LEARNING OUTCOMES OF PRESENTATION

Participants Will Be Able to:

• Identify some purposes of the Office of Student Rights and Responsibilities and who the key players are

• Report Behaviors of Concern Using On-line Reporting Structures

• Identify the two processes used to resolve behavioral conflicts in the classroom using the student conduct code and the academic grievance policies

• Develop language to utilize in the syllabus to assist with classroom management
OFFICE OF STUDENT RIGHTS
AND RESPONSIBILITIES

Located in the Dean of Student Success Office (Bouillon 204)—963-1515

• Richard DeShields, Associate Dean of Student Living and Senior Conduct Officer
• Jack Baker, Assistant to the Dean of Student Success and Conduct Officer
• Joey Bryant, Conduct Coordinator
• Joy Stochoisky, Case Manager
GOALS OF STUDENT RIGHTS AND RESPONSIBILITIES:

Alleviate the situation and/or problem behavior and keep it from escalating.

Protect the rights and welfare of the student(s) and/or others.

Educate student(s) by explaining the reason(s) and purpose for the community standards.

Encourage student(s) to accept responsibility for his/her behavior.

Initiate the process through which students learn to make more responsible decisions, clarify values, and form a positive self-identity.

Inform student(s) about the conduct process.
REPORTING BEHAVIORS OF CONCERN

1. CWU Intranet is the preferred method
2. Contacting Student Rights and Responsibilities at 963-1515
3. Email Communication
4. Written Report
Report Behaviors of Concern—This area allows for any member of the CWU Community (Faculty, Staff, or student to report concerns regarding other students). These concerns could include unusual behaviors, alleged violations of student conduct code, or other general issues of concern. This link is not an appropriate place to report behaviors of faculty and staff—reports of this nature that might be reported to this site are referred to Human Resources.
Use your normal Novell Log-In Information to submit the report.
By entering this information, it allows us to contact you if we have questions or need more information.

Use the student’s actual name if possible (you can list unknown if you do not know). Also, you may list as many individuals as necessary.

Tell us to the best of your ability and as concise as possible what happened and what your concern is.
STUDENT CONDUCT CODE

ACADEMIC GRIEVANCE POLICY
Most common classroom reports—

- disruptive and disorderly conduct which interferes with the rights and opportunities of other students to pursue their academic studies

- academic dishonesty in all its forms including, but not limited to:
  -- cheating on tests;
  -- copying from another student's test paper;
  -- using materials during a test not authorized by the person giving the test;
  -- collaboration with any other person during a test without authority;
  -- knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of an unadministered test or information about an unadministered test;
  -- bribing any other person to obtain an unadministered test or information about an unadministered test;
  -- substitution for another student or permitting any other person to substitute for oneself to take a test;
  -- "plagiarism" which shall mean the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit;
  -- "collusion" which shall mean the unauthorized collaboration with any other person in preparing work offered for credit

- intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other University activities or programs whether occurring on or off campus or of activities or programs authorized or permitted by the University pursuant to the provisions of this document;
Sanctions--

**Warning.** Notice in writing that the student has violated University rules or regulations or has otherwise failed to meet the University's standard of conduct. Such warning will contain the statement that continuation or repetition of the specific conduct involved or other misconduct will normally result in one of the more serious disciplinary actions described below.

**Disciplinary Probation.** Formal action specifying the conditions under which a student may continue to be a student at the University including limitation of specified activities, movement, or presence on the CWU campus, including restricted access to any University building. The conditions specified may be in effect for a limited period of time or for the duration of the student's attendance at the University.

**Suspension.** Dismissal from the University and from status as a student for a stated period. The notice suspending the student will state in writing the term of the suspension and any condition(s) that must be met before readmission is granted. The student so suspended must demonstrate that the conditions for readmission have been met. There is to be no refund of fees for the quarter in which the action is taken, but fees paid in advance for a subsequent quarter are to be refunded.

**Deferred Suspension.** Notice of suspension from the University with the provision that the student may remain enrolled contingent on meeting a specified condition. Not meeting the contingency shall immediately invoke the suspension for the period of time and under the conditions originally imposed.

**Expulsion.** The surrender of all rights and privileges of membership in the University community and exclusion from the campus without any possibility for return.

