



THE HOPE-WESTERN
PRISON EDUCATION
PROGRAM

Student Handbook

—

2023-2024
Academic Year

Hope-Western Prison Education Program

Student Handbook

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I. Welcome from President Matthew Scogin and President Felix Theonugraha



Welcome to the new academic year!

Whether you are a returning student or just beginning this program, you are on a journey of a lifetime: the journey of learning. The year ahead will be full of the hallmarks of a Hope-Western education: studies that challenge the mind and enrich the soul.

There may also be difficulties, but those perhaps are part of the point. It's the challenges that sharpen us and offer new opportunities to innovate, learn, and grow.

I encourage you to take advantage of every one of those opportunities. Your faculty is among the best in American higher education; take every opportunity to learn from them. Bring your full self to the table and express your questions and viewpoints according to, what your fellow students at Hope College's Holland campus call, the virtues of discourse. These virtues - humility to listen, hospitality to welcome, patience to understand, courage to challenge, and honesty to speak truth in love - create the space in which the deepest learning takes place.

Another word we use a lot on Hope's Holland campus is the word "transformational." The education you are receiving is transformational. But that demands we ask the question: transformed into what? The studies you will engage in this year will change you, but to what end? They're for you, yes. To enrich your life. But they're also to transform you into the type of person who spreads hope to the world. They transform you into people who see challenges and run towards them with the confidence that they are solvable.

That's why learning is a lifelong journey. I've never stopped, I hope I never do, and I hope you won't either. Together, we will further transform into people who face challenges with a confident expectation that something good is going to happen. That's true hope!

Spera in Deo,

A handwritten signature in black ink that reads "Matt A. Scogin".

Matthew A. Scogin
President

OFFICE OF THE PRESIDENT

DeWitt Center, 141 East 12th Street, PO Box 9000, Holland, MI 49422-9000

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Message from the President

Greetings!

I am so glad that you are a part of the Hope-Western Prison Education Program, a program that seeks to foster the transformation of student's hearts and minds, thereby enlarging their imaginations for purposeful living as flourishing, beloved children of God made in His image and likeness.

We seek to emphasize whole-person development and in doing so fulfill the greatest commandments—to love the Lord your God with all our hearts, all our soul, all our mind and all our strength, and to love our neighbors as ourselves.

It is my hope and desire that the Hope-Western Prison Education Program equips you with a biblical, historical, and theological framework for understanding Christian faith, thought and action- a framework needed for lives of leadership and service.

Thank you for responding to God's call in your life and thank you for choosing Hope-Western Prison Education Program to be a significant part of your formation and preparation. May the Lord guide you, lead you, and sustain you during your studies here.

Blessings,



Dr. Felix Theonugraha
President, Western Theological Seminary

II. Mission and Purposes

HOPE COLLEGE

The mission of Hope College is to educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith.

WESTERN THEOLOGICAL SEMINARY

By God's grace, Western Theological Seminary forms women and men for faithful Christian ministry and participation in the Triune God's ongoing redemptive work in the world.

HOPE-WESTERN PRISON EDUCATION PROGRAM

Vision

The Hope-Western Prison Education Program provides a Christian liberal arts education to incarcerated men with the goal of renewing minds, forming persons, and helping transform the prison, the college, the seminary and the larger community into places where 'justice and peace embrace' (Psalm 85:10).

Mission

The Hope-Western Prison Education Program provides a Christian liberal arts education to incarcerated men with long-term sentences at Muskegon Correctional Facility. As a covenant partnership between Hope College and Western Theological Seminary, the program strives to form thoughtful and wise citizens dedicated to improving their communities — whether inside or, eventually, outside of prison.

The Hope-Western Prison Education Program seeks to:

- Extend the Hope College and WTS missions to those living in incarcerated environments.
- Foster the transformation of the hearts and minds of prisoners and all involved in the program, thereby enlarging their imaginations for purposeful living as flourishing, beloved children of God made in His image and likeness.
- Ease the burden to the community by reducing recidivism, lowering tax burdens associated with corrections system, and improving the safety of and culture for prisoners and prison staff.
- Bring together persons of good will from a variety of political, ideological, and theological perspectives.

