

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Financial Integrity

The College has a history of excellent financial audits, including the [FY13 Financial Audit](#) and [FY14 Financial Audit](#). The auditor presents the financial audit directly to the Board at a regular public meeting. The FY14 Financial Audit had an unqualified opinion and zero material deficiencies.

The Board of Trustees maintains significant financial oversight of the College. Page 9 of the [Board Policy Manual](#) requires the Board to approve the annual budget, expenditures over \$20,000, reserve spending, and many other areas that affect finances. [Page 28](#) of the Board Policy Manual sets expectations for the financial condition of the College; the President's job description on [page 5](#) includes a financial performance indicator. The Board receives multiple financial reports at regular monthly Board meetings to keep trustees updated on the financial status of the College. The Board has prioritized finances in each strategic plan.

The College has multiple financial policies in the financial section of the [Online Policy Manual](#). The College has minimal auxiliary functions other than small amounts of rental revenue, vending revenue, and a car show. The College does not have a cafeteria, campus housing, or a bookstore.

Academic Integrity

The College has adopted several policies that guide the integrity of instructional operations. The Online Policy Manual's instruction section has many policies that include grading, incomplete grades, class audits, graduation requirements, mandatory assessment and placement, syllabus requirements, and many more. The student services section includes supportive academic policies such as satisfactory academic progress and transfer credit evaluation. The [College Catalog](#) includes a grade appeal on page 29.

The Board has prioritized "quality instruction" in both strategic plans and receives multiple reports on student academic achievement; for example, [September 22, 2014](#). The [Board Policy Manual](#) provides for instructional oversight in multiple locations, including the Strategic Plan,

President's job description, and on page 9, starting or discontinuing a program must be approved by the Board. The Board evaluates and approves the curriculum for a new program; for example, the AAS in Environmental Technology was approved on [March 25, 2013](#)

The [Academic Affairs Committee](#) approves all curricula for the College. New program curricula are then approved by the Board of Trustees before going to the state Technical Education Authority and KBOR for final approval. This thorough process ensures programs have integrity in the content, credit load, and outcomes. Once a course is approved, it becomes part of a [state curriculum alignment](#) process administered by KBOR. The state alignment ensures integrity and consistency in the delivery of similar programs across the state. The process is vetted through several steps that include industry, faculty, and needs analysis before approval by KBOR.

Instructional faculty and staff members participate in meetings and conferences to make certain new state and federal policies are being adhered to for Perkins, State Performance Agreements, and state curriculum alignment. The College participates in Carl D. Perkins funding and adheres to all processes, timelines, and fiscal rules and has had no repercussions for not following established guidelines and procedures.

The College uses the Carnegie Model as a guide to comply with nationally accepted standards of credit delivery. College faculty members are required to be on campus 40 hours week to meet the needs of students and the College. The [Noel-Levitz Student Survey](#), questions 8, 12, 20, 25, 33, 34, and 37 evaluate the integrity of the College. In each of these, the College scored higher than the national norm.

Personnel Integrity

The Board of Trustees prioritizes integrity:

- Page 9 of the [Board Policy Manual](#) requires Board approval for the hiring, resignation, termination, or reduction in force of any full-time employees.
- The Board Policy Manual section [Executive Limitations](#), pages 26-30, provides guidance on how the Board expects the President to interact with employees and oversee the institution in an ethical and responsible manner.
- The Board includes a Trustee member with human resources expertise to advise the Board as needed on personnel matters. The Board also retains legal counsel for assistance and input when needed.

The Board expects the employees to act with integrity. The Board approves all policies, many of which guide personnel behavior. Most policies that impact operation of personnel, including fair and ethical treatment, are in three sections: Ethics and Integrity, Human Resources, and President. Other sections with policies related to personnel include: Information Technology, Financial, and Facilities. The Online Policy Manual sections are easily accessible on the website.

