scheduling of intercollegiate athletics and university sponsored and recognized student organization activities during final examination period.**

This policy was reviewed and changes were made to be all inclusive for all student activities, athletic, academic, and/or other student functions, that would take place during the final examination period. The Division of Academic Affairs was added to the responsible division/office and responsible officer. The correct board committee was added to the policy, as was the new review date.



**RESOLUTION TO MODIFY SCHEDULING OF  
INTERCOLLEGIATE ATHLETIC, UNIVERSITY SPONSORED AND  
RECOGNIZED STUDENT ORGANIZATION ACTIVITIES DURING  
FINAL EXAMINATION PERIOD, 3356-6-01**

**WHEREAS**, University Policies are being reviewed and reconceptualized on an ongoing basis; and

**WHEREAS**, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

**WHEREAS**, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

**WHEREAS**, the Scheduling of Intercollegiate Athletic, University Sponsored and Recognized Student Organization Activities During Final Examination Period policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the modification of University Policy governing Scheduling of Intercollegiate Athletic, University Sponsored and Recognized Student Organization Activities During Final Examination Period, policy number 3356-6-01, shown as Exhibit \_\_ attached hereto.

3356-6-01 Scheduling of intercollegiate athletics and university sponsored and recognized student organization activities during final examination period.

Responsible Division/Office:	Intercollegiate Athletics, <u>Academic Affairs</u>	<b>Deleted:</b> Previous Policy Number: - 6001.01
Responsible Officer:	<u>Executive Director of Athletics,</u> <u>Provost/Vice President for Academic Affairs</u>	<b>Deleted:</b> President
Revision History:	June 1998; March 2007; March 2011; <u>June 2017</u>	<b>Deleted:</b> .
Board Committee:	<u>Academic and Student Affairs</u>	<b>Deleted:</b> Internal Affairs
Effective Date:	<u>June 14, 2017</u>	<b>Deleted:</b> March 18, 2011
Next Review:	<u>2022</u>	<b>Deleted:</b> 16

(A) Policy statement. Youngstown state university (university) is committed to the academic success of its students. The university acknowledges that intercollegiate athletics and activities sponsored by the university and recognized university student organization help students to develop the skills necessary for lasting success and personal development. Therefore, such events and activities shall be scheduled to provide students with the opportunity to excel in the university's academic environment while also engaging in athletic competition and a variety of learning experiences.

**Deleted:** Only national collegiate athletic association ("NCAA") and conference-sponsored events may be scheduled during any final examination period. Student-athletes are to miss no final examinations due to university-sponsored intercollegiate athletic event.

(B) Procedures.

- (1) The executive director of intercollegiate athletics, or designee, is responsible for scheduling intercollegiate athletic events.
- (2) When scheduling intercollegiate athletic events, the university schedule of operations will be used as a guide in establishing dates and times.
- (3) Only NCAA or conference-sponsored events may be scheduled \_\_\_ during a final examination period. Student-athletes are to \_\_\_ miss no part of an examination week due to travel for a regular \_\_\_ athletic event. Exceptions for regular season contests which occur during a final examination period must receive approval from the provost/vice president for academic affairs and the faculty athletic representative.

(4) After approval, the executive director of intercollegiate athletics, or designee, will prepare a list of all student-athletes participants traveling to an NCAA or conference-sponsored event during final examination period and will distribute the list to college deans and appropriate faculty members.

Deleted: T

(5) University and/or recognized university student organization activities, regardless of whether travel is/is not involved will not be scheduled during a final examination period. Exceptions to scheduling such events/activities during a final examination period must receive approval from the provost/vice president for academic affairs.

(6) After approval, the university unit or student organization will prepare a list of all students participating in an event/activity during a final examination period and will forward the list to the associate provost for academic administration who will distribute the list to college deans and appropriate faculty members. Failure to provide the list to the associate provost for academic administration in a timely manner may result in withdrawal of approval.

(7) Students are responsible for making arrangements to complete all assignments and/or examinations that are missed because of NCAA or conference-sponsored events, university sponsored events/activities, or recognized university student organization events/activities.

Deleted: 5

Deleted: -athletes

**3356-6-01 Scheduling of intercollegiate athletics and university sponsored and recognized student organization activities during final examination period.**

Responsible Division/Office: Intercollegiate Athletics, Academic Affairs  
Responsible Officer: Executive Director of Athletics,  
Provost/Vice President for Academic Affairs  
Revision History: June 1998; March 2007; March 2011; June 2017  
Board Committee: Academic and Student Affairs  
**Effective Date: June 14, 2017**  
Next Review: 2022

---

- (A) Policy statement. Youngstown state university (university) is committed to the academic success of its students. The university acknowledges that intercollegiate athletics and activities sponsored by the university and recognized university student organization help students to develop the skills necessary for lasting success and personal development. Therefore, such events and activities shall be scheduled to provide students with the opportunity to excel in the university's academic environment while also engaging in athletic competition and a variety of learning experiences.
- (B) Procedures.
- (1) The executive director of intercollegiate athletics, or designee, is responsible for scheduling intercollegiate athletic events.
  - (2) When scheduling intercollegiate athletic events, the university schedule of operations will be used as a guide in establishing dates and times.
  - (3) Only NCAA or conference-sponsored events may be scheduled during a final examination period. Student-athletes are to miss no part of an examination week due to travel for a regular athletic event. Exceptions for regular season contests which occur during a final examination period must receive approval from the provost/vice president for academic affairs and the faculty athletic representative.

- (4) After approval, the executive director of intercollegiate athletics, or designee, will prepare a list of all student-athletes participants traveling to an NCAA or conference-sponsored event during final examination period and will distribute the list to college deans and appropriate faculty members.
- (5) University and/or recognized university student organization activities, regardless of whether travel is/is not involved will not be scheduled during a final examination period. Exceptions to scheduling such events/activities during a final examination period must receive approval from the provost/vice president for academic affairs.
- (6) After approval, the university unit or student organization will prepare a list of all students participating in an event/activity during a final examination period and will forward the list to the associate provost for academic administration who will distribute the list to college deans and appropriate faculty members. Failure to provide the list to the associate provost for academic administration in a timely manner may result in withdrawal of approval.
- (7) Students are responsible for making arrangements to complete all assignments and/or examinations that are missed because of NCAA or conference-sponsored events, university sponsored events/activities, or recognized university student organization events/activities.



**Explanation of New *University Policy*:**

**3356-8-07 Student Travel.**

The University does not have a written policy regarding student travel. As students benefit from the learning experiences that occur off-campus, it is important for the University to have in writing the framework to allow for safe opportunities and methods of transportation to mitigate risks that might be associated with student travel for off-campus activities and events.

**Board of Trustees Meeting  
June 14, 2017  
YR 2017-**

**RESOLUTION TO APPROVE  
STUDENT TRAVEL, 3356-8-07**

**WHEREAS**, University Policies are being reviewed and reconceptualized on an ongoing basis; and

**WHEREAS**, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

**WHEREAS**, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the creation of University Policy governing Student Travel, policy number 3356-8-07, effective August 23, 2017, shown as Exhibit \_\_ attached hereto.

**Board of Trustees Meeting  
June 14, 2017  
YR 2017-**

**3356-8-07 Student travel.**

**NEW**

Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and Vice President for Academic Affairs,  
Associate Vice president for Student Experience  
Revision History: June 2017  
Board Committee: Academic and Student Success  
**Effective Date:** June 14, 2017  
Next Review: 2022

---

- (A) Policy statement. Youngstown state university (university) recognizes that students can and do benefit from learning experiences which occur off-campus. The university seeks to provide safe opportunities and methods of transportation and to mitigate any risks that might be associated with student travel for off campus activities and events.

The procedures and requirements of this policy will take effect on August 23, 2017.

- (B) Purpose. To provide the framework for planning and implementing student travel.
- (C) Scope. This policy applies to enrolled undergraduate and graduate student travel and student organization travel to events or activities that are organized and/or sponsored by the university. International travel for study abroad programs available through the university's international programs office (IPO) has specific exceptions to this policy contained herein.

This policy does not apply to travel undertaken by individual students attending out of town athletic/recreational events; to students traveling to engage in domestic student teaching, internships, practicum, observations or research; or to student athletes participating in intercollegiate athletics competitions under the sponsorship of the university's athletics department.

- (D) Definitions for purposes of this policy.



- (1) Enrolled student. A student who has been admitted to and is attending classes at the university.
- (2) Student organization. A student group or organization officially registered and recognized by the university.
- (3) Student organization member. An enrolled student who is a current member of a student organization.
- (4) University organized event or activity. An event or activity that is planned and arranged by a member of the university's faculty, staff, or a recognized student organization and is approved by the appropriate university official.
- (5) University sponsored event or activity. An event or activity that is endorsed by the university through financial support or by sending student participants as official representatives of the university and is approved by the appropriate university official.
- (6) Appropriate university official.
  - (a) For approval of course or faculty sponsored travel the dean, or designee, of the applicable college is the appropriate university official.
  - (b) For approval of student organization travel the associate vice president for student experience, or designee, is the appropriate university official. However, for student organizations traveling internationally, travel approval is required from both the associate vice president of student experience or designee and the associate provost for international & global initiatives or designee.
  - (c) For study abroad programs the associate provost for international & global initiatives, or designee, is the appropriate university official.
  - (d) For travel on behalf of a program, office or department not noted above, the appropriate university official will be the

highest level administrator overseeing the program, office or department; excluding the president and vice-presidents of the university.

- (7) Designated trip leader. A university representative/faculty member/advisor who serves as the point of contact to and from the university during travel. When no representative/faculty member/advisor is on a trip, a student may serve as the designated trip leader.
- (E) General requirements. The following requirements apply to all travel under this policy.
- (1) No student under the age of 18 is permitted to travel.
  - (2) A student wishing to travel as part of a student organization event or activity must be a current member of the student organization.
  - (3) Unless otherwise specified, the university does not provide medical insurance for any student's participation in travel. All student participants should maintain medical insurance and are responsible for any medical costs they incur during and/or as a result of the trip.
  - (4) All students travelling internationally must obtain international travel medical insurance through the university's IPO.
  - (5) Participants in student travel are responsible for their own behavior and any resulting consequences. The university shall not be liable for any loss, damage, injury or other consequence resulting from a participant's failure to comply with university rules and policies, including the Student Code of Conduct; the direction of university employees, or applicable law.
  - (6) Travel must be consistent with the goals of the academic unit, program or department. Student organization travel must be consistent with the organization's mission statement.
  - (7) Travel must have either a university representative or faculty member/advisor as a designated trip leader. However, if students are traveling on their own for the purpose of a recognized student

organization, and university funds are being utilized to support the activity, then the president of the student organization must meet with the associate vice president of student experience or designee prior to the trip to review details of the trip.

- (8) Travel must be supported by an approved *Authorization to Travel Form*; with the exception that students on study abroad programs offered through the IPO will complete program specific form[s] in lieu of the *Authorization to Travel Form*.
  - (9) Participants must complete and submit an *Off-Campus Travel Waiver and Assumption of Risk Form* and an *Authorization for Emergency Medical Treatment* to the office of the appropriate university official at least five (5) business days prior to scheduled travel within the United States and at least thirty (30) days prior to international travel; the appropriate university officials may alter these time periods within their discretion for travel which cannot be preplanned such as university sponsored student travel for athletics' playoff competition. Students on study abroad programs offered through the IPO will complete program specific form[s] in lieu of these forms.
  - (10) Friends and family of participants and designated trip leaders are not eligible to participate in student travel opportunities except in those instances where prior written permission of the appropriate university official has been given, appropriate forms have been submitted and required insurance coverage has been obtained.
  - (11) Students are responsible for making arrangements to complete all assignments and/or examinations that are scheduled during travel.
  - (12) Sponsors or organizers of events or activities may impose additional requirements in order to address unique circumstances associated with a particular activity, destination or travel.
- (F) Transportation. The university office, unit or department planning or sponsoring an event or activity should be prepared to arrange for transportation by university owned or rental vehicle; contracted/chartered transportation service; regularly scheduled transportation service; (e.g. Greyhound, Amtrak, commercial airline service); or if necessary, personal vehicles. Contracting, purchasing and insurance requirements can be

found on the university's procurement services website . The following rules apply to transportation:

- (1) University owned or leased vehicles may only be utilized in a manner compliant with Administrative Code 3356-4-18 (university policy 3356-4-18, Use of university vehicles).
  - (2) All university purchasing policies apply when procuring chartered or commercial transportation.
  - (3) Personal vehicles may only be used on a voluntary basis. All participants choosing to ride in a private automobile do so voluntarily and at their own risk. The university shall not insure or accept liability for any damage, loss or injury resulting from the use of a private vehicle. The university does not provide comprehensive or collision insurance for private vehicles driven on university business, and the vehicle owner/driver is responsible for insurance coverage for the vehicle. The university does carry non-owner excess liability coverage to protect the university, student or employee in the event of a suit resulting from an automobile accident in which an employee was driving on university business.
  - (4) Under no circumstance will a vehicle driver be reimbursed for fines for moving or parking violations.
  - (5) Occupants of motor vehicles must use seat belts or other approved safety restraint devices as required by law or regulation at all times when the vehicle is in operation.
  - (6) Occupants of motor vehicles shall not consume, possess or transport any alcoholic beverages or illegal substances.
- (G) Accident and emergency procedures. Prior to travel, designated leaders and group participants should review the YSU campus emergency management plan and any appendices and follow applicable guidance and suggestions.
- (H) Accommodations for students with disabilities. Any student with a disability who requires accommodation must contact the office of disability services for assistance in determining reasonable accommodations. The office of disability services will consult with the sponsoring unit regarding this determination.

- (I) **Compliance.** Failure to comply with any policy requirements may result in restrictions or loss of travel opportunities, travel funds and/or reimbursements. Students and student organizations are subject to sanctions under The Student Code of Conduct up to and including expulsion and loss of organization recognition. Employees are subject to discipline up to and including termination.



**RESOLUTION TO AUTHORIZE  
CONFERRAL OF FACULTY EMERITUS STATUS**

**WHEREAS**, the *Policies of the Board of Trustees* provide for the conferral of emeritus status upon faculty who retire from the University following at least ten years of meritorious service and are recommended by the President of the University;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby authorize that those faculty members listed in the roster attached hereto are hereby granted the emeritus title designated thereon.

**Board of Trustees Meeting  
June 14, 2017  
YR 2017-**

# FACULTY RECEIVING EMERITUS STATUS

(Board of Trustees Meeting, June 14, 2017)

NAME	TITLE	YEARS of SERVICE	STATUS
James Andrews	Professor Physics & Astronomy	21	Faculty Emeritus
Annette Burden	Professor Mathematics & Statistics	16	Faculty Emeritus
C. Susan deBlois	Associate Professor Educational Foundations, Research, Technology, & Leadership	30	Faculty Emeritus <i>(posthumously)</i>
Renee Eggers	Associate Professor Educational Foundations, Research, Technology, & Leadership	16	Faculty Emeritus
Jacek Fabrykowski	Professor Mathematics & Statistics	17	Faculty Emeritus <i>(posthumously)</i>
George McCloud	Professor Communication	20	Faculty Emeritus
Philip Munro	Professor Electrical & Computer Engineering	43	Faculty Emeritus
David Porter	Professor Politics & International Relations	30	Faculty Emeritus
Sueann Rendano	Clinical Assistant Professor Nursing	12	Faculty Emeritus
David Stout	Professor Accounting & Finance	14	Faculty Emeritus
Bonnie Thompson	Clinical Assistant Professor Nursing	10	Faculty Emeritus

**3356-7-17 Emeritus status for faculty and professional/administrative staff (exempt and APAS).**

Previous Policy Number: 7003.01  
Responsible Division/Office: Human Resources  
Responsible Officer: VP for Legal Affairs and Human Resources  
Revision History: November 1997; October 2010; September 2015  
Board Committee: University Affairs  
**Effective Date: September 24, 2015**  
Next Review: 2020

---

- (A) Policy statement. The university may confer the title “emeritus” upon retired faculty and professional/administrative staff members who have given long and meritorious service.
- (B) Definition. The designation “faculty emeritus” or “administrator emeritus” is an honorary title conferred upon the retirement or death of faculty or staff members in recognition of extended meritorious service.
- (C) Procedures.
  - (1) Emeritus status and president emeritus status is conferred upon retirement or death. Emeritus status provides an honorary title of either administrator emeritus or faculty emeritus, as well as the benefits set forth in this policy.
  - (2) Names of individuals and the information set forth in paragraph (3) of this policy recommended for the conferral of emeritus status are forwarded on the “Emeritus Status Recommendation” form from the retiring department or unit to the dean and provost or executive director and president. In the event of retirement or death of the university president, his/her name is forwarded to the board of trustees for approval. Emeritus status would be conferred and presented at the spring meeting of the board of trustees.
  - (3) Nomination of an individual to be considered for the conferral of emeritus status should be based upon the following factors: length of service (typically totaling more than ten years); the overall quality of that service; the contribution to the university; and the



service to society beyond the university community.

- (4) The vice president or provost forwards names of individuals nominated to the president who may recommend emeritus status be conferred and presented at the spring meeting of the board of trustees.
- (5) Those retirees achieving emeritus status are granted the following privileges: full library privileges; email services; university identification card; opportunity to secure parking consistent with current university procedures; and the same educational benefits that are available to currently employed faculty or staff at the time of application. (See university policy 3356-7-17, "Fringe benefits, excluded professional/administrative employees fee remission program.")
- (6) Those retirees achieving emeritus status also have the opportunity to: purchase reserved seats to intercollegiate athletic contests and performing arts events; utilize designated recreational facilities and wellness programs; attend certain alumni and university events, e.g., homecoming events, holiday breakfast, commencement, and honors convocation, and join the Youngstown state university retirees association.
- (7) Retirees that attain emeritus status also have the opportunity to select one of two parking options. They may purchase a permit for designated lots or may choose to receive a free parking permit at the discretion of the university based upon availability.
- (8) Those bargaining unit member retirees achieving emeritus status are granted the benefits in accordance with their collective bargaining agreement as well as any additional benefits provided herein.



**Explanation of Modifications to *University Policy*:**

**3356-9-03.1 Appointment of graduate assistants, graduate research assistants, graduate assistant interns, and teaching assistants.**

This policy was reviewed and changes were made to add the position of graduate research assistant in the policy. Other minor revisions were made for the sake of clarity, and a new review date was added.

**Board of Trustees Meeting  
June 14, 2017  
YR 2017-**

**RESOLUTION TO MODIFY  
APPOINTMENT OF GRADUATE ASSISTANTS, GRADUATE  
RESEARCH ASSISTANTS, GRADUATE ASSISTANT INTERNS, AND  
TEACHING ASSISTANTS, 3356-9-03.1**

**WHEREAS**, University Policies are being reviewed and reconceptualized on an ongoing basis; and

**WHEREAS**, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

**WHEREAS**, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

**WHEREAS**, the Appointment of Graduate Assistants, Graduate Research Assistants, Graduate Assistant Interns, and Teaching Assistants policy has been reviewed pursuant to the five-year review cycle, and formatted in accordance with Policy 3356-1-09, Development and Issuance of University Policies.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the modification of University Policy governing Appointment of Graduate Assistants, Graduate Research Assistants, Graduate Assistant Interns, and Teaching Assistants, policy number 3356-9-03.1, shown as Exhibit \_\_ attached hereto.

3356-9-03.1 Appointment of graduate assistants, graduate research assistant, graduate assistant interns, and teaching assistants.

Responsible Division/Office: College of Graduate Studies

Deleted: Previous Policy Number: 9003.03

Responsible Officer: Provost/Vice President for Academic Affairs

Deleted: and

Revision History: January 2000; March 2010; June 2015; June 2016; June 2017

Board Committee: Academic Quality and Student Success

Effective Date: June 14, 2017

Deleted: 5

Next Review: 2022

Deleted: 6

Deleted: 1

- (A) Policy statement. While the president has overall responsibility for the management of the university, the responsibility for employment decisions of personnel is delegated to the provost and vice presidents. Each divisional executive officer is responsible for making personnel decisions within the described university procedures.
- (B) Purpose. The graduate assistantship program is predicated upon the concept that given an opportunity to assist the faculty, graduate students provide a service to the university and gain valuable academic experience, which is appropriately supported through the annual institutional budget process. Academics must drive our cost structure. How the assistantship enhances the student's education must be apparent.
- (C) Parameters.

- (I) A graduate assistant (GA) will normally be assigned duties primarily focused on the conduct of research/scholarly activity. A GA may be assigned teaching duties, but should not be the instructor of record. A graduate research assistant (GRA) will only be assigned duties focused on the conduct of research/scholarly activity and will typically receive a 12-month appointment. All other assistantships are typically two semester appointments. A graduate assistant/intern (GA/I) is a special category of graduate assistant designated to provide opportunities for university offices or departments, community companies or agencies, or other appropriate external sponsors to involve graduate students as academic assistants/interns in real life experiences related to their

Deleted: "

Deleted: "

Deleted: "

Deleted: "

fields of study. A student appointed as a graduate assistant (GA, GRA, TA and GA/I) will be paid a stipend. The department/agency of service will provide a stipend to the university which will be paid to the student through the normal stipend process for GA/I appointments. A teaching assistant (“TA”) will only be assigned duties focused on instruction and may be the instructor of record for a regularly scheduled class. Additional academic services to the academic program in which the student is enrolled may be appropriate for all assistantship appointments. GA, GRA, GA/I, and TA appointments are covered by this policy.

Deleted: normally

- (2) The graduate dean is responsible for the administration of the program and appointment of graduate assistants, graduate research assistants, graduate assistant interns, and teaching assistants.
- (3) The graduate dean shall make available the “Graduate Premiere Scholarship”, which shall normally be provided to students receiving an assistantship. The scholarship shall include up to 36 semester hours of instructional fees (for graduate courses required to complete a single degree program) for an academic year up to 18 semester hours for each fall and spring semester. Scholarship awards may be provided for up to 12 semester hours of instructional fees for the summer term. The premiere scholarship shall include instructional fees, nonresident tuition surcharge, and applicable music performance fees.
- (4) The total number of graduate assistantships, teaching assistantships, and “Graduate College Premiere Scholarships” shall be allocated annually as a part of the institutional budget development process and will take into account the needs of new graduate programs as they are developed and implemented and the opportunities to increase enrollment and research through the growth of existing graduate programs. Colleges, departments, or external sources can also provide funds to support additional assistantships.
- (5) Additional assistantship positions may be created by the graduate dean when external funding has been obtained through the office of research. In such cases, payment for assistantships may be made at rates higher than normal university rates if the external

Deleted: g

Deleted: p

Deleted: s

Deleted: , nonresident tuition surcharge, and applicable music performance fees

Deleted: also

funding agency has a predetermined payment schedule or allows higher rates of payment.

(D) Procedures.

- (1) The dean of the college of graduate studies shall allocate graduate assistants approved within the university budget across the institution. The deans of the academic colleges and appropriate standing committees of the graduate council shall be consulted as part of the allocation process.
- (2) An academic department may recommend only full-time graduate students with regular (not provisional) status for an assistantship. Exceptions to this requirement may be granted only prior to appointment by the graduate dean with sufficient justification from the recommending department. A GA or TA with a teaching assignment may not have any undergraduate academic course deficiencies in any area that will be included in the assistant's teaching assignments.
- (3) Recommendation to appoint a GA, ~~GRA~~, GA/I and/or TA, and recommendations to award a "Graduate College Premiere Scholarship," must be obtained from the academic dean. Applications with the appropriate recommendations for appointment are forwarded to the graduate dean, who makes the official appointment. Until the appointment has been made by the graduate dean, no department is authorized to communicate to any applicant for a graduate or teaching assistantship that an award will be made. A department is authorized to communicate that they are recommending a student for appointment as a GA, ~~GRA~~, GA/I, or TA. The college of graduate studies supports the "April 15<sup>th</sup> Resolution" regarding graduate scholars, fellows, trainees and assistants of the council of graduate schools (CGS). Appointments and communications regarding appointments will adhere to said resolution of CGS as described on their webpage at: <http://www.cgsnet.org/april-15-resolution>.
- (4) Appointment as a GA, ~~GRA~~, GA/I, or TA will normally occur for the fall or spring semester and be made prior to the beginning of the fall semester. Graduate research assistant appointments beginning in the summer term will be considered when justified. In

Deleted: "

Deleted: "

cases where a spring semester appointment is made, the appointment will be for the semester only. In cases in which an appointment becomes available in the middle of a semester due to the availability of external funding, the stipend will be prorated to accommodate the period of time covered. Tuition may be covered by award of a “Graduate College Premiere Scholarship” for the full semester when funding is provided through an external award, which will fund the scholarship. Regardless of funding source, the stipend may be prorated to accommodate situations where students fail to begin or complete their assistantship as scheduled.