III. Relationship Between Michigan Department Of Corrections And Hope College Policies

The Hope-Western Prison Education Program is a partnership between Hope College, Western Theological Seminary, and the Michigan Department of Corrections. The academic degree is sponsored, conferred, accredited, and under the jurisdiction of Hope College. Western Theological Seminary provides material and instructional support — including professors and teaching assistants — for the program. The Michigan Department of Corrections is the host for the program, and provides physical resources and access to students. It is designated in Federal law as the “oversight entity operating in the *best interest* of the confined or incarcerated individuals it supervises.”¹

Hope College policies will generally apply in areas related to applicant selection and admission, curricular content and delivery, faculty qualifications, and those elements of student conduct related to academic matters.

MDOC policies will always take precedence for issues and concerns related to security and custody. MDOC plays an assisting role in program advertising and screening interested program candidates for eligibility. Admitted students will not be transferred to another facility (except in unusual or emergency situations) during the course of their studies. However, violation of MDOC rules may result in students being suspended or dismissed from HWPEP. **Students are strongly cautioned to observe all MDOC rules as a means of preserving their ability to make progress toward their degrees.**

IV. Pillars of the Hope Community

THE HOPE COLLEGE COMMUNITY

Community refers to a group of individuals who share a common purpose and goal. It is a group that lives, works, and interacts respectfully, with consideration of the unique qualities of the others within the community. Often diverse, this group commits to a shared experience by negotiating strategies for a healthy and productive environment, where the needs of both the individual and the group are nurtured and enhanced.

When you become a member of the Hope community, either by enrolling in classes or as a tutor, faculty, or staff member, you assume the responsibility of creating an atmosphere that is conducive to education and scholarship by observing the standards that have been defined. Being a member of the Hope College community has many rewards found in the quality of education, co-curricular activities and vibrant Christian character. You will reap the benefits of belonging to such a community, but also are expected to uphold the values and respect the individuals who likewise belong to this community.

¹ [Pell Grants for Prison Education Programs: Determining the Amount of Federal Education Assistance Funds Received by Institutions of Higher Education \(90/10\): Change in Ownership and Change in Control](#). *Federal Register*, October 28, 2022.

Throughout this handbook, you will find helpful information about our community. It is important that you are a positive influence at Muskegon Correctional Facility. Hope College has established standards for conduct in order to protect the rights of every student and to ensure a community of respect. The college strives to make the main campus in Holland and the Muskegon Correctional Facility campus places where members can study, work, and reside, and where people are treated with respect. Furthermore, all HWPEP students are an integral part of the community and, as such, will assume an active role in developing and monitoring an atmosphere that promotes success for all members. As a community member, your rights and responsibilities must be balanced with the needs of your neighbors. Hope College aspires to be an institution that cares and engages learning to make a difference.

VIRTUES OF DISCOURSE IN THE HOPE COLLEGE COMMUNITY

Hope College provides, with recognized excellence, an undergraduate liberal arts education vitally informed by the historic Christian faith. Thus, Hope seeks to be an educational community in which all individuals are, as a matter of deeply held principle, treated with the respect due them as God's creatures. As an academic institution, we are also firmly committed to the exploration of a wide range of ideas, some of which will not garner wide agreement within the community.

When disagreement and controversy ensue, as they surely will at times, how do we conduct our institutional conversations? We believe the following virtues of conversation are both biblically warranted and consistent with our educational mission. We recommend them to the Hope community as a means of ensuring that our conversations with one another are consistent with both our convictions regarding the worth of people and with our educational mission. These qualities of a liberally educated individual may become especially important when the pressures of controversy and disagreement might incline us to disregard them.

Humility recognizes the limitations of any one person's knowledge, and thus makes it possible to learn from the insights of others. Humility says no to the pride that prevents open communication, thus encouraging a willingness to consider carefully others' opinions and perspectives. Humility does not mean, however, endorsement of every view encountered.

Hospitality is the virtue of welcoming the stranger—who might really be anyone whose ideas, beliefs, or morality might seem different, confusing, or discomforting. Even more, it is the virtue of receiving others into our presence and offering a safe place for people to express ideas unlike our own.

Patience is the willingness and the fortitude to stay engaged, calmly persevering, with the knowledge that waiting is not merely doing nothing, but is a persistent determination that reveals and stretches our ability to understand.