Fair and Ethical Policies

Ethical conduct is expected of all members of the College community. The Online Policy Manual has multiple policies to promote fair and ethical operations in the following sections:

- [Ethics and Integrity](#) includes code of ethics, copyright, conflict of interest, ethical standards, whistleblower, etc.
- [Human Resources](#) includes harassment, grievance, and many other personnel related policies.
- [President](#) includes policy and procedure development and shared governance.
- [Information Technology](#) includes internet and equipment usage.

The Board sets high expectations for its Trustees. The Board Policy Manual has a Board governance section that includes multiple policies to guide Board operations, including a [code of conduct](#) (page 10), and a [conflict of interest](#) policy (page 18).

The [Faculty Negotiated Agreement](#) identifies behaviors and attitudes used in evaluating faculty performance. It identifies behaviors that may lead to dismissal or suspension. The College catalog includes a [Student Code of Conduct and Academic Dishonesty Policy](#) which provide guidance on acceptable student behavior. The Online Policy Manual, Board Policy Manual, Negotiated Agreement and College Catalog are on the College's website.

The [syllabus template](#) includes an "Ethical Use of Information" statement to assist students in making appropriate choices regarding information. Faculty attended several workshops in spring of 2014 to improve their role in helping students make ethical choices.

Sources

- 2013 Noel Levitz Student Survey
- 3-25-13 BOT Agenda Summary
- 9 22 14 BOT Agenda Summary
- Academic Affairs POLICY.01-10-14
- All Policies
- All Policies (page number 27)
- Board Policy Manual
- Board Policy Manual (page number 5)
- Board Policy Manual (page number 9)
- Board Policy Manual (page number 10)
- Board Policy Manual (page number 18)
- Board Policy Manual (page number 26)
- Board Policy Manual (page number 27)
- Board Policy Manual (page number 28)
- FACULTY NEGOTIATED AGREEMENT FY15 - faculty signed
- Financial Audit FY13
- Financial Audit FY14
- SATC 14-15 College Catalog - FINAL
- SATC 14-15 College Catalog - FINAL (page number 10)

- SATC 14-15 College Catalog - FINAL (page number 29)
- State Curriculum Alignment - 2 examples
- Syllabus Template

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Programs, Requirements, Faculty and Staff

The College makes every effort to present itself clearly to the public in the College Catalog/student handbook (henceforth referred to as College Catalog). The [College Catalog](#) has full descriptions of academic program credit length, requirements for a degree or certificate, course descriptions, admission requirements, transferability of credits, services to students, and many other policies. The College Catalog also lists full-time faculty and staff credentials.

The [College Catalog](#) includes other pertinent information such as graduation requirements, general education requirements, and a variety of academic policies such as grading scale, academic suspension and probation, and many other policies. The College only advertises programs it actually provides in the catalog and on the application for admission. The College Catalog includes the consumerism and student right to know information, such as Cleary Campus Crime reporting, gainful employment, Title IX, discrimination, harassment, tobacco usage, substance abuse and other compliances.

On the College's website, each program contains descriptive information that includes an overview of the program, program outcomes, program requirements, course descriptions, tools, and federal gainful employment. The website includes assessment of student learning, the college calendar, and a variety of information on student support services. The College clearly lists all [costs](#) on the College's website, and provides an easy to use Net Price Calculator. The College publishes its refund policy in the College Catalog.

Students receive a [syllabus](#) on the first day of class that identifies learning outcomes, grading, attendance and other requirements of the instructor. Faculty members use a [syllabus template](#) to ensure requirements are consistent and clear. To promote clarity and accuracy, each syllabus must be approved by the Academic Affairs Committee.

The College's address and phone number are posted liberally and conspicuously on College materials and its website. The College directory with phone numbers is on the website.