- (5) Graduate assistants (GA, GRA, GA/I, or TA) shall not hold full-time outside employment. Additional employment within the university is not permitted without the approval of the graduate dean.
- (6) A faculty member within the department to which the graduate assistant is assigned will be designated to be directly responsible for the supervision of the assistant. A mentor from an academic department who will ensure the appropriate educational experience of the assistantship or internship must be designated. This applies to GA, GRA, GA/I, and TA positions.
- (7) All teaching assistants must participate in a formal mentoring program in the department of instruction prior to being assigned independent teaching activities in that department.
- (8) Additional information about graduate assistants, graduate research assistants, graduate assistant interns, teaching assistants, and the “Graduate College Premiere Scholarship” may be found in the “Graduate Bulletin,” the “College of Graduate Studies Policy Book,” and the “Handbook for Graduate Assistants.”

**Deleted:** Copies are available online.

**3356-9-03.1 Appointment of graduate assistants, graduate research assistant, graduate assistant interns, and teaching assistants.**

Responsible Division/Office: College of Graduate Studies  
Responsible Officer: Provost/Vice President for Academic Affairs  
Revision History: January 2000; March 2010; June 2015; June 2016;  
June 2017  
Board Committee: Academic Quality and Student Success  
**Effective Date: June 14, 2017**  
Next Review: 2022

---

- (A) Policy statement. While the president has overall responsibility for the management of the university, the responsibility for employment decisions of personnel is delegated to the provost and vice presidents. Each divisional executive officer is responsible for making personnel decisions within the described university procedures.
- (B) Purpose. The graduate assistantship program is predicated upon the concept that given an opportunity to assist the faculty, graduate students provide a service to the university and gain valuable academic experience, which is appropriately supported through the annual institutional budget process. Academics must drive our cost structure. How the assistantship enhances the student's education must be apparent.
- (C) Parameters.
- (1) A graduate assistant (GA) will normally be assigned duties primarily focused on the conduct of research/scholarly activity. A GA may be assigned teaching duties, but should not be the instructor of record. A graduate research assistant (GRA) will only be assigned duties focused on the conduct of research/scholarly activity and will typically receive a 12-month appointment. All other assistantships are typically two semester appointments. A graduate assistant/intern (GA/I) is a special category of graduate assistant designated to provide opportunities for university offices or departments, community companies or agencies, or other appropriate external sponsors to involve graduate students as academic assistants/interns in real life experiences related to their fields of study. A student appointed as a graduate assistant (GA,



GRA, TA and GA/I) will be paid a stipend. The department/agency of service will provide a stipend to the university which will be paid to the student through the normal stipend process for GA/I appointments. A teaching assistant ("TA") will only be assigned duties focused on instruction and may be the instructor of record for a regularly scheduled class. Additional academic services to the academic program in which the student is enrolled may be appropriate for all assistantship appointments. GA, GRA, GA/I, and TA appointments are covered by this policy.

- (2) The graduate dean is responsible for the administration of the program and appointment of graduate assistants, graduate research assistants, graduate assistant interns, and teaching assistants.
- (3) The graduate dean shall make available the "Graduate Premiere Scholarship", which shall normally be provided to students receiving an assistantship. The scholarship shall include up to 36 semester hours of instructional fees (for graduate courses required to complete a single degree program) for an academic year up to 18 semester hours for each fall and spring semester. Scholarship awards may be provided for up to 12 semester hours of instructional fees for the summer term. The premiere scholarship shall include instructional fees, nonresident tuition surcharge, and applicable music performance fees.
- (4) The total number of graduate assistantships, teaching assistantships, and "Graduate College Premiere Scholarships" shall be allocated annually as a part of the institutional budget development process and will take into account the needs of new graduate programs as they are developed and implemented and the opportunities to increase enrollment and research through the growth of existing graduate programs. Colleges, departments, or external sources can also provide funds to support additional assistantships.
- (5) Additional assistantship positions may be created by the graduate dean when external funding has been obtained through the office of research. In such cases, payment for assistantships may be made at rates higher than normal university rates if the external

funding agency has a predetermined payment schedule or allows higher rates of payment.

(D) Procedures.

- (1) The dean of the college of graduate studies shall allocate graduate assistants approved within the university budget across the institution. The deans of the academic colleges and appropriate standing committees of the graduate council shall be consulted as part of the allocation process.
- (2) An academic department may recommend only full-time graduate students with regular (not provisional) status for an assistantship. Exceptions to this requirement may be granted only prior to appointment by the graduate dean with sufficient justification from the recommending department. A GA or TA with a teaching assignment may not have any undergraduate academic course deficiencies in any area that will be included in the assistant's teaching assignments.
- (3) Recommendation to appoint a GA, GRA, GA/I and/or TA, and recommendations to award a "Graduate College Premiere Scholarship," must be obtained from the academic dean. Applications with the appropriate recommendations for appointment are forwarded to the graduate dean, who makes the official appointment. Until the appointment has been made by the graduate dean, no department is authorized to communicate to any applicant for a graduate or teaching assistantship that an award will be made. A department is authorized to communicate that they are recommending a student for appointment as a GA, GRA, GA/I, or TA. The college of graduate studies supports the "April 15<sup>th</sup> Resolution" regarding graduate scholars, fellows, trainees and assistants of the council of graduate schools (CGS). Appointments and communications regarding appointments will adhere to said resolution of CGS as described on their webpage at: <http://www.cgsnet.org/april-15-resolution>.
- (4) Appointment as a GA, GRA, GA/I, or TA will normally occur for the fall or spring semester and be made prior to the beginning of the fall semester. Graduate research assistant appointments beginning in the summer term will be considered when justified. In

cases where a spring semester appointment is made, the appointment will be for the semester only. In cases in which an appointment becomes available in the middle of a semester due to the availability of external funding, the stipend will be prorated to accommodate the period of time covered. Tuition may be covered by award of a "Graduate College Premiere Scholarship" for the full semester when funding is provided through an external award, which will fund the scholarship. Regardless of funding source, the stipend may be prorated to accommodate situations where students fail to begin or complete their assistantship as scheduled.

- (5) Graduate assistants (GA, GRA, GA/I, or TA) shall not hold full-time outside employment. Additional employment within the university is not permitted without the approval of the graduate dean.
- (6) A faculty member within the department to which the graduate assistant is assigned will be designated to be directly responsible for the supervision of the assistant. A mentor from an academic department who will ensure the appropriate educational experience of the assistantship or internship must be designated. This applies to GA, GRA, GA/I, and TA positions.
- (7) All teaching assistants must participate in a formal mentoring program in the department of instruction prior to being assigned independent teaching activities in that department.
- (8) Additional information about graduate assistants, graduate research assistants, graduate assistant interns, teaching assistants, and the "Graduate College Premiere Scholarship" may be found in the "Graduate Bulletin," the "College of Graduate Studies Policy Book," and the "Handbook for Graduate Assistants."



**Explanation of New *University Policy*:**

**3356-8-06 Student Complaint Process.**

The University does not have a written policy regarding general student complaints. Policies are in place for complaints that apply to academic and grading grievances, disability accommodations, harassment or discrimination, university admission decisions, or disciplinary action pursuant to the Student Code of Conduct. Creating this policy allows for an effective complaint resolution process, and allows the university to collect and track the complaints.

**RESOLUTION TO APPROVE  
STUDENT COMPLAINT PROCESS, 3356-8-06**

**WHEREAS**, University Policies are being reviewed and reconceptualized on an ongoing basis; and

**WHEREAS**, this process can result in the modification of existing policies, the creation of new policies, or the deletion of policies no longer needed; and

**WHEREAS**, action is required by the Board of Trustees prior to replacing and/or implementing modified or newly created policies, or to rescind existing policies;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the creation of University Policy governing Student Complaint Process, policy number 3356-8-06, shown as Exhibit \_\_ attached hereto.

### 3356-8-06 Student Complaint Process.

#### New

Responsible Division/Office: Student Experience and Academic Affairs  
Responsible Officer: Vice President of Student Experience and  
Associate Provost, Academic Administration  
Revision History: June 2017  
Board Committee: Academic and Student Affairs  
**Effective Date: June 14, 2017**  
Next Review: 2022

---

- (A) Policy statement. Youngstown state university (university) is committed to the continuous improvement of the services it provides to its students. Students who have complaints regarding the fairness or quality of service they have received from the university are encouraged to share their concerns pursuant to this policy so that the university may address these concerns in a timely and professional manner.
- (B) Purpose. The purpose of this policy is to establish an effective complaint resolution process for general student complaints and to allow the university to collect and track these complaints.
- (C) Scope. This policy applies to all university divisions, colleges, departments, and units. This policy does not apply to student complaints regarding academic (grading) grievances, disability accommodations, harassment or discrimination, university admission decisions, or complaints or disciplinary action pursuant to the student code of conduct.
- (D) Definitions.
  - (1) Student. Any person enrolled at the university in a course offered for credit.
  - (2) Student Complaint. A written and/or clearly documented verbal statement alleging improper, unfair, or arbitrary action relating to the university's delivery of academic, administrative, and support services. A student complaint must be based on a claimed violation of university policy, regulation, or established practice.

- (3) **Academically Related Complaints.** A student complaint related to the services and responsibilities provided by the departments within academic affairs, including but not limited to academic colleges, academic departments, student success, distance education, library, mathematics assistance center, reading and study skills, and writing center.
  - (4) **Non-Academically Related Complaints.** A student complaint related to the services and responsibilities provided by the departments and divisions of budget and finance, enrollment management and planning, equal opportunity and diversity, facilities, human resources, multicultural affairs, student experience, and university relations.
- (E) **Procedure.**
- (1) **Informal resolution.** Students are encouraged, but are not required, to resolve complaints on an informal basis. In seeking informal resolution, a student will speak directly with the staff, faculty, or administrator with whom the student has an issue. This process allows the individual to have an opportunity to hear the student's concerns and work with the student to resolve the issue in a mutually constructive manner. If the student's complaint or concern is not resolved to the student's satisfaction, the student may utilize the formal complaint process.
  - (2) **Formal resolution.**
    - (a) **Complaint Format:** A student complaint page and submission form is available on the university website for students to submit their complaints in writing to the university. The university will respond to the student within **ten (10) business days** of the alleged issue. Complaints may also be sent in writing to deans, directors and unit heads, division heads, and the president. Students should describe the nature of the complaint, the remedy sought, and a description of all previous attempts to informally resolve the issue. Students will receive a receipt of complaint and notification of resolution within a timely manner. Students have the right to withdraw a complaint at any time during the process, in which case the complaint

will be registered as concluded and noted as withdrawn in the on-line repository. The withdrawal should be submitted in writing, include the student's reasons for the withdrawal, and be directed to the person handling the complaint.

- (b) **Complaints via Web Submission:** All academically related complaints will be sent to the Associate Provost for Academic Administration. All non-academically related complaints will be sent to the Associate Vice President for Student Experience. Both parties will ensure that a timely, written acknowledgement is sent to the student within two (2) business days from receipt of the complaint and that the complaint is forwarded to the appropriate department / division for review and resolution.
- (c) **Complaints to Deans, Directors, and Unit Heads:** All written complaints will be addressed at the appropriate level at which the complaint was filed. If the complaint is filed with a dean or chair within the colleges or with a director in the divisions of student experience, student success, enrollment management and planning, multicultural affairs and/or a unit head in business and financial services, he or she must acknowledge the complaint in writing to the student and identify the staff member handling the complaint within **ten (10) business days** of the complaint being filed. All responses to the complaint will be in writing. The complaint will be documented using the on-line student complaint repository. If the issue is resolved at the departmental level, then documentation using the on-line portal is sufficient. If the issue is not resolved at departmental level, then it will be routed to the appropriate division. The division head making the referral will indicate in the on-line repository that the complaint has been referred.
- (d) **Complaints to Division Heads:** All written complaints forwarded to the vice president's and/or associate vice president's office will be addressed within the division in which the complaint was filed. The division head must acknowledge a complaint in writing to the student and identify the staff member handling the complaint within



**five (5) business days** of the complaint being filed. Complaints may come directly to the division head or they can be forwarded from an office within the division. All responses to the complaints must be in writing. The complaint will then be documented using the on-line student complaint repository. If the issue is resolved at the divisional level, then documentation using the on-line portal is sufficient. If the issue is not resolved at the divisional level or requires presidential approval, then it will be forwarded to the president's office for resolution. The division head making the referral will indicate in the on-line repository that the complaint has been referred.

- (e) **Complaints to the President:** All written complaints forwarded to the president's office may be addressed by the president or referred to the appropriate division head for resolution. If the complaint is referred to the division head, the division head will follow the same process as outlined in the section above. If the complaint is addressed by the president, the president's office must acknowledge the complaint in writing to the student and identify the staff member handling the complaint within **five (5) business days** of the complaint being filed. All responses to the complaints should be in writing. The complaint will be documented using the on-line student complaint repository.
- (3) **Complaint Resolution:** The university will treat complaints seriously and ensure all processes are clear, prompt, confidential, and fair to all parties and will endeavor to ensure an acceptable resolution.
- (4) **Complaint Log:** An on-line student complaint repository will be used to document and track the date the complaint was received, the student's name and contact information, the type of complaint, the date of response, the referral source (if necessary), and the resolution. Designated units receiving complaints under this policy will note the complaint in the on-line repository whether the complaint is received directly or whether the complaint is referred by or to another designated unit. If a complaint is referred to another designated unit, the receiving designated unit will notify the original unit when the matter is resolved. The on-line student

complaint repository will securely maintain the student complaint logs with records of resolution for a minimum of ten years.

- (5) **Complaint Review:** A student complaint review committee comprised of the Associate Vice President for Student Experience, the Associate Provost for Academic Administration, one faculty member (appointed by the YSU Academic Senate), one staff member, and one student appointed by the Student Government Association will meet once per semester, excluding summer term, to review all submitted complaints and records in the on-line student complaint repository from the previous semester. The committee will review all complaints and resolutions for potential themes/trends. All theme-based complaints will be forwarded to the appropriate department or division for policy and procedure review.
  
- (F) **Retaliation.** Retaliation against a student who makes a complaint in good faith is prohibited and may result in further action up to and including termination for employees and expulsion for students.

**RESOLUTION TO AUTHORIZE  
RECOMMENDATION OF CANDIDATES  
FOR HONORARY DEGREES**

**WHEREAS**, the *Policies of the Board of Trustees* provide for the recommendation of candidates for honorary degrees for the next academic year who are reviewed and recommended by the Academic Events Committee, the Provost/Vice President of Academic Affairs, and the President of the University;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby authorize that the selection for honorary degrees in the 2017-2018 academic year be granted from the candidates listed in the roster attached hereto.

Commencement Speaker Suggestions  
Academic Events Committee

Alphabetical Master List

Bill Bodine  
Alan Brass  
William E. Brown  
Pamela Browner White  
Laurie Brlas  
Sophia Brooks  
Barbara Brothers  
Paul Brubaker  
Marla Mitchell-Cichon  
James Cossler  
Gary Daichendt  
Harold Danko  
Larry Davis  
Denise DeBartolo-York  
John Guffey  
Joe Hamrock  
Ron Jaworski  
Don Lewis  
Shirley M. Martin  
Brian Wolf

## Biographies

### **Bill Bodine-**

Bill Bodine—a Grammy-award winning composer who is also a producer, arranger, bassist, and trumpeter—has been a fixture in the Los Angeles music community for 35 years. He began his professional music career in Youngstown, Ohio and moved to Los Angeles in 1972, when he began touring and recording on upright bass with several notable musicians, including Van Morrison, Olivia Newton-John, Melissa Manchester, Joan Armatrading, Cher, Sergio Mendez, and Peter Criss (KISS).

During the same period, his television work included eight years in the Star Search House Band, two seasons on the New Gong Show, numerous appearances on The Tonight Show, Merv Griffin, Solid Gold, Midnight Special and more recently on trumpet for Arrested Development. As a composer for television specials and series, Bill includes Judge Judy and ABC's Second Noah as credits. As a songwriter, he has written for top music artists, including Glen Fry of the Eagles, Manhattan Transfer, and Laura Branigan. Furthermore, Bill Bodine Music has composed scores for over 300 television commercials, including Honda, McDonald's, Nike, Toyota, Gillette, HBO, Fox Network, and NBC.

In addition to his exceptional work as a musician, Bill is involved in numerous philanthropic causes, two of which directly impact students at Youngstown State University and the surrounding Youngstown area. In 1994, Bill established the Tony Leonardi Memorial Jazz Scholarship Fund as a 20th anniversary gift to the Dana School of Music Jazz program (of which Tony Leonardi, Phil Wilson, and he have been credited as "Founding Fathers"). He continues his involvement with the University by organizing and participating in seminars designed to bring active music professionals to YSU to inform and inspire current students and serves as a member of the College of Creative Arts and Communication Board of Visitors.

In 2008, Bill partnered with another former YSU student, Penn State Professor Emeritus Dr. Daniel Marshall, to create Creative Bridge Coalition, a non-profit corporation whose mission is to bring music programs to children with special needs. Currently, Creative Bridge is engaged in projects that serve Youngstown City Schools, Columbiana County

Schools, Leonard Kirtz School, and Fairhaven School in Warren. In 2016, Creative Bridge and Youngstown local educator Terry Grimm developed the Valley of the DIVAs concerts, a format to honor the contributions and talents of the women in the Mahoning Valley. The DIVAs concerts also serve as fundraisers for Creative Bridge, allowing the organization to continue to serve the children of the Mahoning Valley.

Bill lives in Los Angeles with his wife, singer Beth Andersen but visits his sister Brenda (YSU '71) and friends in Youngstown frequently. Bill and Beth have a son Billy, who is a songwriter/producer in Los Angeles. In April, Bill will return to campus for a series of masterclasses and performances with faculty and students in the College of Creative Arts and Communication.

Bill Bodine is an outstanding musician, composer, arranger, and producer. Accordingly, the Grammy Award he received confirms that he has reached one of the highest levels of achievement within the music industry. He also continues to serve YSU and the Youngstown area through his many charitable activities.

### **Alan Brass-**

Mr. Alan W. Brass, F.A.C.H.E. serves as Chief Executive Officer of The Toledo Hospital. Mr. Brass served as the Chief Executive Officer of ProMedica Health Systems Inc. until October 1, 2009. He served as the Chief Executive Officer of ProMedica Health System in Toledo. Prior to joining ProMedica, he was with BJC Health System at Washington University in St. Louis, he oversaw the operation of the System's 50-member merged and affiliated hospitals and six long-term care facilities. Prior to BJC, he was in charge of Operations at the University of Michigan Medical Center and at The OSU and Children's Hospital in Columbus, Ohio. He has been Trustee of The Ohio State University since 2006. Mr. Brass is also a Faculty Member at Ohio State University. He is a retired Member of American Hospital Association; American College of Healthcare Executives; Council of Retired Directors for Children's Miracle Network; Health Management Academy - Chief Executive Officer Forum Health System; National Association Children's Hospitals & Related Institutions (NACHRI); Michigan Hospital Association and Ohio Hospital Association. He earned a Bachelor's degree in biology and chemistry from Youngstown State University, and a Master's degree in hospital and health services administration and finance from The Ohio State University.

Alan Brass retired as CEO of ProMedica in 2010, one of the largest and fastest growing healthcare systems in the Midwest. He has served on the Board of Trustees at Children's Miracle Network, Lake Erie Health Alliance, and the Toledo Symphony. Born and raised in Youngstown, OH; Mr. Brass earned his bachelor's degree in biology and chemistry from Youngstown State University. He then continued his education at The Ohio State University where he received his master's in hospital and health services administration and finance. Prior to his role at ProMedica, Mr. Brass served as Executive Vice President and Chief Operating Officer at BJC Health Systems and as President of the Missouri Baptist Medical Center.

### **William E. Brown-**

A Youngstown native, entered the US Air Force in 1968 and began his distinguished career providing rescue and emergency medical services to downed pilots during the Vietnam war as a Pararescueman in the US Air Force Special Operations Forces. He was awarded the Distinguished Flying Cross for "heroism" for the rescue of two pilots shot down behind enemy lines in North Vietnam in 1971. In addition, he was awarded an Air Medal with 3 oak leaf clusters, Vietnam Service Medal, Expeditionary Forces Medal, Good Conduct Medal, and Expert Rifleman Medal.

Following his military service, he completed five years of undergraduate education at YSU, with an Associate Degree in Applied Sciences in 1976 with a major in both nursing and political

science, and a Bachelor of Science in AS with a dual major in Nursing and Law Enforcement Administration in 1977. He continued his education at Indiana University where he received a Master of Science degree in Health and Safety Education in 1979.

During his college years at YSU, he served as the President of Student Government, was recognized as a Best-All-Around student. He is best known as "The man who saved the rock" in front of Kilcawley Center with his lobbying efforts against the moving of the rock off-campus.

William Brown worked at Wishard Memorial Hospital Emergency Department, returned to YSU to serve as the Paramedic Program Director in the Department of Allied Health, completed two years of post-graduate education at the University of Akron and was appointed the Executive Director, and Chief Executive Officer of the national EMS (Emergency Medical Services) certification agency, where he served for 25 years. During his service, he was appointed by the US Department of Transportation to serve on many committees and lectured and presented in all 50 states.

Mr Brown was awarded many prestigious awards such as 2009 Rocco V. Morando Lifetime Achievement Award in EMS, the highest national recognition awarded to an EMS professional, National Association of EMS Physicians (NAEMSP) Ronald D. Stewart MD Lifetime Achievement Award, National Association of EMT's Presidential Leadership Award, Armstrong Industries Literary Award, etc. to name just a few. In recognition of Mr. Brown's dedication to achieving excellence in EMS, the YSU EMS Paramedic program instituted the William E. Brown, Jr. Academic Excellence Award, which is given to students with the highest academic average in the program.

### **Pamela Browner White-**

Since graduating from Youngstown State University with a BA in Communication, Pamela Browner White has had a distinguished career, with over 25 years of experience in communications, community relations, public affairs, and strategic development. Currently, she is Senior Vice President of Communications with the American Board of Internal Medicine. Previously, she was Senior Vice President of Corporate Communications and Strategic Development at Esperanza, Inc., the largest Hispanic faith-based nonprofit organization in the United States. She has also served as Vice President of Public Affairs for Cancer Treatment Centers of America—where she worked with various audiences, including physicians, patients, and industry and media leaders on important health care issues—and has held senior leadership roles with high-profile organizations such as Citizens Bank of Pennsylvania and the Philadelphia Eagles. In addition to her exceptional work across diverse industries and corporations in the field of communications, Pamela has a long history of community service. She is Chair Emeritus of the Board of Directors for the Marian Anderson Award and former Chair of the Philadelphia Youth Council and Philadelphia Workforce Investment Board. She has served on Widener University's Board of Trustees, on the Board of Directors for the Greater Philadelphia Urban Affairs Coalition, and is a member of the National Association of Minority Media Executives. She collaborated with the Governor of Pennsylvania to create a one-of-a-kind venture that provided \$100 million in low-interest loan incentives for businesses expanding or relocating to the state. Pamela's career accomplishments have earned her a number of prestigious awards.

including: Pennsylvania Top 50 Women in Business, Girls Scouts of America 2011 Take the Lead Award, NAACP President's Award Beverly Hills, Philadelphia Business Journal Woman of Distinction, Thurgood Marshall 2009 Award of Excellence, The Salvation Army 2009 Eliza Shirley Women in Leadership Award, and the Girls Inc. of Greater Philadelphia Strong, Smart and Bold Award.

Pamela Browner White is a highly accomplished, award-winning senior executive with almost three decades of progressive leadership in corporate public affairs and communications. In addition to her extensive corporate background, she has served her communities in arts and culture, economic and workforce development, and public/private partnerships results. Pamela is a dynamic and distinguished YSU alumna and in April will return to Youngstown to share her expertise with our faculty and students in the Department of Communication. Thank you very much for your strong consideration of her nomination to serve as our Commencement Speaker.

### **Laurie Brlas-**

Laurie Brlas is a Florida native and a YSU alumni, who has received a degree in Accounting in 1993. Worked as the Executive VP and CFO with Newmont Mining Corp. In her employment with Cliffs Natural Resources as Executive VP and CFO she oversaw all of global finance, and at various times oversaw human resources, information technology, business development and corporate strategy.

### **Sophia Brooks-**

An 80 year old native of Youngstown, attended the Dana School of Music and the Cleveland Institute of Music. Was the first African American Soloist at the First Christian, First Presbyterian and the Saint John's Episcopal churches. She traveled across the nation as a vocalist as well as appeared with the Youngstown Symphony Orchestra. For over a decade, she was the first local female African American to host a television show, called "Expressions" with WKBN.