Other educational sanctions could be assigned. For example, we currently are assigning students found responsible for violations of plagiarism to take an “ethics course.”
HIGHLIGHTED POINTS:

--Student conduct code is all centralized and information held in one common location

--A professor has the right to hold a student responsible for classroom behavior as outlined in classroom syllabus; however, a student may petition a grievance if they believe that the outcome was too severe or believed that the policy was not equally administered. etc. This appeal is part of the academic grievance process. This includes working through the professor, the chair, and the Dean. If no resolve is reached, the student may petition the Academic Grievance Committee that is appointed by Academic Senate.

--A professor may also refer a situation through the Student Conduct Code (a method we recommend because a student may have violated similar policies in other classes and it may be documented) and it centralizes the process.

--Remember, that we are always supporting a student’s DUE PROCESS.
CLASSROOM MANAGEMENT
The Office of Student Rights and Responsibilities answers numerous calls each year from faculty regarding academic honesty, disruptive classroom behavior, and absenteeism. Staff members from the Office of Student Rights and Responsibilities are available to meet with faculty to discuss particular issues or situations.

In some instances, the incident may result in student conduct charges being filed against the student(s).

Anticipating what may develop in your classroom and having a plan of action in place are two helpful approaches. Discussing academic integrity, classroom rules, and course grading procedures with your students at the beginning of every quarter will help to set the foundation for you and your students. Including this same information on your course syllabus reinforces your verbal messages and provides a tangible resource for students throughout the quarter.

It is recommended to include statements on academic honesty, disruptive classroom behavior, and absenteeism.

--Adapted from the Center for Teaching Effectiveness at the University of Delaware
ACADEMIC DISHONESTY
ACADEMIC DISHONESTY

A generic statement about academic honesty that is commonly used among faculty is as follows:

"All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard must be reported to the Office of Student Rights and Responsibilities."

--University of Delaware “Student Guide to University Policies”
ACADEMIC DISHONESTY

“ACADEMIC DISHONESTY—Central Washington University holds its students to the highest standards of academic integrity and honesty. Academic dishonesty of any kind is not tolerated and may result in failure of the assignment, and/or course, and/or expulsion from the University. Plagiarism on written assignments will result in a zero for the assignment and may result in further disciplinary action through the University. What constitutes academic dishonesty is clearly defined by the CWU Conduct Code Section II, Line B. The code is available at http://www.cwu.edu/student-success/student-rights-and-responsibilities”
--Michael Jackson, CWU Faculty

“Academic Dishonesty: Any student suspected of academic dishonesty will be forwarded to the Office of Student Affairs and Enrollment Management for disciplinary action or sanction. Academic Dishonesty, as defined in the Student Conduct Code, in all its forms includes, but is not limited to the following: Cheating on Tests or Copying from another student’s test paper or homework assignments; Using materials during a test not authorized by a person giving the test; Collaboration with any other person during a test without authority Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of an unadministered test or information about an administered test; Bribing any other person to obtain an unadministered test or information about an unadministered test. Substitution of another student or permitting any other person to substitute for oneself to take a test; “Plagiarism” which shall mean the appropriation of any other person’s work and the unacknowledged incorporation of that work in one’s own work offered for credit; “Collusion” which shall mean the unauthorized collaboration with any other person in preparing work offered for credit.”
--Richard DeShields
ACADEMIC DISHONESTY

“Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Rights and Responsibilities for further action. I will assume for this course that you will adhere to the academic requirements of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.”

“Integrity and scholarship are core values that should guide our conduct and decisions as members of the CWU community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see http://www.cwu.edu/student-success/student-rights-and-responsibilities)”

“Course assignments and tests are designed to have educational value; the process of preparing for and completing these exercises will help improve your skills and knowledge. Material presented to satisfy course requirements is therefore expected to be the result of your own original scholarly efforts. Plagiarism and cheating - presenting another’s ideas, arguments, words or images as your own, using unauthorized material, or giving or accepting unauthorized help on assignments or tests - contradict the educational value of these exercises. Students who attempt to obtain unearned academic credentials that do not reflect their skills and knowledge can also undermine the value of the CWU degrees earned by their more honest peers.”

Adapted from the Faculty Center for Teaching and Learning at the University of Central Florida
ACADEMIC DISHONESTY

“Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information please visit the Student Rights and Responsibilities Web site: http://www.cwu.edu/student-success/student-rights-and-responsibilities

No matter what...It is important that your syllabus also cover individual policies relating to group projects and plagiarism. Students often claim they were unaware of academic integrity expectations because they were not outlined in the syllabus.