Control

The nine members of the Board of Trustees that govern the College are all public members. The Board recruits and appoints its own Board members to reflect the College's academic programs. Board members do not hold administrative or any other position at the College. They are

completely independent. The Board Policy Manual includes control procedures which limit any individual Board member's influence. For example, members are limited to two three-year terms (six years total). Officers rotate annually. To protect the integrity of the College's governance, Board members who do not follow the Board Policy Manual, or commit an offense, may be removed from office by a majority vote of the Board. No Board members have a superordinate relationship with another board.

Neither the Board nor College has stockholder ownership. Board member [pictures and bios](#) are included in the College's website.

Accreditation Relationships

The College includes this HLC approved statement in the College catalog and on the website:

Salina Area Technical College has been granted candidacy accreditation status by the Higher Learning Commission.

The College website includes the banner linked to the HLC website. As the College just received Candidacy status, it has never received a Public Disclosure Notice from the HLC.

Program accreditations for Auto Collision Repair, Automotive Technology, Dental Assistant, and Diesel Technology are included on the College website and in the College Catalog.

Sources

- 12 10 14 Minutes
- Board Member Bios FY15
- ENG 101 - English Composition 1 Fall 2014
- SATC 14-15 College Catalog - FINAL
- Syllabus Template
- tuition-and-fees FY15

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The Board Policy Manual was created using the Policy Governance philosophy, which endorses autonomy. The Board of Trustees focuses on "ends" and the President focuses on "means." The Board has demonstrated a commitment to and understanding of the importance of this leadership structure. The [Board Policy Manual](#) on page 7 states:

The Board deliberates with many voices but governs with one. In support of effective College governance, the Board believes:

1. That it derives its authority from the community and that it must always act as an advocate on behalf of the entire community.
2. That its trustee members should vote their conscience and support the decision or policy made.
3. That the Board's behavior must exemplify ethical behavior and conduct.
4. That it is committed to the pursuit of excellence in the College programs, services, and governing relationships.
5. That academic freedom encompasses the right of faculty to full freedom in research and in the publication of results, freedom in the classroom in discussing their subject, and the right of faculty to be free from institutional censorship or discipline when they speak or write as citizens.

The Board operates independently and holds public Board meetings. Board minutes reflect the Board focuses on making decisions in the best interests of the College. For example, deliberation topics over a six month period include Board priorities such as assessment, accreditation, student success data, financial approval, facilities, etc.:

[May 19, 2014](#): general education assessment.

[June 23, 2014](#): HLC accreditation priorities

[July 28, 2014](#): annual budget approval.

[August 25, 2014](#): Graduate and Job Placement, faculty credentials, student ethical decision making.

[September 22, 2014](#): Facilities Master Plan, approving policies, student success data.

[October 27, 2014](#): student success data, assessment plan, annual program reviews (on the December agenda too).

Each of these meetings includes College monitoring reports that track the administration's achievement of the strategic plan. There are also monthly personnel reports, monthly financial reports, and an assortment of other appropriate agenda items. These topics indicate the Board is acting to preserve and enhance the College.

2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The Board of Trustees considers the interests of its community. The Board Policy Manual on page 7 states the Board, "derives its authority from the community and that it must always act as an advocate on behalf of the entire community." One of the [FY13-FY15 Strategic Plan](#) Goals is to, "Provide quality instruction that meets community needs." A Board endorsed value is, "we embrace the diversity of our students, employees, and community, promoting inclusion and access to all." At most Board meetings, examples are abundant that the Board is acting on relevant interests of the community, employees, and faculty. A few examples:

- The Board reviews a variety of data to evaluate academic programs. The data is internal and external constituent driven. For example, on [August 25, 2014](#), the Board reviewed Graduate and Job Placement Data that included external employer and graduate comments. During this meeting the Board reviewed the "Student Guidance in Ethical Decision Making" statement created by a faculty group and approved by Academic Affairs.
- At the [October 27, 2014](#) meeting the Board approved a truck driving program that was created in response to a critical shortage of truck drivers in Salina and Kansas. Deliberations reflected interests of the community as well as the College's ability to establish and maintain a quality program.
- The Board receives monthly financial reports. This information helps the Board make decisions that benefit the community and employees. For example, the Board approved extensive remodeling projects over the years based on the excellent financial condition of

the College. Welding renovation and other remodel decisions were made on [January 28, 2013](#), [March 25, 2013](#), and [April 22, 2013](#).