### **Barbara Brothers-**

Barbara (Hoover) Brothers earned a bachelor's degree in English from Youngstown University in 1958, a master's degree from Western Reserve University in 1962 and a PhD in English from Kent State University in 1973. She taught English at Austintown Fitch High School and was an adjunct faculty member at Youngstown University from 1960-1967, serving as director of Humanities and teacher for Upward Bound in 1966 and 1967, at which time she joined the YSU faculty as an English instructor. She rose through the ranks and was promoted to full professor in 1983. From 1974 to 1992, she chaired the Department of English and played a significant role in shaping many academic and outreach programs that still exist today, including Professional Writing and Editing (now Professional and Technical Writing), Peace and Conflict Studies.



Women's Studies and American Studies. In 1993, after serving as acting graduate dean, she was appointed dean of the College of Arts and Sciences. Encouraging excellence in others. Brothers set a high standard for herself as well, publishing numerous scholarly articles and a monograph, co-editing five scholarly books and two national journals, serving as the writer or co-writer of more than \$3.5 million in grants, delivering numerous presentations at state, national and international scholarly conferences and reviewing manuscripts for scholarly journal and presses.

She was named a Distinguished Member of the Honor Society of Phi Kappa Phi, received College English Association Professional Achievement Awards in 1999 and 2001 and a Distinguished Service Award in 1994. Kent State English Department Distinguished Alumnus Award in 1994 and YSU Arts and Sciences Distinguished Alumnus in 1991. She received the Watson Distinguished Professor Award in 1974, the YSU Distinguished Professor award three times and the Watson Distinguished Department Chair Award four times. At the state and national levels, Brothers provided leadership to the College English Association of Ohio, the Ohio Humanities Council, the national College English Association, the Association of Departments of English, the Modern Language Association, the State Library Board, and the National Endowment for the Humanities. On campus, among her many service roles were the Senate Executive Committee, Chair of Graduate Council, Chair of Academic Standards and Events and hiring committees for University President and two deans. She has also served and continues to serve the community through participation and leadership in numerous organizations, including the League of Women Voters of Greater Youngstown, YWCA Capital Campaign, Youngstown Symphony, Park Vista Board, Youngstown Chapter of AAUW and the Citizen's League of Youngstown. She helped to endow the YSU Poetry Center through the Drs. Barbara Brothers and Gratia Murphy Fund. She is a Gould Society Member, the local YSU liberal arts honor society, to which she was elected in 1958, the year of its founding. She is the mother of two children, Mark and Jill Brothers, and two step-children, Emily Ludwig and Marla Haims Cohen. She is married to Lawrence Haims (deceased January 2016), and they have nine grandchildren. Brothers retired in 2001 and was bestowed the title Administrator Emeritus.

### **Paul Brubaker-**

Paul Brubaker is a graduate of Youngstown State University in Political Science and Government. He has an MPA degree in Public Administration from Kent State University.

He has extensive leadership experience in the private sector and government. He was nominated by President George W. Bush to serve as Administrator of the U.S. Department of Transportation's (DOT) Research and Innovative Technology Administration (RITA). Mr. Brubaker previously served as CEO of Procentrix; a firm that helps organizations plan, manage and achieve measurable performance improvement through the effective use of process and technology. Prior to this role, Mr. Brubaker served as Executive Vice President and Chief Marketing Officer of *SI International*, one of the nation's fastest growing government contractors. Mr. Brubaker previously served as Deputy Assistant Secretary and Deputy Chief Information Officer at the U.S. Department of Defense (DoD) where he was the Department's second highest-ranking technology official and supervised DoD's \$50 billion annual Information Technology expenditure. Before serving at DoD, Mr. Brubaker held various executive positions

within the public and private sectors, including Vice President of Strategic Programs for Litton PRC, Vice President of Business Development for Federal Data Corporation, and in senior positions within the U.S. Senate and General Accounting Office. He has also won numerous awards including the Association for Information Resource Management's (AFFIRM) Government Executive Leadership Award in 2000. He was named to Federal Computer Week's Federal 100 in 1996 and 2002, and was appointed to the board of the Virginia Innovative Technology Authority in 1998 where he served as chairman from 2001 to 2003. He recently ended terms as chairman of the technical committee of the Armed Force Communications and Electronics Association (AFCEA) and president of its D.C. Chapter. Currently serves on the advisory board at Xceedium and the board of the Churchill Centre. He lives with his family in Oakton, Virginia.

### **Marla Mitchell-Cichon-**

Received a HHS degree in Criminal Justice in 1981 from YSU. Worked as a professor/director at Thomas M. Cooley Law School. Director of the Cooley Innocence Project which works to secure the release of factually innocent Michigan prisoners through the use of post-conviction DNA testing. She also works closely with the Access to Justice Clinic to assist individuals with the collateral consequences related to their involvement with the criminal justice system and family courts. She has received the Justice for All Award from the Criminal Defense Attorneys of Michigan in 2014.

### **James Cossler-**

Jim Cossler officially is the Chief Executive Officer of the Youngstown Business Incubator, but is better known throughout the country as the organization's Chief Evangelist.

From his position as Senior Vice President for Corporate Services of the Regional Chamber of Commerce, Jim joined YBI in 1997 as its C.E.O. when it was positioned as a traditional, "mixed use" incubator and became the primary architect of its transformation into the nationally known incubator, accelerator and managed technology cluster that YBI is today. His primary role is to serve as a mentor and entrepreneurial expert to YBI's portfolio of companies as well as to build and manage the internal and external relations and networks necessary for their growth and success.

Jim serves on Business and Computer Science Advisory Boards at Kent State University, the University of Akron, Hiram University and Youngstown State University of which he is an alumnus with a major in Philosophic Literature. With a major like that, the whole Chief Evangelist thing starts to make sense.

### **Gary Daichendt-**

Graduated from Mathematics in 1983 from YSU. Retired Senior VP Cisco Systems. Current Polycom Board of Directors. He served as Executive Vice President Worldwide Operations at

Cisco, where he was responsible for global sales, support, distribution, manufacturing and strategic alliances. He spent eight years at Wang Laboratories, serving as its Vice President of Central Operations and Vice President of Marketing. He was also President and Chief Operating Officer at Nortel Networks and spent 10 years in various sales, marketing and management positions at IBM. 64 years-old, lives in Laguna Beach, CA.

### **Harold Danko-**

Harold Danko is well recognized from long-term associations with impressive jazz legends including Chet Baker, Gerry Mulligan, Thad Jones/Mel Lewis, Lee Konitz and Woody Herman, in performances at major jazz venues throughout the world as well as on recordings, television and video. During the last two decades he has become increasingly known as a band leader, composer, and solo pianist, and is well documented in those capacities on more than thirty CDs on the SteepleChase and SunnySide labels.

As a leader he has been featured at the Rochester International Jazz Festival, Lincoln Center's "Meet the Artist" series, Washington DC Performing Arts Society series at J.F.K. Center, and numerous jazz festivals both in the USA and abroad. Throughout the 1990's he performed with and composed for his quartet with Rich Perry (tenor saxophone), Scott Colley (bass) and Jeff Hirshfield (drums), and in 1995 received an NEA Fellowship to perform his own works in a series of concerts in New York City. More recently he has led a trio with Hirshfield and Michael Formanek or Jay Anderson (bass) in addition to adapting many of his compositions for solo piano performance. He recently returned from a professional leave of absence in the fall of 2011, during which he taught and performed in Taiwan, Italy, and Switzerland, in addition to work on two new recording projects. His latest trio CD, released in 2012, is "Unriched" on SteepleChase.

Professor Danko has been on the faculty of the Eastman School of Music in Rochester, NY, since 1998 and served as Jazz Studies Chair from 2002 – 2011. Prior to his appointment at Eastman he served on the faculties of the Manhattan School of Music, the New School/Mannes, Hartt College, and other institutions. Beginning his piano studies at the age of five, Harold became serious about pursuing a career in jazz at the age of fifteen when he commenced studies with Gene Rush in Youngstown, Ohio. After graduation from Youngstown State University and a stint in the U.S. Army band, Harold landed the piano chair in Woody Herman's Thundering Herd, which launched his career as a much sought after jazz musician. He also developed a reputation as a respected jazz educator in New York City and throughout the world.

Currently at Eastman he teaches jazz piano, directs the Jazz Performance Workshops, and heads the Eastman Jazz Trio, and Quartet. The group released their first CD in 2003 and continues to perform in the region. In addition to his own educational video, *Jazz Keyboard Techniques*, available only in Brazil, he can be seen and heard on video performances with Gerry Mulligan, Chet Baker, and Lee Konitz. Harold's featured column, "Solo Piano", appeared in *Keyboard Magazine* for more than five years, and his keyboard improvisation method, the *Illustrated Keyboard Series*, is a widely used reference work. In 2007 he received a Bridging Fellowship to do research in University of Rochester Linguistics Department on the relationship of speech and

music, and continues to advise students who are pursuing this line of research. Harold has won ASCAP awards yearly since the early 80's for the value of his catalog of original compositions.

### **Larry Davis-**

Originally from Salem, Ohio, Sculptor Larry Davis began his academic career in 1970 as a biology major at Youngstown State University. During that same time, he also played drums in a rock band, The Sound Barrier, which achieved regional success. A series of life altering experiences led Larry to "pick up a paint brush" and eventually switch majors from Biology to Fine Arts. In 1976, he graduated from YSU with a BFA in Sculpture and a K-12 Teaching Certificate.

After graduation, Larry received a commission to create a "functional art" sculptural bed and continued to play with The Sound Barrier until 1979, when he began graduate studies at California State University in Long Beach (CSULB). In 1983, he earned an MFA in Sculpture with a minor in photography and upon graduation, continued at CSULB as a part-time instructor for several years.

In 1980, while still a graduate student, Larry began his decades-long career with the Walt Disney Company. His numerous positions with Disney included Production Artisan and Show Design, Entertainment and Art Department; Operations Manager of Store Development, Anaheim Disneyland Resort; Senior Manager of Fixture and Theme Development, Global Store Design and Construction, Worldwide Disney Store Imagination Park prototype; Senior Creative Producer, Walt Disney Imagineering Creative, Anaheim, CA; and Senior Creative Producer, Walt Disney Imagineering Creative, Shanghai Disneyland Main Entrance. In 2016, Larry retired from Walt Disney Imagineering as Executive Producer and Creative Director, Shanghai Disneyland Main Entrance.

From 1986-1991, Larry stepped away from Disney to pursue his own design firm, Larry A. Designs in Los Angeles. During that time, he had significant success, working in the entertainment industry as an Assistant Art Director for TV specials and commercials, fabricating models for architectural firms, and designing and building unique sculptural furniture pieces. He was represented by two LA art galleries, Piezo Electric and The Brendan Walter Gallery, and was included in group shows in several other LA-based galleries as well as the Holly Solomon Gallery in New York City.

Upon returning to Disney, Larry was able to continue creating and exhibiting his own works for a number of years. Selected examples include a commission from the architectural firm Linane/Drews Architects for a 17-foot tall outdoor sculpture in Burbank and shows at Cache Contemporary Gallery, Los Angeles, Stroke and Structure Gallery in Pasadena, and the MorYork Gallery in Highland Park. However, when he agreed to assume leadership of the Walt Disney Imagineering Creative Shanghai Disneyland project in 2010, creation of his own works was delayed indefinitely. The park opened on June 16, 2016, and on October 1, 2016, Larry officially retired from Walt Disney Imagineering.

Larry currently lives in Los Angeles with his wife, Maureen, and maintains a studio in their home, where he continues to work on new sculptural ideas. He frequently returns to Salem and the Youngstown area to visit his mother and sister and in April will return to the YSU campus for a week of lectures, seminars, and meetings with faculty and students in the College of Creative Arts and Communication.

Larry's exceptional career has spanned more than three decades of both professional and personal creative work at the highest levels internationally. During that time, his art form has been transformed by technology, and his designs for the Shanghai project were far removed from the initial 50 bronze Mickey Mouse statues that he casted for the Walt Disney Company in 1980. Larry Davis is a visionary entrepreneur whose life and career continue to exhibit all of the stated criteria for Commencement Speaker candidates.

### **Denise DeBartolo-York-**

Marie Denise DeBartolo York (born 1951 in Youngstown, Ohio) is the owner of the San Francisco 49ers. She is the daughter of late construction magnate Edward J. DeBartolo Sr. and Marie Patricia Montani DeBartolo.

DeBartolo grew up in a family famous for real estate development. She attended Saint Mary's College of Indiana. After graduation, she joined the family business, The DeBartolo Corporation, and became its executive vice president. In 1994, following her father's death, she became company chairman. Since acquiring the firm, she has diversified its assets, buying several retail and restaurant chains. In 1981, The DeBartolo Corporation purchased the National Hockey League's Pittsburgh Penguins. DeBartolo-York was president of the Penguins from 1988–1991, including their 1990–1991 championship season, and only the second woman to serve as President of a Stanley Cup winning team. In 1991, the year following the championship, The DeBartolo Corporation sold the Penguins. In 2000, DeBartolo York and her husband John York gained control of the 49ers and other sporting assets from her brother, Edward J. DeBartolo Jr. She currently resides in the Youngstown suburb of Canfield, Ohio.

Denise and John York have been major supporters with their resources and time to Youngstown State University and the athletic department. The Yorks helped in the development of Stambaugh Stadium's DeBartolo Stadium Club and in February 2002 made a contribution of \$500,000 to YSU's women's athletic programs. Their other recent contribution to the university was a \$1.5 million donation for the Wellness and Recreation Center. Also, the Edward J. DeBartolo Memorial Scholarship Foundation has provided thousands of dollars to area high school students to continue their higher education at YSU.

With more than 25 years of experience in the field of sports management and real estate development and operations, Denise DeBartolo York has received accolades as one of the most successful business women in the United States.

### **John Guffey-**

Received a degree in Industrial Engineering in 1962 from YSU. Retired CEO of Coltec Industries. Was the Chairman of the Board and Chief Executive Officer of Coltec Industries Inc. since January 1998. Mr. Guffey served as the Chief Operating Officer of Coltec Industries from 1993 to January 1995. He worked at Coltec Industries for 12 years in a series of successively more responsible management positions. He served as the Chief Executive Officer of Gleason Corp. since January 2005. Mr. Guffey served as the Chairman of the Board, Chief Executive Officer and President of Coltec Industries Inc. from February 1995 to December 1997. He serves as Vice Chairman of Gleason Corp. and has been its Director since 1995. He serves as a Director of Coltec Industries Inc. He served as a Director of Giddings & Lewis, Inc. since 1995. He served as a Director of Keystone International Inc. 78 years old, lives in SC.

### **Joe Hamrock-**

Joe Hamrock, president and CEO of NiSource Inc. assumed this role upon the separation of Columbia Pipeline Group from NiSource on July 1, 2015, and was also elected to the NiSource Board of Directors.

Hamrock previously served as executive vice president and Group CEO for NiSource's Gas Distribution segment, which included local gas distribution companies in Kentucky, Maryland, Massachusetts, Ohio, Pennsylvania and Virginia.

In that role, he had comprehensive responsibility for all financial, operational, regulatory and commercial performance at NiSource's gas distribution operations. In coordination with leadership teams across each of these areas, he focused on driving the company's long-term growth plan, premised on executing a steady stream of infrastructure improvements and growth investments, synchronized with complementary regulatory and customer program initiatives.

Hamrock joined NiSource in May 2012 after serving in a variety of senior executive positions with American Electric Power (AEP), including president and chief operating officer of AEP Ohio, and roles in engineering, transmission and distribution operations, customer service, marketing and information technology.

He began his energy industry career as an electrical engineer in transmission and distribution planning at AEP in Steubenville, Ohio. He went on to work in commercial and industrial customer services, and held leadership roles in commercial marketing and customer services, strategic development and other executive roles. Prior to becoming president of AEP Ohio, Hamrock was senior vice president and chief information officer in AEP's Shared Services organization from 2003-2007, and from 2002 to 2003 was senior vice president - General Services.

Hamrock received a bachelor's degree in electrical engineering from Youngstown State University and a master's degree in business administration from the Massachusetts Institute of Technology, where he was a Sloan fellow.

### **Ron Jaworski-**

Ron Jaworski is a YSU alum and former pro football player. Born in Lackawanna, NY, Ron was a three-sport standout in high school. After an outstanding career at YSU, he was drafted by the Los Angeles Rams in the second round of the 1973 draft. He spent 4 years with the Rams before being traded to the Philadelphia Eagles. Ron led the Eagles for 10 years including a trip to the 1980 Super Bowl. Ron retired in 1990 with a career total of 28,190 passing yards and 179 touchdowns.

His leadership continues in his various business ventures. He owns 4 golf courses and a professional sports team. In addition, his Jaws Youth Playbook works with United Way to delivered more than \$3 million in 10 years to more than 100 non-profit organizations providing varied services to children ranging from the ages of 7-18.

Aside from his business ventures, Jaworski is also a regular on ESPN, NFL Films and Eagles Television Network (Philadelphia) and has become one of the most distinguished NFL analysts on television. He frequently mentions his experiences at YSU and has returned to campus where he shares his enthusiasm.

### **Don Lewis-**

Don Lewis is president of SCA's Americas Business Unit, responsible for this global company's businesses in North and Latin America, which generate more than two billion dollars annually in sales.

Lewis joined SCA in 2001 as Senior Vice President of Sales and Marketing for the company's away from home tissue business and was named president of that division in 2008. Under his leadership, SCA introduced the global Tork® away from home tissue brand to North America and today SCA holds a top three position for this category in the North American region.

In 2012 he became president of SCA's Americas businesses. In this role he leads SCA's Americas businesses in the categories of feminine care, baby care, incontinence care, consumer tissue and away from home tissue, which include a number of market-leading brands. He oversees the operations of 23 manufacturing facilities that employ more than 8,000 in locations spanning Canada to Chile. Lewis is a member of SCA's global senior management team.

Earlier in his career, Lewis held general business, finance, sales and marketing and worked in companies such as Fort Howard Paper Company in Green Bay, WI, and Encore Paper in New York. He is a graduate of Youngstown State University and lives with his family in Youngstown, Ohio.

### **Shirley M. Martin-**

Received a degree from YSU in Home Economics in 1973. Vice President of Grants US Soldiers Foundation. Served 12 years in the active Army as an enlisted soldier and an officer and 24 years

in the Army Reserve. She was deployed to Germany to support contingency ops in Bosnia and mobilized for 14 months for Operation Iraqi Freedom. She is currently the Louisiana Dept President of the Reserve Officer Association to advise legislative officials on military issues. 65 years old, lives in New Orleans, LA.

**Brian Wolf-**

Brian Wolf is the Executive Director at the Marion G. Resch Foundation. The Foundation has given over \$2 million to YSU and focuses on students who live in the tri-county area. Mr. Wolf has been the Executive Director since 2001 and meets with the scholarship recipients on a semi-annual basis in order to help keep them on track within the scholarship requirements.

Brain Wolf is a graduate of Liberty High School. He earned his Bachelor of Arts Degree in English Education from the College of William and Mary and his Master's Degree from Youngstown State in 1972. He is a member of the Kappa Sigma Fraternity. He served as the principal of Poland High School from 1986-2003.



**3356-10-05 Honorary degrees and commencement speakers.**

Previous Policy Number: 1005.01  
Responsible Division/Office: Academic Affairs  
Responsible Officer: Provost and VP for Academic Affairs  
Revision History: October 1997; July 2009; June 2011;  
June 2013; December 2015  
Board Committee: Academic Quality and Student Success  
**Effective Date: December 16, 2015**  
Next Review: 2020

---

- (A) Policy statement. The board of trustees shall review and authorize the list from which commencement speakers and honorary degree candidates will be recommended by the academic events committee to the president. The board of trustees shall grant honorary degrees in recognition of a significant impact on the university, on the community, state or nation, or on society. Such degrees will be conferred at commencements, special convocations, and other events.
- (B) Procedures for selecting and approving candidates.
- (1) Criteria for nomination of commencement speakers and honorary degree candidates are determined by the provost/vice president for academic affairs, subject to board of trustees' approval.
  - (2) Faculty, staff, board of trustees members and/or anyone associated with the university may submit nominations for commencement speakers and/or honorary degree candidates to the academic events committee of the academic senate or directly to the provost/vice president for academic affairs.
  - (3) Per the academic senate bylaws, the academic events committee of the academic senate "shall be responsible for making recommendations concerning policy governing academic events such as graduation ceremonies, honors convocations, inaugural ceremonies, and recommend candidates for honorary degrees and commencement speakers to the university's president."

- (4) The academic events committee will review the credentials of all the candidates recommended and will submit a list of no less than fifteen and no more than twenty candidates for approval by the board of trustees during its regular June meeting. The list may be amended and reapproved by the board at any time throughout the year.
- (C) Selection of the commencement speaker.
- (1) The provost, in consultation with the president, shall select a commencement speaker from the board-approved list.
  - (2) The president will inform the board of the selection of the commencement speaker no later than the board meeting preceding the commencement ceremony.
- (D) Selection of the honorary degree recipient.
- (1) Only the board of trustees is authorized to approve the awarding of an honorary degree.
  - (2) The provost, in consultation with the president, shall recommend candidates for an honorary degree from the approved list for recognition at an appropriate event.
  - (3) The board shall approve the awarding of the degree no later than the board meeting preceding the event at which the honorary degree is to be conferred.



**RESOLUTION TO APPROVE  
DUPLICATE PROGRAM REPORTING  
FOR YOUNGSTOWN STATE UNIVERSITY**

**WHEREAS**, Youngstown State University is a state-funded university within the state of Ohio; and

**WHEREAS**, Section 3345.35. of the Ohio Revised Code requires that the boards of trustees of each state institution of higher education evaluate all courses and programs based on enrollment and student performance; and

**WHEREAS**, the Governor's Task Force on Affordability and Efficiency noted that the legislation required reporting for low enrollment courses did not address report requirements for duplicative programs; and

**WHEREAS**, the Ohio Department of Higher Education (ODHE) identified duplicative programs within each region of the state with particular attention to co-located campuses; and

**WHEREAS**, Youngstown State University conducted a review of duplicate programs and completed its initial report; and

**WHEREAS**, the ODHE requires a progress report on duplicate programs be delivered to the ODHE from the chief academic officer by September 30, 2017, indicating elimination and collaboration with named partner institutions for course and program sharing; and

**WHEREAS**, each board of trustees shall submit a final report on duplicate programs indicating decisions made for each targeted program and a timeline for action by December 31, 2017;

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve Youngstown State University's Report on Duplicate Programs to be submitted to the Chancellor of the Ohio Department of Higher Education and will report a final action report after its December 2017 meeting.

**Board of Trustees Meeting  
June 14, 2017  
YR 2017-**

## **Duplicate Program Reporting**

### **Background**

Section 3345.35. of the Ohio Revised Code requires that the boards of trustees of each state institution of higher education evaluate all courses and programs based on enrollment and student performance. It is also required that, for courses with low enrollment, boards evaluate the benefits of delivering the course through regional collaboration.

Most recently, the Governor's Task Force on Affordability and Efficiency noted that the legislation required reporting for low enrollment courses but did not address reporting requirements for duplicative programs. Consequently, the task force recommended that: "Institutions should consider consolidating programs that are duplicated at other colleges and universities in their geographic area."

### **ODHE Data Regarding Duplicate Programs**

The task force recommendations charged the Ohio Department of Higher Education (ODHE) with identifying duplicative programs within each region of the state, with particular attention to co-located campuses. The ODHE generated a list of duplicative programs offered at each public college and university in the state. Each public college and university was then assigned to one of six regions across the state. Data on the number of program graduates was provided for the period of Summer 2012-Spring 2015. The average cost per graduate of the program was calculated using Higher Education Information (HEI) system cost data.

The task force recognized that duplication of many programs is to be expected. For instance, essentially all colleges will have programs in majors that are needed by students throughout the state (e.g., English, psychology, engineering, business, mathematics, history, and nursing). Therefore, cases of duplication had to be considered on a case-by-case basis to determine whether action was appropriate or not.

### **Determining Recommended Actions for Duplicate Programs**

The following factors could be used during the consideration of recommended actions for duplicate programs: quality, centrality to the institution's mission, cost-effectiveness of the course or program, demand for the program, potential for collaboration with other institutions, potential for elimination.

In December 2016, working in conjunction with the YSU Academic Senate's Academic Programs Committee, the Office of the Provost requested the following information from the deans of each academic college:

- A list of the duplicate programs in the dean's college not targeted for action and a rationale for the decision.
- A list of the duplicate programs targeted for action and the action being considered.

Programs producing 12 or more graduates during the data period were considered to have sufficient enrollment and did not require targeted action.