Courage is the boldness to accept risks associated with honest advocacy of one's position. Courage requires the strength to freely speak one's convictions even when one's opinions may be considered dangerous or unpopular. Courage also involves the ability to listen openly as others articulate beliefs that are different from your own.

Honesty is a determined commitment to discovering and speaking the truth by members of the community. Fidelity to what is the case and an unwillingness to mislead are hallmarks of honesty. Honesty fosters an open environment that encourages growth and leads to real progress.

HOPE'S CHRISTIAN ASPIRATIONS

Hope College is a Christian community that invites all its members into a holistic and robust engagement with the historic Christian faith and a personal encounter with the living Christ through the Holy Spirit. Our Christian identity is described by the following three aspirations:

HOPE ASPIRES TO BE FAITHFUL

The College's board, faculty, administration, and staff are committed to the historic Christian faith as expressed in the ecumenical creeds of the ancient church, especially the Nicene and Apostles Creeds, which Protestants, Catholics, and Orthodox hold in common. The variety of expressions of the Christian faith we hold in common contributes to the vitality of Hope College.

HOPE ASPIRES TO BE WELCOMING

Hospitality is a hallmark of the Christian faith. Hope seeks to be a community that affirms the dignity of all persons as bearers of God's image. We are a community where all come together to offer their gifts of understanding to one another. Students of all faiths – or no faith at all – are welcomed at Hope. We invite our students to join a vibrant, caring academic community where the Christian faith and the pursuit of knowledge intersect, and where the full humanity of all may flourish. All at Hope are invited to experience the love and good news of God's forgiveness found in Jesus Christ.

HOPE ASPIRES TO BE TRANSFORMATIONAL

Hope was established as a college in the Reformed tradition, which affirms the centrality of Scripture and the importance of learning. We are committed to freedom of inquiry in the pursuit of truth and knowledge of every field of study, confident that all truth is God's truth. We also affirm that knowledge is not an end in itself. Scripture urges us to "be transformed by the renewing of your minds, so that you may discern what is the will of God – what is acceptable and perfect" (Romans 12:2). The whole Hope community is encouraged in a lifelong commitment to grow in God's grace and to pursue vocations through which the world so loved by God is renewed.

HOPE COLLEGE ACADEMIC EXCELLENCE

A Hope College education challenges students to develop an understanding of the Christian faith as a basis for academic excellence and the fulfillment of human potential. The goal of this education, therefore, is to provide students with the intellectual and ethical foundations for

lifelong learning and a life of service to others.

The general education curriculum offers students clearly defined criteria for success, information about their progress toward meeting these criteria, and multiple opportunities to attain them. The Criteria for the general education curriculum at Hope College are divided into two categories: knowing how and knowing about.

The *Knowing How* criteria will emphasize and teach Skills of Learning and Habits of Learning.

Skills of Learning: Hope College students will demonstrate college-level proficiency in:

- Critical thinking
- Mathematical thinking
- Reading, listening, and viewing with understanding, sensitivity, and critical acumen
- Use of computer technology and library research facilities
- Written and oral communication

Habits of Learning: Hope College students will be encouraged and taught to develop an approach to learning in the tradition of the liberal arts emphasizing:

- Analytic, synthetic, and systematic thinking
- Appreciating for tradition
- Creativity
- Curiosity and openness to new ideas
- Intellectual courage and honesty
- Moral and spiritual discernment and responsibility

The *Knowing About* criteria relates directly to the mission of the college: To educate students for lives of leadership and service in a global society through academic and co-curricular programs of recognized excellence in the liberal arts and in the context of the historic Christian faith. Because of this mission, the general education curriculum:

1. Enables students to explore and understand the central questions of human identity. Fundamental questions allow insight into the influences of the past on the present, the perennial issues of human experience, and the discrepancy between human aspiration and human accomplishment. In addition, a liberal arts education should equip students to understand both how these questions challenge us and how the presuppositions behind these questions have been challenged. Central questions of human identity include, What does it mean to be:
 - Creators and users of language, technology, and the arts?
 - Creatures of God, made for relations with God?
 - Human beings who experience both suffering and joy?
 - Physical beings in a physical world?
 - Seekers of knowledge and meaning?
 - Social beings who shape and are shaped by each other and by cultures?

