WILLIAM & MARY
GRADUATE
ARTS & SCIENCES

HANDBOOK

FOR

TEACHING ASSISTANTS/TEACHING FELLOWS

2016 – 2017
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INTRODUCTION

As a William & Mary graduate assistant, you play a unique and vital role in the University’s community of scholars. You are a crucial link between the undergraduate students and the faculty. As a teacher, you bear an important responsibility. Undergraduates often look to you, more readily than to faculty, as a role model. Since the way you interact with your students has a significant impact on the way they learn, your job is essential to the success of William and Mary’s educational mission. To carry it out most effectively, you need to know about the policies, programs, and the people that affect your work with undergraduate students. This handbook, created by the Office of Graduate Studies and Research, is intended to furnish some of that information.

Many of the documents in this TA/TF handbook are abbreviated sections of the Student Handbook, which you are bound by as a student of the College of William and Mary. The TA/TF handbook is intended to be a handy resource and does not take the place of any of the approved documents on rules and regulations provided by the College. The remaining sections of this handbook are intended to provide you with information on general classroom management and an array of campus resources. You should be familiar with the multitude of resources that are available at the College for undergraduate and graduate students, and should always feel free to seek advice and ask questions.

For any questions about this handbook, please contact the Office of Graduate Studies and Research, Arts and Sciences at 221-1966.

Congratulations on the accomplishments that have led to your new role as Teaching Assistant or Teaching Fellow at the College of William & Mary, and best wishes for continued success.
**DESCRIPTION OF TEACHING ASSISTANTS AND TEACHING FELLOWS**

**Teaching Assistants** (TAs) are W&M graduate students who assist an instructor by teaching sections or laboratories, grading papers, or in some other capacity. They are not instructors of record responsible for assigning final grades.

**Teaching Fellows** (TFs) are W&M graduate students who are instructors of record and responsible for assigning final grades. Only students who have passed their comprehensive exams and have met their program’s definition of ABDs (all but dissertation) and who are trained and supervised by the program responsible for the course or courses involved may be TFs. All TF training programs must be approved by COGS and the Educational Policy Committee.

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Arts and Sciences Faculty Manual, Revised April 2012, p.22.
INFRACTIONS
Infractions of the Honor Code include (1) lying, (2) cheating, and (3) stealing, under the circumstances described below. Students at the College are responsible for learning the Honor Code and ignorance of its provisions is no excuse for a violation thereof.

1. LYING is the presentation of false information with the intent to deceive. Lying includes, but is not limited to:

   1. Misrepresenting oneself or one’s accomplishments for the purpose of gaining an academic advantage or an advantage in opportunities for employment or other co-curricular opportunities;

   2. Falsifying College documents including alteration or forgery;

   3. Providing false or misleading information to Honor or Student Conduct members during the course of an investigation or hearing of an alleged violation of the Honor Code or Student Code of Conduct. Lying within this context may be charged as a separate offense.

2. CHEATING includes, but is not limited to:

   1. Plagiarism: the presentation, with intent to deceive, or with disregard for proper scholarly procedures of a significant scope, of any information, ideas or phrasing of another as if they were one’s own without giving appropriate credit to the original source.

      a. One commits plagiarism when one includes the words of another without quotation or when one includes the substantive work of another without properly crediting the source with footnotes, quotation marks, or other appropriate citation.

      b. A student’s intent may be inferred based on the extent and context of the improperly cited material and whether the student has provided false citation or has manipulated the original text such that a reasonable person may conclude the student did so in order to avoid detection.

      c. Disregard for proper scholarly procedure that is minimal in scope may be addressed solely as an academic matter, and the instructor may determine whether an academic penalty should be applied without pursuing resolution under the Honor Code. But any intentional acts of plagiarism or disregard for scholarly procedure of a significant scope should be treated as a violation of the Honor Code and addressed under either Sec. VIII or Sec. IX below.

   2. Unauthorized Assistance/Collaboration: giving unauthorized aid to another student or receiving unauthorized aid from another person on tests, quizzes, assignments or examinations. Unauthorized assistance includes providing information to another about an assignment or examination prior to the conclusion of the administration of such exams/assignments to all related sections of the course unless permitted by the instructor.

   3. Use of Unauthorized Materials: using or consulting unauthorized materials (including electronic materials) or using unauthorized equipment or devices on tests, quizzes, assignments, or examinations.

   4. Unauthorized Dual Submission of Previous Academic Work: using any material portion of a paper or project to fulfill the requirements of more than one course unless the student has received prior permission to do so from the appropriate instructor(s).

   5. Time Constraint Violation: intentionally commencing work or failing to end work on any examination, test, quiz, or assignment according to the time constraints imposed.

   6. Directions Violation: failing to follow instructions for an assignment or examination despite knowing or having reason to know that such conduct would result in an unfair academic advantage.
3. **STEALING** is knowingly taking or appropriating the property of another, including property of the College, without the rightful owner’s permission and with the intent to permanently or substantially deprive the owner of the property. One does not receive rightful permission if it induced by fraud or deception.