Major	Program	Deg	Code	Dept	College	CIP Desc	CIP Code	Bacc Degree Count	
Integrated Business Ed	BUS ED-BSE	BSE	0713	TCED	EDUC	Business Teacher Education	131303	1	Targeted for action--Closed
Family and Consumer Scienced Ed	FAM ED-BSE	BSE	0714	TCED	EDUC	Family and Consumer Sciences/Home Economics Teacher Education	131308	4	Not Targeted--Associated courses support viable majors
French Education	FRNCH ED-BSE	BSE	075C	TCED	EDUC	French Language Teacher Education	131325	1	Targeted for Deletion
French	FRENCH-BA	BA	0661	FRNC	LASS	French Language and Literature	160901	3	Targeted for Deletion
Art History	ART HIST-BA	BA	0012	ART	CCAC	Art History, Criticism and Conservation	500703	6	Targeted for Deletion
ICP ??						International Business/Trade/Commerce	521101	8	Action Considered: New Degree Program
MIS - now Supply Chain	MIS-BSB	BSB	0348	MGT	BUS	Management Information Systems, General	521201	12	Action Taken--Program Restructured
Environmental Studies	ENVIRONST-BS	BS	0853	ENST	STEM	Environmental Science	030104	32	Not Targeted--Sufficient Enrollment
Journalism	JOUR-BA	BA	0184	JOUR	CCAC	Journalism	090401	31	Not Targeted--Sufficient Enrollment
Pre Telecommunication	PRE TCOMM-BA	BA	0193	TCOM	CCAC	Radio and Television	090701	55	Not Targeted--Sufficient Enrollment
Telecomm St Media Arts Track	TELECM MA-BA	BA	019U	TCOM	CCAC	Radio and Television	090701	55	Not Targeted--Sufficient Enrollment
Telecomm St Sprts Broadcast Tr	TELECM SB-BA	BA	019T	TCOM	CCAC	Radio and Television	090701	55	Not Targeted--Sufficient Enrollment
Telecommunication Studies	TELECOMM-BA	BA	0192	TCOM	CCAC	Radio and Television	090701	55	Not Targeted--Sufficient Enrollment
Adv and Public Relations	ADV PR-BSB	BSB	0310	ADV	BUS	Advertising	090903	31	Not Targeted--Sufficient Enrollment
Pre Advertising and PR	ADV PRE-BSB	BSB	0307	ADV	BUS	Advertising	090903	31	Not Targeted--Sufficient Enrollment
Computer Information Systems B	CIS-BSA	BSA	083B	CSCI	STEM	Computer Programming/Programmer, General	110201	57	Not Targeted--Sufficient Enrollment
Pre Computer Information Sys B	PRE CIS-BSA	BSA	080B	CSCI	STEM	Computer Programming/Programmer, General	110201	57	Not Targeted--Sufficient Enrollment
Computer Science	COMP SCI-BS	BS	0836	CSCI	STEM	Computer Science	110701	29	Not Targeted--Sufficient Enrollment
Pre Computer Science	PRE COMPS-BS	BS	083C	CSCI	STEM	Computer Science	110701	29	Not Targeted--Sufficient Enrollment
Spec Ed Mild Moderate Dis	SPED MM-BSE	BSE	074E	SPED	EDUC	Special Education and Teaching, General	131001	131	Not Targeted--Sufficient Enrollment
Spec Ed Moderate Intensive Dis	SPED MI-BSE	BSE	074F	SPED	EDUC	Special Education and Teaching, General	131001	131	Not Targeted--Sufficient Enrollment
Special Educ Mild Mod Int Opt	SPED MMI-BSE	BSE	074D	SPED	EDUC	Special Education and Teaching, General	131001	131	Not Targeted--Sufficient Enrollment
Middle Child Educ Undetermined	MIDCH UN-BSE	BSE	070U	TCED	EDUC	Junior High/Intermediate/Middle School Educ and Teaching	131203	133	Not Targeted--Sufficient Enrollment
Middle Child Lang Art Math Opt	MIDCH LM-BSE	BSE	070A	TCED	EDUC	Junior High/Intermediate/Middle School Educ and Teaching	131203	133	Not Targeted--Sufficient Enrollment
Middle Child Lang Art S St Opt	MIDCHLS-BSE	BSE	070C	TCED	EDUC	Junior High/Intermediate/Middle School Educ and Teaching	131203	133	Not Targeted--Sufficient Enrollment
Middle Child Lang Art Sci Opt	MIDCH LS-BSE	BSE	070B	TCED	EDUC	Junior High/Intermediate/Middle School Educ and Teaching	131203	133	Not Targeted--Sufficient Enrollment
Middle Child Math Science Opt	MIDCH MS-BSE	BSE	070D	TCED	EDUC	Junior High/Intermediate/Middle School Educ and Teaching	131203	133	Not Targeted--Sufficient Enrollment
Middle Child Math Soc St Opt	MIDCHMSS-BSE	BSE	070E	TCED	EDUC	Junior High/Intermediate/Middle School Educ and Teaching	131203	133	Not Targeted--Sufficient Enrollment
Middle Child Science Soc St Op	MIDCHSSS-BSE	BSE	070F	TCED	EDUC	Junior High/Intermediate/Middle School Educ and Teaching	131203	133	Not Targeted--Sufficient Enrollment
Middle Childhood Education	MIDCH ED-BSE	BSE	0703	TCED	EDUC	Junior High/Intermediate/Middle School Educ and Teaching	131203	133	Not Targeted--Sufficient Enrollment
Early Childhood Education	EARLY ED-BSE	BSE	0702	TCED	EDUC	Early Childhood Education and Teaching	131210	184	Not Targeted--Sufficient Enrollment
Art Education	ART ED-BSE	BSE	075A	TCED	EDUC	Art Teacher Education	131302	23	Not Targeted--Sufficient Enrollment
Integrated Language Arts Educ	LANG ART-BSE	BSE	071C	TCED	EDUC	English/Language Arts Teacher Education	131305	52	Not Targeted--Sufficient Enrollment
Health Education	HLTH ED-BSE	BSE	075E	TCED	EDUC	Health Teacher Education	131307	16	Not Targeted--Sufficient Enrollment
Integrated Math Education	MATH ED-BSE	BSE	071E	TCED	EDUC	Mathematics Teacher Education	131311	33	Not Targeted--Sufficient Enrollment
Music Educ Instrumental Jazz	MUSED JZZ-BM	BM	0533	MUED	CCAC	Music Teacher Education	131312	60	Not Targeted--Sufficient Enrollment
Music Education	MUS EDUC-BM	BM	0510	MUED	CCAC	Music Teacher Education	131312	60	Not Targeted--Sufficient Enrollment
Music Education Instrumental	MUSED INS-BM	BM	0530	MUED	CCAC	Music Teacher Education	131312	60	Not Targeted--Sufficient Enrollment
Music Education Keyboard	MUSED KYB-BM	BM	0531	MUED	CCAC	Music Teacher Education	131312	60	Not Targeted--Sufficient Enrollment
Music Education Vocal	MUSED VOC-BM	BM	0532	MUED	CCAC	Music Teacher Education	131312	60	Not Targeted--Sufficient Enrollment

Physical Education	PHYS ED-BSE	BSE	075G	TCED	EDUC	Physical Education Teaching and Coaching	131314	8 Not Targeted--Combined major with Health Ed (Students major in one but earn licensure in both)
Integrated Sciences Education	SCI ED-BSE	BSE	071F	TCED	EDUC	Science Teacher Education, General Science Teacher Education	131316	17 Not Targeted--Sufficient Enrollment
Integrated Social Studies Educ	SOCST ED-BSE	BSE	071G	TCED	EDUC	Social Studies Teacher Education	131318	48 Not Targeted--Sufficient Enrollment
Spanish Education	SPAN ED-BSE	BSE	075I	TCED	EDUC	Spanish Language Teacher Education	131330	7 Not Targeted--High need area in region. (Most classes are shared with other majors)
Chemical Engineering	CHEM ENGR-BE	BE	0876	CHEN	STEM	Chemical Engineering	140701	56 Not Targeted--Sufficient Enrollment
Civil Engineering	CIVIL ENG-BE	BE	0811	CEEN	STEM	Civil Engineering, General	140801	88 Not Targeted--Sufficient Enrollment
Elect Engr Comp Digital Opt	ELEC C D-BE	BE	082A	ECEN	STEM	Electrical and Electronics Engineering	141001	76 Not Targeted--Sufficient Enrollment
Electrical Engineering	ELEC ENGR-BE	BE	0882	ECEN	STEM	Electrical and Electronics Engineering	141001	76 Not Targeted--Sufficient Enrollment
Electrical Engr Biomedical Opt	ELEC BIOM-BE	BE	082C	ECEN	STEM	Electrical and Electronics Engineering	141001	76 Not Targeted--Sufficient Enrollment
Mechanical Engineering	MECH ENGR-BE	BE	0877	MECH	STEM	Mechanical Engineering	141901	119 Not Targeted--Sufficient Enrollment
Industrial and Systems Engr	INDUS SYS-BE	BE	0870	ISEN	STEM	Industrial Engineering	143501	41 Not Targeted--Sufficient Enrollment
Electrical Engineering Tech B	EET-BSA	BSA	0868	ENTC	STEM	Electrical, Electronic & Communication Engineering Technology/Technician	150303	23 Not Targeted--Sufficient Enrollment
Mechanical Engineering Tech B	MET-BSA	BSA	0848	ENTC	STEM	Mechanical Engineering/Mechanical Technology/Technician	150805	30 Not Targeted--Sufficient Enrollment
Spanish	SPANISH-BA	BA	0666	SPAN	LASS	Spanish Language and Literature	160905	18 Not Targeted--Sufficient Enrollment
English	ENGLISH-BA	BA	0650	ENGL	LASS	English Language and Literature, General	230101	57 Not Targeted--Sufficient Enrollment
General Studies	GENSTDS-BGS	BGS	0603	LASS	LASS	General Studies	240102	268 Not Targeted--Sufficient Enrollment
General Studies Completion Prg	OL GENST-BGS	BGS	0D18	LASS	LASS	General Studies	240102	268 Not Targeted--Sufficient Enrollment
Biology	BIOLOGY-BA	BA	0820	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biology Pre Dentistry	BIO PDENT-BA	BA	0823	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biology Pre Medical	BIO PMED-BA	BA	0822	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biology Pre Osteopathy	BIO POST-BA	BA	0827	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biology Pre Veterinary	BIO PVET-BA	BA	0828	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biological Sciences BaccMed Tr	BIOLBMT-BS	BS	0136	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biology	BIOLOGY-BS	BS	0820	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biology Pre Dentistry	BIO PDENT-BS	BS	0823	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biology Pre Forestry	BIO PFOR-BS	BS	0821	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biology Pre Medical	BIO PMED-BS	BS	0822	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biology Pre Osteopathy	BIO POST-BS	BS	0827	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biology Pre Veterinary	BIO PVET-BS	BS	0828	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Biology PT Track	BIO PT-BS	BS	082P	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
STEM Natural Science	STEM NS-BS	BS	0S05	BIOL	STEM	Biology/Biological Sciences, General	260101	239 Not Targeted--Sufficient Enrollment
Mathematics	MATH 4+1-BS	BS	0A87	MATH	STEM	Mathematics, General	270101	31 Not Targeted--Sufficient Enrollment
Mathematics	MATH-BS	BS	0879	MATH	STEM	Mathematics, General	270101	31 Not Targeted--Sufficient Enrollment
STEM Mathematics	STEM M-BS	BS	0S03	MATH	STEM	Mathematics, General	270101	31 Not Targeted--Sufficient Enrollment
Exercise Science	EXER SCI-BSA	BSA	0945	HPES	HHS	Kinesiology and Exercise Science	310505	152 Not Targeted--Sufficient Enrollment
Exercise Science PT Track	EXERSCPT-BSA	BSA	094P	HPES	HHS	Kinesiology and Exercise Science	310505	152 Not Targeted--Sufficient Enrollment
Philosophy	PHIL-BA	BA	0641	PHIL	LASS	Philosophy	380101	24 Not Targeted--Sufficient Enrollment
Philosophy Pre Counseling Trck	PHIL PCOU-BA	BA	0644	PHIL	LASS	Philosophy	380101	24 Not Targeted--Sufficient Enrollment

Religious St Pre Counseling Trk	REL PCOUN-BA	BA	0643	REL	LASS	Religion/Religious Studies	380201	24	Not Targeted--Sufficient Enrollment
Religious Studies	RELIG-BA	BA	0642	REL	LASS	Religion/Religious Studies	380201	24	Not Targeted--Sufficient Enrollment
Chemistry	CHEM-BA	BA	0830	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Chemistry Pre Dentistry	CHEM PDEN-BA	BA	0833	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Chemistry Pre Medical	CHEM PMED-BA	BA	0832	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Chemistry Pre Optometry	CHEM POPT-BA	BA	0871	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Chemistry Pre Pharmacy	CHEM PPHA-BA	BA	0831	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Chemistry Pre Veterinary	CHEM PVET-BA	BA	0873	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Chemistry	CHEM-BS	BS	0830	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Chemistry Pre Dentistry	CHEM PDEN-BS	BS	0833	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Chemistry Pre Medical	CHEM PMED-BS	BS	0832	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Chemistry Pre Optometry	CHEM POPT-BS	BS	0871	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Chemistry Pre Pharmacy	CHEM PPHA-BS	BS	0831	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Chemistry Pre Veterinary	CHEM PVET-BS	BS	0873	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Combined Science C	COMB SCI-BS	BS	0869	CHEM	STEM	Chemistry, General	400501	124	Not Targeted--Sufficient Enrollment
Geology	GEOLOGY-BA	BA	0880	GEOL	STEM	Geology/Earth Science, General	400601	18	Not Targeted--Sufficient Enrollment
Geology	GEOLOGY-BS	BS	0880	GEOL	STEM	Geology/Earth Science, General	400601	18	Not Targeted--Sufficient Enrollment
Physics	PHYSICS-BA	BA	0814	PHYS	STEM	Physics, General	400801	9	Not Targeted--Program Central to Intro. Science Requirements
Physics	PHYSICS-BS	BS	0814	PHYS	STEM	Physics, General	400801	9	Not Targeted--Unique Program
Psychology	PSYCH-BA	BA	0672	PSYC	LASS	Psychology, General	420101	196	Not Targeted--Sufficient Enrollment
Psychology-PT Track	PSYCH PT-BA	BA	067P	PSYC	LASS	Psychology, General	420101	196	Not Targeted--Sufficient Enrollment
Criminal Justice	CRIMJ L-BSA	BSA	089L	CJUS	HHS	Criminal Justice/Safety Studies	430104	298	Not Targeted--Sufficient Enrollment
Criminal Justice	CRIMLKL-BSA	BSA	089M	CJFS	HHS	Criminal Justice/Safety Studies	430104	298	Not Targeted--Sufficient Enrollment
Criminal Justice Bachelors	CRIM JUS-BSA	BSA	0891	CJUS	HHS	Criminal Justice/Safety Studies	430104	298	Not Targeted--Sufficient Enrollment
Pre Social Work	PRE SOCW-BSW	BSW	0898	HHS	HHS	Social Work	440701	234	Not Targeted--Sufficient Enrollment
Social Work	SCWKLKL-BSW	BSW	026P	SCWK	HHS	Social Work	440701	234	Not Targeted--Sufficient Enrollment
Social Work	SOC WRK-BSW	BSW	0266	SWRK	HHS	Social Work	440701	234	Not Targeted--Sufficient Enrollment
Social Work	SOCWRK L-BSW	BSW	026L	SCWK	HHS	Social Work	440701	234	Not Targeted--Sufficient Enrollment
Anthropology	ANTHRO-BA	BA	0682	ANTH	LASS	Anthropology	450201	27	Not Targeted--Sufficient Enrollment
Economics	ECON 4+1-BA	BA	0A64	ECON	LASS	Economics, General	450601	11	Not Targeted--Sufficient Enrollment
Economics	ECONOMICS-BA	BA	0640	ECON	LASS	Economics, General	450601	11	Not Targeted--Sufficient Enrollment
Geography	GEOGRAPHY-BA	BA	0671	GEOG	LASS	Geography	450701	21	Not Targeted--Sufficient Enrollment
Geography GIS RS Track	GEOGGISRS-BA	BA	0674	GEOG	LASS	Geography	450701	21	Not Targeted--Sufficient Enrollment
Political Science	POLISCI-BA	BA	0660	POL	LASS	Political Science and Government, General	451001	79	Not Targeted--Sufficient Enrollment
Sociology	SOCIO-BA	BA	0680	SOC	LASS	Sociology	451101	43	Not Targeted--Sufficient Enrollment
Theater Studies	THEATERST-BA	BA	0194	THTR	CCAC	Drama and Dramatics/Theater Arts General	500501	24	Not Targeted--Sufficient Enrollment
Theater Studies Film Video Opt	THTR F V-BA	BA	0199	THTR	CCAC	Drama and Dramatics/Theater Arts General	500501	24	Not Targeted--Sufficient Enrollment
Theater Musical Theater Opt	THTR MUS-BFA	BFA	0198	THTR	CCAC	Drama and Dramatics/Theater Arts General	500501	24	Not Targeted--Sufficient Enrollment
Art Studio	ART STUD-BFA	BFA	0010	ART	CCAC	Fine/Studio Arts, General	500702	112	Not Targeted--Sufficient Enrollment
Art Studio 3 Dimensional St Op	ART 3D-BFA	BFA	001D	ART	CCAC	Fine/Studio Arts, General	500702	112	Not Targeted--Sufficient Enrollment
Art Studio Digital Media Optn	ART DMED-BFA	BFA	001J	ART	CCAC	Fine/Studio Arts, General	500702	112	Not Targeted--Sufficient Enrollment
Art Studio Graph Inter Dsgn Op	ART GI-BFA	BFA	001C	ART	CCAC	Fine/Studio Arts, General	500702	112	Not Targeted--Sufficient Enrollment
Art Studio Interdisc St Art Op	ART ISA-BFA	BFA	001E	ART	CCAC	Fine/Studio Arts, General	500702	112	Not Targeted--Sufficient Enrollment
Art Studio Paint Printmkg Opt	ARTPNTPM-BFA	BFA	001B	ART	CCAC	Fine/Studio Arts, General	500702	112	Not Targeted--Sufficient Enrollment

Art Studio Photography Option	ART PHOT-BFA	BFA	001P	ART	CCAC	Fine/Studio Arts, General	500702	112 Not Targeted--Sufficient Enrollment
Music History and Literature	MUS HISLT-BA	BA	0292	MSHL	CCAC	Music History, Literature, and Theory	500902	2 Not Targeted--Unique Program in JobsOhio Region
Music Perf Nonprofit Leader Op	PERF NPL-BA	BA	050Z	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Music Performance	MUS PERF-BA	BA	0500	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Music Performance Instrument	PERF INST-BA	BA	050I	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Music Performance Keyboard	PERF KYBD-BA	BA	050K	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Music Performance Voice	PERF VOIC-BA	BA	050V	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Mus Perf Emphasis Music Record	PERF EMR-BM	BM	050E	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Music Performance	MUS PERF-BM	BM	0500	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Music Performance Instrument	PERF INST-BM	BM	050I	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Music Performance Jazz	PERF JAZZ-BM	BM	050J	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Music Performance Organ	PERF ORGN-BM	BM	050O	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Music Performance Piano	PERF PIAN-BM	BM	050P	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Music Performance Voice	PERF VOIC-BM	BM	050V	MUAC	CCAC	Music Performance, General	500903	35 Not Targeted--Sufficient Enrollment
Music Theory	MUS THEOR-BA	BA	0538	MUTC	CCAC	Music Theory and Composition	500904	4 Not Targeted--Essential Program
Music Composition	MUS COMP-BM	BM	0536	MUTC	CCAC	Music Theory and Composition	500904	4 Not Targeted--Unique to Region
Pre Respiratory Care	PRE RESP-BRC	BRC	0988	HHS	HHS	Respiratory Care Therapy/Therapist	510908	51 Not Targeted--Sufficient Enrollment
Respiratory Care	RESPCARE-BRC	BRC	0941	HPRF	HHS	Respiratory Care Therapy/Therapist	510908	51 Not Targeted--Sufficient Enrollment
Respiratory Care Completion Tr	OL RESP-BRC	BRC	0D12	HPRF	HHS	Respiratory Care Therapy/Therapist	510908	51 Not Targeted--Sufficient Enrollment
Medical Laboratory Science	MLS-BSA	BSA	0145	HPRF	HHS	Clinical Lab Science/Medical Technology/Technologist	511005	12 Not Targeted--Sufficient Enrollment
Pre Medical Laboratory Sci	PRE MLS-BSA	BSA	088M	HHS	HHS	Clinical Lab Science/Medical Technology/Technologist	511005	12 Not Targeted--Sufficient Enrollment
Public Health	OL PHLTH-BSA	BSA	0D03	HPRF	HHS	Public Health General	512201	15 Not Targeted--Sufficient Enrollment
Public Health	P HLTH L-BSA	BSA	0883	HPRF	HHS	Public Health General	512201	15 Not Targeted--Sufficient Enrollment
Public Health	PUB HLTH-BSA	BSA	0885	HPRF	HHS	Public Health General	512201	15 Not Targeted--Sufficient Enrollment
Public Hlth Envir Hlth Safe Tr	OL PHEHS-BSA	BSA	0D15	HPRF	HHS	Public Health General	512201	15 Not Targeted--Sufficient Enrollment
Coordinated Program Dietetics	DIETC-BSA	BSA	092F	HMEC	HHS	Dietetics/Dietitian	513101	70 Not Targeted--Sufficient Enrollment
Didactic Program in Dietetics	DIETD-BSA	BSA	092E	HMEC	HHS	Dietetics/Dietitian	513101	70 Not Targeted--Sufficient Enrollment
Pre Dietetics	PREDIET-BSA	BSA	092P	HMEC	HHS	Dietetics/Dietitian	513101	70 Not Targeted--Sufficient Enrollment
Nursing BSN G	NURS G-BSN	BSN	0944	NURS	HHS	Registered Nursing/Registered Nurse	513801	353 Not Targeted--Sufficient Enrollment
Nursing RN to BSN	OL NURS-BSN	BSN	0D04	NURS	HHS	Registered Nursing/Registered Nurse	513801	353 Not Targeted--Sufficient Enrollment
Pre Nursing	PRE NURS-BSN	BSN	0981	HHS	HHS	Registered Nursing/Registered Nurse	513801	353 Not Targeted--Sufficient Enrollment
Allied Health	AHLTH C-BSA	BSA	089A	HPRF	HHS	Health Professions and Related Clinical Services, Other	519999	105 Not Targeted--Sufficient Enrollment
Allied Health	AHLTH L-BSA	BSA	089B	HPRF	HHS	Health Professions and Related Clinical Services, Other	519999	105 Not Targeted--Sufficient Enrollment
Allied Health	AHLTH-BSA	BSA	0890	HPRF	HHS	Health Professions and Related Clinical Services, Other	519999	105 Not Targeted--Sufficient Enrollment
Allied Health	AHLTKLD-BSA	BSA	089E	HPRF	HHS	Health Professions and Related Clinical Services, Other	519999	105 Not Targeted--Sufficient Enrollment
Allied Health	OL AHLTH-BSA	BSA	0D08	HPRF	HHS	Health Professions and Related Clinical Services, Other	519999	105 Not Targeted--Sufficient Enrollment
Allied Health NC	AHLTH N-BSA	BSA	089D	HPRF	HHS	Health Professions and Related Clinical Services, Other	519999	105 Not Targeted--Sufficient Enrollment
Undetermined HHS AHB	UND AHB-BSA	BSA	0989	HHS	HHS	Health Professions and Related Clinical Services, Other	519999	105 Not Targeted--Sufficient Enrollment
Business Administration	BUS ADM-BSB	BSB	0331	MGT	BUS	Business Administration and Management, General	520201	164 Not Targeted--Sufficient Enrollment
Pre Business Management	MGT PRE-BSB	BSB	0382	MGT	BUS	Business Administration and Management, General	520201	164 Not Targeted--Sufficient Enrollment
EAOP Special Business	EAOP BUS-N	N	0006	BUS	BUS	Business Administration and Management, General	520201	164 Not Targeted--Sufficient Enrollment
Accounting	ACCOUNT-BSB	BSB	0300	ACCT	BUS	Accounting	520301	247 Not Targeted--Sufficient Enrollment
Pre Business Accounting	ACCT PRE-BSB	BSB	0381	ACCT	BUS	Accounting	520301	247 Not Targeted--Sufficient Enrollment
Business Economics	BUS ECON-BSB	BSB	0042	BUS	BUS	Business/Managerial Economics	520601	10 Not Targeted--Offers Alternative to BA Degree
Pre Business Economics	PREBUSEC-BSB	BSB	0043	BUS	BUS	Business/Managerial Economics	520601	10 Not Targeted--Offers Alternative to BA Degree