2. Prepares students to live in a changing world, enabling them to understand and constructively engage:
 - Their heritage, community, nation, and world
 - Technology, social complexity, and cultural diversity
3. Educates students for a life of service enabling them to:
 - Balance individual autonomy and responsibility for others, society, and the physical environment
 - Apply their knowledge effectively in service
4. Increases students' capacity for delighting and participating in creative processes and the world around them.

V. Resources

Hope College is committed to providing resources and co-curricular activities that are essential for students. Experiences where students are challenged, supported, and cared for as it relates to the liberal arts, community membership, understanding and experiencing faith in action, and living and learning in a diverse community.

LIBRARY

The Hope College Van Wylen and Western Theological Seminary Cook libraries connect students, faculty and staff to information in a variety of forms and supports teaching, learning, scholarship and creative endeavors in a liberal arts community. Diverse resources are provided for all stages of the scholarly communication process. The libraries strive to be engaging centers of learning that inspire students to question, contemplate and create.

HWPEP supports and the Hope and WTS libraries convey and uphold the following values:

- Offering a welcoming and inclusive environment that affirms the dignity of all persons as bearers of God's image and where the full humanity of all may flourish.
- Providing varied materials for students to read, research, write, collaborate and create.
- Educating students, faculty and staff to use and think critically about information, technology and digital citizenship.
- Providing access to information via quality metadata and systems so users can find the information they need.
- Preserving intellectual/cultural history and collections that support the undergraduate curriculum.

HWPEP students have access to the book and journal collections from both the Hope College VanWylen and Western Theological Seminary Cook libraries. ***Students are encouraged to request books and journal articles early in the semester to allow adequate time for delivery and evaluation of the materials' suitability for the project.***

ACADEMIC ADVISING

The advisor-advisee relationship embodies the close faculty-student relationship at Hope. Academic advisors will work collaboratively with students to help them discern their strengths, interests, and goals. They also help with academic planning and academic support.

Academic advisors help students identify the logic and relationships of the curriculum, aiding students in making connections between their program, goals, and spiritual and physical development. Ultimately, advisors support students in considering how their education at Hope relates to the rest of their life and to the world.

Academic advisors make every effort to assist students in understanding the requirements of their academic program. However, the final responsibility for meeting all academic and graduation requirements rests with the student.

TUTORING

Hope College provides HWPEP students with individual and group opportunities to become successful, active learners. We assist students in developing productive, independent, and collaborative learning techniques that will contribute to their academic and personal growth.

Tutoring may be provided by the following people:

- Fellow students with greater experience in the particular subject matter
- Graduates of HWPEP or other college-in-prison programs
- HWPEP faculty and staff
- Hope College and WTS students in Holland who communicate with HWPEP students through MDOC-approved methods.

BOERIGTER CENTER FOR CALLING AND CAREER

The Boerigter Center for Calling and Career specializes in providing the resources and services main campus students need for career planning, selecting a major, and securing an internship or a job. Many of the same services are available to HWPEP students, including the PathwayU interest inventory administered during First-Year Seminar and resume building during Senior Seminar. Our staff partners with students to assist them with networking opportunities, and employment or graduate school searches when they are released from prison.

DISABILITY AND ACCESSIBILITY RESOURCES

HWPEP works with its main-campus partners to make a Hope College education as accessible as possible for students at Muskegon Correctional Facility. This work may include seeking reasonable accommodations for students with documented disabilities, promoting and supporting students in self-advocacy, and educating faculty, staff, and students about disabilities.

FINANCIAL AID

HWPEP is committed to making a Hope College education available to admitted MCF-based students at no cost beyond what financial aid will cover. Financial aid while a HWPEP student at Muskegon Correctional Facility generally includes grants and scholarships. These funds come from a variety of sources including federal and state government programs and donors.

Gift aid (such as scholarships and grants) does not need to be repaid.

For most financial aid programs you must:

- Be a United States citizen or eligible non-citizen enrolled in a degree or certificate program
- Maintain satisfactory academic progress
- Not be in default on a federal student loan
- Not owe a refund on any federal financial aid grant
- Have a high school diploma or recognized equivalent (GED)
- Have a valid Social Security number

Main campus students typically apply for financial aid as a dependent student, submitting their parents' income and asset information. However, if you meet one of the criteria established by federal regulations, you can file for aid as an independent student.

