

2023-24 Wheaton College Graduate Student Handbook
POLICIES, PROCEDURES. GRIEVANCES and APPEALS

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Introduction

“The key to successful leadership today,” author Ken Blanchard once wrote, “is influence, not authority.” As we gaze into a future that promises ever increasing shifts in existing social, economic, academic and ecclesial structures (all taking place amidst an ever-widening global economy of ideas), we sense that these words will only prove truer tomorrow than they are today. If so, then those who emerge to fill the gaps of leadership will likely be those men and women who are best equipped to step back and navigate the shifting terrain of their respective fields. At the Wheaton College Graduate School, we see our job as providing emerging leaders with the disciplinary map they will need – a theologically integrated map that, come what may, will last a lifetime.

To this end, ever since 1937, the Graduate School has sought to occupy a unique place within the world of Christian higher education by providing a singular educational experience. Today, it is our goal to offer the tutelage of world-class scholars within a diverse community of vibrant faith – all the while thoroughly grounded in the authority of the Scriptures and thoughtfully engaged with the broader liberal arts. Not only has this been our heritage at Wheaton; it is also our future. As a graduate faculty, we are convinced that there is no better way forward in preparing tomorrow’s influencers for the challenges that await them.

Dr. A. Scott Moreau
 Professor Emeritus of Intercultural Studies
 Former Dean, Wheaton College Graduate School

About Wheaton College Graduate School

Founded in 1937, Wheaton College Graduate School offers advanced theological and ministry training designed to enhance your professional education and holistic development. Through doctoral and master's degrees taught by world-class faculty, you will be prepared for effective service in your chosen field.

1. Our Mission

Our mission is to form servant scholars and leaders through exceptional graduate programs for Christ and His Kingdom.

2. Our Vision

We envision God transforming the world through scholars and practitioners rooted in Christ and equipped for global leadership.

Christ-Focused

The Wheaton College Graduate School exists within the College's distinctively Christian convictions and commitments. Graduate students have the opportunity to join small groups, attend a weekly graduate chapel, and other options that all contribute to the unique purpose of this school" with "the whole person educational mission of Wheaton College.

Built on a Historic Foundation

Wheaton College Graduate School is a part of Wheaton College, a Christian, interdenominational, four-year, liberal arts school founded in 1860. The Graduate School was founded in 1937 to provide further theological training and ministry skills needed to advance the cause of Christ and His kingdom. Both the College and Graduate School are on the same eighty-acre campus in Wheaton, Illinois.

Drawing on the values of our Christian liberal arts heritage, we offer eighteen degree programs in the areas of psychology, education, biblical and theological studies, ministry and leadership, and the social sciences with many courses available in flexible formats that fit the needs of today's adult students. Our goal is to equip emerging leaders through a singular educational experience to go into the world and become effective influencers wherever God may call them.

3. Scholarship Committed to Servanthood

"Scholarship Committed to Servanthood" isn't just our motto. It's an idea that informs every part of the Wheaton College Graduate School experience.

Scholarship

Wheaton offers students a rare combination of academic excellence and practical training in the evangelical Christian tradition. You will benefit from studying with committed, internationally respected, and well-published faculty who create an educational environment that prepares individuals to lead, serve, counsel, direct, and teach throughout the world.

Servanthood

The Graduate School is committed to the direct application of our scholarly work to the service of the church and the world. Our alumni make a powerful impact around the world as servant leaders shaping the work of the kingdom.

4. Dynamic Learning Environment

Wheaton is located just 25 miles west of Chicago, and it's easy to catch a train into the city and enjoy the wide variety of educational, cultural, and recreational opportunities. Wheaton, and the surrounding community, is home to numerous Christian organizations and wonderful churches across multiple Christian traditions where our students worship and serve. Our graduate students also take advantage of the on-campus lecture series, annual academic conferences, clubs, organizations, chapel services, and fellowship groups.

5. Important Terms Used at Wheaton

AIT: Academic Instructional Technology is our campus technology department that help with everything tech-related.

Banner: Banner is the administrative software database program that powers everything from applications to the Wheaton portal to grading to transcripts after graduation. Virtually every office at Wheaton relies on to enable us to get our jobs done. Banner allows you to do all the things listed in the description of the Wheaton Portal (above).

my.wheaton.edu email address: The Wheaton College policy is that students, faculty, and staff are to communicate electronically only via Wheaton e-mail, Wheaton Portal, and Schoology. Be sure to check these regularly. Before you do anything else, make sure you've set up your my.wheaton.edu email account by visiting Account Setup.

Schoology Learning Management System: Schoology houses your course assignments and your program-related Community Group. Once you register for classes, you will be able to use the same log in to access your courses in Schoology; your Program Coordinator will add you to Community Groups for your program.

ThunderCloud: Wheaton's cloud-based services for Wheaton student, staff and faculty needs such as printing via the Net, Microsoft Office 365 ProPlus software, and Box cloud storage.

Wheaton Portal: The Wheaton Portal is the place to access information and tools such as your my.wheaton.edu email account, Banner Self Service (though which you register for courses, drop and add courses, see your grades, request transcripts and so on), Schoology, access your student account, to pay your bill, view academic calendars and resources and more. By logging on to the portal, you are will also be automatically logged into many of the online systems used at Wheaton.

Academic Policies and Grievance Procedures

Critical abbreviations: unless otherwise noted, in this Handbook:

DSW = Dean of Student Wellness and

DGSL = Director of Graduate Student Life.

Additionally, any use of Wheaton College (or just College) includes the Wheaton College Graduate School.

6. Wheaton College Policy on Academic Integrity

Academic policies and appeals can vary by level of program (MA or Doctoral) and specific degree. Several programs have program-specific handbooks with policies spelled out in detail. Where those program-specific handbooks have policies delineated, the program-specific handbook supersedes the policies outlined in this Graduate Student Handbook.

The Wheaton College Community Covenant, which all members of our academic community affirm, states that, “According to the Scriptures, followers of Jesus Christ will...be people of integrity whose word can be fully trusted (Psalm 15:4; Matt. 5:33-37).” It is expected that Wheaton College students, faculty and staff understand and subscribe to the ideal of academic integrity and take full personal responsibility and accountability for their work. Wheaton College considers violations of academic integrity a serious offense against the basic meaning of an academic community and against the standards of excellence, integrity, and behavior expected of members of our academic community. Violations of academic integrity break the trust that exists among members of the learning community at Wheaton and degrade the College’s educational and research mission.

Violations of Academic Integrity: Definitions

Plagiarism is defined as using material created by others—in part or in whole—without properly attributing authorial and publication references for the correct source(s). Plagiarism can occur in dealing with written texts, but can also occur in the arts when, for instance, images or musical themes created by another are presented as if they were the original composition or creation of the student (e.g. musical composition, artwork, etc.). Reference credit must be given for direct quotations, for work (including a form of argument, progression of ideas, or artistic creation), whether in whole or in part, that is paraphrased, adapted or summarized in the student’s own words or creative work, and for information that is not common.

Cheating is defined as use of unauthorized notes, study aids, or non-approved sources for an examination, unauthorized alteration of a graded work after it has been returned and resubmission of that work for re-grading, submission of another person’s work to meet requirements for a course, and submission of identical or similar papers for credit in more than one course (concurrently or sequentially) without prior permission from the course instructors.

Fabrication is defined as falsifying or inventing any information, data, or citation, presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data as if they were gathered in accord with those guidelines, and failing to include an accurate account of the method by which the data were gathered or collected.