Finance	FINANCE-BSB	BSB	0303	FIN	BUS	Finance, General	520801	71 Not Targeted--Sufficient Enrollment
Finance CFP Track	FIN CFP-BSB	BSB	0319	FIN	BUS	Finance, General	520801	71 Not Targeted--Sufficient Enrollment
Finance Financial Mgt Track	FIN FM-BSB	BSB	0320	FIN	BUS	Finance, General	520801	71 Not Targeted--Sufficient Enrollment
Pre Business Finance	FIN PRE-BSB	BSB	0384	FIN	BUS	Finance, General	520801	71 Not Targeted--Sufficient Enrollment
Hospitality Management	HOSP MGT-BSA	BSA	0270	HMEC	HHS	Hospitality Administration/Management, General	520901	60 Not Targeted--Sufficient Enrollment
Human Resource Management	HR MGT-BSB	BSB	0344	MGT	BUS	Human Resources Management/Personnel Administration, General	521001	37 Not Targeted--Sufficient Enrollment
Pre Business Human Res Mgt	HR PRE-BSB	BSB	0349	MGT	BUS	Human Resources Management/Personnel Administration, General	521001	37 Not Targeted--Sufficient Enrollment
Marketing Management	MKTG MGT-BSB	BSB	0330	MKTG	BUS	Marketing/Marketing Management, General	521401	132 Not Targeted--Sufficient Enrollment
Marketing Sales Sales Mgmt Trk	MKTG SM-BSB	BSB	033D	MKTG	BUS	Marketing/Marketing Management, General	521401	132 Not Targeted--Sufficient Enrollment
Pre Business Marketing	MKTG PRE-BSB	BSB	0383	MKTG	BUS	Marketing/Marketing Management, General	521401	132 Not Targeted--Sufficient Enrollment
Merch Fashion and Interiors	MERCH FI-BSA	BSA	0896	HMEC	HHS	Fashion Merchandising	521902	52 Not Targeted--Sufficient Enrollment
History	HISTORY-BA	BA	0600	HIST	LASS	History, General	540101	42 Not Targeted--Sufficient Enrollment

Major	Program	Deg	Code	Dept	College	CIP Desc	CIP Code	Assoc Degree Count
Bus Adm Marketing Assoc Arts	MARKET-AA	AA	0317	MKTG	BUS	Marketing/Marketing Mgmt, General	521401	1: Targeted--Bus Admin AA now offered
Electrical Engineering Tech A	EET-AAS	AAS	0825	ENTC	STEM	Electrical, Electronic and Communications Engineering Technology/Technician	150303	44 Not Targeted--Sufficient Enrollment
Elec Util Tch Pwr Plnt Op EGCC	PPT EGCC-ATS	ATS	084E	ENTC	STEM	Electrical and Electronic Engineering Technologies/Technicians, Other	150399	132 Not Targeted--Sufficient Enrollment
Elec Util Tch Pwr Plnt Opt BC3	PPT BC3-ATS	ATS	0843	ENTC	STEM	Electrical and Electronic Engineering Technologies/Technicians, Other	150399	132 Not Targeted--Sufficient Enrollment
Elec Util Tch Pwr Plnt Opt BTC	PPT BTC-ATS	ATS	0841	ENTC	STEM	Electrical and Electronic Engineering Technologies/Technicians, Other	150399	132 Not Targeted--Sufficient Enrollment
Elec Util Tech Power Plant Op	EUT PWR-ATS	ATS	0875	ENTC	STEM	Electrical and Electronic Engineering Technologies/Technicians, Other	150399	132 Not Targeted--Sufficient Enrollment
Electric Utility Technology	EUT-ATS	ATS	0872	ENTC	STEM	Electrical and Electronic Engineering Technologies/Technicians, Other	150399	132 Not Targeted--Sufficient Enrollment
Pre Electric Utility Tech	PRE EUT-ATS	ATS	0834	ENTC	STEM	Electrical and Electronic Engineering Technologies/Technicians, Other	150399	132 Not Targeted--Sufficient Enrollment
Mechanical Engineering Tech A	MET-AAS	AAS	0845	ENTC	STEM	Mechanical Engineering/Mechanical Technology/Technician	150805	125 Not Targeted--Sufficient Enrollment
Drafting and Design Technology	DRFTDSG-AAS	AAS	0865	ENTC	STEM	Drafting and Design Technology/Technician, General	151301	6 Targeted for Deletion
Associate of Arts	ASSOC AS-AA	AA	0602	LASS	LASS	Liberal Arts and Sciences/Liberal Studies	240101	166 Not Targeted--Sufficient Enrollment
Individual Curriculum Prog	ICP HHS-AA	AA	0997	HHS	HHS	Liberal Arts and Sciences/Liberal Studies	240101	166 Not Targeted--Sufficient Enrollment
Individual Curriculum Prog	ICP HHS-AAS	AAS	0997	HHS	HHS	Liberal Arts and Sciences/Liberal Studies	240101	166 Not Targeted--Sufficient Enrollment
Criminal Justice Associate	CRIM JUS-AAS	AAS	0859	CJUS	HHS	Criminal Justice/Safety Studies	430104	131 Not Targeted--Sufficient Enrollment
Medical Assisting Technology	MED ASST-AAS	AAS	0911	HPRF	HHS	Medical/Clinical Assistant	510801	121 Not Targeted--Sufficient Enrollment
Emergency Medical Services	EMS-AAS	AAS	0157	HPRF	HHS	Emergency Medical Technology/Technician (EMT Paramedic)	510904	33 Not Targeted--Sufficient Enrollment
Assoc of Arts Business Admin	BUS ADM-AA	AA	0312	BUS	BUS	Business/Commerce, General	520101	6 Not Targeted--2+2 artic. w/ BSBA (imp deg option for adult students)
Business Technology	BUS TECH-ATS	ATS	0318	MKTG	BUS	Business Admin and Mgmt, General	520201	19 Not Targeted--Sufficient Enrollment
Hospitality Management Assoc	HOSP MGT-AAS	AAS	0910	HMEC	HHS	Hospitality Admin/Mgmt, General	520901	19 Not Targeted--Sufficient Enrollment



**RESOLUTION TO REORGANIZE  
THE BEEGHLY COLLEGE OF EDUCATION**

**WHEREAS**, to promote synergies among graduate and undergraduate programs within the Beeghly College of Education (BCOE), a reorganization of the BCOE has been proposed; and

**WHEREAS**, the Department of Educational Foundations, Research, Technology and Leadership (EFRTL) will be terminated; and

**WHEREAS**, Special Education programs and faculty will move to the Department of Teacher Education, allowing greater collaboration of the new dual-licensure program, and having all programs with licensure within one department; and

**WHEREAS**, the Department of Counseling, Special Education and School Psychology will be renamed the Department of Counseling, School Psychology, and Educational Leadership (CSPSEL); and

**WHEREAS**, the current faculty in EFRTL will move to one of the other departments based upon their teaching specialty, allowing Dr. Spearman to join Teacher Education, and allowing Drs. Vergon, Jeffords, Larwin, and Beese to join CSPSEL; and

**WHEREAS**, since the composition of Teacher Education and CSPSEL will have changed by more than 20 percent, chairperson elections will be conducted in the fall 2017 semester; and


**WHEREAS**, the operating budgets will be adjusted appropriately; and

**WHEREAS**, tenure and rank for the Dean of the College, Dr. Charles Howell, and the Associate Provost for International Programs, Dr. Nathan Myers, will be transferred from EFRTL to Teacher Education, based upon their fields of specialization; and

**WHEREAS**, all of the proposed changes have been discussed with the faculty of the BCOE and the Dean's Advisory Council and the input of these groups have been expressed in the reorganization plans.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University approves the reorganization of the Beeghly College of Education, the new department name of Counseling, School Psychology, and Education Leadership, and the transfer of faculty, programs, courses, and budget.

**Board of Trustees Meeting  
June 14, 2017  
YR 2017-**

Memo to: Martin Abraham  
c: Annette Burden, Chet Cooper  
From: Charles Howell   
Date: May 8, 2017  
RE: Recommendation to reorganize departments in BCOE

---

Due to resource constraints, and to promote synergies among graduate and undergraduate programs, a plan for reorganization of BCOE departments has been shared with the BCOE faculty. After initial discussions with Special Education faculty and with the faculty of the Department of Educational Foundations, Research, Technology, and Leadership (EFRTL), the proposal was shared and discussed at a meeting of the entire college faculty and at a meeting of the Dean's Advisory Council. Taking into consideration input from those groups, the following reorganization of BCOE departments is recommended, to take effect July 1, 2017:

1. The EFRTL department to be terminated. Programs and faculty in the department to be moved to other departments, based on commonalities with existing programs and faculty within those departments.
2. Dr. Spearman, Associate Professor, Foundations of Education, to join the Department of Teacher Education, in virtue of the fact that two undergraduate courses which comprise the principal part of his load, and for which he provides oversight as course mentor, are required by all of the undergraduate programs in that department. All undergraduate courses in EFRTL to be moved to that department. (There are currently no undergraduate programs in EFRTL.) Tenure and rank for the Dean of the College, Charles Howell, and for the Associate Provost for International Programs, Nathan Myers, will also be transferred from EFRTL to Teacher Education, since they, like Dr. Spearman, are specialists in Foundations of Education.
3. Drs. Vergon, Jeffords, Larwin, and Beese to join the Department of Counseling, Special Education, and School Psychology (CSESP), in virtue of the fact that these faculty members teach exclusively in graduate programs. CSESP currently houses the only other faculty members in the college who teach exclusively at graduate level. It also houses the largest graduate program in the University (Counseling). All graduate courses and programs in EFRTL to be moved to CSESP.
4. Special Education faculty, including Dr. Briley, Ms. Vaschak, and the new term faculty position for which a search is currently being conducted, to move to the Department of Teacher Education, in virtue

of the fact that special education is predominantly offered to support initial teacher licensure. All other initial licensure programs are currently housed in Teacher Education. In addition, Teacher Education and Special Education are collaborating on the delivery of a new dual-licensure program recently approved by the Board of Trustees. The move will facilitate communication between the two groups of faculty members. All Special Education programs and courses (SPED and ECIS) will be transferred to Teacher Education.

5. All faculty members being moved to other departments will retain tenure status, rank, and seniority rights, in accordance with the provisions of the YSU-OEA Agreement 2014-2017 (the Agreement). Faculty members who move to a new department will not be required to move their offices, but office space in the new department will be assigned if they request it.

6. The CSESP Department to be renamed the Department of Counseling, School Psychology, and Educational Leadership (CSPEL).

7. Pursuant to the provisions of the Agreement, since the composition of Teacher Education and CSPEL will have changed by more than 20%, chair elections in both departments to be conducted in Fall 2017; the Provost to consult with the full-time faculty and appoint acting chairpersons for both departments effective July 1, 2017 until the replacement chair selection process is completed.

8. Administrative assistants in the two departments, Ms. Sarnowski and Ms. Berger, will be eligible to receive overtime compensation between July 1 and December 31, 2017 to the extent needed to support the transition, but not to exceed \$10,000 in overtime salary plus applicable benefits.

9. The operating budgets of the departments shall be adjusted as follows:  
From CSESP, a share of the department operating budget proportional to FTE for Special Education as a share of FTE for the entire department shall be transferred to Teacher Education.  
From EFRTL, 20% of the operating budget will be transferred to Teacher Education and 80% to CSPEL. CSPEL receives a larger share relative to Teacher Education because it assumes responsibility for graduate courses and all majors in the department; Teacher Education will receive only one faculty member, no majors, no graduate programs, and just three undergraduate service courses.

10. Departmental priority in scheduling of rooms in BCOE shall be transferred to the new home departments of the courses typically scheduled in them.



**RESOLUTION TO APPROVE TENURE FOR THE CHAIR OF THE DEPARTMENT  
OF COMPUTER SCIENCE AND INFORMATION SYSTEMS**

**WHEREAS**, the faculty of the Department of Computer Science and Information Systems agreed to seek outside the university to identify a chair for the department; and

**WHEREAS**, a faculty position was available to support the hire of an external chair; and

**WHEREAS**, a candidate for the faculty position was identified from an applicant pool obtained as a result of a national search process and recommended by the search committee; and

**WHEREAS**, the candidate's credentials have been reviewed by the faculty of the Department of Computer Science and Information Systems and the Provost and Vice Associate for Academic Affairs, who have recommended appointment of the candidate as Chair of the Department of Computer Science and Information Systems and Professor with tenure to the President; and

**WHEREAS**, the candidate's credentials have been reviewed by the President, who recommends the appointment of the candidate as a Professor with tenure to the Board of Trustees; and

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of Youngstown State University does hereby approve the awarding of tenure to Dr. Coskun Bayrak, effective July 1, 2017.

Professor  
 Computer Science Department,  
 University of Arkansas-Little Rock  
 Little Rock, AR 72204  
 (501) 569-8137 (O)  
 E-mail: cxbayrak@ualr.edu

OBJECTIVE Administrative or Leadership Position

## EDUCATION

**Ph.D.**, Southern Methodist University, Dallas, TX, 1994

**MS.**, Texas Tech University, Lubbock, TX, 1989

**BS.**, Slippery Rock University, Slippery Rock, PA, 1985

RESEARCH  
INTEREST

Software Engineering, Soft Computing, Health Informatics

PROFESSIONAL  
EXPERIENCE

<b>University of Arkansas-Little Rock (UALR)</b> , Computer Science Department Professor	2003 - present
<b>Istanbul Kultur University (IKU)</b> , Computer Engineering Department Department Head (while on sabbatical)	2010 - 2012
<b>University of Arkansas-Little Rock (UALR)</b> , Computer Science Department Interim Chair	2004 - 2005
<b>University of Arkansas-Little Rock (UALR)</b> , Computer Science Department Associate Professor	2000 - 2003
<b>Troy State University-Montgomery (TSUM)</b> , Program Coordinator, CIS Associate Professor	1997 - 2000
<b>Benedict College (BC)</b> , Math and Computer Science Program Coordinator, Assistant Professor	1995 - 1997
<b>University of Texas at Dallas (UTD)</b> , Computer Science and Engineering Lecturer	1994 - 1995

CAREER  
HIGHLIGHTS

- Administration**-Department Chair: at Kultur University 2010-2012. I was in charge of the complete operation of the department, lead the ABET accreditation process; at UALR 2004-2005-I was in charge of the operation of the department, including hiring, recruiting, outreach activities. In addition I wrote the department bylaws and Promotion and tenure document in use today; Graduate Coordinator 2007-2009 and 2014-present; I was responsible for student recruitment and advisement, course scheduling, website and catalog updates, student handbook, degree plans, and graduation checks.
- Program Development**- I extensively contributed to the program, curriculum and laboratory development for UALR Computer Science graduate (PhD and MS) and undergraduate programs. Further, I am the author of the initial Integrated Computing PhD program proposal. Currently I am serving as the program coordinator for PhD and MS.
- Program Assessment**- I wrote the Graduate Program Assessment Report in 2014, lead the department through the curriculum revision and significantly contributed toward the ABET re-accreditation efforts.
- Teaching** - I have been in charge of Software Engineering track in the program. Hence I have developed and/or revised number of undergraduate and graduate courses relevant to the subject. Devised a plan to improve the capstone class and projects related to it. During the 2013-2014 academic year I drafted a graduate recruitment plan and increased the enrollment by 70 percent.

5. **Research-** During my tenure at UALR always maintained a strong research infrastructure and mentored 8 PhD Dissertations, and 12 MS Thesis in fourteen years. With my research infrastructure I was able to attract close to 5 million Dollars external funding.
6. **Service-** I have served **Internally** on a number of key committees such as Graduate Curriculum Committee, Graduate Council, Intellectual Property Committee, Awards Committee, Recruitment and Retention Committee, President of the EIT Engineering College Assembly, and senator in the University Senate. **Externally**, I am senior member of IEEE, member of ACM, MAA, SIGCHI, SIGSOFT, and Sigma Xi. I served as CD for 5 and PC member for 25+ conferences, reviewer for 10 journals. I have delivered 70+ invited talks including four keynote speeches. Also serving as an **Associate Editor** for the special issue of Soft Computing in Software Engineering, a journal part of Applied Soft Computing, Elsevier (SCI). For more, see <http://www.journals.elsevier.com/applied-soft-computing/call-for-papers/a-special-issue-dedicated-to-soft-computing-in-software-engi/>. As a **General Chair** of the 4th International Symposium on Digital Forensic and Security, I will be hosting the conference at the University of Arkansas-Little Rock on April 25-27, 2016. For more, see <http://www.isdfs.org>.

INVITED  
TALKS-MOST  
RECENT LIST  
Keynotes

1. **ICCET 2013**-3rd International Conference on Computer and Emerging Technologies on February 14-16, 2013.
2. **MIC-CCA 2012**- IEEE MIC-CCA2012, IEEE International Conference on Communications, Computers and Applications.
3. **ICET-2011**-7th IEEE International Conference on Emerging Technologies (ICET)-2011, National university of Sciences and Technology (NUST).
4. **IATS-2010**-6th International Advanced Technologies Symposium.

Seminars

1. Open Intelligence in Cyber Space, Cyber Security Workshop, Gelisim University, Turkey, May24-27, 2016
2. Graduate Education in US, Firat University, Turkey, May 20, 2014-May 30 2014.
3. Graduate Studies in USA, Istanbul University, Turkey, 2013
4. The Impact of Economy in the Fluctuating Number of Graduate Studies in US, Yildiz Technical University, Turkey, 2013
5. Project-based Curriculum, Istanbul Commerce University, Turkey, 2013
6. Why do You Have to Pursue Advance Degrees?, Marmara University, Turkey, 2013
7. Challenges in Graduate Schools in USA, Karadeniz Technical University, Turkey, 2013
8. Challenges of Graduate Studies in US, Middle East Technical University, April, 2012
9. Model Driven Development in Software Engineering, Turkish Air Force Academy, Turkey, September, 2011.
10. Software Development for Medicare, Istanbul Kultur University, Turkey, October, 2011

INITIATIVES  
Research Related

1. **SyMSEL**-System Modeling and Software Engineering Lab
2. **SSL**-Surgical Simulation Lab at UAMS in collaboration with Dr. Rowe
3. **CHDSIT**-Center for Human Services Information Technology

Teaching Related

1. **CSS**-Cebeli Summer School.
2. **TASEC**-Trans Atlantic Student Exchange Consortium

RESEARCH AND  
RESEARCH  
RELATED  
PUBLICATIONS



1. **Bayrak, C.**, Ozturk Y., Varol, C., Edited the Proceedings Book of the 4th International symposium on Digital Forensics and Security. University of Arkansas at Little Rock, Arkansas. ISBN: 978-1-4673-9865-7. April 25-27, 2016.
2. Varol, C., **Bayrak, C.**, Wagner R., Goff, D. (2009), Application of Near Miss Strategy and Edit Distance to Handle Dirty Data. Data Engineering: Mining, Information and Intelligence, pp 91-101. Springer. ISBN: 978-1-4419-0175-0. 2010.
3. C. Zhang, H. Joshi, S. Ramaswamy, **C. Bayrak**, L. Yu. A Dynamic Approach to Software Bug Estimation, Advances in Computer and Information Sciences and Engineering, 2008. pp 108-113. ISBN:978-1-4020-8740-0
4. H. Joshi, **C. Bayrak**. Automatic Dissemination of Text Information using the EBOTS system. Advances and Innovations in Systems, Computing Sciences and software Engineering, pp. 179-184. Springer Verlag, 2007. ISBN:978-1-4020-6263-6
5. U. Topaloglu, **C. Bayrak**, N. Kanaskar, Secure Mobile Agent Deployment and Communication Towards Autonomous Semantic Grid, Innovative Concepts for Autonomic and Agent-Based Systems, Springer Verlag, Volume 3825. pp. 312-320, 2006. ISBN 978-3-540-69265-2
6. **C. Bayrak** and C. Davis, Open Source Software Development: Structural Tension in the American Experiment, Advances in Computing, Elsevier Publishing, Vol. 64. pp. 248-283. ISSN: 0065-2458. Chapter 6, 2005.
7. U. Topaloglu and **C. Bayrak**. Polymorphic Compression. Computer and Information Sciences (ISCIS). Volume 3733, 2005. pp 759-767 2005. ISBN: 978-3-540-29414-6.
8. **C. Bayrak**, Z. Chen, J. Norton, H. Preissl, C. Lowery, H. Eswaran, J. D. Wilson, "Use of Magnetomyographic (MMG) Signals to calculate the dependency properties of the Active Sensors in Myometrial Activity Monitoring". Artificial Neural Networks and Neural Information Processing ICANN/ICONIP 2003. LNCS 2714, pp. 1041-1048. ISBN: 978-3-540-40408-8.

1. B. Karaman, R. M. Demirel, **C. Bayrak**, M. M. Su, Modeling the Antipodal Connectivity Structure of Neural Communities. AIMS Neuroscience, 2016. 3(2): 163-180. doi: 10.3934/Neuroscience.2016.2.163.
2. K. Aydin, M. Demirel, **C. Bayrak**. "HilbertHuang transform in detecting and analyzing the uterine contraction activities". Journal of the Turkish-German Gynecological Association, 2015 Nov 2;16(4):195-202. doi: 10.5152/jtgga.2015.15021. eCollection 2015.
3. B. W. Keltch, Y. Lin, and **C. Bayrak**. "Comparison of AI Techniques for Prediction of Liver Fibrosis in Hepatitis Patients". Journal of Medical System. Springer Verlag, 38(8):60, August 24, 2014
4. E. Mendi, **C. Bayrak**. "Hierarchical Representation of Video Sequences for Annotation". Computers and Electrical Engineering, Elsevier, 2013.
5. R. M. Demirel, M. S. Ozerdem, **C. Bayrak**, E. Mendi, "Determination of ECoG Information Flow Activity based on Granger Causality and Hilbert Transformation". Computer Methods and Programs in Biomedicine 112(3): pp.481-489 (2013), (Editor's choice in Computer Methods and Programs in Biomedicine. <http://www.cmpbjournal.com/>)
6. E. Mendi, H. Clemente, **C. Bayrak**. "Sports Video Summarization based on Motion Analysis". Computers and Electrical Engineering, Special Issue on Image and Video Processing, Elsevier, vol. 39, no. 3. pp. 790-796. April 2013.
7. E. Mendi, **C. Bayrak**, S. Cecen, E. Ermişoğlu. "Content-based Management Service for Medical Videos", Telemedicine and e-Health, vol. 19, no. 1. pp. 36-41, January 2013.
8. E. Mendi, **C. Bayrak**. "Text-to-Audiovisual Speech Synthesizer for Children with Learning Disabilities". Telemedicine and e-Health, vol. 19, no. 1. pp. 31-35, January 2013.
9. C. Varol, and **C. Bayrak**. "Hybrid Matching Algorithm for Personal Names" ACM Journal of Data and Information Quality (ACM JDIQ), Volume 3, Issue 4, Article No: 8, September 2012. doi:10.1145/2348828.2348830
10. G. Zhou, M. Demirel, **C. Bayrak**, and L. Wang, Enable delegation for RBAC with Secure Authorization Certificate. Computers and Security 30(8). pp.780-790, August 2011.
11. E. Mendi, **C. Bayrak**. "Text-to-Audiovisual Speech Synthesizer for Children with Learning Disabilities". Telemedicine and e-Health, 2011.