REGISTRAR

The Registrar's Office is responsible for maintaining your educational record and coordinating (with HWPEP faculty and staff) academic advising and registration. In partnership with HWPEP faculty and staff we assist in creating your class schedule and make sure you have the resources to stay on track for graduation. We will report your grades, process your transcripts and help make changes to your schedule.

STUDENT EMPLOYMENT

You may have held a number of paid positions while incarcerated. Once you begin your Hope College education, being a HWPEP student will be your paid position for as long as you remain an enrolled student. Rates of pay are established by the MDOC.

STUDY HALL

Out-of-class study opportunities are important ways to solidify learning from class sessions, complete assigned readings, write papers, and work on class projects with other students. Study opportunities are available in your living unit and in the MCF school building during warden-approved study hall periods. You may access Hope College and WTS library holdings for your class assignments and projects using designated, specially-purposed laptops during study halls.

HOMEROOM

HWPEP students participate in Homeroom once per week. Homeroom provides time for program announcements, specially-purposed workshops, and spiritual formation activities, and honing of soft skills. Homeroom also includes Peer Groups.

A Peer Group is a small group of students and a facilitator, who meet together regularly.

Peer Group is NOT:

- A therapy group.
- A place for fixing problems, commiserating, or telling others what to do.
- Focused on a group leader/teacher.
- A guaranteed "safe" space. (We hope it is, but we cannot control what others do and say.)
- A situation that requires looking mature, smart, together, successful, or impressive.
- An invitation to self-absorption and self-centeredness.
- Primarily about content.

Peer Group IS:

- A practice group for spiritual and learning practices that will help students connect with God, others, and themselves.
- A place to learn skills that will help group members navigate conflict and create healthy relationships in the faith-leadership-service context and in their lives.
- Focused on being a learning community in which group members consistently learn from each other.
- A "brave" space where group members feel supported enough to courageously take steps toward honesty, agency, and maturity.
- A situation that encourages authenticity, compassion, grace, confession, and appropriate vulnerability,
- An invitation to self-discovery and self-responsibility.
- Primarily about process

VI. Academic Policies

CODE FOR ACADEMIC INTEGRITY AT HOPE COLLEGE

PREAMBLE

As it seeks to fulfill its mission, the Hope College community assumes each of its members will operate with integrity and honesty, with a sense of personal responsibility, and with mutual trust and concern toward others in all facets of the life of the college. In order to apply this principle to academic life in a fair and consistent manner, the following policies have been adopted to clarify the expectations regarding conduct, and to establish a set of procedures for dealing with situations which violate these expectations.

EXPECTATIONS

Academic integrity is based on the principles of honesty and individual responsibility for actions. As these principles are applied to academic life at Hope College, it follows that a student will not:

- Give, offer, or receive aid on examinations other than that specifically allowed by the professor.
- Do course work in a manner that is inconsistent with the standards of conduct set forth by the professor.
- Falsify or fabricate data. This has particular applications to laboratory work and research.
- Engage in conduct that destroys another person's work or hinders another in his academic endeavors. This has particular application to computer files, library resources, and laboratory or studio work.
- Knowingly represent the work of others as their own. This includes, but is not limited to plagiarism.

Plagiarism is the dishonest presentation of the work of others as if it were one's own. Writers, speakers, musicians, artists, or computer programmers – whether students or professionals – commit plagiarism when they present, without acknowledgment, all or part of another person's work as if it were their own. Because plagiarism violates the expectations of trust and honesty necessary for academic work in an ethical community, it is a serious offense. In addition, plagiarism undercuts the basic purposes of higher education by short-circuiting the process of inquiry, reflection, and communication that leads to learning

Duplicate submission is also a violation of academic integrity, because every assignment presumes that a new inquiry and effort will produce new learning, and submitting a paper already written for another occasion subverts this learning. Submitting the same original paper for credit in more than one class in the same semester, without the expressed permission of both instructors involved, is not acceptable. Using the same paper or closely similar material from one semester to fulfill a requirement in another semester is normally not allowed without specific permission from the instructor. If students receive the same or similar assignments in a different course, they should consult with the professor about

alternate assignments.