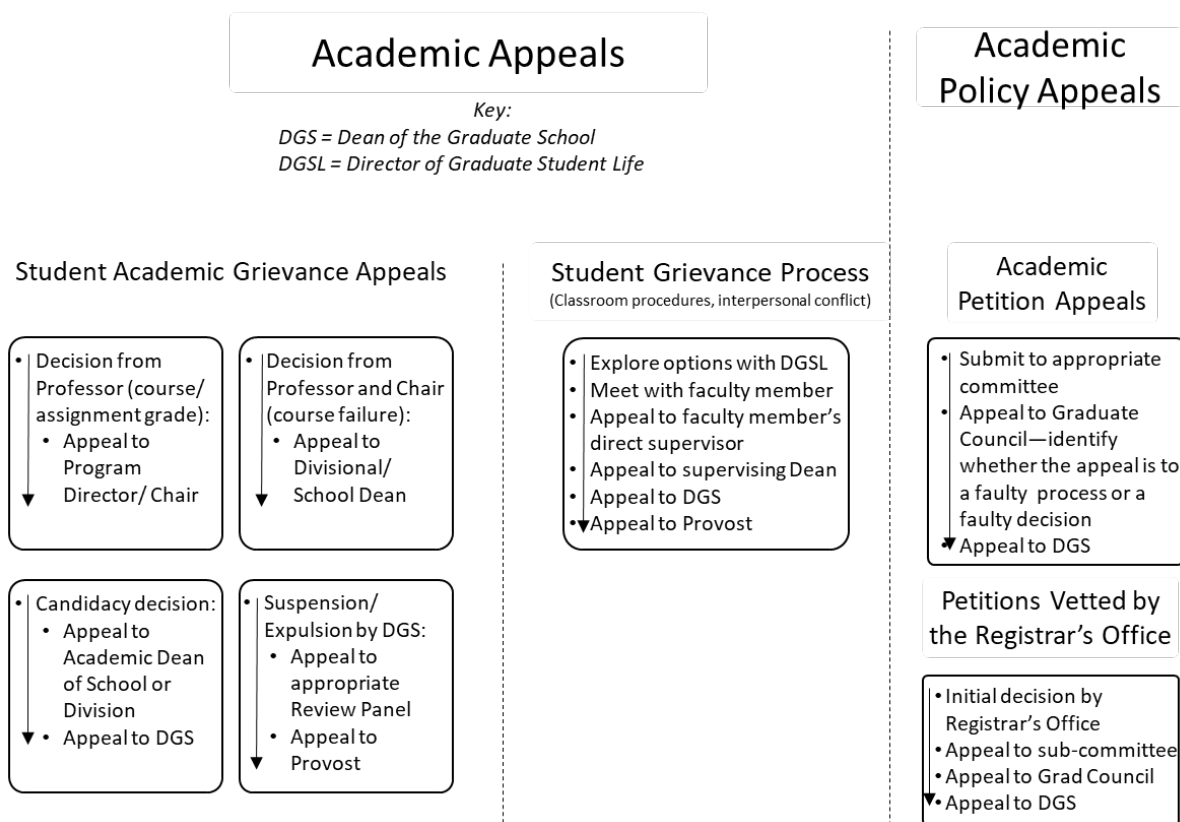
Other violations of academic integrity can also be exhibited through lying, misrepresenting, defrauding, or deceiving related to assigned or voluntary academic work. It further includes any deliberate attempt to gain unfair advantage in completing examinations or other required work, colluding, aiding or abetting a violation of academic integrity by another student, and the falsification of academic records and official documents. These definitions are not exhaustive.

Responsibility for Disciplinary Action

Disciplinary authority and responsibility for addressing student violations of the College's academic integrity policy has been delegated by the President to the Provost and, in turn, to the Academic Deans and Faculty members.

Students who violate academic integrity standards should report their own violations to the appropriate person (i.e., the professor); honest confession is expected as the appropriate expression of remorse. It is the responsibility of every student who is a witness to such behavior to confront violations of academic integrity whenever they become aware of it (in the spirit of the mutual responsibility as discussed in the Community Covenant). College faculty and all staff similarly must address every violation of academic integrity as they become aware of it.

The Provost and Academic Deans have the discretion to modify the following procedures at any time during a specific investigation or adjudication, as circumstances warrant. Nothing contained in these procedures is intended to create, or be interpreted as creating, any contractual rights on the part of any student. Below is a visual map of the various academic appeals processes:



7. Academic Standards Disciplinary Process and Appeals

When a student is perceived to have violated the academic honesty/standards policy, the faculty member will notify the student and discuss the alleged violation (through an appropriate medium). The faculty member may ask another faculty member or appropriate program leader to attend this meeting. The goal of this interchange is to communicate to the student(s) the nature of the allegation, and to gather more information regarding the situation to determine if the allegation is accurate. The College

will approach these initial conversations balancing the tension between grace and truth with a genuine interest in the student's wellbeing and development within the context of community and relationships.

The decision of whether or not a student has committed an academic violation will be communicated to the student in writing by the faculty member within five (5) business days of the initial meeting. If the faculty member determines that an infraction has occurred, a copy of the letter will be forwarded to the program director or academic department chair and the Academic Dean of the school or division to which the faculty member is assigned. The letter must include a complete description of the events including the date of the meeting with the student and the conclusions and sanctions reached as a result of the meeting. The faculty member should keep originals of tests, papers etc. that give evidence of the violation. The faculty member must also consult with the Academic Dean prior to determining any disciplinary action to ascertain whether the student has been cited for previous violations of the academic policy.

Outcomes for academic dishonesty are assigned with the intent of maintaining appropriateness to the severity of the infraction, consistency, and fairness. The standard sanction for a single violation is failure of the assignment. Decisions about the nature and severity of disciplinary responses to academic dishonesty will take into consideration three factors: 1) the level of maturity of the student and the programmatic expectations on the student (e.g., a first year MA student versus the doctoral student working on a dissertation), 2) the severity of the infraction (from an apparently incidental failure to quote properly a source to an act of wholesale plagiarism in purchasing an academic paper on-line), and 3) any pattern of prior incidents.

Academic Dishonesty Outcomes

If a student is found to have violated the Academic Honesty Policy, the faculty member has the authority and sole discretion to give one of the following responses:

- Reprimand/warning
- Assignment of additional work
- Lower the grade assigned for the specific assignment by one or more grade steps
- Re-examination
- Lower the grade to zero credit for the specific assignment on which academic dishonesty occurred.

In consultation with the faculty member's leader(s), the faculty member may also assign the grade of F (Failed) for the course.

The disciplinary actions listed in this section are not exhaustive. Sanctions may be imposed in any combination. Prior to imposing a sanction, a faculty member should seek input from the student's academic advisor and program director, department chair or Academic Dean of the school or department in which the student is a major. The faculty member must also consult with the Academic Dean prior to determining any disciplinary action to ascertain whether the student has been cited for previous violations of the academic policy. Prior determinations of misconduct under this or other student conduct policies should be considered in determining disciplinary action for a present violation.

All decisions (initial sanctions and any appeals) will be communicated to the student in writing by the faculty member, program director or academic department chair or whomever the College determines should render a response. A copy of all adjudicative documents must be sent to the Academic Dean to

be added to the student's file as this office has been charged with maintaining records for all enrolled students.

1. Suspension and Expulsion

Suspension and expulsion may only be imposed by recommendation of the Academic Dean to whom the involved faculty member reports. The Academic Dean will make this recommendation in consultation with the reporting faculty member, the student's faculty advisor, the academic department chair, and the Academic Dean.

- a. Suspension - The student is involuntarily separated from the College for a specified length of time.
- b. Expulsion - The student is permanently separated from the College with an appropriate notation of the reasons for such termination on the student's permanent record.

2. Multiple Violations

Students who have multiple academic honesty violations will meet with the Academic Dean or designee to determine the appropriate institutional response outlined in the student conduct process.

3. Academic Appeals

If the student believes that the decision made about an outcome in response to the incident of dishonesty is not just or fair, the student may submit a letter of appeal stating objections and providing any supporting materials within five (5) business days of receiving the decision. If the student appeals a suspension or expulsion decision, he/she may be permitted to remain in school until the appeal has been heard and a decision rendered. The appeal should focus on:

- A procedural [or substantive] error occurred that significantly impacted the initial decision (e.g. substantiated bias, material deviation from established procedures, etc.).
 - New evidence, unavailable during the original decision-making process, that could substantially impact the original decision. A summary of this new evidence and its potential impact must be included.
 - The sanctions imposed are substantially outside the parameters or guidelines set by the college for this type of offense or the cumulative conduct record of the responding student.
- a. In the case of an outcome determined by the professor alone the appropriate and final appeal is to the Program Director or the Academic Department Chair.
 - b. In the case of an outcome determined by the professor together with the Academic Department Chair (i.e., failure of a course), the appropriate and final appeal is to the divisional Academic Dean.
 - c. In the case of a recommendation of suspension or expulsion being rendered by the divisional Academic Dean, the appropriate appeal is to a Hearing Panel composed of three faculty outside the academic department and one non-voting student representative.
 - d. Students may appeal the decision of the Hearing Panel to the Provost. The Provost shall notify the student within a reasonable amount of time of her final decision. The decision of the Provost is not subject to further appeal.

Some graduate programs have established additional student review processes that take the place of the academic department chair's role described above. Where such procedures are clearly specified in department or program student handbooks, those procedures take precedence over the more basic process outlined in this handbook. However, the Wheaton College appeals process remains the same.

8. Candidacy

Students must submit an approved masters' degree program plan to achieve candidacy status by the time they have completed 12 semester hours at Wheaton. Students who are not accepted into candidacy by departmental vote at that point in their program cannot register for additional degree courses without special permission.

To receive candidacy status, students must submit a degree program plan (also known as a candidacy plan), receive an affirmative vote by one's academic department, complete all program deficiency and prerequisite courses, and have at least a 2.80 grade point average.