12. C. Varol and **C. Bayrak**, "Estimation of Quality of Service in Spelling Correction using Kullback-Leibler divergence Elsevier: Expert Systems with Application, Volume 38, Issue 5. Pages 6307-6312, May 2011. (Impact Factor: 3.162)
13. E. Mendi, **C. Bayrak**, "Summarization of MPEG Compressed Video Sequences". Advanced Science Letters. Advanced Science Letters, vol. 4, no. 11-12, pp. 3706-3708, November 2011
14. E. Mendi, **C. Bayrak**, "Shot Boundary Detection and Key Frame Extraction from Neurosurgical Video Sequences". The Imaging Science Journal, 2011.
15. C. Varol, **C. Bayrak**, R. Wagner, and Dana Goff, Application of Near Miss Strategy and Edit Distance to Handle Dirty Data, Data Engineering: Mining, Information and Intelligence, Journal of Computers, Vol. 6, No. 2, February 2011.
16. C. Varol and **C. Bayrak**, Risk Assessment of Error-Prone Personal Information in Data Quality Tools Journal of Computers, Academy Publisher, Volume 6, No 2, February 2011. ISSN 1796-203X.
17. E. Mendi, S. Cecen, E. Ermisoglu, **C. Bayrak**, Automated Neurosurgical Video Segmentation and Retrieval System, Journal of Biomedical Science and Engineering (JBiSE), vol. 3, no. 6, pp 618-624, June 2010.
18. B. Keltch, Y. Liu, and **C. Bayrak**, Advanced Decision Support for Complex Clinical Decisions, Journal of Biomedical Science and Engineering (JBiSE), 2010, 3, 509-516.
19. T. Halic, S. Kockara, **C. Bayrak**, R. Rowe, Mixed Reality Simulation of Rasping Procedure in Artificial Cervical Disc Replacement (ACDR) Surgery, BMC Bioinformatics, 2010: Vol. 11, S11. Impact factor 3.78)
20. S. Kockara, T. Halic, **C. Bayrak**, K. Iqbal, and R. A. Rowe, Contact Detection Algorithms. Journal of Computing (JCP), Vol. 4, No. 10, Academy Publishing, ISSN: 1796-203X), pp. 1053-1063, October 2009.
21. X. Wang, B. Yaman, and **C. Bayrak**, A Flexible Modularity-based Course Management System. Procedia - Social and Behavioral Sciences Volume 1, Issue 1, Pages 20812085, 2009.
22. S. Cecen, M. Demirer, and **C. Bayrak**, A New Hybrid Nonlinear Congruential Number Generator Based on Higher Functional Power of Logistic Maps, Journal of Chaos and Solitons, Volume 42, Issue 2, 30 October 2009, Pages 847853.
23. M. S. Ozerdem, M. Demirer, and **C. Bayrak**, Classification of Imaginary Movements in ECoG with a Hybrid Approach Based on Multi-dimensional Hilbert-SVM Solution, Journal of Neuroscience Methods, Volume 178, Issue 1, 30 March 2009, Pages 214218
24. X. Wang, B. Yaman, and **C. Bayrak**, A Flexible Modularity-based Course Management System. Cypriot Journal of Educational Sciences, March 2009.
25. U. Topaloglu and **C. Bayrak**, Secure Mobile Agent Execution in Virtual Environment, Autonomous Agents and Multi-Agent Systems, Journal of Autonomous Agents and Multi-Agent Systems, Springer Verlag, ISSN 1573-7454 (Online), October 2007. Printed in Volume 16, Number 1, ISSN 1387-2532 (Print), pp.1-12, February, 2008.
26. X. Wang, C. Bayrak, Categorization of Users Using Unlabeled Query Logs, 4th International Conference in Data Mining (DMIN) 2008, pp. 674-679.
27. M. Sarimollaoglu, and **C. Bayrak**, "Musical Instrument Recognition Using Neural Networks and Cepstral Coefficients", WSEAS Transactions on Signal Processing, Issue 5, Volume 2, May 2006.
28. **C. Bayrak**, K. Hudson, U. Topaloglu, and Z. Altun, Use of Multi Media in Cost Effective Rocket Testing, International Journal of Computational Intelligence, February 2004, ISSN: 1304-1508 (print version) 1304-2386 (electronic version).
29. **C. Bayrak** and C. Davis, The Relationship between Distributed Systems and OSD, Communications of ACM, Vol. 46, No. 12, December 2003, pp. 99-102, ISSN:0001-0782.
30. **C. Bayrak**, H. Kolukisaoglu, and S. Sieloff, Data Extraction from the Repositories on the Web: A Semi-automatic Approach, Journal of Integrated Design and Process Science, Vol. 7, No. 4/2003, pp. 13-23 ISSN: 1092-0617 (Print) 1875-8959 (Online).
31. Lowery, C., H. Preissl, J. Wilson, **C. Bayrak**, J. Norton, H. Kay, P. Murphy, H. Kolukisaoglu, H. Eswaran, Non-Invasive Magnetomyographic Recordings Of The Uterus To Predict Labor In Term Pregnancies, American Journal of Obstetrics and Gynecology, Volume 189, Issue 6 Supplement 1, December 2003.

32. **C. Bayrak**, M. Sahinoglu, and Timothy Cummings High Assurance Software Testing in Business and DoD. SDPS Transactions: Journal of Integrated Design and Process Science, Vol. 6, No. 2, 2002. pp. 107-114.
33. **C. Bayrak**, Z. Altun, U. Topaloglu, and A. Saygin. Process Control via Internet. Journal of Integrated Design and Process Science, Vol. 5, No. 2, pp. 111-122, 2001.
34. **C. Bayrak** and M. Tanik. A Process Monitoring Framework. Journal of System Integration, Vol. 8, No.1. pp. 53-82. Kluwer Publishers, 1998.
35. A. H. Dogru, S. N. Delcambre, **C. Bayrak**, Y.T. Chen, E. S. Chan, W. Yin, M. G. Christiansen, M. M. Tanik, An integrated system design environment: Concepts and a Status Report. Journal of Systems Integration 2(4): 319-347 (1992)
36. **C. Bayrak** and A. Dogru. "Cellular Automata Theory as an Alternative to Cellular Arithmetic Logic Modeling," IEEE Computing Futures. Special Issue of IEEE Computer, 1990-91 Winter Issue, pp 40-45.
37. M. Collins, C. Reynolds, C. Le, C. Varol, and **C. Bayrak**, Automated data verification in a format-free environment, ACM SIGSOFT Software Engineering Notes, Vol. 31, Issue 2, March 2006. pp. 1-4. ISSN:0163-5948
38. **C. Bayrak**, H. Koluksaoglu, S. D. Scloff, Data Extraction from Repositories on the Web: a Semi-Automatic Approach. Transactions of the SDPS Vol. 7 No. 4 Pg. 13-23. 2003. ISSN: 1092-0617.
39. **C. Bayrak** and A. Dogru. Modeling an Arithmetic Logic Unit with Cellular Automata. IEEE Computing Futures, Spring 1991. pp.40-49.

SIG Journal  
Publication

1. T. A. Bennett, **C. Bayrak**, Bridging the data integration gap: from theory to implementation. ACM SIGSOFT Software Engineering Notes 36(3): 1-8 (2010)
2. S. Nelson and **C. Bayrak**. Categorizing Web Queries. ACM SIGSOFT Software Engineering Notes 34(2): 1-1 (2009).
3. D. Serfass, K. S. Thiparthi, **C. Bayrak**, Search, sort, pagination, association and (other) CRUD: a comparison of Active Scaffold and MyFaces tomahawk. ACM SIGSOFT Software Engineering Notes 33(4) (2008)
4. N. Kanaskar, U. Topaloglu, and **C. Bayrak**. Globus Security Model for Grid Environment. ACM SIGSOFT, Volume 30, Issue 6, pp. 1-9. (November 2005).
5. **C. Bayrak** and C. Davis. The Liquid Architecture: A Non-Linear Peer-to-Peer Distributed Architecture with Polymorphic Message Passing. ACM SIGSOFT Software Engineering Notes 28(3): 2, May, 2003.
6. **C. Bayrak** and C. Davis. Open Source Development and the World Wide Web: A Certain Tension. ACM Software Engineering Notes. Volume 27, Number 5, September 2002. pp.93-97. ISSN:0163-5948.

Proceedings

1. O. Kececi, B. Karaman, **C. Bayrak**, A. Celik, and N. Arica. Video Enhanced RFID Tracking System (VETS). International Conference on Advanced Technology and Sciences (ICAT'15), August 4-7, 2015, Antalya, Turkey.
2. D. Boswell, B. Keltch, N. Roberts, X. Qian and **C. Bayrak**, Match-Me: A Web based Human Leukocyte Antigen Matching Environment. The World Congress on Information Technology and Computer Applications (WCITCA'2015, June 11-13, 2015, Hammamet, Tunisia.
3. S. Al-Khateeb, E. Mendi, and **C. Bayrak**. A Comparative Analysis of Digital Filtering for Seismic Signals from Adana, Van, and Bingol Earthquakes in Turkey, 2015 International Conference on Information Processing and Control Engineering (ICIPCE-2015). Bauman Moscow State Technical University, Russia, April 15-17, 2015.
4. G. Egri and **C. Bayrak**. The Role of Search Engine Optimization on Keeping the User on the Site, Procedia Computer Science, Volume 36, 2014, Pages 3353-342. Complex Adaptive Systems, Philadelphia, PA November 3-5, 2014. doi:10.1016/j.procs.2014.09.102.
5. E. Mendi, C. Yagurteular, Y. Sezgin, **C. Bayrak**, "Automatic Mobile Segmentation of Dermoscopy Images Using Density Based and Fuzzy C-Means Clustering". 9th IEEE International Symposium on Medical Measurements and Applications (MeMeA 2014), pp. 2-7, Lisbon, Portugal, June 11-12, 2014.

6. E. Ermişoğlu, **C. Bayrak**, E. Mendi. "Simulation of Mobile Treatment Monitoring System", International Symposium on Network Enabled Health Informatics, Biomedicine and Bioinformatics (HI-BI-BI 2013). in conjunction with IEEE/ACM International Conference on Advances in Social Networks Analysis and Mining (ASONAM 2013). Niagara Falls, Canada, August 25-28, 2013. pp. 978-981. ISBN: 978-1-4503-2240-9.
7. E. Mendi, O. Ozyavuz, E. Pekesen, **C. Bayrak**. "Food Intake Monitoring System for Mobile Devices". 5th IEEE International Workshop on Advances in Sensors and Interfaces (IWASI 2013). pp. 31-33. Bari, Italy. June 13-14, 2013.
8. J. Hanna, F. Patlar, A. Akbulut, E. Mendi, **C. Bayrak**, HMM based Classification of Sports Videos Using Color Feature. 6th IEEE International Conference on Intelligent Systems (IS), Sofia, Bulgaria, pp. 388-390, September 6-8, 2012.
9. A. Akbulut, F. Patlar, **C. Bayrak**, E. Mendi, J. Hanna. Agent Based Pornography Filtering System". 6th IEEE International Symposium on Innovations in Intelligent Systems and Applications (INISTA 2012), pp. 1-5, Trabzon, Turkey, July 2-4, 2012.
10. R. Hunt, E. Mendi, **C. Bayrak**, "Using Cellular Automata to Model Social Networking Behavior". 12th IEEE International Symposium on Computational Intelligence and Informatics (CINTI 2011). Budapest, Hungary. November 21-22, 2011.
11. R. Yilmaz, E. Mendi, K. Aydin, **C. Bayrak**. A Dynamic Retail Monitoring and Control System". 16th IEEE International Conference on Intelligent Engineering Systems (INES 2012), pp. 453-455. Lisbon, Portugal, June 13-15, 2012.
12. E. Mendi, **C. Bayrak**, M. Milanova. "A Video Quality Metric based on Frame Differencing". IEEE International Conference on Information and Automation (IEEE ICIA 2011). pp. 829-832. Shenzhen, China. June 6-8, 2011
13. E. Mendi, **C. Bayrak**. "Facial Animation Framework for Web and Mobile Platforms", 13th IEEE International Conference on e-Health Networking, Application and Services (Healthcom2011), pp. 52-55, Columbia, Missouri, USA, June 13-15, 2011.
14. J. Bian, R. Seker, U. Topaloglu, **C. Bayrak**. A Scalable Role-based Group Key Agreement and Role Identification Mechanism. IEEE International Systems Conference, Ontario, Canada, 2011 .
15. K. Aydin, M. Demirer, **C. Bayrak**, Use of Hilbert Huang Transform in Uterine Contraction Analysis. 2010 IEEE International Conference on Bioinformatics and BioEngineering (BIBE). pp. 314-315. Philadelphia, PA, May 31-June 3, 2010. . ISBN:978-1-4244-7494-3
16. C. Varol and **C. Bayrak**. "Business Process Automation Based on Dependencies". The Second International Conference on Information, Process, and Knowledge Management (eKNOW 2010). pp 17-22, February 10-15, 2010. St. Maarten, Netherlands Antille.
17. E. Mendi, **C. Bayrak**, "Performance Evaluation of Color Image Retrieval". 39th IEEE Applied Imagery Pattern Recognition Workshop (AIPR '10). pp. 1-5, Washington, DC, USA, October 13-15, 2010.
18. E. Mendi, **C. Bayrak**, "A Web-based Medical Video Indexing Environment". 4th IEEE International Conference on Semantic Computing (ICSC '10), pp. 172-175, Pittsburgh, PA, USA, September 22-24, 2010.
19. E. Mendi, **C. Bayrak**. "Shot Boundary Detection and Key Frame Extraction using Salient Region Detection and Structural Similarity". 48th ACM Southeast Conference (ACM-SE '10). Article 66, Oxford, Mississippi, USA, April 15-17, 2010.
20. E. Mendi, **C. Bayrak**. Optimal Cost Model for Water Systems Planning". ASCE World Environmental and Water Resources Congress 2010. Providence, Rhode Island, USA. pp. 1534-1539. May 16-20, 2010.
21. E. Mendi, **C. Bayrak**. Shot Boundary Detection and Key Frame Extraction Using Salient Region Detection and Structural Similarity". 48th ACM Southeast Conference (ACM-SE '10), Article 66, Oxford, Mississippi, USA, April 15-17, 2010.
22. E. Mendi, **C. Bayrak**. Application of Numerical Libraries to Pipe Network Systems". 33rd International Association of Hydraulic Engineering and Research Biennial Congress (IAHR '09). pp. 3808-3815. Vancouver, British Columbia, Canada, August 9-14, 2009. (John F. Kennedy Student Paper Competition Finalist)

23. T. Halic, S. Kockara, **C. Bayrak**, R. Rowe, B. Chen, Soft Tissue Deformation and Optimized Data Structures for Mass Spring Methods. Ninth IEEE International Conference on Bioinformatics and Bioengineering (IEEE BIBE), Taichung, Taiwan, June 22-June 24, 2009. pp. 45-52. ISBN: 978-0-7695-3656-9
24. E. Mendi, **C. Bayrak**, An Efficient Solution for Water Supply Networks". ASCE World Environmental and Water Resources Congress 2009: Great Rivers, pp. 301-307, Kansas City, Missouri, USA, May 17-21, 2009.
25. S. Kockara, T. Halic, and **C. Bayrak**. Real-time Minute Change Detection on GPU for Cellular and Remote Sensor Imaging", IEEE 23rd International Conference on Advanced Information Networking and Applications, IEEE International Conference on Advanced Information Networking and Applications Workshops (AINA), 2009. Bradford, 26-29 May 2009, pp. 13-18. ISBN: 978-1-4244-3999-7.
26. E. Ermisoglu, F. Sen, S. Kockara, T. Halic, **C. Bayrak**, and R. Rowe, Scooping Simulation Framework for Artificial Cervical Disc Replacement Surgery", IEEE International Conference on Systems, Man, and Cybernetics, October 11-14, 2009, San Antonio, TX, pp. 900-905. ISBN: 978-1-4244-2793-2.
27. X. Wang and **C. Bayrak**, Injecting a Permission-based Delegation Model to Secure Web-based Workflow Systems, IEEE International Conference on Intelligence and Security Informatics (ISI'09). Dallas, TX, June 8-11, 2009. pp. 101-106. ISBN: 978-1-4244-4171-6
28. T. Halic, S. Kockara, and **C. Bayrak**. Efficient and High Performance Mass Spring Methods for Real-time Tissue Deformations". IEEE International Conference on Bioinformatics and Bio Engineering, IEEE BIBE 2009 (Full Paper Acceptance Rate for 2009: 32
29. X. Wang, B. Yaman, and **C. Bayrak**. A Flexible Modularity-based Course Management System. World Conference on Educational Sciences: New Trends and Issues in Educational Sciences. Nicosia, North Cyprus, 4-7 February 2009.
30. S. Kockara, T. Halic, G. Huang, **C. Bayrak**, and R. Rowe, The Evaluation of Rasping Procedure in Artificial Cervical Disc Replacement Surgery for C4-C5", The Sixth Annual Conference of the MidSouth Computational Biology and Bioinformatics Society, MCBIOS 2009.
31. C. Varol, and **C. Bayrak**. Personal Name-based Pattern and Phonetic Matching Techniques: A Survey. ALAR Conference on Applied Research in Information Technology, 2009. Conway, Arkansas, USA
32. C. Chiang, **C. Bayrak**, R. Seker, U. Topaloglu, R. M. Demirel, N. Samadi, S. Tek, J. Bian, G. Zhou, and X. Wang, Design of a Lattice-based Access Control Scheme. IEEE International Conference on Systems, Man and Cybernetics, 2009 (SMC'2009). pp.68-73. October 11-14, San Antonio, TX, ISBN: 978-1-4244-2793-2.
33. T. Halic, S. Kockara, G. Huang, **C. Bayrak**, K. Iqbal, R. Rowe, Finite Element Analysis of Instrumentation in Cervical Disc Replacement Surgery, International Conference on Computational and Experimental Engineering and Sciences, 2008.
34. C. Chiang and **C. Bayrak**. Modeling Role-Based Access Control Using a Relational Database Tool, Proceedings of the 2008 IEEE International Conference on Information Reuse and Integration (IEEE IRI 2008), July 13-15, 2008, Las Vegas, Nevada, USA, pp. 7-10. ISBN: 978-1-4244-2659-1.
35. Varol, C., **C. Bayrak**. Measuring Reliability Component for Quality of Service (QoS) in Business Process Automation, The 14th International Conference on Distributed Multimedia Systems, Boston, Massachusetts, USA, September 4-6 2008. pp. 21-26.
36. J. Bian, U. Topaloglu, R. Seker, and **C. Bayrak**. A Role-based Secure Group Communication Framework, IEEE International Conference on System of Systems Engineering, June 2-4, 2008, Singapore, pp. 1-6, ISBN:978-1-4241-2172-5
37. C. Le, S. Ramaswamy, **C. Bayrak**. A domain-independent, ontology-agnostic approach to leveraging unstructured data sources. ACM Southeast Regional Conference 2008: 122-126
38. C. Zhang, R. Ramamoorthy, S. Ramaswamy, R. Seker, **C. Bayrak**, H. Elsalloukh and Tom Schweiger, IntelliMatch: A SME Driven Trainable Matching Engine - II, in Proceedings of Action Laboratory for Applied Research Conference on Applied Research in Information Technology, 2008.

39. C. Zhang, H. Joshi, S. Ramaswamy, **C. Bayrak**, A Dynamic Approach to Software Bug Estimation, International Joint Conferences on Computer, Information, and Systems Sciences, and Engineering, SCSS (1) Dec 2007.
40. S.Kockara, T. Halic, **C. Bayrak**, K. Iqbal and R. Rowe, Collision Detection Algorithms: A Survey, IEEE International Conference on Systems, Man and Cybernetics (SMC), Montreal, QC, Canada, October 7-10, 2007. pp. 4046-4051. ISBN: 978-1-4244-0990-7
41. I. Celik, **C. Bayrak**, A. Varol, J. R. Nanduri, A One Dimensional Mathematical Model For Urodynamics, Proceedings of FEDSM2007, 5th Joint ASME/JSME Fluids Engineering Conference, July30-August 2, 2007, San Diego, CA.
42. J. Bian, R. Seker, U. Topaloglu, **C. Bayrak**, Off-the-Record Secure Chat Room, WEBIST (1) 2008. pp.54-61.
43. H. Joshi, R. Seker, **C. Bayrak**, S. Ramaswamy, and J. Connelly, Ontology for Disaster Mitigation and Planning, Summer Simulation Conference, San Diego, USA. July 16-19, 2007. ISBN:1-56555-316-0.
44. H. Joshi, C. Zhang, S. Ramaswamy, **C. Bayrak**, UALR07: Eclipse Component-Level Bug Prediction, MSR Mining Challenge No.2 (Prediction to predict for Eclipse the number of bug/changes that will happen between February 1 and April 30, 2007), 2007 International Workshop on Mining Software Repositories, 29th International Conference on Software Engineering, May 19-20, 2007, Minneapolis, MN, USA. First place finish
45. C. Zhang, R. Ramamoorthy, S. Ramaswamy, R. Seker, **C. Bayrak**, H. Elsalloukh and Tom Schweiger, IntelliMatch: A SME Driven Trainable Matching Engine - I. in Proceedings of Axiom Laboratory for Applied Research Conference on Applied Research in Information Technology, 2007
46. T. Halic, S.Kockara, **C. Bayrak**, K. Iqbal and R. Rowe, Two-way Semi-automatic Registration in Augmented Reality System, IEEE International Conference on Systems, Man and Cybernetics, October 7-10, 2007, Montreal, Canada, pp. 3390-3395. ISBN: 978-1-4244-0990-7.
47. H. Joshi, C. Zhang, S. Ramaswamy, **C. Bayrak**, Local and Global Recency Weighting Approach to Bug Prediction, Mining Software Repositories Workshop at the International Conference on Software Engineering (MSR2007), pp.33, May 20-26, 2007.
48. H. Joshi, S. Ito, S. Kanala, S. Hebbar, **C. Bayrak**, Concept set extraction with user session context. ACM Southeast Regional Conference 2007. pp.455-460.
49. H. Joshi, **C. Bayrak**, Automatic Dissemination of Text Information using the EBOTS system, International joint conferences on Computer, Information and Systems Sciences, and Engineering (CISSE) 2006.
50. H. Joshi, **C. Bayrak**, and X. Xu, UALR at Blog Track, Proceedings of TREC: Text Retrieval, NIST, 2006
51. C. Varol, C. Robinette, J. Kulaga, **C. Bayrak**, R. Wagner, and D. Goff, Application of Near Miss Strategy and Edit Distance to Handle Dirty Data, ALAR Conference on Applied Research in Information Technology, March 3, 2006, Conway, Arkansas, USA
52. K. Aydin, T. Halic, **C. Bayrak**, K. Iqbal, Computer Simulation of Uterine Contraction Dynamics, CSECS'06 Proceedings of the 5th WSEAS International Conference on Circuits, Systems, Electronics, Control and Signal Processing, pp. 296-299, Dallas 2006. ISBN:960-8457-55-6.
53. M. Sarimollaoglu, and **C. Bayrak**, "Musical instrument classification using neural networks", SIP'06 Proceedings of the 5th WSEAS international conference on Signal processing, Pages 151-154. ISBN:960-8457-15-9.
54. E. Sarioglu, **C. Bayrak**, and K. Iqbal, Neural Network based Performance Prediction with Feature Extraction, 2006 IEEE International Conference on Engineering of Intelligent Systems, pp:1-5. ISBN: 1-4244-0456-8.
55. J. Climer and **C. Bayrak**, Agent Based Learning Environment (ABLAM), 9th International Conference on Engineering Education, July 23-28, San Juan, PR, 2006
56. **C. Bayrak**, H. Kolukisaoglu, and C. Chiang, Di-Learn: Distributed Knowledge Discovery with Human Interaction, IEEE International Conference on Systems, Man, and Cybernetics (SMC'06), Taipei, Taiwan, October 8-11, 2006. pp. 3354-3359. ISBN: 1-4244-0099-6.

57. C. Chiang and **C. Bayrak**. Legacy Software Modernization. IEEE International Conference on Systems, Man, and Cybernetics, Taipei, Taiwan, October 8-11, 2006. pp. 1304 - 1309, ISBN: 1-4244-0099-6.
58. U. Topaloglu, **C. Bayrak** and K. Iqbal, A Pseudo Random Number Generator in Mobile Agent Interactions. IEEE International Conference on Engineering of Intelligent Systems (ICEIS) 2006, pp. 1304-1309, ISBN: 1-4244-0456-8.
59. U. Topaloglu and **C. Bayrak**. Polymorphic Compression, The 20th International Symposium on Computer and Information Sciences. October 26-28, Istanbul, Turkey, 2005.
60. **C. Bayrak**, T. Halic, M. Sarimollaoglu, E. Sarioglu and U. Uhusar. MEKTEP: Modular Environment for Knowledge Tracking and Extension Process" Proceedings of Global Educational Technology Symposium (GETS), May 4-5. 2005, Little Rock, Arkansas, USA.
61. U. Topaloglu, **C. Bayrak**, N. Kanaskar, Secure Mobile Agent Deployment and Communication Towards Autonomous Semantic Grid, NASA workshop on Radical Agent Concepts, WRAC'2005, pp. 312-320, September 20-22, 2005, Goddard SFC, MD.
62. C. Varol and **C. Bayrak**. Applied Software Engineering Education. 6th International Conference on Information Technology Based Higher Education and Training (ITHE'05), July 7-9, 2005, San Domingo, Dominican Republic, pp.T3C/25 - T3C/29, ISBN: 0-7803-9141-1.
63. E. S. Sarioglu and **C. Bayrak**, Identification of Efficient features Extraction Methods for Prediction with Neural Network, Intelligent Engineering Systems Through Artificial Neural Networks, Smart Engineering System Design: Neural Network, Evolutionary Programming, And Artificial Life, ASME PRESS Series, Vol. 15, pp.403-408, 2005.
64. Varol, C and **C. Bayrak**. Student Centered Software Engineering Education. Proceedings of 2nd International Symposium on Global Education in Technology (GETS), May 4-6, 2005 Little Rock, Arkansas.
65. **C. Bayrak** and H. Joshi, Learning Contextual Behaviour of Text Data". IEEE International Conference on Machine Learning and Application (ICMLA), Dec. 15-17, 2005, Los Angeles, CA.
66. C. Varol, **C. Bayrak**, R. Ludwig, Application of Software Engineering Fundamentals: A Hands on Experience, The 2005 International Conference on Software Engineering Research and Practice, June 27-30, 2005, Las Vegas, Nevada, USA, pp. 579-583.
67. **C. Bayrak**, T. Halic, M. Sarimollaoglu, E. Sarioglu, and U. D. Uhusar, MEKTEP: Modular Environment for Knowledge Tracking and Extension Process, Global Educational Technology Symposium, University of Arkansas at Little Rock, 2005.
68. **C. Bayrak** and H. Joshi, Semantic Information Evolution, Proceedings of ANNIE 2002, Vol. 14, November 7-10, 2001, St. Louis, Missouri, pp. 519-525
69. M. Sarimollaoglu, S. Dagtas, K. Iqbal, and **C. Bayrak**. A Text-Independent Speaker Identification using probabilistic Neural Network. International Conference on Computing, Communications and Control Technologies: CCCT'04, August 14-17, 2004 - Austin, Texas, USA, pp. 407-411.
70. E. S. Sarioglu, K. Iqbal, **C. Bayrak**. Time Series Analysis with Neural Network. International Conference on Computing, Communications and Control Technologies: CCCT'04, August 14-17, 2004 - Austin, Texas, USA, pp.412-415.
71. K. Aydin, K. Iqbal, , **C. Bayrak**, S. Dagtas, H. Preissle, H. Eswaran, and C. L. Lowery, Detection of Contraction Signals via Neural Networks, International Conference on Computing, Communications and Control Technologies: CCCT'04, August 14-17, 2004 - Austin, Texas, USA, pp.396-400.
72. Kayi and **C. Bayrak**, Simulation Based Quantitative Data Analysis of Uterine Contractions, 12th Mediterranean Conference on Control and Automation MED04, June 6-9, 2004, Kusadasi, TURKEY.
73. **C. Bayrak** and E. S. Sarioglu, I. G. Yuce, M. Sarimollaoglu, A Next Generation Course Management System, International Conference on Information Technology Based Higher Education and Training, May 31th - June 2nd , 2004, Istanbul, TURKEY.
74. **C. Bayrak** and U. Topaloglu, Description of Free Structures with Linear Syntax, 7th World Conference in Integrated Design and Process technology, Austin, TX, December 3-6, 2003.