VIOLATIONS

With the aim of maintaining and promoting integrity in the community and in a spirit of helpful concern, every member of the community is encouraged to address any perceived violations of integrity directly by confronting the appropriate party.

The following procedures have been defined to ensure that apparent violations are handled in a prompt and just manner.

If a faculty member observes an apparent violation of academic integrity, the faculty member should arrange an informal, private meeting with the student as soon as possible. At that meeting, the faculty member will discuss his or her suspicion with the student and inform the student of the options below and of the student's right to appeal any action taken by the faculty member. If the student has an explanation which is acceptable to the faculty member, the case may be closed with no written record or further action.

If the matter is not resolved, the faculty member may impose a sanction. The penalty imposed should reflect the seriousness of the violation. In the case of a major violation, the faculty member may assign a failing grade for the event (test, paper, performance, etc.) or for the course. Sanctions for minor violations may include downgrading the work or assigning additional work to replace the work in question. The faculty member may also recommend to the HWPEP Program Directors that additional non-grade sanctions be imposed. In the event that any sanctions are imposed by the faculty member, the incident and action taken must be reported in writing to the HWPEP Program Directors with a copy to the student and the Provost as soon as possible following the informal meeting.

If a sanction has been imposed, the student has the right to file a written appeal to the Provost (141 East 12th Street, Holland, MI 49423) with a copy to the faculty member. This appeal must be postmarked within one week after the student receives the notification of the sanction. The Provost will then review the incident and resolve it to the satisfaction of both parties.

If the student is found to be not responsible, the faculty member will be notified and any academic sanction imposed against the student will be nullified. If the student is found responsible, the Provost, in consultation with the HWPEP Program Directors, will decide whether to impose a non-grade sanction. The Provost will take into account the faculty's recommendations and any related record in the Provost's office. Non-grade sanctions that involve suspension or dismissal will be coordinated with appropriate MDOC officials.

All proceedings will be conducted with strict confidentiality (except where disclosure to appropriate MDOC officials is required) by all those involved in the matter. Records of alleged violations resulting in innocent findings will be promptly destroyed. In cases where responsibility is established, reports from the faculty member will be retained by the Office of the Provost for the duration of the student's academic career at Hope College. The record will also include the student's written defense, if any. All related reports shall be destroyed upon graduation. The

records of a student suspended or expelled for a violation will be retained for three years before being destroyed. All provisions of the Family Education Rights and Privacy Act shall apply regarding the release of information from these records, except where disclosure to appropriate MDOC officials is required.

Course syllabi should contain a reference to these procedures and detail their applications for that particular course.

Faculty are encouraged to create environments conducive to fostering integrity by all. This means that proctoring examinations may be necessary in some instances, but it also calls for positive action on the part of the faculty member to remove undue temptation.

Questions about this policy may be directed to the Provost Office at 141 East 12th Street, Holland, MI 49423.

ATTENDANCE

Since class attendance is regarded as an essential part of the educational process at Hope College, students are expected to benefit by classroom discussions as well as by their daily text assignments. It is the student's responsibility to present an excuse to their instructor and request make-up privileges.

Classwork missed while students are ill or absent from class on faculty-approved or prison-mandated business should be made up to the satisfaction of the instructor. Although make-up work will not in all cases remove the full adverse effect of the absence, faculty members will cooperate with the students in their attempt to make up their loss when such absence is unavoidable. The degree of effect upon grades will vary with the nature and the amount of the work missed and must be measured according to the instructor's best judgment. In case of excessive absences, instructors may refuse all credit for the course.

Attendance at study halls is not mandatory, except for those occasions where HWPEP personnel requires students to be present for special meetings, or when MDOC officials may mandate attendance.

Because much of the activity in weekly Homerooms involves groups of students working, discussing, and collaborating together, regular attendance at weekly Homerooms is an expectation of HWPEP students. However, since Homerooms do not involve academic credit and are co-curricular in nature, HWPEP recognizes that students will, from time to time, need to use the time to study and attend to academic requirements. Therefore, students are strongly encouraged to attend and actively participate in as many Homeroom sessions as possible. Students should inform the Homeroom leader if they are unable to attend a particular homeroom session.