Appeal Process

If a Program Director does not approve a student's candidacy, a student may pursue an appeal by following the steps below:

1. Submit a notice of appeal to the Academic Dean of the school or department overseeing the student's program within 10 business days of receiving the response from the Program Director. An appeal must be based on one or more of the following reasons:
 - A procedural [or substantive] error occurred that significantly impacted the initial decision (e.g. substantiated bias, material deviation from established procedures, etc.).
 - To consider new evidence, unavailable during the original decision-making process, that could substantially impact the original decision. A summary of this new evidence and its potential impact must be included.
 - The sanctions imposed are substantially outside the parameters or guidelines set by the college for this type of offense or the cumulative conduct record of the responding student.
2. To appeal the Academic Dean's decision, the student must submit an appeal to the Provost within 10 business days of receiving the response from the Academic Dean.
3. The decision of the Provost will be final.

9. Grade Complaints

A student who has a question about the accuracy of a grade should first check with the instructor to determine that the reported grade is accurate. Wheaton College policy is that students have a maximum of four months to challenge a grade (<https://catalog.wheaton.edu/graduate/academic-policies-information/academic-information/#text>). Four possible reasons to challenge a grade include:

1. The instructor overlooked an assignment that the student completed on time or miscalculated the total grade for an assignment or the course as a whole.
2. The instructor applied a penalty for an assignment that is not compliant with the course syllabus.
3. The instructor unfairly graded an assignment.

4. The instructor did not follow grading protocols established in the syllabus.

See Student Grievance Procedure for further steps (below).

10. Academic Petition Appeals

Any student desiring an exception to academic requirements, published deadlines, or procedural policies may submit a written academic petition to the Registrar. Academic Petition forms are available in the Registrar's Office or online (<https://www.wheaton.edu/about-wheaton/offices-and-services/office-of-the-registrar/forms/graduate-forms/>). A petition should contain corroborating evidence of the extenuating circumstances that would warrant an exception to policy being granted. Petitions may be granted or denied.

To submit a petition, obtain the form (either from the Registrar's Office or by download). Fill it out and print it and bring it to your advisor who will make a recommendation and sign the form. Once you have the signed form, either drop off the form at the Registrar's Office or email it to registrar@wheaton.edu.

A student who disagrees with the decision on an academic petition has the right to appeal the decision. If the initial decision is made by the Master's Academic Affairs Committee, DMin Committee, PsyD or relevant PhD Committee, the student may appeal the decision to Graduate Council. The appeal, together with the reasons for the appeal, must be made within 10 business days of receiving the decision from the sub-committee. An appeal must be based on one or more of the following reasons:

- A procedural [or substantive] error occurred that significantly impacted the initial decision (e.g. substantiated bias, material deviation from established procedures, etc.).
- To consider new evidence, unavailable during the original decision-making process, that could substantially impact the original decision. A summary of this new evidence and its potential impact must be included.
- The sanctions imposed are substantially outside the parameters or guidelines set by the college for this type of offense or the cumulative conduct record of the responding student.

The decision of the Graduate Council is final.

If the initial decision was made by the Registrar's Office, the student may appeal through the Registrar to Graduate Council (MA level appeals may be delegated to MAAC). The appeal, together with the reasons for the appeal, must be made within 10 business days of receiving the decision from the Registrar. An appeal must be based on one or more of the following reasons:

- A procedural [or substantive] error occurred that significantly impacted the initial decision (e.g. substantiated bias, material deviation from established procedures, etc.).
- To consider new evidence, unavailable during the original decision-making process, that could substantially impact the original decision. A summary of this new evidence and its potential impact must be included.
- The sanctions imposed are substantially outside the parameters or guidelines set by the college for this type of offense or the cumulative conduct record of the responding student.

The decision of the Graduate Council is final.

If the appeal is for an academic dismissal, follow the procedure communicated by the Registrar upon notification of dismissal.

11. Student Appeals Procedures

The procedure outlined in this policy shall be used to resolve student grievances with individual faculty or staff members. Grievances covered by this policy shall include issues relating to classroom procedures, grade complaints, interpersonal conflict, and/or department decisions. Please refer to the appropriate section of this handbook for policies regarding academic dishonesty, faculty grievances concerning students, academic petitions regarding college-wide academic policies/procedures found in the College Catalog, or sexual harassment. If a student has additional questions after review of a specific policy or needs additional clarification, please contact the DGSL, or the DGSL's designee, at 630-752-7954.

Procedural Steps

1. Any student who has a grievance or complaint concerning a faculty/staff member and desires to explore the options to address it should meet with the DGSL to review the Student Grievance Procedures and other available options. A meeting with the Director can be set up by calling 630-752-7954. The initial meeting with the DGSL precedes the start of a formal grievance process. The decision to initiate the formal Student Grievance Procedure will be made collaboratively with the DGSL and the student.

The student may at any point request to be accompanied by an Ombudsperson and/or a Student Facilitator for subsequent meetings (Steps 2-4). Ombudspersons/Student Facilitators serve as neutral parties who foster effective communication between all parties involved in the grievance procedure. Ombudspersons/Student Facilitators are designated on an annual basis by the Provost and the VPSD. The Ombudspersons and Student Facilitators will discuss the grievance only with those parties immediately involved in the matter.

Should a student choose to address a grievance through the steps outlined in the Student Grievance Procedures, the DGSL will notify the faculty Ombudsperson about the student's desire to address the concern (if the student chooses to use an Ombudsperson). Either the Ombudsperson or the DGSL will notify the faculty/staff member, provide the faculty/staff member a copy of the procedures, and provide support to set up the meetings described in Steps 2-4.

Timeliness. If at any level during the procedure either party is dissatisfied with the outcome and wishes to pursue the matter, they must take a written grievance to the institutional authority responsible for the next step within ten business days. Should ten business days elapse following the decision at steps 2, 3 or 4, no further grievance possibility shall be allowed and the matter will be considered resolved permanently.

2. The DGSL will work with the student to find the most appropriate channel to resolve the grievance. A student who has a grievance or complaint concerning a faculty or staff member should work with the DGSL to discern how they may approach discussing the matter with the faculty or staff member

in a face-to-face meeting. In situations where this is contra-indicated (e.g., a Title IX issue such as sexual harassment or discrimination), the DGSL will work with the student to find the most appropriate channel to address the grievance.

3. If the student is dissatisfied with the outcome of the preceding step, and wishes to pursue the grievance, the student may present a written account to the faculty or staff person's direct supervisor (e.g., faculty department chair, director of a department or area). The supervisor shall review the student's written account, meet with the student pursuing the grievance, and then meet with the faculty or staff person in question prior to communicating an outcome. If the faculty or staff member in question is also the chair, director or head of the department, then the student should instead proceed to Step 4.
 - a. If the initial grievance is against the Academic Dean, for the next step it shall go to the DGS.
 - b. If the initial grievance is against the DGS, for the next step it shall go to the Academic Dean of the course in which the grievance is placed. In this case the Academic Dean serves as the supervisor for the course.

4. If the student is dissatisfied with the outcome of the preceding step, and wishes to pursue the grievance, the written grievance may then be presented to the supervising Academic Dean (in the case of a grievance against a faculty member or an academic staff member) or DGS (in the case of a grievance against a non-Academic staff member). The Academic Dean/DGS shall review the student's written account, meet with the student pursuing the grievance, and then meet with the faculty or staff member in question and his/her department chair/program director/dean before communicating an outcome. The decision of an Academic Dean (in the case of a grievance against a faculty member) or the DGS (in the case of a grievance against a non-academic staff person) will be final.
 - a. If the initial grievance is against the Academic Dean, the decision of the DGS will be final.
 - b. If the initial grievance is against the DGS, the grievance shall go to from Academic Dean of the course in which the grievance is placed to the Provost. The decision of the Provost will be final.

[Student Development Policies and Appeals](#)

For an overview of Student Development at Wheaton College, browse to <https://www.wheaton.edu/life-at-wheaton/student-development-offices/>

12. Nondiscrimination Policy

Wheaton College strives to serve Jesus Christ and seeks to enroll and hire individuals who have decided to follow Jesus Christ as Lord and Savior and live according to biblical standards. The goal of campus life at Wheaton College is to live, work, serve, and worship together as an educational community centered around the Lord Jesus Christ. Our mission as an academic community is not merely the transmission of information; it is the education of whole persons who will build the church and benefit society worldwide "For Christ and His Kingdom." Along with the privileges and blessings of membership in such a community come responsibilities. The members of the Wheaton College campus community have consented to the responsibilities articulated in the Wheaton College [Community Covenant](#) and elsewhere in College policies. This Policy describes the prohibition of unlawful discrimination,

harassment, and sexual misconduct of any kind and has been developed in order to honor biblical principles, comply with federal and state law, and follow best practices for campus safety. You may access the current Nondiscrimination policies [here](#).