75. **C. Bayrak**, K. Hudson, U. Topaloglu, and Z. Altun, Use of Multi Media in Cost Effective Rocket Testing, ICSP Proceeding of International Conference on Signal Processing, September 24-26, 2003, Canakkale, Turkey.
76. **C. Bayrak**, Z. Chen, J. Norton, H. Preissl, C. Lowery, H. Eswaran, J. D. Wilson." Use of Magnetomyographic (MMG) Signals to calculate the dependency properties of the Active Sensors in Myometrial Activity Monitoring". ICANN/ICONIP'03 Proceedings of the 2003 joint international conference on Artificial neural networks and neural information processing, pp. 1041-1048, ISBN: ISBN:3-510-40408-2.
77. **C. Bayrak**, A. Kayi, H. Preissl, C. Lowery, and H. Eswaran. Physiological Activity Modeling of Uterine Contraction, Proceedings of ANNIE 2002, Vol. 12, November 10-13, 2002, St. Louis, Missouri, pp. 773-778.
78. **C. Bayrak**, H. Kolukisaoglu, H. Chung, and J. Talburt, Information Harnessing on the World Wide Web, Proceedings of the 6th Biennial World Conference on Integrated Design and Process Technology, Pasadena, CA, June 23-27, 2002.
79. Y.T. Song and **C. Bayrak**, Virtual Collaboration among Experts using Distributed Objects, Proceedings of the ACIS, 2nd International Conference on Software Engineering, Artificial Intelligence, Networking and Parallel/Distributed Computing, SNPD 01, August 20-22, 2001, Nagoya Institute of Technology, Japan, pp. 407-414, ISBN: 0-9700776-1-0.
80. **C. Bayrak**, Z. Altun, U. Topaloglu, and A. Saygin Web Based System Monitoring and Control, Proceedings of the ACIS, 2nd International Conference on Software Engineering, Artificial Intelligence, Networking and Parallel/Distributed Computing, SNPD 01, August 20-22, 2001, Nagoya Institute of Technology, Japan, pgs. 715-722, ISBN:0-9700776-1-0.
81. **C. Bayrak**, Global Learning Network: The Structure for Online Learning, Integrated Design and Process Technology, IDPT-Vol. 1, June 2001.
82. **C. Bayrak**, High Assurance Software Testing in Business and DoD, Proceedings of 5th IEEE International Conference on High Assurance Systems Engineering (HASE00), Albuquerque, NM, November 15-17, 2000, pp. 207-211.
83. **C. Bayrak**, Unified Architectural Framework of Zero Time in Modeling, Proceedings of 4th and 5th World Conference in Integrated Design and Process technology, Dallas, TX, June 04-08, 2000.
84. **C. Bayrak** and T. Cummings, Reengineering under the shadow of Engineering Spectrum, 4th and 5th World Conference in Integrated Design and Process technology, Dallas, TX, June 04-08, 2000.
85. **C. Bayrak**, Process Assessment Framework: A continuous Cycle of Improvement, IDPT-Vol. 4, July 6-9, 1998, Berlin Germany.
86. **C. Bayrak**, Conceptual Representation: The Soul that Provides a Life for the Design Specification, The Second Workshop of IGSS, January 9-11 1997, San Marcus, Texas.
87. **C. Bayrak**, Process Monitoring Interface for Studying the Metamorphism in a Design, Second World Conference on Integrated Design and Process Technology, IDPT-Vol. 2, December 1-4, 1996, Austin, Texas.
88. **C. Bayrak**, Design Level Process Monitoring in Rapid Prototyping, First World Conference on Integrated Design and Process Technology, IDPT-Vol.1, pp. 49-56, Austin, Texas, December 7-9, 1995.
89. **C. Bayrak**, Design Level Feedback Mechanism Based on Process History, Inaugural Workshop of the International Institute for General System Studies (IGSS), Slippery Rock University of Pennsylvania, Slippery Rock, Pennsylvania, July 13-15, 1995.
90. **C. Bayrak**, System Design Activity Modeling with Cellular Automata, Software Systems in Engineering, ASME/ETCE, PD-Vol. 59, pp. 219-226, New Orleans, January 23-26, 1994.
91. **C. Bayrak**, Active Design Components for System Design Environments, Computer Applications and Design Abstractions Symposium, ASME-ETCE, PD-Vol. 49, pp. 139-144, Houston, Texas, January 31-February 4, 1993.
92. **C. Bayrak**, Jigsaw Pascal: A Visual Programming Tool, Computer application and Design Abstraction Symposium, ASME-ETCE, PD-Vol. 49, pp. 37-45, Houston, Texas, January 31 February 4, 1993.



93. **C. Bayrak**, Parallel Computation with Cellular Automata, European Joint Conference On Engineering Systems. Design and Analysis (ESDA), June 29-July 3, 1992, Istanbul, Turkey.
94. **C. Bayrak**, "Software Cost Analysis for Re-engineering of Large Information Systems." Computer Applications and Design Abstractions Symposium. ASME-ETCE, PD-Vol. 43, pp. 99-101. Houston, Texas, January 26-30, 1992.
95. **C. Bayrak**, The Development of an Integrated System Design Environment, The Second IEEE-ACM International Conference on System Integration (ICSI), June 15-18, 1992, Norristown, NJ.
96. **C. Bayrak**, Automated Software Metrics Based on Expert Knowledge, First International Conference in Science, Technology, and Medicine, Isfahan-IRAN, pp. 44-48, December 26-28, 1991.
97. **C. Bayrak**, "Cellular Automata Logic's Impact in Parallel Processing," First International Conference in Science, Technology, and Medicine, Isfahan-IRAN, pp. 39-43, December 26-28, 1991.
98. **C. Bayrak**, Engineering Problem specification Using SmallTalk/V." Computer Applications and Design Abstractions Symposium. ASME-ETCE, PD-Vol. 35, pp. 53-61, Houston, Texas, January 20-23, 1991.

Reviews Published

1. Regulating air traffic flow with coupled agents Agogino A., Tuner K. Autonomous agents and multiagent systems, Estoril, Portugal, May 12-16, 2008, 535-542, 2008. Type: Proceedings.
2. Business process development life cycle methodology, Papazoglou M., van den Heuvel W. Communications of the ACM 50(10): 79-85, 2007. Type: Article
3. Knowledge services on the semantic Web, Mentzas G., Kafentzis K., Georgolios P. Communications of the ACM 50(10): 53-58, 2007. Type: Article
4. Context-aware agents for user-oriented Web services discovery and execution, Blake M., Kahan D., Nowlan M. Distributed and Parallel Databases 21(1): 39-58, 2007. Type: Article.
5. Extreme programming compared with Microsoft-style iterative development, Cusumano M. Communications of the ACM 50(10): 15-18, 2007. Type: Article.
6. Design and implementation of a stream-based distributed computing platform using graphics processing units. Yamagiwa S., Sousa L. Computing frontiers, Ischia, Italy, May 7-9, 2007, 197-204, 2007. Type: Proceedings.
7. Intelligent agent supported personalization for virtual learning environments, by Xu D., Wang H. Decision Support Systems 42(2): 825-843, 2006. Type: Article; Date Reviewed: May 1 2007.
8. Evaluating the effectiveness of content-oriented XML retrieval methods by Gvert N., Fulr N., Lahmas M., Kazai G. Information Retrieval 9(6): 699-722, 2006. Type: Article; Date Reviewed: Apr 6 2007.
9. Physically realistic virtual surgery using the point-associated finite field (PAFF) approach, by De S., Lim Y., Manivannan M., Srinivasan M. Presence: Teleoperators and Virtual Environments 15(3): 294-308, 2006. Type: Article, Date Reviewed: Dec 8 2006.
10. Coordination of large-scale multiagent systems. Scerri P., Vincent R., T. Mailler R. Springer-Verlag New York, Inc., Secaucus, NJ, 1999. Type: Book.
11. Interactive computer graphics: a top-down approach using OpenGL (1th ed.), by Angel E., Addison-Wesley Longman Publishing Co. Inc., Boston, MA, 2005. 752 pp. Type: Book, April 21 2006
12. Software Process Improvement: Its a Journey, Not a Destination, by Bill Hardgrave and Deborah J. Armstrong, Communications of ACM Vol. 48, No.11, (November 2005): 93-96. Review published in the Computing Reviews of ACM, 2005. Type: Article, January 6, 2006
13. The Garage, Hewitt E., Prentice Hall PTR, Upper Saddle River, NJ, 2004. Type: Book, April 27, 2005.
14. A cooperative agent-based model for active security systems, Zaki M., Sobh T. Journal of Network and Computer Applications 27(4): 201-220, 2004. Type: Article, March 2, 2005.
15. Software development teams, Sawyer S. Communications of the ACM 47(12): 95-99, 2004. Type: Article, March 1, 2005
16. Efficient structural joins with clustered extents, Kim J., Lee S., Kim H. Information Processing Letters 91(2): 69-75, 2004. Type: Article, October 29, 2004.

17. Learning ontologies from natural language texts Shamsfard M., Barforoush A. *International Journal of Human-Computer Studies* 60(1): 17-63, 2004. Type: Article, April 22, 2004.
18. Predicting nearest agent distances in artificial worlds, Reggia J., Schulz R. *Artificial Life* 8(3): 247-264, 2002. Type: Article, Reviews: (1 of 1) 09/09/03.
19. Efficient extraction of schemas for XML documents, Chung C., Ahn J., Min J. *Information Processing Letters* 85(1): 7-12. Type: Article, Reviews: (1 of 1) 06/04/03.
20. Distance education in the online world: implications for higher education, Gregor S., Marshall S., Idea Group Publishing, Hershey, PA, 2002. Type: Book Chapter, Reviews: (1 of 1) 05/21/03.
21. Building J2EE applications with the rational unified process, Houston K., Eeles P. Addison-Wesley Longman Publishing Co., Inc., Boston, MA, 2002. Type: Book, Reviews: (2 of 2), 03/14/03.
22. The state of the art in agent communication languages, Nakajima T., Shimazu A., Kone M. *Knowledge and Information Systems* 2(3): 259-284, 2000. Type: Article, Reviews: (1 of 1), 11/27/02.
23. CLOVER: an agent-based approach to systems interoperability in cooperative design systems, Shen W., Deng J., Zhao G. *Computers in Industry* 45(3): 261-276, 2001. Type: Article, Reviews: (1 of 1), 11/20/02.
24. Parallel programming using visual patterns, Sajeew A. Nova Science Publishers, Inc., Commack, NY, 2001., Type: Book Chapter, Reviews: (1 of 1), August 19, 2002.
25. Automatic derivation of software performance models from CASE documents, Iazeolla G., D'Ambrogio A., and Cortellessa V. *Performance Evaluation* 45(2-3), pp. 81-105, 2001.
26. Requirements analysis and system design: developing information systems with UML, Maciaszek L. Addison-Wesley Longman Ltd., Essex, UK, 2001. Type: Book Review, November 1, 2001.
27. UML components: a simple process for specifying component-based software, Daniels J. Cheesman J. Addison-Wesley Longman Publishing Co., Inc., Boston, MA, 2000. Type: Book Review, January 1, 2001.
28. Testing object-oriented systems: models, patterns, and tools, Binder R. Addison-Wesley Longman Publishing Co., Inc., Boston, MA, 1999. Type: Book, Reviews: (1 of 1) 09/01/00.
29. Fast track Visual C++ 6.0 programming, Holzner S. John Wiley Sons, Inc., New York, NY, 1998. Type: Book, Reviews: (1 of 1) 04/01/99.
30. Business process components for distributed object applications, Rubin B., Nilsson A., Johnson V., Bohrer K. *Communications of the ACM* 41: 43-48, 1998. Type: Article, Reviews: (1 of 1) 09/01/98.
31. Applying UML and patterns, Larman C. Prentice-Hall, Inc., Upper Saddle River, NJ, 1998. Type: Book, Reviews: (1 of 1) 09/01/98.
32. How Microsoft builds software, Selby R., Cusumano M. *Communications of the ACM* 40: 53-61, 1997. Type: Article, Reviews: (1 of 1) 11/01/97.

#### Abstracts

1. J. Panarathi, G. Zhou, C. Bayrak, A Journey in Entity Related Retrieval for TREC 2009, NIST-TREC' 2009.
2. G. Zhou, H. Joshi, C. Bayrak, Topic Categorization for Relevancy and Opinion Detection, TREC' 2007
3. H. Joshi, C. Bayrak, X. Xu, UALR at TREC: Blog Track, TREC' 2006
4. A. Kayi and C. Bayrak, Signature Properties of Contraction, First Annual Conference of the MidSouth Computational Biology and Bioinformatics, November 14-16, 2003, Little Rock.
5. A. Kayi and C. Bayrak, Non-invasive Magnetomyographic Recordings of the Uterus to Predict Labor in Term Pregnancies, Society for Maternal-Fetal Medicine, 24th Annual SMFM Scientific Meeting, 2002

Presentations

1. E. Mendi, O. Ozyavuz, E. Pekesen, E. Bayrak, **C. Bayrak**. "Food Intake Monitoring System to Prevent Obesity". Microsoft Imagine Cup Software Design Competition - US Final, Seattle, WA, USA. April 21, 2012. (poster -presentation - demo)
2. E. Mendi, S. Tokdemir, A. Moropoulos, E. Bayrak, **C. Bayrak**. "Text-to-Video Converter for Children with Learning Disabilities". Microsoft Imagine Cup Software Design Competition - US Final, Seattle, WA, USA. April 9, 2011. (poster - presentation - demo)
3. E. Mendi, E. Ermisoglu, S. Cecen, **C. Bayrak**. "Automated Medical Video Segmentation and Retrieval System". Microsoft Imagine Cup Software Design Competition - US Final, Washington, DC, USA. April 24, 2010. (poster - presentation - demo)
4. **C. Bayrak**. Structured and Semi-Structured Information Extraction from WWW. Presented to the faculties and students of Electrical and Computer Engineering Department at Karadeniz Technical University, Trabzon-Turkey. July 22, 2002.
5. **C. Bayrak**. Simulation with Cellular Automata. Presented to the faculties and students of Electrical Engineering Department at Cukurova University, Adana-Turkey. July 12, 2002.
6. **C. Bayrak**. Virtual Uterus: An Activity Monitoring Environment. Presented to the faculties and students of the Computer Engineering Department at Marmara University, Istanbul-Turkey, July 8, 2002.
7. **C. Bayrak**. Supervised Information Extraction, Presented to the faculties and students of Electrical and Computer Engineering Department at Bogazici University, Istanbul, Turkey. July 6, 2002.
8. **C. Bayrak**, Myometrial Activity Modelling using Cellular Automata, Presented to the faculties and students of Computer Engineering Department at Middle East Technical University, Ankara-Turkey, July 15, 2002.
9. **C. Bayrak**, Myometrial Activity Modelling using Cellular Automata, Presented to the faculties and students of Electrical and Computer Engineering Department at the University of Alabama at Birmingham, September 30, 2002.
10. **C. Bayrak**. The Role of Zero Time in Supermarket Automation Model. Presented to the faculties and students of Electrical and Computer Engineering Department at the University of Alabama at Birmingham, November 5, 1999.
11. **C. Bayrak**, Software System Development Difficulties. Presented to the faculties and students of Mathematics and Computer Science Department at Benedict College, March 28, 2000.
12. **C. Bayrak**. The value of statistical data in Software design and development, Mathematics and Computer Science Department, Benedict College, Columbia, SC 1997.
13. **C. Bayrak**. Software Cost Estimation with incomplete Information, 15th Annual Computer Science Conference, Federation of North Texas Area Universities, Hewlett Packard, Irving, TX, April 26, 1991.
14. **C. Bayrak**, Graphical Programming with Jigsaw Pascal: An Introduction to Visual Programming, 14th Annual Computer Science Conference, Federation of North Texas Area Universities, Hewlett Packard, Irving, TX, April 20, 1990.

Technical Reports

1. H. Joshi, **C. Bayrak**, X. Xu Tech Report UALR05-01, Matrix Dimensionality Reduction for LSI using Spherical K-means.
2. **C. Bayrak**. Software Re-engineering: A case Study, 2nd Annual Troy State University System wide Symposium, Forth Walton, FL, February 19-21, 2000.
3. **C. Bayrak**. Innovative Teaching in Engineering, Science, and Mathematics, 1st Annual Troy State University System wide Symposium, Troy, AL, 1999.
4. **C. Bayrak**, "Proposal and Research Paper Guide". TSUM-98-CIS-1, Troy State University Montgomery, 1998.
5. **C. Bayrak**. "The Annotated Bibliography on Cellular Automata." SMU-90-CSE-30, August 1990, 18p, Southern Methodist University, Dallas, TX.
6. **C. Bayrak**. "DARMS User Manual," SMU-90-CSE-29, August 1990, 58p, Southern Methodist University, Dallas, TX.
7. **C. Bayrak**. "An Operational Tutorial for X-Windows." SMU-90-CSE-21, June 1990, 39p, Southern Methodist University, Dallas, TX.
8. **C. Bayrak**, "Jigsaw Pascal: A Graphical User Interface," SMU-92-CSE-12, June 1990, 39p.

National Recognition  
in Software  
Development (Faculty  
Mentor/Advisor)

1. International ROBOGAMES Competition. 2.Place, San Mateo, CA,2012
2. Microsoft Imagine Cup Software Design Competition - US Finalist, Seattle, WA, USA, April 2012
3. Microsoft Imagine Cup Software Design Competition - US Finalist, Seattle, WA, USA, April 2011
4. Microsoft Imagine Cup Software Design Competition - US Finalist, Washington DC, USA, April 2010

GRANTS, HONORS,  
AND AWARDS

Grant Proposals

1. **PI** Design and Development of Virtual Airway Skill Trainer (VAST) Platform, UCA-RPI-NIH. 2015-2017 **\$39,370 – Funded**
2. **PI** IT Based Health Literacy Optimization, UAMS, 2015, **\$22,344 – Funded**
3. **PI** Model Driven Development using Curom Framework (Capstone Project Development). DHS. 2014-2015. **\$5,000 – Funded**
4. **PI** Surgical Simulation, UAMS. 2008, **\$92,000 – Funded**
5. **CO-PI** Cooperation in Education and Vocational Training, EU-US Atlantis Program. DoE. 2007-2008. **\$180,000. Grant Number: P116J0700XX**
6. **PI** Polymorphic Encryption for Secure Communication, NSA-DoD. 2007-2010, **\$1,000,000 - funded. Grant Number:H98230-07-C-0403**
7. **CO-PI** Trainable Matching Engine, Axiom. 2007-2008. **\$ 53,200 – funded**
8. **CO-PI** Trainable Matching Engine, Axiom. 2006-2007, **\$ 65, 000 – funded**
9. **CO-PI** PACE-III UD-DOE-OP, 2005-2008. **\$750.000 – funded**
10. **PI** Business Language Processing: Cleaning for FOCAL, Axiom. 2005- 2006, **\$30,000 – funded**
11. **PI** Batch CDI Flow Generator, Axiom, 2004-2005. **\$ 57, 800 – funded**
12. **CO-PI** International Cooperation using Educational Technology in Graduate Studies in Computer Science and Technology, DoE-EC-US. 2003-2006, **\$203,607**
13. **PI** MEKTEP: Course Management System Development, UALR, 2003-2005, **\$136,000 – funded**
14. **CO-PI** Temporal- Spatial Biomagnetic Fields of the Fetus, NIH/BISTI. 2002-2005. **\$1,496,799 - funded**
15. **PI** Browser Harness (Phase II), Axiom. 2001-2002. **\$ 43, 600 – funded**
16. **PI** Browser Harness (Phase I), Axiom. 2000-2001, **\$ 55, 000 – funded**
17. **PI** Robotics, Intelligent Sensing and Control (RISC) Infrastructure Development, CRC, 1998. **\$4,800.00 – funded**
18. **PI** The Network Training Infrastructure, NASA, 1997, **\$250,000 – funded**

In-progress/ Pending/  
Rejected Grant  
Proposals

1. **PI** Big Data to Knowledge (BD2K) Community-Based Data and Metadata Standards Efforts (R21)-In Progress
2. **PI** BRAIN Initiative: Open Educational Resources for Biomedical Big Data (REU). NSF, In Progress
3. **PI** Big Data to Knowledge (BD2K) Enhancing the Efficiency and Effectiveness of Digital Curation for Biomedical Big Data (U01)RFA-LM-17-001. NIH. In Progress
4. **PI** Antipodal Connectivity: A Hidden Cognitive Structure for Potential Biomarker.NSF. Pending

Research and Service  
Excellence

1. Engineering College, Research Excellence Award, 2004.
2. SDPS Outstanding Service Award, presented during the 5th biennial World Conference on IDPT, June 4-8, 2000 in Dallas, TX.

DISSERTATION /  
THESIS  
SUPERVISED

1. EEG Analysis of evoked potential of the brain to develop a mathematical model for classifying Tinnitus datasets, [MS. Thesis]. Yasaman Emanui. 2016.
2. Modeling the Antipodal Connectivity Structures of Neural Communities. [MS. Thesis]. Bayazit Karaman, 2015.
3. Harnessing the Transient Sound Waves from Space Repository for Source Identification. [MS. Thesis], Onur Kececi, 2015.
4. Modeling properties of Deformation Pattern. [Ph.D. Thesis]. Yuan Lin. 2014.
5. Automated Content-based Video Analysis and Management. [Ph.D. Thesis]. Engin S. Mendi. 2012
6. Development of the In Vivo Multicolor Photoacoustic Flow Cytometer [Ph.D. Thesis] - Mustafa Sarimollaoglu, 2012
7. Simulation of Mobile Treatment Monitoring System [MS. Thesis]. 2011 - Enre Ernisoglu
8. A Cloud based Approach to Medical Data Research Sharing [MS. Thesis]. 2011 - Travis Bennet
9. Hybrid Matching and Risk Assessment of the Misspelled Names [HMRA] [Ph.D. Thesis] - Cihan Varol, 2010
10. Histogram-based video Segmentation and key Frame Extraction on SOM and DFT, [MS. Thesis], 2009 - Songul Cecen.
11. Injecting a Permission-based Delegation Model to Secure Web-based Workflow System [MS. Thesis] - Xiaoran Wang, 2009
12. An Online Credential Repository for Role-Based Delegation [MS. Thesis]- Guangxu Zhou, 2009
13. Detection of Spoofed E-mails. [MS. Thesis] - Ramachandra Rao Seethiraju, 2009
14. Warning Based Browser Extension to protect user private data against phishing attacks, [MS. Thesis] - Sree Rama Konduri. 2009
15. Integrated Implementation of Surgical Simulation through Modeling by Means of Imaging, Comprehension, Visualization, Deformation and Collision Detection in Virtual Environment, [Ph.D. Thesis], 2008 - Sinan Kocakara (Co-Advisor)
16. Nonlinear Decomposition Analysis and Phase Transition Characterization of Uterine Contraction [Ph.D. Thesis] - Kemal Aydin. 2008.
17. Virtual Environments and their Application in Surgical Training [MS. Thesis] - Tansel Halic, 2008.
18. Evolutionary Behavior of Textual Semantics (EBOT) [Ph.D. Thesis] - Hemant Joshi. April 2007.
19. TBD [MS. Thesis] - Abdullah Kayi, 2007
20. Neural Network based Performance Prediction with Feature Extraction [MS. Thesis] - Efsun Selin Sarioglu, 2007.
21. Intelligent Architecture for Mobile Code Execution (INAMCE) [Ph.D. Thesis]- Umit Topaloglu. 2006.
22. Unsupervised Information Extraction from Web Resources [MS. Thesis] - Hayrettin Koluksaoglu. 2003

SERVICE TO THE  
PROFESSION  
Membership Activities

1. Mathematical Association of America (MAA)
2. Association for Computer Machinery (ACM).
3. IEEE Computer Society.
  1. SIGCHI.
  5. SIGSOFT.
  6. Sigma Xi, The Scientific Research Society
  7. Arkansas Academy of Science
  8. ISDFS. International Society of Data and Forensic Science

- Proposal Review  
Panelist
1. The Norwegian Research Council. Oslo, Norway
  2. DEPSCoR Alabama
  3. GENOMICS, Canada
  4. NSF, USA
  5. NIH, USA

- Reviewer for Scientific  
Manuscripts
1. ACM Communications
  2. IEEE Communications Magazine
  3. Computers and Security, Elsevier.
  4. Procedia Computer Science.
  5. Journals of Systems and Software. Elsevier.
  6. Communication Network. Elsevier.
  7. Turkish Journal of Electrical Engineering and Computer Science
  8. The Oxford Journal
  9. Journal of Systems and Software, Elsevier
  10. Computers and Security. Elsevier

REFERENCES Available upon request.