Adapted from the University of Texas at Austin—Student Judicial Services
DISRUPTIVE CLASSROOM BEHAVIOR
DISRUPTIVE BEHAVIOR

Disruptive behavior can assume many forms: It may be:
• The student who talks incessantly while you are delivering a lecture;
• The student who loudly and frequently interrupts the flow of class with questions or interjections; or
• The student who becomes belligerent when you confront his or her inappropriate behavior in class.
• The student uses unauthorized electronic equipment while in class (cell phone, I pod, etc.)

It is important to differentiate disruptive classroom behavior (that which directly interferes with the ability of the instructor to teach or the ability of other students to benefit from the classroom experience) from behavior that is merely rude or uncivil. While the latter may become disruptive when it is repetitive or persistent, it usually is best addressed by meeting privately with the student to explicitly identify inappropriate behaviors and request that they cease. Students who persist in continuing these behaviors, after having them brought to their attention, risk being disciplined for disruptive behavior.

--Adapted from “Reference for Faculty: Academic Integrity and Disruptive Behavior” by Sandra Rhoten, CSU Fullerton
DISRUPTIVE BEHAVIOR

Consider what your limits of acceptable conduct are regarding lateness, sleeping in class, use of cell phones, alarm watches, eating in class, unrelated talking in class, etc. You have a right to set forth what is acceptable or unacceptable in your classroom. Enforce your guidelines in a consistent and equitable way.

Communicate your expectations for appropriate behavior or “ground rules.” You can focus on factors that make a good learning environment and also more specifically on student behavior. This can be done on the syllabus, in a student driven conversation, or through a separate handout. Feel free to reference existing policies on student conduct.
DISRUPTIVE BEHAVIOR

Research conducted by Gonzalez and Lopez on the issues of classroom incivility suggests that there are six categories of student behavior: "disengaged, disinterested, disrespectful, disruptive, defiant, and disturbed" (AAHE Bulletin, April 2001, p.3). Each type of behavior encompasses its own set of dilemmas, "but all [of these behaviors] affect the total classroom experience for the instructor and other students" (Gonzalez & Lopez, AAHE Bulletin, April 2001, pp. 3-4). Disengaged and disinterested students can easily distract other students in the classroom while disrespectful students may engage in conversations with each other while impacting the ability of other students to clearly hear the instructor. Disruptive students tend to interrupt the flow of what is occurring in the classroom. Defiant students may resist classroom procedures and refuse to follow directions. Disturbed students may cause others in the classroom to feel anxiety or fear (Gonzalez & Lopez, AAHE Bulletin, April 2001, pp. 3-4). The Office of Student Affairs at the University of West Florida identifies disruptive behavior as students who "stalk, intimidate, harass, or badger the course instructor, sleep in class, enter class late or depart early, talk in class without being called upon, eat in class, talk in class while others are talking, dominate class discussion, exhibit physical displays of anger, threaten or verbally abuse the instructor or other students, or have personal hygiene problems that impact class members around him/her."

--From the Center for Teaching Effectiveness at the University of Delaware
DISRUPTIVE BEHAVIOR

“Classroom Protocol: The classroom should be a place for learning. Behavior that distracts others will not be tolerated. Failure to comply will result in you being asked to leave. There will be no talking other than in public dialogue. Please, if you are not in class to learn physics, do not interfere with anyone else who wants to get an education. Questions are welcomed. As per Washington Administrative Code (WAC 106-124-900), the use of any tobacco products in any academic building is prohibited.” Michael Jackson

Taken from the University of Oregon, Office of Student Life:
1) Questions and comments must be relevant to the topic at hand.
2) You should be in your seat and ready to begin class on time.
3) Packing up your belongings prior to the end of class is disruptive to others around you and to the instructor.
4) Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing.
5) Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
6) Any continued disruption will be reported to the Office of Judicial Affairs.
DISRUPTIVE BEHAVIOR

“Behavior that persistently interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Students responsible for disruptive behavior may be suspended from class by their instructor for the day of the removal and the next class meeting. Instructors suspending students in this matter should immediately report the action to their division dean or department director, or Office of Student Rights and Responsibilities.” Adapted from “Reference for Faculty: Academic Integrity & Disruptive Behavior,” compiled by Sandra Rhoten, Associate Dean, Judicial Affairs, Division of Student Affairs, CSU Fullerton
DISRUPTIVE BEHAVIOR