13. Bias Incident Policy

Wheaton College is committed to fostering a campus environment in which all members are free to learn and work without bias, thriving as unique persons made in the image of God and growing in their divinely endowed gifts. For purposes of this policy, bias incidents are defined as occurrences that display an unreasoned or unfair distortion of judgment in favor or against a person or group. Bias can be perpetuated by individuals, groups, or systems. Bias incidents impede objectivity and truth thereby negatively impacting a person's or group's experience at the College.

To access the full policy go to <https://www.wheaton.edu/life-at-wheaton/kingdom-diversity/diversity-resources/bias-incident-policy/>.

To file a bias incident report go to <https://cm.maxient.com/reportingform.php?WheatonCollegeLL>.

14. Leave of Absence (LOA)

Disclaimer: This policy is identical to that found in the Wheaton College Student Handbook. If it should differ, the Wheaton College Student Handbook holds the final authority. For a version that incorporates the forms to fill and sign, please contact the Graduate Student Life Office.

The purpose of a voluntary Leave of Absence (LOA) is to provide students time away from Wheaton College for treatment of a medical or mental health condition that impairs a student's ability to function successfully or safely as a member of the Wheaton College community.

The authority to grant an LOA and permission to return from an LOA resides with the office of the Dean of Student Wellness. This policy applies to undergraduate and graduate students but does not apply to doctoral students.

Wheaton College has designed this policy to ensure that students are given the individualized consideration and support necessary to address their particular circumstances. This policy is designed to provide for a flexible and individualized process to facilitate student requests for an LOA with the goal of having students return to the College and successfully complete their studies. This policy describes: 1) the process to request an LOA; 2) important information about a student's status during an LOA; and 3) the process to request reinstatement following an LOA.

LOA Approval Process

1. Recommendation. A student who is experiencing medical or mental health issues that are interfering with their academic course work and/or their ability to participate in campus life may request an LOA. Undergraduate students should first contact the Dean of Student Wellness (Dean); graduate students should first contact the Director of Graduate Student Life. The student is required to obtain a letter from a medical or mental health treatment provider stating

that in his or her professional judgment, the student is unable to handle the rigors of academic studies *and their recommendation for treatment while on LOA*. This letter will serve as a letter of recommendation for an LOA. This letter of recommendation may be provided by Wheaton's Student Health Services or Counseling Center if currently treating the student.

2. Request. Fill out a *Request for Leave of Absence* (LOA) form and make an appointment with the Dean by emailing student.wellness@wheaton.edu or by calling 630-752-5941. Submit the LOA request form and letter from the healthcare professional to the Dean prior to the meeting. At the meeting, the Dean will review the request and discuss strategies for returning to campus after the LOA. The Dean may include the Director of Graduate Student Life when meeting with graduate students
3. Determination. The Dean will then notify the student in writing of the determination regarding whether the LOA has been granted.
4. Timing of Request. For LOA requests to be considered, students must complete and submit a Request for Leave of Absence Form no later than noon on the Thursday of finals week of the semester in which they are currently enrolled. Students may not request an LOA during a Christmas or summer break. If students commence an LOA beginning the last two weeks of a fall semester, the student will not be permitted to be reinstated until the following fall semester given the spring semester reinstatement deadline.

Status During LOA

- Tuition, Room & Board fees. All tuition refund requests will be evaluated based on the [Registrar's Calendar](https://catalog.wheaton.edu/college-calendar/registrar-calendar/) (<https://catalog.wheaton.edu/college-calendar/registrar-calendar/>) and whether an A-quad course was completed prior to the LOA request. Room and board refunds will be based on the student's last day in campus housing. The student should consult with the Dean for questions about his/her specific case.
- Access to Campus. Students are not permitted to live on campus while on LOA. Access to campus will not be permitted unless approved by the Dean of Student Wellness for such purposes as meetings and commitments related to their LOA reinstatement request. Students are required to return their ID to their Residence Life staff or to the Student Development office before leaving campus.
- Financial aid. For questions about the impact of an LOA on student loans and financial aid, students should contact the Student Financial Services office at sfs@wheaton.edu.
- Incompletes and Withdrawals. Upon LOA approval, students are permitted to withdraw from any full-term course or any A-quad course that has not been completed. In certain circumstances, students may be eligible to request incompletes in their classes. The decision about incompletes will be determined based on the students' interest, the guidance of Student Development staff, and the College requirements for incompletes and withdrawals as outlined in the college catalog. Students will be required to follow the Registrar's Incomplete Grade Policy Guidelines for course completion. An incomplete may not be guaranteed depending on the time of semester in which it has been requested and depending on the amount of coursework remaining for the student to complete.
- Registration. All future class registrations will be canceled when an LOA is approved and granted. While on LOA, students may not register for Wheaton College classes unless the student has been reinstated by the Dean.

Reinstatement after LOA

When a student is interested in returning to the College following an LOA, the student should take the following steps to initiate the reinstatement process.

1. **Reinstatement Request.** The student should first inform the Dean of his or her interest in returning well in advance of the desired return date. (See deadlines below) The student must complete and submit to the Dean an *LOA Reinstatement Request Form* and the Readiness to Return and Continuation Plan form(s) to be filled out by the student and their medical or mental health treatment provider(s). The information provided by the medical or mental health treatment provider will be incorporated into a care plan with the student upon reinstatement.

The College requires that students submit their request for reinstatement and any supporting materials by August 1 for consideration for the fall semester, by December 1 for consideration for the spring semester, and by April 1 for consideration for the summer semester. If information is missing and/or the College needs additional time to process the student's request, the College may have to treat the request as a request to return for the following semester rather than the semester for which the student initially sought permission to return.

2. **Information Requested.** If Student Health Services will serve as the student's primary care physician for treatment of a medical issue upon returning to campus, the student is required to provide Student Health Services with pertinent medical records for continuity of care. Students returning from LOA will not be permitted to utilize Student Health Services for psychiatric medication management (See item 8 below). If the Counseling Center will be providing treatment to the student for a mental health issue upon returning to campus, the student is required to provide the Counseling Center with pertinent records for continuity of care. The student is also required to submit, to the Dean, any and all documentation received following discharge from a residential program, inpatient hospitalization, partial hospitalization, or intensive outpatient hospitalization, including the treatment discharge summary. Note: The Readiness to Return and Continuation Plan form includes a release of information, which will allow the Dean of Student Wellness, Director of Student Care Services, Student Health Services, and/or the Counseling Center to discuss concerns with the medical provider(s) about the student's request for reinstatement.
3. **Additional Information.** The College will determine on a case-by-case basis if additional medical or mental health information is required to assess a student's readiness to return following the LOA.
4. **Student Statement.** Depending upon the nature and individual circumstances of the LOA, the student may be required to provide a brief statement describing (a) the student's experience away from the College including the activities undertaken while away, (b) the student's current understanding of the factors that led to the need for the LOA, and the insights the student has gained from treatment and time away, and (c) how the student plans to ensure a successful return to the College. The decision to require submission of such a statement will be made by the Dean on an individualized basis.
5. **Evaluation of Information.** After the Dean evaluates the student's information, the Dean may contact any medical providers that the student has identified. The Dean may contact the student to discuss student readiness to return and progress made while on LOA. During the process of reviewing an application, if the Dean determines that information provided by the

student's treatment providers is incomplete, requires further explanation or clarification, or when there is incongruity between the medical information provided by the treatment providers and other information, the Dean will contact the treatment provider(s) to obtain additional information or instruct the student to do so. In rare circumstances, the Dean may request that the student undergo an additional assessment to allow the College to make a determination about the student's readiness for return. In those rare instances, the Dean will notify the student of the rationale for making this request. In the event that the student's LOA was precipitated by an act of self-violence or violence against others, the Dean may confer with the Director of the Counseling Center, the Director of Student Care Services, the Director of Learning and Accessibility Services, Director of Graduate Student Life, or the Dean of Residence Life as a means by which to determine eligibility for reinstatement.

6. **Determination.** The Dean will evaluate the information provided by the medical or mental health treatment provider(s), Student Health Services, the Counseling Center, and/or the student and make a determination whether the student may return to the College. Reinstatement is based on the student's readiness to manage a full-time course load (minimum of 12 credits for undergraduates; minimum of 9 credits for graduate students). The Dean's office will notify the student of the determination. Factors the Dean will typically consider include but are not necessarily limited to:
 - The student's ability to complete the specific treatment recommended by a mental health or medical professional at the time the LOA request was made. If individual therapy and/or psychiatric medication management are recommended, the student will be expected to complete at least six therapy sessions, with a licensed therapist, and at least an initial psychiatric evaluation with a psychiatrist, not a general practitioner.
 - Evaluations and recommendations provided by the medical or mental health treatment provider(s), Student Health Services and/or the Counseling Center including information on the Readiness to Return and Continuation Plan form;
 - The student's demonstrated ability to engage in productive and realistic academic planning;
 - The student's ability to participate safely and independently in the College's programs and activities;
 - The student's personal statement included on the LOA Reinstatement Request form;
 - Any coursework completed or employment during the LOA; and
 - Any other factors that the Dean, in his or her discretion, deems relevant under the student's particular circumstances.