- At the [October 27, 2014](#) meeting, the Board approved a virtual paint sprayer for Auto Collision Repair, and a geothermal heat pump for the HVAC program. Both were purchased to improve the learning experience for students in these programs.

The Board of Trustees monthly meetings include a public comment agenda item. Any member of the public, internal or external, may speak during this time.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The candidacy team made the following recommendation on page 28 of the [final candidacy report](#) (this former core component was met):

“ . . . **the Team recommends that the USD 305 appointed representative** (on the Board of Trustees) **not be an administrator or member of the USD 305 Board of Education**, to insure independence of SATC from USD 305 and avoid any potential conflict of interest.”

The College took actions identified in paragraph one below.

The Board changed its policy manual to appoint its own members at a special meeting on [June 28, 2013](#). The USD 305 school district no longer appoints nor has a member serving on the Salina Area Technical College Board of Trustees.

The Board has no political agenda and has never endorsed a political candidate. The Board operates independently without any ownership interests. Board members do not receive a salary; College revenues are used exclusively for College operations and education.

The Board of Trustees is free from any influence of elected officials. In a previous version of the Board Policy Manual, the Board allowed Saline County to appoint a candidate to the Board. The County voted to appoint one of their elected commissioners. The Board requested they appoint a neutral, non-elected official from business. The county refused, wanting instead to have one of their own on the College's Board. In a special meeting on [June 28, 2013](#), the Board changed its policy regarding how Board members were appointed, removing the Saline County's authority to appoint a candidate. The Board wanted to ensure there was no conflict of interest or undue influence from the County.

The Board is free from donor influence. The [College created a 501\(c\)3 foundation](#) at the end of FY11. The [Board created foundation bylaws](#) that made certain this entity would not have undue

influence over the Board of Trustees. The Foundation Board of Directors includes one member of the Board of Trustees, the College CFO, and the College President. The foundation board includes two board members from the public. The Board of Trustees must approve any new foundation members and approve foundation policies. In this way, the College is linked closely to the foundation, without the foundation having any undue influence over the College.

The appointment process and limited terms of the governing Board promotes autonomy. The Board of Trustees appoints its own members. When a Board opening is available, the College will [post a notice](#) on its website. Board members also make recommendations to fill vacancies based on representation of local industries and the programs of the College. The Board uses an [application form](#) and votes on members at regular public meetings. For example, on [April 28, 2014](#) the Board voted to fill a vacant position after a three month candidate search.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The Board of Trustees operates using the Carver Model, which focuses on ends, not means. The community and business leaders who comprise the Board understand the importance of delegation, job ownership, and teamwork. The Board of Trustees adopted the following governance statements in the [Board Policy Manual](#), page 6:

- Focus on long term vision (ends) rather than administrative process of attainment of those ends (means).
- Focus on strategic leadership (ends) rather than administrative procedures (means).
- Encourage diversity in viewpoints and collective thinking rather than individual.
- Look to the future rather than the past.
- Be proactive rather than reactive.
- Annually evaluate the Board of Trustees' own processes and performance.
- Be responsible for edits, additions, deletions in the Board Policy Manual.

The College President is the CEO of the College and is responsible for creating structures that are collaborative and mission driven. The Board Policy Manual defines the role of the President and includes the President's job description. Expectations for presidential governance and collaboration are addressed on page 8:

The Board is the initiator of broad policy directions through the Board Policy Manual. The development of administrative processes and procedures (means) is the responsibility of the President. The President should work with employees and students as appropriate to develop operational policies and procedures. The President will define operational College policy and procedure. . .