“Students and instructors each have an important role in maintaining a classroom environment optimal for learning, and are expected to treat each other with respect during class, using thoughtful dialogue, and keeping disruptive behaviors to a minimum. Both students and faculty perceive abusive language directed towards others as the most disruptive behavior. Class discussions are interactive and diverse opinions will be shared; please be thoughtful in sharing your perspectives and responses with one another. Other behaviors that can be disruptive are chatting and whispering during class, the use of electronic equipment, reading the paper during class, preparing to leave before class is over, and consistently arriving late to class. Please keep these disruptions to a minimum. Inappropriate behavior in the classroom may result in a request to leave the class and/or a referral to the Office of Student Rights and Responsibilities.”—

adapted from the University of Arkansas’ Academic Integrity and Student Conduct Office
ABSENTEEISM
ABSENTEEISM

“You are expected to attend every class. If you must be absent, you are still responsible for the work due. If you know that you will be absent ahead of time, let me know, and make arrangements to get the work done ahead of time or to have it delivered to me on time. Consult the syllabus to see what is due to following the class, and call classmates to find out what went on during class. Excused absences must be confirmed in writing. For example, if serious illness, family emergencies, or other crises occur during the term, you should contact the Dean of your college (Arts and Sciences, Engineering, etc.) as soon as possible, [who] can assist you in notifying faculty and in validating for your [instructors] what has happened. If you have more than a few unexcused absences, I will meet with you to discuss the situation. You should understand that your in-class grade will suffer as a result of unexcused absences, and of course your ability to do the work required in the course will also be impaired and grades on that work will naturally be lower.”

-- Dr. Clyde Moneyhun, formerly of the Department of English and currently Associate Director of the Program in Writing and Rhetoric at Stanford University
ABSENTEEISM

“Illness: If you have a severe respiratory, influenza-like illness, or other severe illness you should not come to class until you are (typically) without fever for 24 hours without the aid of fever-reducing medication. You should utilize the following precautions to prevent flu exposure: 1) Frequent hand washing and carry a bottle of alcohol-based hand sanitizer with you at all times. 2) Cough etiquette (grab your shoulder and cough into your elbow). 3) Place used tissues immediately in the trash, followed by washing your hands. 4) Use CDC-approved disinfectants on shared surfaces such as doorknobs, desks, etc. 5) Stay home if you have a severe respiratory or flu-like illness. If you are concerned you may have a severe illness, notify student health. Please ensure you have access to the Internet and Blackboard for assignments. Regardless of your illness status, you MUST complete the requirements of the course to receive a passing grade.”

—Michael Jackson
ABSENTEEISM

“Class Attendance: Attending class is essential. Since many class sessions will involve lecture and presentations, absences cannot be made up. Attendance can and will significantly affect your grade. Attendance is worth 100 points of the total grade. If you are unable to attend class due to illness, it is your responsibility to send your homework to class with a classmate. Please do not send assignments via email. Each absence is worth 5 points. Tardiness to class will not be accepted. After being late to class once, the student will be considered absent. There may also be random quizzes, class participation, or out-of-class exercises that will also be part of attendance.

If you have a severe respiratory or influenza-like illness (ILI) (high fever, aches, chills, cough) you should not come to class until you are without fever for 24 hours without the aid of fever-reducing medication. If your absences are related to a severe respiratory or flu-like illness, your attendance will be considered excused; however, it is YOUR responsibility to notify your instructor, in advance, when absent due to the flu. Faculty is under no obligation to excuse class absences related to sickness. If you are pregnant, work with your instructor to prevent exposure to the flu. You should utilize the following precautions to prevent exposure: 1) Frequent hand washing and carry a bottle of alcohol-based hand sanitizer with you at all times. 2) Cough etiquette (grab your shoulder and cough into your elbow). 3) Place used tissues immediately in the trash, followed by washing your hands. 4) Use CDC-approved disinfectants on shared surfaces such as doorknobs, desks, etc. 4) Stay home if you have a severe respiratory or flu-like illness. 5) Send assignments with a friend.