7. **Determination of Ineligibility for Reinstatement.** If upon review, the medical or mental health treatment providers, Student Health Services or the Counseling Center submits a recommendation to the Dean's office that a student is not ready for return, the Dean of Student Wellness may deem the student ineligible for reinstatement to campus. If this occurs, the student will be advised of this determination along with recommendations that will enhance the student's chance of being reinstated the next time the student's request is considered. A student may appeal a determination of ineligibility for reinstatement to the College by submitting an appeal letter to the Vice President for Student Development (student.development@wheaton.edu) within seven calendar days of receiving notice of the negative recommendation. The student must also submit any information he or she believes to

be relevant to the appeal. The Vice President for Student Development will review the student's submission and notify the student in writing of the College's final determination as to whether the student will be permitted to return as requested.

8. **Returning Students.** Students who are reinstated from an LOA will be required to set up a meeting with the Director of Student Care Services to create a care plan. This care plan is a requirement for enrollment. Failure to initiate or follow through with the care plan as it is written, may result in an involuntary leave of absence for reasons of personal and community safety.

Students who need psychiatric medication management upon returning must receive this service directly from a psychiatrist and not a general practitioner. Failure to establish and maintain psychiatric care from a psychiatrist, if medication is prescribed and/or recommended for treatment of a mental disorder, may result in an involuntary leave of absence for reasons of personal and community safety.

Upon reinstatement, the Dean's office will notify appropriate campus offices of the student's planned return to classes and campus.

Students with disabilities may be eligible for reasonable accommodations and/or special services in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Amendments Act (ADAA) of 2008. Students are responsible for communicating their requests for academic accommodations to the College's Learning and Accessibility Services office prior to returning to campus. Information about requesting accommodations is available on the [Learning and Accessibility Services](#) website.

9. **Returning Students and Study Abroad/Domestic Travel.** Reinstatement following an LOA is a process whereby students can be restored to active student status at Wheaton's main campus. An approved reinstatement to Wheaton College following an LOA is not an approval to participate in a study abroad or domestic travel program through Global Programs & Studies (GPS). Students who wish to participate or have been planning to participate in a GPS study abroad or domestic travel program, must receive an additional approval through GPS. They also must have their medical or mental health treatment provider(s) complete an additional Readiness to Return for Study Abroad or Domestic Travel form. Both LOA reinstatement approval from the Dean of Student Wellness and approval from GPS are required for study abroad or domestic travel for students returning from LOA. The GPS approval process will incorporate materials submitted for LOA reinstatement and consists of an approval from Student Health Services (SHS) and final approval from Student Care Services (SCS). It is possible for a student to be approved for reinstatement to Wheaton College and denied for participation in a study abroad or domestic travel program.

(Undergraduate students, please contact the Student Wellness office for the full policy: student.wellness@wheaton.edu. Graduate students; please contact the Graduate Student Life office for the full policy: graduate.student.life@wheaton.edu.)

15. Withdrawal or Cancel Enrollment Procedure

The Withdrawal or Cancel Enrollment Procedure is the same for Undergraduate and Graduate students. See the Student Handbook online (<https://www.wheaton.edu/media/student-development-related/wheaton-college-student-handbook.pdf>) for more information.

16. Involuntary Student Leave of Absence for Reasons of Personal or Community Safety

The policy and procedures for Involuntary Student Leave are the same for Undergraduate and Graduate students. See the Student Handbook online (<https://www.wheaton.edu/media/student-development-related/wheaton-college-student-handbook.pdf>) for more information.

17. Housing and Disability Accommodations

Graduate students living in Wheaton College housing will follow the policy and procedures for Campus Accommodations (including ADA Housing) found in the Student Handbook. See the Student Handbook online (<https://www.wheaton.edu/media/student-development-related/wheaton-college-student-handbook.pdf>) for more information. The policy is found under the “Housing Assignment Process” section.

18. Student Conduct Policy

Vision

Wheaton College desires that students pursue holy living described in the Community Covenant from a heart of gratitude for the patience and kindness of God’s love in Christ Jesus. The Community Covenant applies God’s truth in Scripture to foster a learning environment that educates the whole person for Christ and His Kingdom through liberal arts and graduate programs. In voluntarily joining the Wheaton College community, students are choosing to love God and each other with the patience and kindness with which He loves them, which includes exercising freedom responsibly and with sensitivity to one another’s needs; this kind of love is possible with the help of the Holy Spirit.

The following outlines the College’s expectations related to student conduct. Enrolling as a student at Wheaton College means agreeing to follow the student conduct expectations. Failure to follow the student conduct expectations outlined here will constitute student misconduct.

As Christians, each person will fail at times to exercise freedom responsibly. These failures may result from an offense against God, an offense against members of the Wheaton College community (i.e. Community Covenant), against state and/or federal law, and/or against Wheaton College (i.e. Graduate Student Handbook). Romans 12:5 says, “We belong to one another.” Therefore, members of the Wheaton College community should expect fellow members to lovingly speak the truth about their mistakes in a spirit of encouraging each other to return to love and good deeds. The good news of the Gospel is that restoration follows acknowledgement of wrongdoing.

Honoring one's word to pursue the vision for holy life together described in the Community Covenant and to hold each other accountable to the Graduate Student Handbook's expectations is everyone's responsibility. However, disciplinary authority and responsibility for student misconduct against Wheaton College expectations outlined in the Graduate Student Handbook has been delegated by the President to the VPSD and, in turn, to the DSW, the DRL, the Academic Deans, and the DGSL. The College's procedures for addressing *academic* misconduct by students are set forth in the *Academic Honesty Disciplinary Process and Appeals Policy* (see above).

The College reserves the right to amend, withdraw, or replace the following procedures at its sole discretion and without notice. The Vice President, the DSW, the DRL and the Academic Dean also have the discretion to modify the following procedures at any time during a specific investigation or adjudication, as circumstances warrant. Nothing contained in these procedures is intended to create, or be interpreted as creating, any contractual rights on the part of any student.

Where the College determines that a report or complaint arguably implicates more than one type of misconduct under the College's policies (as, for instance, where misconduct arguably constitutes both alcohol abuse and property damage), the Academic Dean or DSW will explore all such possibilities as part of the initial investigation and determine, at the College's discretion, which investigation or adjudication procedure shall apply to a particular incident. The College may also modify any applicable procedures during a specific investigation or adjudication, as circumstances warrant.

Reporting Misconduct

1. Students are encouraged to self-report their misconduct to the DGSL or the Academic Dean in an effort to seek help and support. The College encourages students to walk in freedom that can follow self-reporting misconduct. When a student self-reports to violating the vision for holy life together described in the Community Covenant or a Graduate Student Handbook policy, the College will respond with care and support resources as well as with a reduced consequence when appropriate in order to honor the acknowledgement of wrongdoing.
2. The Wheaton College Community Covenant states, "Keeping our covenant may also on occasion require that we take steps to hold one another accountable, confronting one another in love as we work together to live in faithfulness both to God's Word and to our own word. Such loving acts of confrontation are at times difficult, but when performed in the right spirit (Gal. 6:1), they serve to build godly character for both the individuals involved and the community as a whole (Matt. 18:15-17). Only in this way, as we are willing to speak the truth in love, will we "grow up into him who is the Head, that is, Christ" (Eph. 4:15)." If students address misconduct with each other and the misconduct stops, then a further response from the College may not be necessary, depending on the nature of offense.
3. If serious misconduct comes to the attention of the Academic Dean, the DGSL, or a Graduate School employee, the information about the misconduct is expected to be shared appropriately in an effort to foster communication and consistency in the response by the Academic Dean.
 - a. If a student in a position of leadership engages in misconduct which results in disciplinary probation, the student leader may forfeit her/his position.
 - b. If the misconduct relates to hazing, bullying, the production, sale and/or distribution of illegal substances, or other serious policy violations, students and employees with knowledge are

required to contact the DGSL in an effort to foster communication and consistency in the response.

- c. Misconduct related to discrimination, harassment, and/or assault based on a protected status, or related to child abuse, must be reported as provided in the College's Discrimination, Harassment, and Sexual Misconduct Policy.

Response to Misconduct

College responses to all alleged serious student misconduct will be facilitated and/or coordinated by the DSW. Therefore, no team, group, staff member, or faculty member should take independent action to address serious student misconduct internally.