**REPORTING A BREACH OF HONOR**

The basis of an honor system is each student's acceptance of the responsibility to act honorably and to uphold this code of honorable conduct. Students must also reject dishonorable conduct in others. Accordingly, if an honor system is to be effective, students and all College community members must report suspected violations of the Honor Code by students.

When any member of the College community believes in good faith that an Honor Code violation may have occurred, he or she must address the matter within 30 days of discovery except in extraordinary circumstances. We strongly recommend contacting the Office of Student Conduct prior to informing the student to determine your options and confirm the process for effectively and appropriately confronting the matter. For more information on reporting, see Section VII of the Honor Code at [www.wm.edu/honor](http://www.wm.edu/honor).

**THE STUDENT CONDUCT PROCESS**

In addition to the Honor Code, students are responsible for compliance with the Student Code of Conduct. Complainants should discuss concerns with members of the Office of Student Conduct and submit a report, using our online report form (www.wm.edu/deanofstudents/report), if appropriate. Upon receipt of a report alleging one or more violations of College policies, the Director of Student Conduct reviews the report to determine if it alleges a matter of concern warranting a meeting with the student and a possible disciplinary action. Students are asked to meet with a staff member in an Information Session. During the session, the Director’s representative reviews the report with the student, explains the conduct process (including the student's options for addressing the report), and informs the student of his or her rights.

If the student wishes to discuss the report, he or she may do so; however, students are not required to discuss it during this initial meeting. If the student wishes to discuss the incident, and the hearing officer concludes that there is insufficient information to support a violation, the hearing officer may dismiss the case or conduct a further investigation. If after investigating the matter, the hearing officer concludes that sufficient information exists, the officer will charge the student with one or more specific violations under the Code of Conduct.

For more information about this process, please refer to the Student Conduct website: [www.wm.edu/studentconduct](http://www.wm.edu/studentconduct)
CODE OF ETHICS

Integrity is one of the core values of the College of William & Mary. Thus we are committed to lawful and ethical behavior in all of the university’s activities. At William & Mary, we insist that all members of the university community—our board members, employees, students and volunteers – comply with the laws, regulations, policies and ethical norms applicable to them. More generally, we are to be honest, fair, and trustworthy ourselves and to take care that other members of the university community are also.

We, as members of the William & Mary community, will:

1. Obey the laws, regulations, and policies applicable to our university activities
2. Protect and preserve university resources and ensure their proper use.
3. Avoid both conflicts of interest and the appearance of such conflicts.
4. Safeguard confidential information.
5. Make procurement decisions impartially and objectively.
6. Maintain effective internal controls to safeguard the regularity and integrity of our activities.
7. Treat other people with dignity and respect, ensuring there is no discrimination or harassment at William & Mary.
8. Report any illegal or unethical action that comes to our attention, so the university can investigate and take corrective steps.

This Code was adopted by the Board of Visitors in 2009. It applies to all members of the university community.

Mandatory Reporting Obligations

The Code of Ethics obligates all members of the university community to report any illegal or unethical conduct that comes to their attention, “so the university can investigate and take corrective steps.” The Code of Ethics is focused on illegal or unethical conduct by members of the W&M community relating to the W&M community. Examples include:

- Theft of university funds or assets (which can be reported internally or through the Commonwealth’s Fraud, Waste and Abuse hotline)

- Refusal by a faculty member to adhere to lab safety protocols, exposing students to unsafe research conditions

- A procurement employee selecting a particular vendor after receiving valuable gifts from the vendor.

Criminal conduct that poses a threat to the safety of the campus must also be reported; these reports should be made to the William & Mary Police.
In addition to the general reporting requirement in the Code of Ethics, there are specific reporting requirements imposed on TAs by law and university policy, for

1. suspected child abuse (abuse of a minor),
2. convictions of certain drug or alcohol law violations,
3. sexual harassment of a student, including sexual violence such as sexual assault and non-consensual sexual intercourse, and
4. threats and acts of violence.

Your reporting obligations relating to sexual violence and sexual harassment are explained in detail under the Section of this Handbook called “DISCRIMINATION, HARASSMENT AND SEXUAL MISCONDUCT”.

Detailed information about other reporting obligations is available at http://www.wm.edu/offices/compliance/topics/mandatory_reporting/index.php

How to Make a Report

There are many ways to make reports, file complaints, or otherwise bring to light violations or concerns. The Office of Compliance & Policy website has information about resources and the different reporting and complaint mechanisms. http://www.wm.edu/offices/compliance/concerns_violations/index.php

People who make reports are protected against retaliation.
DISCRIMINATION, HARASSMENT AND SEXUAL MISCONDUCT

As Teaching Assistants, you have a unique opportunity to foster a climate that welcomes and accommodates a diverse student population. You are also subject to university policies prohibiting discrimination, harassment, and retaliation. Please familiarize yourself with these policies and with the resources and reporting outlets available to you. **Remember that anyone who raises a complaint or concern is protected from any form of retaliation.**

University Policies

The College of William & Mary is committed to providing a discrimination and harassment-free environment for its students and employees. This commitment is expressed in W&M's Code of Ethics, its Statement of Rights and Responsibilities, and other policies and procedures.