**3356-9-05 Faculty rank and tenure for designated administrators.**

Previous Policy Number: 9005.01  
Responsible Division/Office: Office of the Provost  
Responsible Officer: President  
Revision History: 1999; March 2003; December 2009;  
September 2014  
Board Committee: Academic Quality and Student Success  
**Effective Date: September 24, 2014**  
Next Review: 2019

---

- (A) Policy statement. Appropriate to their academic credentials, experience and position, persons hired to serve as president, provost, vice president, dean, department chair, or other administrative positions may be appointed with earned faculty rank and tenure upon the recommendation of the president to the board of trustees for their approval.
- (B) Procedures.
- (1) If appointment is to be with faculty rank and tenure, the academic credentials of the candidate will be presented to the appropriate department and dean for review. Granting of faculty rank and tenure to designated administrators will normally require that the individual will have earned rank and tenure at a previous institution.
  - (2) The department will prepare a written recommendation regarding the viability of candidate's receipt of faculty rank and tenure. This recommendation will be forwarded to the dean of the college (unless it is for a candidate for the position of dean, in which case the recommendation will be forwarded to the provost), who will forward the department's and his/her recommendation to the provost.
  - (3) The provost will make recommendations to the president on the granting of faculty rank and tenure to candidates for dean, department chair, and other administrative positions. After paragraphs (B)(1) and (B)(2) of this rule are followed, the president will make a recommendation to the board of trustees regarding faculty rank and tenure of the candidate for provost.

- (4) The president will make recommendations to the board of trustees on the granting of rank and tenure for designated administrators to the board of trustees (excepting him or herself). The board of trustees will exercise final decision-making authority on all of the above recommendations and, as appropriate, on the granting of rank and tenure to the president.
- (5) The designated administrator will be assigned a faculty base salary after the conferral of tenure. The faculty base salary will be determined based on the following procedure:
  - (a) Faculty salaries at the appointed faculty rank in the appropriate department/college will serve as a guideline.
  - (b) The provost negotiates the faculty base salary with the hiring authority.
  - (c) The agreed-upon faculty base salary is recorded in the office of human resources and serves as the basis for calculating a faculty salary should the administrator return to faculty status.
  - (d) Each year the faculty base salary is updated based on negotiated annual increases in the agreement between Youngstown state university (“YSU”) and the Youngstown state university Ohio education association (“YSU-OEA”).
- (6) Administrators with faculty rank and tenure earned at Youngstown state university may return to their faculty position with tenure and at the rank held prior to administrative appointment. The faculty base salary prior to administrative appointment will be adjusted based on negotiated annual increases in the agreement between YSU and YSU-OEA.
- (7) Tenure provisions defined in the YSU/YSU-OEA agreement current at the time of return or transfer to a full-time faculty position apply. Rank and tenure are not guaranteed for any administrator who has been removed from his or her administrative position for cause.



# Student Success Cornerstone





## Report Update



June 2017

Note: The following report indicates progress made on the 2011-2020 University Strategic Plan Student Success Cornerstone since November 2013.

### Strategic Plan Matrix

Legend:

-  Critical Delay
-  Behind, But Manageable
-  On Schedule
-  Completed

Est. Date of Completion	Summary of Initiative	Current Status	Status
Ongoing	Enrollment Management Team to examine and revise admission/retention requirements.	<p>The Enrollment Management Team meets regularly to discuss enrollment and retention strategies. Crash Days are held each semester and attendance ranges from 450 – 1,200 potential students and guest. Several Colleges hold Open Houses and other recruitment events.</p> <p>BCHHS obtained a grant and has developed a pipeline program with several area high schools. The goal of the pipeline program is to recruit minority and/or under-resourced students into their professions. They also have a learning community, which targets the same population at the college level.</p> <p>The University contracted Royall &amp; Co. to assist with the recruitment of traditional students predominately in Ohio and Pennsylvania. Those efforts helped the University have a positive increase in enrollment while many other northeast universities and colleges saw decreased.</p>	
Complete	Develop first year experience courses	Each College has first year experience courses available for their students. Some FYE courses are discipline related while others are college focused. Each FYE course also meets general education standards. A coordinator has been employed to oversee the courses and assist instructors with meeting the learning objectives for the FYE. The universal components of each FYE course are a career element, financial literacy, and Title IX training.	

Est. Date of Completion	Summary of Initiative	Current Status	Status
Ongoing	Improve course completion rates	<p>As a result of Starfish, faculty and staff engagement, and continual quality programming offered by the Center for Student Progress, the completion rate has continually improved. In 2013 the course completion rate was 82.0% and in 2017 it has grown to 84.5% (the 2020 goal is 85%).</p> <p>The reason this area has been deemed “critical” is due the minority graduation rate. It has remained steady over the past four years at 12.6% (the 2020 goal is 25%). It is critical that more programing and energies are focused on this population.</p>	
Ongoing	Support faculty development in teaching and learning	<p>The Faculty Development Committee supports faculty in all aspects of their career trajectories: orientation, mentoring, preparation toward tenure and promotion, awards and grants, scholarship and creative activities, best practices in teaching and learning and associated technologies, achieving job satisfaction, and life/work balance. The <i>Teaching and Learning Center</i> website (<a href="http://cms.ysu.edu/teaching-and-learning-center/teaching-and-learning-center">http://cms.ysu.edu/teaching-and-learning-center/teaching-and-learning-center</a>) provides detailed information on where faculty can obtain information on opportunities for development in teaching and learning. In 2013-2014, the following workshops/seminars were offered to faculty:</p> <ul style="list-style-type: none"> <li>• Teach students how to learn: Metacognition is the key</li> <li>• Tips for Dealing with Challenging Student Behavior</li> <li>• YSU Teaching, Research, and Service Stars</li> <li>• Tips for Yearly Evaluation toward Tenure and Promotion</li> <li>• Two-Day Workshop – Scholarship and Teaching</li> <li>• Managing Conflict in Professional relationships</li> <li>• Day-long Workshop – Everybody’s Responsibility: Creating Accessible Documents, Videos, Websites, and Materials</li> <li>• Creating assignments that teach students to read the literature</li> <li>• Creating Meaningful Reflective Journaling Assignments</li> <li>• How to Lecture Less and Teach More: Problem-Based Learning</li> <li>• “Ving” – interactive messaging technology</li> </ul> <p>In 2014-2015, 19 workshops and activities were offered to faculty members. The faculty mentoring program was increased and Learning Communities that were established in 2013-2014 continued to grow (<i>Teaching Technology Study</i> and <i>Student Writing Study</i>). The following workshops/seminars were offered:</p> <ul style="list-style-type: none"> <li>• Teach Students How to Learn! Metacognition is the Key</li> <li>• Tips for Responding to Challenging Student Behaviors</li> <li>• YSU Branding - University Approved Format for CV, PPT, Posters</li> <li>• Tips for Yearly Evaluation toward Tenure and Promotion</li> <li>• Two-Day Workshop – “Fresh Start”</li> <li>• Helped to promote</li> </ul> <p>In 2015-2016, the orientation for new faculty and chairs orientations (FT Faculty, PT Faculty, Chairs) was improved and offered. The faculty mentoring program and learning communities continued to grow. The following workshops/seminars were offered:</p> <ul style="list-style-type: none"> <li>• Active learning strategies and classroom assessment techniques</li> <li>• Managing your classroom, student issues (faculty panel)</li> <li>• Best practices in instructional design, info about Youngstown</li> </ul>	

		<ul style="list-style-type: none"> <li>• Peer classroom visit experiences, easier ways to grade writing</li> <li>• New Faculty Roundup</li> <li>• Assessing Classroom Speeches</li> <li>• Disruptive or dangerous classroom behavior</li> <li>• Institutional Review Board (IRB)</li> <li>• Research, Grant, and Sponsored Programs</li> <li>• Navigating YSU's IRB</li> <li>• Research, Grant, and Sponsored Programs</li> <li>• Your Tenure and Promotion Portfolio</li> </ul> <p>In 2016-2017, the orientation program for new faculty and chairs grew. Learning communities and workshops were offered. Online training with Magna Publications became available. There are nearly 300 training videos available on a variety of subjects from well-known experts in teaching and learning. During that academic year the following workshops/seminars were offered:</p> <ul style="list-style-type: none"> <li>• Active Learning Strategies</li> <li>• Classroom Assessment Techniques</li> <li>• Your Tenure and Promotion Portfolio</li> <li>• Assessing Classroom Speeches</li> <li>• New Faculty Roundup with the Provost</li> <li>• Changes to the Student Code and other Rules You Should Know</li> <li>• Engaging diverse socioeconomic, gender, racial student population</li> <li>• Using Empathy and Classroom Assessment to Create the Human Centered Classroom</li> <li>• Tenure and Promotion Portfolio</li> <li>• Dealing with Disruptive Students</li> <li>• IRB workshop</li> <li>• Interpreting FERPA as it Applies to Using Social Media</li> <li>• Cultural Humility</li> <li>• Understanding Adult Students</li> </ul>	
Ongoing	Align advising systems	<p>Over the past four years, many improvements have been made in the advising process. Each academic department has established a Four-Year Plan for students and Academic Advisors to use to chart a student's progress through their academic career. Curriculum Sheets have been standardized in respect to the information that must be contained on them. YSU has an updated, interactive electronic course catalog (<a href="http://catalog.ysu.edu">http://catalog.ysu.edu</a>). In addition to the improvements in materials available to students and Academic Advisors, there is now a new center on campus to assist students, who are truly undetermined, the Center for Career and Academic Advising. This Center also assists students who are conditionally admitted in the College of Health and Human Services.</p> <p>In Fall 2017, there are plans to upgrade Banner and institute a new degree audit system.</p>	
Ongoing	Raise more money for scholarships	<p>The YSU Foundation continues to solicit funds in order to aid students with their financial needs. It is estimated that there have been more than 100 new student scholarships provided to students since 2013.</p>	

Est. Date of Completion	Summary of Initiative	Current Status	Status
Ongoing	<p>Develop a major marketing campaign to position YSU as a University of choice. Recruit underrepresented students, the best students, and students outside the immediate area.</p>	<p>The University contracted Royall &amp; Co. out of Richmond, Virginia, to assist with the recruitment of traditional students in Ohio and Pennsylvania, for Fall 2014 and Fall 2015 recruitment cycles. Royall also recruited students in Chicago, Illinois, and Buffalo, New York.</p> <p>The University introduced a new marketing campaign, which included billboards and commercials. The new catch phrase is “Y and proud.”</p> <p>A webpage development and marketing company, NewCity, Inc. out of Blacksburg, Virginia (<a href="http://www.insidewcity.com">http://www.insidewcity.com</a>) was hired to evaluate and update the YSU webpage. Everything on YSU’s website is now uniform. The program associated with the website allows for the collection of valuable information that can be used to assist with marketing strategies. The website went live on October 26, 2016. Since launching our website, our mobile web traffic has increased 21% from the previous year, a metric that could correlate to our local population and this trend.</p> <p>Although this was not a marketing strategy, it assists the university with recruiting the best students based on academic performance. In December 2014, the YSU Board of Trustees approved the establishment of an Honors College, which essentially combined and expanded the Scholars and Honors programs. The fall 2014 class of University Scholars and Honors students had 40 University Scholars on a full-ride scholarship and 56 Honors students with no honors designated merit scholarships. In the first year of the new scholarship and college structure, first-year student enrollment for fall 2015 was the highest experienced in the history of honors with 169 students. The goal for 2016 was to reach 250 students, which was surpassed with 273 enrolled. Beginning with the 2015-16 class of Honors students, minimum requirements for entering the Honors College with scholarship opportunities are a composite 26 ACT or 1760 SAT and a 3.5 overall grade point average. Previous requirements for the scholarship consideration was a 28 ACT/1860 SAT and 3.5 overall GPA. Current Honors College requirements remain identical to former Honors Program entrance requirements. Applicants meeting both criteria are fully admitted to the Honors College and awarded applicable scholarships, ranging between \$1000 - \$3000 for tuition, and \$1000 - \$3000 for honors housing. Less than 10 full-ride scholarships are offered. Applicants demonstrating a combination of academic merit, along with other outstanding credentials, but shy of meeting one of the two academic merit credentials are admitted provisionally to Honors. Scholarships for tuition are not awarded to applicants within this category; however, provisional students are awarded honors housing.</p>	
Ongoing	<p>Streamline academic experiences (e.g., 3-year degrees, credit for prior learning)</p>	<p>The University has developed a webpage explaining to students how they can obtain their degrees in three years (<a href="http://www.yzu.edu/3-year-degree-pathways">http://www.yzu.edu/3-year-degree-pathways</a>). In order for students to complete a degree in three years, students must enter the university with credits from one or more of the following: Advanced Placement credits, College in High School credits, International Baccalaureate program credits or PSEOP credits.</p> <p>Another option for completing their degrees in 3 years is to obtain prior learning credit. Academic Senate approved the acceptance of prior learning assessment (PLA) credit for students. Students can obtain credit for learning that has occurred outside the classroom (<a href="http://cms.yzu.edu/prior-learning-assessment/prior-learning-assessment">http://cms.yzu.edu/prior-learning-assessment/prior-learning-assessment</a>). Students have their credit evaluated by one or more of the following methods: review the crosswalk posted on YSU’s website to see if automatic credit is awarded; complete a portfolio for evaluation; take a standardized exam such as CLEP; take a departmental challenge exam; or if they are military personnel, then they have their Joint Service Transcript or their transcript from the Air Force Community College evaluated.</p> <p>YSU has also partnered with the American Council on Education (ACE) in the Alternative Credit Plus Project. The</p>	

		<p>entire project is funded by the Bill &amp; Melinda Gates Foundation (<a href="http://cms.yosu.edu/ysu/alternative-credit-project">http://cms.yosu.edu/ysu/alternative-credit-project</a>). The project encourages greater acceptance of alternative credit and a more flexible pathway towards post-secondary education attainment for students who may have some college credit but no degree.</p> <p>The General Studies Degree (BGS) at YSU has been growing. Many individuals have accumulated several credit hours as a result of switching majors or military service credit. To assure a more timely graduation, they can move to the General Studies Degree program. This program is now offered completely online. The program is currently recruiting students transferring from community colleges. They have developed an articulation agreement with LCCC, Tri C, and Lakeland Community Colleges. The General Studies program enrollment has remained relatively consistent since 2013. In 2013 there were 134 students in the program. In Fall 2016, that number decreased slightly to 127 students majoring in BGS.</p> <p>Competency Based Education (CBE) is being explored at the state level. YSU has agreed to participate in the discussions and will explore this form of education delivery method to determine if it is appropriate for YSU.</p>	
Ongoing	Increase internship, cooperative-education, service-learning, and study-abroad opportunities	<p>A continuing growth in internship, cooperative-education and service-learning opportunities has taken place across the university. An increased number of job fairs and partnerships with regional companies have improved the availability of off-campus learning experiences. A total of 436 companies participated in on-campus job fairs hosted by the Office of Career and Academic Advising, and colleges during the 2016-2017 academic year.</p> <p>Study abroad opportunities continue to grow with an increased emphasis on developing articulation agreements with institutions in the Asian rim.</p>	
Ongoing	Offer flexibly scheduled, alternative delivery, and distance-education courses and programs.	<p>In 2013 the University had two undergraduate programs (Public Health and Allied Health) and three graduate programs (Business Administration, Early Childhood Education, and Respiratory Care) offered to students completely online for a total of five programs. In 2017, that number has grown to 12 programs. There are six programs (Public Health, Allied Health, Registered Nurse to BSN, Respiratory Care, General Studies, and Criminal Justice) at the undergraduate level completely online. At the graduate level there are now seven programs offered in this format (Business Administration, Early Childhood Education, Respiratory Care, Engineering Management Track, Criminal Justice, Financial Economics, and Health &amp; Human Services).</p> <p>The number of courses offered online has grown from 80 in 2013 to 180 in 2014. Although there has been tremendous growth, the demand for online courses continues to increase.</p> <p>As stated earlier, YSU has also partnered with the American Council on Education (ACE) in the Alternative Credit Plus Project. The project encourages greater acceptance of alternative credit and a more flexible pathway towards post-secondary education attainment for students who may have some college credit but no degree.</p>	
Complete	Improve orientation processes and programs.	<p>Over the past few years, Orientation personnel have worked hard to improve the orientation process for incoming students. One move that occurred recently was renaming the SOAR to Orientation. To reach more students, Orientation personnel are using the following strategies: additional electronic communication, reach out more often, and have surveyed our students to see what is the most effective way(s) to connect with them. Until 2016, the original outreach was a large packet of information, but for 2017 they have limited their mailing to postcards. Based on survey data from our students, 86% of them were registering for orientation because of emails received and only 14% were paying attention to postal mail</p> <p>Another strategy used to improve Orientation was to reinvent Freshman convocation as a Welcome Week event for first-year students. The week of activities was deemed too long for students. In 2017, Ignite will consist of two days of events.</p>	

Est. Date of Completion	Summary of Initiative	Current Status	Status
Complete	Tighten and improve enforcement of academic progress.	On May 12, 2012, Academic Senate passed a new conditional admission policy. Currently modifications are now occurring to the CA policy to assure more adherence to policies and increased services to students. The Center for Career and Academic Advising is taking a proactive role with CA students from BCHHS.	
Complete	Create early-warning processes to improve student success	During the past year, a Starfish Advisory Council was formed and ideas were discussed for improving faculty participation. The faculty participation goal was initially set at 40% and, while that goal was surpassed during spring semester 2012, we had seen a decline until fall 2016 when the percentage of faculty using Starfish rose to 41%. The increase can be attributed to the creation of a one stop website where faculty can go for training and FAQs and also the communication of the Advisory Council with those in their colleges. Further indicators of the success of Starfish: A steady increase of hours completed by first time students. (F11 students completed 77.34% of attempted hours, while the F15 cohort completed 82.9% of credit hours attempted.); GPA increase (F11 was 2.68, while F15 was 2.85); Decrease in the percentage of NAFs (F11 was 4.41%, while F15 was 2.31%)	

# STUDENT SUCCESS CORNERSTONE

## Academic Achievement Metrics Executive Summary, June 2017

This Report is an update  
from November 2013

	Three-Year Average	Current	2013	Trend	2020 Goal	Data Source
Degrees Awarded	2,300	2,387	2,063	↑	2,500	YSU IR Degrees Awarded Report
Six-Year Graduation Rate	31.15%	30.46%	32.10%	↓	43%	YSU IR Graduation Rates for First-Time, Full-Time Freshmen
Minority Graduation Rate	13.75%	12.60%	12.60%	No change	25%	YSU IR Graduation Rates for First-Time, Full-Time Freshmen
Student-Athlete Graduation Rate	60%	72%	69%	↑	72%	NCAA YSU Federal Graduation Rate Report <b>2020 Goal Reached</b>
Entering Freshmen Average ACT	21.26	21.8	20.48	↑	22	YSU IR First-Time Undergraduate Average Composite ACT scores
Retention Rate	72.2%	73.4%	68%	↑	72%	YSU IR First-Time Undergraduates Fall-to-Fall Retention <b>2020 Goal Reached</b>
Course Completion Rate	83.77%	84.47%	82%	↑	85%	YSU IR Report: Spring 2013 - Undergraduate Course Grades Exclusive of NG-Only Graded Courses
International Students	267	318	192	↑	300	YSU IR 14th Day Enrollment Report <b>2020 Goal Reached</b>
Study Abroad Students	135	120	138	↓	225	Center for International Studies and Programs
Adult Students (Undergraduates >=25)	18.15%	18.15%	25%	↓	30%	YSU IR 14th Day Enrollment: Traditional vs Non-Traditional

Note: Since 2010—YSU no longer uses Collegiate Learning Assessment (CLA)

# STUDENT SUCCESS CORNERSTONE

## Post-College Success Metrics Executive Summary, June 2017

This Report is an update from November 2013

	Current	2013	Trend	2020 Goal	Data Source
First-Time Pass Rate: Licensure Exams	92%	99%	↓	Meet or Surpass National / State Averages	Data includes average pass rate for the following programs: Nursing, (88.5%, national 84.6%), Dental Hygiene (100% on four separate certification/exams; above averages), EMS-EMT (90%), EMS-Paramedic (96%), and Social Work (77%; national 70%), and the Police Academy (100%). <b>2020 Goal Reached</b>
Standardized Exam: LSAT	151	149	↑	150	Mean National Score; www.lsac.org <b>2020 Goal Reached</b>
NSSE Senior Year: Writing clearly and effectively	2.9	2.9	No Change	2.9	Average Score (Peer Institutions) YSU Office of Assessment <b>2020 Goal Reached</b>
NSSE Senior Year: Speaking clearly and effectively	2.9	2.9	No Change	2.8	Average Score (Peer Institutions) YSU Office of Assessment <b>2020 Goal Reached</b>
NSSE Senior Year: Thinking critically and analytically	3.3	3.2	↑	3.2	Average Score (Peer Institutions) YSU Office of Assessment <b>2020 Goal Reached</b>
Graduates Employed Full Time (Undergraduate only)	52%	54%	↓	53%	3 Year Average
Graduates Seeking Additional Education (Undergraduate only)	21%	24%	↓	20%	3 Year Average <b>2020 Goal Reached</b>

Rev. June 2017

Note: Graduate School reported that GRE and GMAT scores rarely used for admission into programs, information removed this report



# STUDENT SUCCESS CORNERSTONE

## Student Satisfaction Metrics Executive Summary, June 2017

This Report is an update from November 2013

	Three-Year Average	Current	2013	Trend	2020 Goal	Data Source
NSSE: First Year: Entire education experience at YSU good or excellent	84.5%	86%	81%	↑	90%	National Survey of Student Engagement; nsse.iub.edu (completed every three years: 2010, 2013, 2016; switching to every two years, next in 2018)
NSSE: Senior Year: Entire education experience at YSU good or excellent	81.5%	83%	80%	↑	95%	National Survey of Student Engagement; nsse.iub.edu completed every three years: 2010, 2013, 2016; switching to every two years, next in 2018)
NL: Traditional Students: Very satisfied/satisfied with YSU experience	n/a	56%	56%	No change	60%	Noel Levitz Student Satisfaction Survey; www.noellevitz.com completed (results from 2017 not currently available)
NL: Adult Students: Very satisfied/satisfied with YSU experience	n/a	67%	62%	↑	65%	Noel Levitz Student Satisfaction Survey; www.noellevitz.com completed (results from 2017 not currently available) <b>2020 Goal Reached</b>
QOL: Overall Satisfaction with University Housing	80%	Still need data	81%		85%	Housing & Residence Life Quality of Life Survey; housing.yzu.edu
ACUHO-I/EBI: Extent satisfied with on-campus housing experience	75%	Still need data	75%		80%	Student Center Assessment (National Benchmarking Survey); www.webebi.com
ACUI/EBI: Overall satisfaction with student union (Kilcawley Center)	70.50%	Still need data	70%		75%	Student Center Assessment (National Benchmarking Survey); www.webebi.com
CRUSS: Satisfied or very satisfied with Campus Recreation experience	Still need data	Still need data	83%		87%	Campus Recreation User Satisfaction Survey; ysu.edu/recenter

Notes: We do not have a three year average available for the Noel Levitz Student Satisfaction Survey. YSU has only offered it two times. The Noel Levitz was last conducted in 2012, not 2013. In 2017, the Adult Student Survey included graduate students: it did not in the previous year.

Rev. June 2017