The Academic Dean or DGSL will determine whether alleged misconduct is considered serious. Factors for determining whether alleged misconduct is serious includes but is not limited to:

1. The impact of the behavior on the community;
2. Whether the behavior caused or could likely have caused physical, emotional, and/or psychological harm;
3. Whether the behavior resulted in property damage;
4. And/or whether the behavior was criminal in nature.

Alleged misconduct that could constitute a serious policy violation includes but is not limited to: the manufacture and/or distribution of any illegal drug, bullying, and dangerous or severe hazing.

The DGSL should be consulted if a member of the Wheaton College community is aware of alleged misconduct but is unsure if such misconduct is viewed as serious.

As described more fully below, the sanction(s) in response to misconduct will depend upon the circumstances of each situation, including but not limited to:

1. the seriousness of the alleged offense;
2. the student's response when confronted;
3. and the student's conduct history.

Although not outcome determinative, the College will also consider the impact of alleged misconduct on individuals as well as on the larger community. The College will seek to explore opportunities to contribute to the student's personal growth and success, while seeking to maintain a healthy living and learning environment.

Investigative Process

1. Conduct Review

The College's initial investigation of reports of alleged student misconduct or violation of the Graduate Student Handbook or Community Covenant, whatever the source, will be administered by the Academic Dean (or designee) as determined by the College in its discretion. If the infraction does not merit a formal response, the Academic Dean or DGSL will determine the best course of action. In situations that merit a formal response, the Academic Dean will assemble an advisory group for the initial conduct review, including the Academic Dean, the DGSL, and at least one graduate faculty member.

Investigations which require an advisory group will typically begin with the advisory group meeting to determine the nature of the alleged conduct and the appropriate follow up to the allegation.

Next, the Academic Dean (or designee from the advisory group) will meet with the student to address the student within the context of his or her immediate relationships and community. The goal of this initial meeting is to gather information regarding the situation, and to allow the student(s) to share his/her own information and understanding about how the situation occurred (or whether the situation occurred as reported).

The College's initial investigation may also include an interview with the complainant or other witnesses and may include a request for a written statement from the student. Student(s) will be given the opportunity to share any information or evidence that may support their position. The College will approach these initial conversations with a genuine interest in the student's well-being and development within the context of community and relationships.

As part of the initial investigation, the College typically will inform the student(s) of the next step in the conduct process, the philosophy of the process, and the restorative nature in which the College seeks to approach alleged student misconduct. If the College representative who conducts the initial investigation determines that there may have been one or more violations of College policy, the conduct process will continue as outlined below. If the allegations involve Title IX violations, the investigation and conduct proceeding will follow the procedures laid out in Wheaton College's Nondiscrimination Policies (<https://www.wheaton.edu/life-at-wheaton/student-development-offices/equity-and-title-ix-at-wheaton-college/nondiscrimination-policies/>).

If the College's initial investigation reveals that one or more violations of College policy appears to have occurred, the student(s) could receive a conduct response after the initial investigation depending on the nature of the incident and the acknowledgement of the student.

Wheaton College desires to address the whole person throughout the conduct process and not simply focus on the alleged violation of College policy. Throughout the conduct review, the student will be asked to provide information regarding how s/he came to the incident, the decisions s/he made, and his/her reflections upon those decisions. The student will be given the opportunity to ask questions and share information during the meeting.

After the advisory group has gathered the information that it deems necessary, the student may be asked if there is anything else s/he would like to share with those present.

In any event, the advisory group will determine whether the situation in which the reported misconduct is

- Detrimental to student wellness **or**
- Threatening/ endangering to other students/community **or**
- Illegal

If so, the Academic Dean may choose to make a decision on the issue or may choose to designate certain matters as a "sensitive matter" and move the issue forward to a DRL's Hearing Panel for a Sensitive Matter (see the Wheaton College Student Handbook for details).

If the Academic Dean determines that the matter may be handled under the purview of the Academic Dean, then the Academic Dean and the advisory group will determine an appropriate outcome. The details of the response determined by the Academic Dean to be communicated through written notification to the student. The student may choose to appeal the Academic Dean's decision. Such appeals must come within 10 business days of the receipt of the decision, and the appeal will be presented to the VPSD (see Student Conduct Appeal Procedures below).

2. Interim Action

If the College determines at any stage that the student poses a serious threat to the complainant, to self or others, or to the stability and continuance of the College's operations, the College may, in its sole discretion, require the student to move out of College housing, withdraw or take a leave of absence, or otherwise restrict the student's access to and movement about the campus, which could include class attendance and/or the opportunity to complete coursework.

Any such interim action shall become effective immediately upon delivery of oral and/or written notification to the student. Such an interim action shall not affect the student's right to a prompt review consistent with the Conduct Review and Hearing Panel for Student Conduct provisions set forth in these procedures and the Wheaton College Student Handbook. Such interim action shall continue until rescinded by Student Development and communicated in written or oral form to the student. Suspected acts of criminal misconduct may also be reported to law enforcement authorities.

3. Students Charged with Felonies

If a student is charged with a felony, the student will be ineligible to participate in co-curricular and/or extracurricular activities, including but not limited to athletics, conservatory, and leadership positions, until the felony charges are resolved, at the earliest. The student's employment on campus may also be impacted by a felony charge.

Student Conduct Appeal Procedures

If a student complainant or respondent is not satisfied with the College's response after a Conduct Review, the student will be allowed to appeal to the Hearing Panel for Graduate Student Conduct conducted by the DRL. Appeal requests are limited to the following grounds:

1. A procedural [or substantive] error occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.).
2. To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
3. The sanctions imposed are substantially outside the parameters or guidelines set by the college for this type of offense or the cumulative conduct record of the responding student.

A student who wishes to appeal shall submit a letter of appeal to the DRL within ten (10) business days of receiving the decision of the DRL overseeing the Conduct Review. For procedures of the Hearing Panel, see the Wheaton College Student Handbook.

In the letter, the student shall state grounds (as noted above), specific objections, and provide any supporting materials. The purpose of the Hearing Panel will be to uphold the Conduct Review decision

or to determine how the decision should be modified, but in no event shall an appeal result in a more severe sanction than any sanction imposed at the Conduct Review level.

The Hearing Panel will not be an option during the final two weeks of each semester or during the summer. During those times, all appeals will be made directly to the VPSD and will be the student's final appeal.

Sanctions in Response to Student Misconduct

The Academic Dean, DRL and/or the VPSD have authority to impose sanctions in response to student misconduct, as prescribed by the Hearing Panel or otherwise determined in the College's discretion, which they deem are in the best interests of the student(s) and the institution

Factors to be considered in determining sanctions for student misconduct include, but are not limited to:

- the seriousness of the alleged offense;
- the student's response when confronted;
- and the student's conduct history.

Although not outcome determinative, the College will also consider the impact of the conduct on individuals as well as on the larger community.

Before determining the appropriate response, the decision maker will seek to understand the student from the perspective of those employees who oversee the student's living environment (as appropriate), coursework, and/or co-curricular involvement, respectively.

College sanctions are independent of other responses that may be imposed as a result of any civil action or criminal prosecution. The sanctions listed in this section are not exhaustive but are merely designed to serve as guidelines. Responses may be imposed in any combination. Prior determinations of misconduct under this or other student conduct policies may be considered in determining sanctions for a present violation. The following are examples of possible sanctions in response to misconduct:

1. **Fines/Restitution.** A student may be subject to fines for rule violations and certain behaviors, particularly those causing harm to property, expense to the College, or disruption to the processes of the College.
2. **Community Service.** Some students will be required to serve the college or another entity without compensation as a response to a violation or to repair any damages that occurred.
3. **Oral Warning.** A personal conversation will be facilitated with the student to discuss inappropriate behaviors or attitudes.
4. **Confiscation of Prohibited Property.** Items that are in violation of college policy will be confiscated. Prohibited items may be returned to the owner at the discretion of the Academic Dean or Public Safety.
5. **Written Warning.** A student may be subject to an official written warning regarding a specific incident or violation. Students may be asked to complete community service hours or fulfill other responses that are deemed valuable for the student's growth. A temporary record is kept. A written warning documenting misconduct in violation of state or federal laws will be permanently retained in a confidential file after the student graduates.