If you are concerned you may have flu-like illness, notify the Student Medical and Counseling Clinic.

Plan for potential absences and assure you have access to the Internet and Blackboard for assignments. Regardless of your H1N1 flu status, you MUST complete the requirements of the course to receive a passing grade. Exams may not be considered to be rescheduled.”

–Richard DeShields
ABSENTEEISM

“You benefit by attending regularly and developing professional work habits. The effect of absences on grades is determined by the instructor. When absences jeopardize a student's standing in a class, it is the responsibility of the instructor to report that fact to the student's dean. Excessive absences constitute cause for dropping a student from class; in such a case the grade of WF may be given." Since this is a workshop course, your attendance is expected at all class meetings. However, because life is complicated, you may miss two meetings for any reason with no penalty. Regardless of the reason for absence, you must complete all missed work. For the third, fourth, and fifth absences, your course grade will be lowered one full grade level per absence. Students who miss seven or more meetings are not eligible to receive a passing grade. Students who do not attend the final presentations will receive a failing grade for the final project. Excused absences are granted only for the following reasons: personal illness, the illness of a dependent, the death or funeral of an immediate family member, or required attendance at an official university activity. Work or activities for other classes are not excused. To be classified as excused, the absence must be documented authoritatively (for example, an illness must be documented by a doctor’s note). If you will be absent due to trips officially approved by the university, you must notify me in writing (not by email) no later than one week prior to the absence so we can work out schedule rearrangements. You will not be penalized for official absences.”

Adapted from Texas Tech University’s Teaching, Learning and Professional Development Center
ACCOMMODATIONS

“If a student has a disability that qualifies under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act requires accommodations, he/she should contact the Center for Disability Services (CDS) office for information on appropriate policies and procedures. CDS is located on the second floor of Bouillon Hall, Room 205; their phone is 509-963-2171.”

--adapted from Iowa State University’s Center for Excellence in Learning and Teaching

“Central Washington University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a staff member at the Center for Disability Services (205 Bouillon Hall) so that such accommodations can be considered. Students that receive accommodation letters, please meet with me to discuss the provisions of those accommodations as soon as possible.”

--adapted from Louisiana State University’s Disability Services Office
ACCOMMODATIONS

Disability Access Statement from the University of Central Florida

“Disability statement provides readily available information for students with disabilities, and how to get accommodations for the course. A disability statement can be made to include accommodation details, or the following sample disability statement may also be used:

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

On the question of media, the assumption is that everything is accessible so the only language that would be appropriate would be some sort of reinforcing statement on the syllabus stating something like this:

The instructional media and materials for this class are accessible to students with disabilities. Students who are having difficulty accessing them should contact the faculty member.
ACCOMMODATIONS

“Special Needs: Students with disability/disabilities or special needs are welcomed and encouraged to approach the instructor so special accommodations can be made. It is your responsibility to share accommodation needs with the instructor. If you have questions about Disability Support Services, contact the Center for Disability Services in Bouillon 205 at 963-2171 or 963-2143 (tdd).”

--Richard DeShields FS337.01 course syllabus
OTHER ITEMS TO CONSIDER
OTHER ITEMS TO CONSIDER:

--Statements on email usage
    (respectful communication, Groupwise as official form of communication, etc.)

--Address controversial content and expectations

--Discuss your policies clearly regarding late assignments, make-ups, extra credit, deadline extensions, reporting illness, cheating and plagiarism, unacceptable behavior in class such as eating, and students' responsibilities in the learning process

--Consistency of enforcement, ease of enforcement, reporting consistency, etc.

--Cell Phone or usage of other electronic devices—be clear...also be aware of possible accommodation needs if approved through Disability Services.

“The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.”

--University of North Caroline Charlotte Office of Legal Affairs—Suggested Standard Syllabus Policies
“Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others’ behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

Instructor responsibilities:
Start and end class on time.
Treat all students with courtesy and respect.
Be open to constructive input from students in the course.
Ensure that opportunities to participate are enjoyed equally by all students in the course.

Student responsibilities:
Come to class on time, and refrain from packing up belongings before class ends.
Turn off all electronic devices that might create a disruption in class.
Be quiet and give full respectful attention while either instructor or another student is speaking.
When speaking, use courteous, respectful language and keep comments and questions relevant to the topic at hand.”

--Center for Teaching and Learning at Florida State University