The Board understands the role of shared governance and expects faculty to provide leadership in curricular matters and assessment of student learning. Two of the Board members serve on program advisory committees and review program curricula. One of the Board members is

a faculty member at Kansas State University-Salina and understands the importance of the role of faculty in curriculum and assessment. The Board oversees HLC priorities at public meetings, which include faculty leadership in a variety of instructional matters. These priorities are in Appendix C for all [regular Board meetings](#).

Sources

- 1 26 15 BOT Agenda Summary
- 10 27 14 BOT Agenda Summary
- 1-28-13 BOT Agenda Summary
- 3-25-13 BOT Agenda Summary
- 4-22-13 BOT Agenda Summary
- 4-28-14 BOT Agenda Summary
- 5-19-14 BOT Agenda Summary
- 6-23-14 BOT Agenda Summary
- 6-28-13 BOT Agenda Summary - Special Meeting
- 7-28-14 BOT Agenda Summary
- 8 25 14 BOT Agenda Summary
- 9 22 14 BOT Agenda Summary
- Board of Trustees Interest Form
- Board of Trustees Public Notice
- Board Policy Manual
- Board Policy Manual (page number 6)
- Board Policy Manual (page number 7)
- Foundation Articles of Incorporation
- Foundation By Laws Updated 12-10-2012
- FY13-FY15 Strategic Plan - FY15
- Salina Candidacy Comprehensive Report
- Salina Candidacy Comprehensive Report (page number 28)

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

When the College became independent in July of 2009, one of the policies adopted in the new Board Policy Manual was a commitment to academic freedom. The Board of Trustees includes a statement of academic freedom in the [Board Policy Manual](#) on page 7. Freedom of expression is part of the instructional culture as evidenced in the [Faculty and Staff Survey](#). Specific questions that relate to freedom of expression include 19, 20, 21, and 26.

Freedom of expression and pursuit of truth are both trademarks of shared decision making and a healthy College culture. The College believes the Faculty and Staff Survey and the [Noel-Levitz Student Survey](#) of current students both evidence a healthy environment in which to work and learn. Results of each survey are positive.

College administration strives to create a culture that is non-hierarchical where faculty and staff are empowered leaders with significant decision making authority. The College values the freedom of expression, faculty leadership, and employee inclusion in multiple committees. The College's administration encourages freedom of expression of students by including them in Extended Cabinet meetings, committees, strategic planning, and policy review.

Sources

- 2013 Noel Levitz Student Survey
- Board Policy Manual
- Board Policy Manual (page number 7)
- Faculty and Staff Survey FY10-FY15

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

The College provides resources to acquire and discover knowledge. These resources include learning labs, computer labs, learning resources, physical and online libraries, training manuals, videos, and industry specific software and equipment. The College's faculty use Canvas as the learning management system to monitor student achievement.

The College provides services and policies that enhance the responsible acquisition of knowledge. For example:

1. Two computer labs are available for students to use for studying, homework, or research.
2. Students may use program libraries, supervised by faculty or the online library supervised by the Learning Resource Specialist. Students may use the K-State Salina library located nearby.
3. Usage and oversight of services offered in Learning Resources are tracked on an Excel [spreadsheet](#) to evaluate services, staffing, and hours of operation.
4. The College has policies in the College Catalog to ensure the integrity of research and scholarly practice, including [copyright policy](#), [live work policy](#), [plagiarism \(academic dishonesty\)](#) and the [Student Code of Conduct](#).
5. An Ethical Use of Information statement is included in all [syllabi](#).
6. The College has policies to oversee the integrity of instruction, including [distance learning](#), [concurrent enrollment](#), [meeting time and place for classes](#), and [credit hour definitions](#).

2. Students are offered guidance in the ethical use of information resources.

The following statement is included on all course syllabi at the College. Faculty members review this statement with students:

Ethical Uses of Information

Salina Area Technical College (SATC) expects all students to maintain high standards of honor in personal and academic conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to SATC's Student Services office. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me or see the College Catalog for more information.