6. **Behavioral Requirement.** This includes required activities including, but not limited to, seeking a mentor, counseling, substance abuse screening, writing a letter of apology, etc.
7. **Educational Requirement.** Requirement to attend, read, write, present and/or participate in a program related to the violation.
8. **Restrictions/Reassignment.** The college may impose visitation and/or no contact restrictions on individuals who are in violation of specific policies. The college also reserves the right to reassign student housing.
9. **Loss of Participation and/or Recognition.** The college may determine a student(s) or an entire roster of participants involved in a competitive team (e.g., varsity sport, club sport, debate, mock trial, etc.), a performance oriented group (e.g. music ensemble, theater, dance, etc.), student employment, volunteer role, and/or a student leadership position is prohibited from participating for a designated period of time or for the remainder of an academic year(s). The college may also determine that any or all the awards the student(s) received from the college for that year may be retracted.
10. **Suspension of Activity.** The student(s) or an entire roster of participants is involuntarily separated from a competitive team or an artistic ensemble (e.g., varsity athletic team, club sport team, student organization, student club, music ensemble, theater) for a specified length of time.
11. **Probation.** The student is permitted to remain on campus with particular conditions specified.
 - a. Special housing approvals, participation in varsity sports, and other co-curricular privileges are likely to be affected at the discretion of the Dean, Vice President, or a Hearing Panel
 - b. Students on probation cannot hold or be appointed to a leadership position
 - c. Probation can impact one's ability to represent the college, including participating in student abroad programs, attending conferences, or representing the college at an official function, etc.
 - d. A permanent record is kept
12. **Withdrawal.** The student is permitted to withdraw without privilege of returning until time specified by the DSW.
13. **Suspension.** The student is involuntarily separated from the College for a specified length of time. A permanent record is kept.
14. **Expulsion.** The student is permanently separated from the College with appropriate documentation of the reasons for such termination in the student's permanent record.

General Graduate Student Procedures and Policies

19. Registration Information

For the college official Registrar's college calendar (including add/drop dates, registration deadlines, breaks, holidays, and the like), browse to <https://catalog.wheaton.edu/college-calendar/registrar-calendar/>. To register for classes, browse to <https://www.wheaton.edu/about-wheaton/offices-and-services/office-of-the-registrar/forms/graduate-forms/>.

20. Student Records

Graduate student records are maintained by Graduate Student Services. You can access your grades through <https://www.wheaton.edu/about-wheaton/offices-and-services/office-of-the-registrar/>

21. Academic Policies

For all graduate academic policies, consult the most recent version of the Wheaton catalog (<https://catalog.wheaton.edu/graduate/academic-policies-information/academic-information/#text>).

22. Student Financial Policies and Information

The Wheaton College Graduate School Financial Aid team can help you understand how much your graduate studies will cost and what scholarships, loans and aid may be available to you. For current information and policies, browse to <https://www.wheaton.edu/graduate-school/financial-aid/>.

23. Campus Resources

Wheaton has multiple resources giving you the opportunity to flourish physically, medically, psychologically and spiritually. These include:

Center for Vocation and Career (CVC): The Center for Vocation and Career equips students to use their liberal arts education to thrive in their careers as they reflect kingdom values, and help build the church and benefit society worldwide. It offers parallel services for graduate students. For more information, browse to <https://www.wheaton.edu/life-at-wheaton/cvc/>.

Chrouser Sports Complex: From rock climbing to fitness classes to weight training, the Chrouser Sports Complex provides access to many activities to promote healthy and active lives. For information on activities, hours and more browse to <https://www.wheaton.edu/life-at-wheaton/athletics/chrouser-sports-complex/>.

Counseling Center: Providing supportive place for students from all backgrounds to receive compassionate, competent, confidential, and holistic psychological services. For current information, browse to <https://www.wheaton.edu/life-at-wheaton/student-development-offices/counseling-center/>.

Graduate School Chaplain: The Wheaton College Graduate School Chaplain serves alongside Graduate Student Life and offers hospitality, pastoral counseling, prayer support, and mentoring for graduate students, faculty, and staff. For more information, browse to <https://www.wheaton.edu/graduate-school/student-life/grad-chaplain/graduate-school-chaplain/>.

Student Health Services: We understand that Wheaton students come from many backgrounds and have diverse health care needs. We will both treat you and teach you how to find your best potential health so you can focus on your education. For current information, browse to <https://www.wheaton.edu/life-at-wheaton/student-development-offices/student-health/student-health-services/>.

The Writing Center: The Writing Center provides a space for undergraduate and graduate students across the disciplines to develop effective writing skills and processes. We seek to equip student writers to serve Christ and His Kingdom through clear communication of their unique ideas.

What We Do: In one-on-one, thirty-minute sessions, our trained writing consultants collaborate with students on their writing at any stage in the writing process, offering specific feedback and suggesting relevant techniques that equip writers to improve their writing.

English Language Support: Our trained consultants work alongside English as Second Language (ESL) students, helping them to develop their academic literacy in an English-language context, communicate more confidently and clearly, and express their own unique voices.

For more information or to set up an appointment, browse to <https://www.wheaton.edu/academics/services/writing-center/>

24. Graduate Student Life

Graduate Student Life: The Office of Graduate Student Life exists to advance the mission and vision of the Wheaton College Graduate School by providing holistic support for all graduate students and by fostering a diverse and vibrant community of learners centered on unity in Jesus Christ. For the most up-to-date information, browse to <https://www.wheaton.edu/graduate-school/student-life/>. For information on graduate campus life events, browse to <https://www.wheaton.edu/graduate-school/student-life/campus-life/>.

25. Graduate Student Clubs and Organizations

Graduate Student Clubs and Organizations are a medium through which students with shared interest can connect and grow. These student-led clubs organizations encourage interaction among graduate students and engagement in a broad range of academic, spiritual, cultural, and recreational activities that promote holistic wellbeing and build authentic community.

Graduate Student Clubs

Graduate Student Clubs are a medium through which students with shared interest can connect and grow. These student-initiated and led clubs encourage interaction among graduate students and engagement in a broad range of academic, spiritual, cultural, and recreational activities that promote holistic wellbeing and build authentic community.

Graduate Student Organizations

Graduate Student Organizations are spaces for students to gather around and advocate for causes that are important to them under the support of a college department/office. The structure of these student-led organizations includes opportunities for students to take on specific leadership roles or to participate in general membership. Grad Student Organizations also have a faculty or staff advisor.

Starting or Joining a Club or Organization: For information on joining a club or organization or starting one yourself browse to <https://www.wheaton.edu/graduate-school/student-life/campus-life/student-clubs-and-organizations/> and follow directions.

Advisors: All student clubs and organizations are under the auspices of the DGSL, who has responsibility for supervising activities and financial accountability.

Fundraising Guidelines: Officially recognized student organizations may engage in fundraising activities on and off campus under certain circumstances. Any proceeds of these fundraising activities must be used for the activities and projects of the club itself in furtherance of its goals and objectives. Any fundraising activities are subject to the following guidelines:

Procedures

- If the club wants to fundraise using activities such as car washes, sales of baked goods (see food safety guidelines), apparel items, community workdays, or auctions, they must complete and submit the fundraising request form found at

<https://www.wheaton.edu/graduate-school/student-life/campus-life/student-clubs-and-organizations/> at least two weeks prior to the event.

- If the club/organization wants to solicit any off-campus sources (i.e. direct appeal to parents, friends, alumni, businesses and foundations), they must take the following steps:
 1. Complete the fundraising application for approval by the Advancement and Alumni Relations Division and submit to the Alumni Relations Office.
 2. Included with the application must be the appeal letter and sample reply mechanism to accompany the letter.
 3. Upon receipt, the Alumni Relations Office will send the request to the Director of Current Gifts with a courtesy copy to the Vice President for Advancement and Alumni Relations, and the Directors of Advancement Services, Alumni Relations, Annual Giving, Development, Gift Planning, as well as to the Associate Director of Alumni Relations.
 4. After the request is reviewed, approval is transmitted to the Alumni Office who communicates to the point of origin.
 5. List of donor names is provided by Advancement Services.
- All money raised and/or collected must be deposited into the appropriate student organizations' on-campus account within 48 hours of completing the event. All subsequent payments and/or donations must also be deposited in a timely manner.

Policies

- Fundraisers may not be conducted for private gain of individuals or for-profit businesses.
- Pleas for direct solicitation of funds from faculty and staff are not permitted.
- No door-to-door soliciting of funds is permissible on campus.
- No student organizations are qualified to conduct raffles. Raffles involve paying money for the chance to win a prize of greater value, which is considered gambling. Instead of raffles, it is suggested that student organizations hold "free drawings" or "door prizes" in which no money is exchanged for the prize.
- Clubs/organizations may not raise funds for off-campus organizations. Students can be made aware of opportunities to give directly to an off-campus organization or cause but cannot be collecting funds on behalf of an off-campus organization. Exceptions to this policy for charitable organizations that hold a 501.c3 status may be considered by a committee chaired by the VPSD.

Visiting Speaker Guidelines for Students, Student Clubs and other Student Organizations: Officially recognized student groups are encouraged to invite visiting speakers from on or off campus to their activities. Student clubs and organizations are recognized by a College department or office (e.g. Admissions, Alumni Relations, Athletics, Student Activities Office, Office of Christian Outreach, Office of Multicultural Development, Residence Life, Student Health Services). Individual students interested in inviting a speaker to campus must obtain sponsorship from the student club or organization leadership and the advisor from the officially recognized student group before planning an event.