COMPLAINTS, APPEALS, AND GRIEVANCES POLICY

As stated in our Virtues of Public Discourse, “Hope seeks to be an educational community in which all individuals are, as a matter of deeply held principle, treated with the respect due them as God’s creatures.” Students are encouraged to engage in the Virtues at all times and particularly when they find themselves in situations that may involve conflict. The Virtues encourage direct communication and informal resolution whenever possible. Many issues may be resolved when one makes an appointment with a faculty or staff member and communicates their concerns. For matters where a resolution cannot be reached, an individual may file a complaint.

For purposes of the complaints, appeals, and grievances process, Hope College considers an individual to be a HWPEP student on the first day of the student’s first course and thereafter until any of the following occur: Conferral of degree or Non-Return/Withdrawal.

A complaint, appeal, or grievance (defined as a statement of dissatisfaction or discontent with a Hope College employee, office, decision, or department) shall be in writing and should specify the following:

- Your name
- Your address
- Date of incident
- Time of incident
- Location of incident
- Specific location
- Involved parties
- What is the nature of the issue?
- What is the outcome that you are requesting?
- Have you talked to or communicated with the other party about your concern?
- Please describe your communication with the other party about the concern (e.g., format, frequency, response).
- Do you wish to remain anonymous during this process?
- Supporting documentation, if any.

Please be assured that no adverse action will be taken against a complainant.

Individuals should report complaints or grievances promptly and include a short and concise statement of all the relevant facts and the remedy you are requesting so that an inquiry may be completed and resolution achieved. If an individual is appealing a conduct decision, the appeal should be submitted within seven (7) working days of notification of the disciplinary action.

Complaints², appeals, and grievances should be addressed to the Program Director, Hope-Western Prison Education Program, Hope College, Holland, MI 49423. If the Program

² The HWPEP Program Director will provide the Associate Dean of Students and the Vice President for Culture and Inclusive Excellence a complaint report at the end of every academic year. These data will be included with those reported for the main campus in the annual report to the President and Cabinet.

Director is the subject of the complaint, appeal, or grievance, the complaint, appeal, or grievance should be addressed to the Dean for Arts and Humanities, Hope College, Holland, MI 49423.

The HWPEP Program Director (or the Dean for Arts and Humanities) will consider all of the relevant facts of the case and make a final determination regarding the complaint, appeal, or grievance. A copy of the decision along with the original complaint, appeal, or grievance and any supporting materials will be sent to the appropriate college official to ensure compliance with accreditor and governmental reporting and record keeping.

VII. Student Conduct Policies

A. RESPECTFUL COMMUNITY MEMBERSHIP

Hope College encourages and aspires to be a Christian community in which all its members feel welcome and respected. In order to affirm and inspire this idea, the following policies are in place.

1. No person shall threaten, harass, haze, abuse, or assault any member of the faculty, staff, tutor, or member of the student body.
2. No person shall perform any action demonstrating a lack of respect for the dignity of another person.
3. No person shall abuse, threaten, harass, or exhibit behavior that intimidates any complainant, respondent, counsel, or witness prior to, during, or after a complaint, grievance, or appeal.

B. TECHNOLOGY USAGE POLICY

Hope College is committed to providing integrated and comprehensive technologies within the limits imposed by the MDOC to enhance teaching and learning and to improve productivity and support a residential student community. Hope provides students, faculty, and staff with access to MDOC-approved computing resources, digital information, and communication networks to support the academic, research, and administrative functions of HWPEP. This policy strives to provide a balanced approach between user rights and responsibilities with appropriate use of College Technology Resources in the particular context and constraints of the prison environment.

All technology equipment issued by Hope College remains the property of the College at all times. All users are strongly encouraged to use non-College accounts and personally-owned devices to store, access, and manipulate any and all materials not directly associated with College work or interactions. Incidental personal use of College Technology Resources is permitted only with permission of HWPEP leadership in accord with MDOC rules.

The College strives to protect the privacy of its users and supports the use of technology for the free expression of ideas. As an academic community, the students, faculty, and staff of the College must respect the privacy of data, respect the rights of others, honor Invention and Patent policies, and adhere to the College's copyright policy and guidelines, remembering that the same provisions of copyright ownership and fair use that apply in the print environment apply to digital resources including the use of computer software, library online databases and data files such as text, audio, graphics, video, etc.