The [College Catalog](#), pages 9 and 10, has policies that address software, copyright, academic dishonesty, and usage of communication devices to guide students in ethical use of information resources. Policies warn students of unethical usage of information resources and the potential consequences. [Page 25](#) includes a policy guiding usage of student email accounts and internet access.

Instructors, as well as the Learning Resources Specialist, encourage students to be thorough, accurate, and ethical in all of their research. [Plagiarism](#) and [copyright](#) laws are linked on the website and reviewed with students at the beginning of the year during departmental orientation.

3. The institution has and enforces policies on academic honesty and integrity.

The [College Catalog](#), page 9, includes the following Academic Dishonesty policy and appeal procedure:

Salina Tech expects students to perform with integrity. Therefore, any form of academic dishonesty is considered a violation of this basic ethical premise and is counter to the educational goals of the student and the College and will be confronted. Any confirmed student dishonesty in course work or exam will result in the student receiving no credit for the work or the exam and may result in a grade of F, suspension and/or dismissal from the course or College. A student receiving an F for academic dishonesty will also have a notation added to their transcript reflecting academic dishonesty as the reason for the failing grade.

A violation includes, but is not limited to:

- Cheating on a test
- Plagiarism, which is defined as the use of another's work in any form without proper documentation or citation. This includes:
 1. Using or copying material from another person's work (e.g., words, phrases, sentences, or entire passages).

2. Paraphrasing another person's work (i.e., borrowing but rewording that person's facts, opinions, or ideas).
 3. Summarizing another's work (i.e., use of one's own words to condense longer passages into a sentence or two).
- Giving unauthorized assistance to another during a test.
 - Falsifying academic records.
 - Obtaining or attempting to obtain copies of tests or test questions. Students charged with scholastic dishonesty have the right to appeal any action or decision by completing a Scholastic Dishonesty Appeal Form (available in the Student Services Office and on the Salina Tech website). The Scholastic Dishonesty Appeal Form will be reviewed by the instructor, Department Chair and Vice President of Student Services. A written response will be given to the student within 10 calendar days of receiving the complaint.

On page 10 of the [College Catalog](#), the student Code of Conduct addresses academic dishonesty and integrity in several sections, including the first entry:

1. Dishonesty and falsification including: forgery, alteration of College documents, false identification, and misuse of educational materials or College property.

The Student Code of Conduct includes a due process and appeal procedure. The College maintains records of appeals and processes.

Sources

- Copyrights
- Ethics - Copyright
- Human Resources - Tuition Assistance
- Human Resources - Tuition Assistance - Faculty
- Instruction - Concurrent Enrollment
- Instruction - Credit Hour Definition
- Instruction - Distance Learning Credits
- Instruction - Live Work
- Instruction - Meeting Time and Place of Classes
- Learning Resources Comparison 2010 - 2015
- Plagiarism
- SATC 14-15 College Catalog - FINAL
- SATC 14-15 College Catalog - FINAL (page number 9)
- SATC 14-15 College Catalog - FINAL (page number 10)
- SATC 14-15 College Catalog - FINAL (page number 25)
- Syllabus Template

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The College takes pride in:

1. Operating with integrity, including financial audits, policies and procedures.
2. Presenting itself clearly and openly to the public. The College's Catalog and website provide students with accurate information on degree programs, costs, and requirements.
3. The Board is autonomous; it acts in the best interests of the College, free from undue influence.
4. The Board delegates authority to the College's administration and employees for operation of its day to day operations. Monitoring reports are regularly provided to the Board with strategic updates.

The College challenges itself to:

1. Continue to explore ways to guide students in the ethical use of information resources.
2. While the College provides considerable consumer information and appeal procedures for its students, an actual "Student Rights" statement is difficult to identify and should be created.

Sources

There are no sources.