The student club or organization should bring to campus speakers who: are in keeping with the objectives of Wheaton College as a Christian liberal arts institution; are consonant with the student organization's mission; and contribute to students' understanding of Scripture, nature, and humanity.

The following guidelines are directive:

1. Speakers should be selected for their potential to enhance the intellectual and spiritual growth of the Wheaton College community. The speaker should be able to provide information, stimulate constructive thought, deepen understanding, sharpen critical judgment, and encourage creative productivity.
2. Speakers addressing highly controversial topics and/or who are likely to advocate positions contrary to the College's theological and moral identity can be welcome additions to campus programming as the development and evaluation of a thoroughly Christian perspective can be strengthened by critical interaction with differing points of view. However, events or speakers which are likely to have the result of weakening a commitment to the Community Covenant or Wheaton's evangelical Statement of Faith are not in the best interests of our students. Thus, speakers should be chosen with particular care and intentionality, in conversation with the student group's advisor, and with careful attention paid to the structure of the interaction to ensure constructive outcomes congruent with the College's mission.
3. Opportunity for student and faculty interaction with the speaker through a question and answer format following the speaker's presentation is strongly encouraged, with the goal being to critically engage the ideas to help to clarify Christian conviction.
4. The visiting speaker and his/her views should be treated with a respectful and gracious spirit. During discussion times following the lecture, the individual moderating the meeting may wish to direct conversation to appropriate topics or to exercise the liberty of screening questions that are trivial, ambiguous, or indiscreetly worded.

The sponsoring group's advisor holds the responsibility of implementing these guidelines and must sign any request to reserve space in campus meeting locations. If the advisor has questions, s/he should consult the appropriate administrative officer. The Director of Student Activities and the VPSD reserve the right to interpret and enforce these guidelines.

26. Graduate Student ID Cards

Wheaton College issues photo student identification cards to all enrolled students. Students are expected to provide a photo ID for identity verification. Graduate students need to email a photo to id.pictures@wheaton.edu so that they may pick up their student ID card when they arrive on campus. Online only students may contact public.safety@wheaton.edu to request a student ID by mail.

ID Cards are used for:

- Accessing the library catalog and electronic databases
- Accessing Interlibrary loan services
- Accessing campus printing services
- Checking out materials in person at Buswell Library and the Wheaton Public Library
- Graduate Student rate at campus Dining Services
- Accessing free or discounted sporting/arts events
- Accessing the Chrouser Sports Complex
- Receiving discounts at some area vendors

- Accessing on-campus housing (only if/while student lives on campus)

ID cards for residential (on-campus studies) are available beginning August 1 for the academic year and are valid a full year, August 1-July 31. ID cards for FLEX students will be valid until for up to two years (set in cooperation with the program coordinator). Family IDs are available for married commuter students; ID cards for non-student family members are \$10 each; ID cards are free to residential graduate students and their family members since they are used as an entrance key.

The validity of the photo ID card is based on current information contained in the student's enrollment record. The magnetic strip on the ID contains a link to the appropriate record for validation purposes. Replacement IDs during the year are \$20 for loss or damage. If you have further questions, please visit ID Cards (<https://www.wheaton.edu/about-wheaton/offices-and-services/public-safety/public-safety-services/identification-cards/>), call 630-752-5911 or send an email message to public.safety@wheaton.edu

27. Dedicated Locations for Nursing or Pumping

A dedicated space for nursing or pumping will be made available in campus buildings where students attend classes. Students who wish to use these spaces should email graduate.student.life@wheaton.edu to request access. Accommodations for missing class time for nursing or pumping are handled through Learning and Accessibility Services. Students should email las@wheaton.edu for assistance.

28. Graduate Student Lockers

Secured storage lockers located in the basement of the Billy Graham Center are available for graduate student use. Email David Osielski at david.osielski@wheaton.edu to request a locker.

29. College-wide and Graduate School Statements

Christ-Centered Diversity Statement: Wheaton College is a Christian liberal arts institution committed to treating all individuals as equal image-bearers of Jesus Christ. As followers of Christ, we seek to reflect, value, and promote a great multitude from every nation, tribe, people, and language. We affirm ethnic diversity as part of God's original and eternal design for humanity and see its importance for knowing and worshipping God and serving his purposes in the world today. Consistent with the Scriptures, as well as Wheaton's Community Covenant, Statement of Faith, and other policies, we believe that making a commitment to diversity, inclusion, justice, and unity is central to fulfilling the Great Commission, the Greatest Commandments, and our College Mission. We strive to cultivate a grace-filled, Christ-Centered academic community where all members are recognized, loved, and respected [Matthew 22:37-40 and 28:19-20; Revelation 7:9-10].

We acknowledge that our priorities have not always demonstrated our individual and collective dedication to affirm diversity, practice inclusion, seek justice, and pursue unity. Wheaton College was founded in part on its abolitionist vision. However, our institutional opposition to discrimination against people of color and women has not been consistently sustained in policy and practice.

Because of Christ's reconciling death on the cross, we repent of racism, sexism, and other divisive sins and rededicate our energy and resources to creating an environment where all people know we are Christ-followers by the way we love one another [Mark 3:24-26; John 13-34-35; Ephesians 2:12-16; 1 John 1:7-8].

For the full text of the statement (including the resulting commitments), browse to <https://www.wheaton.edu/life-at-wheaton/kingdom-diversity/diversity-commitment/>

Wheaton College Policy on Inclusive Language: For academic discourse, spoken and written, the faculty expects students to use gender inclusive language for human beings.

Policy regarding Academic Honesty: Cheating (the presentation of someone else's work which the student ought to have done personally) or plagiarism (the use of ideas and information from a specific source without giving credit in some manner to the source) will result in the disqualification (including a grade of 0) of the unit of the course affected by it. See the Buswell Library tutorial on avoiding plagiarism (http://library.wheaton.edu/avoiding_plagiarism).

Learning and Accessibility Services (LAS) Office Statement: Wheaton College is committed to providing reasonable accommodations for students with documented learning differences, physical or mental health conditions that qualify under the ADA. Any student needing academic adjustments is requested to contact the Learning and Accessibility Services Office as early in the semester as possible. For further information, please call 630.752.5022, e-mail las@wheaton.edu, or browse to <https://www.wheaton.edu/academics/services/learning-and-accessibility-services/>

30. Posters, Promotions, Publicity and Announcements

All campus-wide posters must include the sponsoring campus department in order to be approved and stamped by the Graduate Student Life Office prior to posting. Posters should be placed on approved campus-wide notice boards only. Certain notice boards are designated specifically for announcements that pertain to graduate students. These boards are located in designated areas in the main stairwell in the Billy Graham Center. Unauthorized materials will be removed.

General Wheaton College Policies

Note: Most of the general policies for graduate students are identical to the policies for undergraduate students. We list the policies in alphabetical order. Those without specific links can be found in the Student Handbook available on the Student Development Offices page (<https://www.wheaton.edu/life-at-wheaton/student-development-offices/>).

31. Athletics**32. Campus Safety****33. Discrimination, Harassment and Sexual Misconduct Policy****34. Ethic of Care to Prevent Stereotyping of Groups in Student Programming/Activities****35. Family Education Rights and Privacy Act (FERPA)****36. Free Speech and Public Assembly****37. Hazing Policy****38. Immunization Exemption Policy**

For the complete version of our Immunization Exemption Policy and procedures, see the Student Health Services website (<https://www.wheaton.edu/life-at-wheaton/student-development-offices/student-health/student-health-services/student-health-services-forms-and-policies/immunization-exemption-policy/>)

39. Medical Entrance Requirements

For the complete version of our Medical Entrance Requirements, see the Student Health Services website (<https://www.wheaton.edu/life-at-wheaton/student-development-offices/student-health/student-health-services/student-medical-requirements/>)

40. Health Records and Patient Privacy and Confidentiality

For the complete version of our Health Records Patient Privacy policies and procedures, see the Student Health Services website (<https://www.wheaton.edu/life-at-wheaton/student-development-offices/student-health/student-health-services/student-health-services-forms-and-policies/health-records-and-patient-privacy/>)

41. Noncompliance Policy**42. Post-Hospitalization for Mental Health Concerns****43. Public Indecency****44. Residence Life**

(Note: Applies to graduate students who live in campus-owned housing.)

45. Scheduling Events on the College Calendar**46. Service and Assistance Animal Policy****47. Sexual Behavior Policy****48. Technology Acceptable Use Policy****49. Tobacco and Nicotine Policy****50. Tower Bell Ringing****51. Wheaton College Policy on Sex, Sexuality and Gender Identity**