Prohibited uses include, but are not limited to, uses that:

INFRINGE ON THE RIGHTS OF OTHERS

- Unauthorized access to information or communications intended for others.

- Use of College Technology Resources to impersonate another individual or entity.
- Harassing communication; any communication sent to individuals that is abusive, threatening, or discriminatory.

ARE HARMFUL TO TECHNOLOGY RESOURCES

- Interfere with the normal operation of computing systems and software.
- Damaging any device or computing system.
- Unauthorized attempts to alter data files or systems.
- Any action compromising or attempting to compromise the integrity or security of computer systems or networks.

ARE INAPPROPRIATE OR ILLEGAL

- Unauthorized reproduction of copyrighted materials; infringement of trademark or patent law.
- Actions that violate software license agreements.
- Use of College Technology Resources for commercial and/or private gain, unrelated to or in competition with the direct business of the College or otherwise prohibited by MDOC.
- Implying in any way that the College is participating in political campaigns, campaign fundraising, or other political activity that is inconsistent with its 501(c)(3) status.
- Use of technology to intentionally access, create, store or transmit pornographic or violence-oriented or harassment-oriented materials or websites unless for legitimate academic purposes authorized in advance by HWPEP and MDOC.
- Activity that violates state or federal laws, MDOC rules, or College policies.

C. FALSE TESTIMONY OR DISHONESTY

As members of an aspirational Christian academic community, it is expected that honesty and truth be hallmarks of interactions:

- Lying, misrepresentation, or giving false testimony to an HWPEP professor, teaching assistant, staff member, or other official is prohibited.
- Dishonesty includes, but is not limited to the following: Cheating, fabrication, falsification, forgery, multiple submissions, plagiarism, complicity, and/or other forms of dishonesty. Other forms of dishonesty include, but are not limited to: Furnishing false information to any HWPEP or college official, faculty member, or office, and/or acting as an agent of the college without authorization.

D. PROPERTY

Malicious or unwarranted destruction or damage to property belonging to Hope College or to a member of the Hope College community is prohibited (e.g., supplies, equipment, personal belongings, books, and computer files).

E. THEFT AND/OR INAPPROPRIATE USE

Taking, selling, or using the property of Hope College or other students, faculty, or staff without permission of the owner is prohibited.

VIII. Process Considerations

The HWPEP Directors (or designee) will assume responsibility for the investigation of an allegation of misconduct to determine if the complaint has merit. If, in the opinion of the Directors, the claim has merit, the Directors may seek a resolution that satisfies the parties involved. They may also choose to impose a sanction, including those enumerated in Section IX below. The student has the right to appeal a misconduct decision and/or sanction. Appeals must be submitted using the process outlined in *Section V, Complaints, Appeals, and Grievances* for consideration.

IX. Sanctions

Violations of the standards enumerated in this handbook may result in disciplinary sanctions at the course level (see the section on academic integrity above) or program level, including:

A. SUSPENSION

A set length of time when a student may not be involved in any aspect of the HWPEP or Hope College. This includes courses and co-curricular activities. A student may apply for readmission at the end of the suspension period.

B. EXPULSION

A student is dismissed from the college permanently.

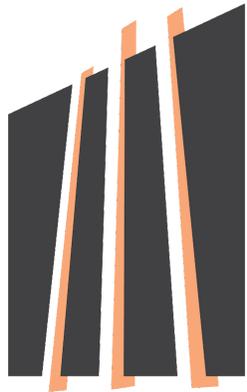
X. Handbook Applicability, Approval, and Implementation

The standards enumerated in this handbook apply to every HWPEP student from the time he is notified of admission until the receipt of his degree at commencement. The standards apply in every location (e.g. classroom, living unit, chow hall, yard, etc) and in every relationship (e.g. with HWPEP peers, other incarcerated men, volunteers, HWPEP faculty and staff, and corrections officials).

The standards enumerated in this handbook are subject to annual review and approval by Hope College.

This handbook may be modified at the discretion of HWPEP staff and Hope College officials.

Last edited 6-21-2023



THE HOPE-WESTERN PRISON EDUCATION PROGRAM