**The Discrimination, Harassment and Retaliation Policy** gives each member of the university community the right in dealings with the institution, and with members of the university community in the performance of their official duties, to be free from discriminatory treatment based on any personal factor unrelated to qualifications or performance. Such “irrelevant personal factors” include (without limitation)

- race or color,
- citizenship, national origin or ethnicity,
- ancestry,
- religion or creed,
- political affiliation or belief,
- age,
- sex or sexual orientation,
- gender identity or expression,
- disability (physical or mental),
- marital status, pregnancy status, parental status, caretaker status,
- height, weight,
- military service, veteran status, or
- family medical or genetic information.

**Harassment** is a form of discrimination. Harassment is unwelcome conduct based on an irrelevant personal factor, and harassment that creates a hostile environment is a violation of institutional policy. Sexual harassment is a type of discriminatory harassment. Sexual violence is a type of sexual harassment. Sexual violence and other forms of sexual misconduct are prohibited by William & Mary’s Sexual Misconduct Policy.

**Sexual misconduct** is a term used in university policy to describe several types of misconduct that are sexual in nature or that are often based on sex. The university’s **Sexual Misconduct Policy** defines these types of misconduct:

1. Non-consensual sexual intercourse
2. Non-consensual sexual touching
3. Sexual exploitation
4. Relationship violence (dating and domestic violence)
5. Stalking

TAs are also subject to the **Student Code of Conduct**, included in the **Student Handbook**.

Please familiarize yourself with these important policies.
Your Obligations to Report Sexual Misconduct

As TAs, you are employees of the university. Under Virginia law and W&M policy, all employees (with a very few exceptions, such as Counseling Center and Student Health Center staff) are required to report certain incidents of sexual harassment or sexual misconduct of which they become aware. Full information about these reporting obligations is provided in the Employee Resources section of W&M’s sexual violence website, at www.wm.edu/sexualviolence

If you, in your capacity as a TA, become aware that a student has been sexually harassed (including through sexual violence), and if you are aware of the identity of the student, you must share the information you have with the Title IX Coordinator. The best way to report is using the online form. Please review the following informational guides.
Assisting Students Who Report Sexual Misconduct: Guidance for Student Employees

Sexual misconduct includes actual or attempted:

- Sexual Assault (non-consensual sexual intercourse or fondling)
- Non-consensual sexual contact
- Sexual exploitation
- Domestic and dating violence
- Stalking
- Sexual Harassment including quid pro quo harassment (this for that)

A student who is incapacitated by alcohol (or drugs) cannot give effective consent.

We recognize that student employees may become aware of an assault in their individual student, rather than student staff (employee), capacity. The policy does not require student staff to report an incident that they become aware of unless they learn of it in their capacity as an employee of William & Mary. If you are ever in doubt of your role, contact a supervisor for guidance.

Response Checklist for Student Staff

Address any imminent threat. Assess situation for immediate danger or injury to the survivor, yourself, or anyone else. Contact W&M Police (757-221-4596) or 911 if needed.

DO NOT promise confidentiality. Before a student shares confidential information, 1) Inform the student of your duty to report details of Title IX incidents (including names) to the Title IX Coordinator; 2) Inform student that he or she may request confidentiality from the Title IX Coordinator (including that the school not conduct an investigation); and 3) Inform the student of his/her right to report confidentially to counseling and health service providers.

Be supportive. Let the student know that W&M wants to help, and has resources and processes to support students and investigate reports.

Give the student the attached resource flyer (www.wm.edu/offices/compliance/documents/response_resources.pdf)

Encourage student to contact The Haven (757-221-2449), which helps students confidentially by coordinating campus services and interim measures with the Dean of Students Office, such as changes to living (Residence Life) situations, no-contact orders, and academic relief. Offer to accompany the student or arrange an appointment.

After You Complete the Checklist, Make Required Reports

All incidents must be reported to the Title IX Coordinator:

- Complete the online form http://www.wm.edu/titleix/form or call 757-221-3146. The report is private, and may be accessed only by designated Title IX staff.
- These staff will review the report carefully to determine what resources and support W&M can offer to the victim. They will also consider requests for confidentiality/anonymity.

If the apparent victim is a minor, the incident must be reported to the state. Report the incident immediately to a professional staff member.

Responses to Avoid

Do not promise confidentiality; faculty and staff are “responsible employees,” which means that unless you work in the Counseling Center, Student Health Center, or The Haven, you must report specific incidents of which you become aware. This allows trained staff to help and protect victims.

Do not provide care, counsel or guidance beyond your expertise; instead, promote the appropriate expert resources (Counseling, Dean of Students, Title IX Office, The Haven).

Do not discourage the student from further reporting. Do not act skeptical or defensive. If you have doubts about the incident, DO NOT express them to the student.

Do not minimize the incident or its impact on the victim.

Do not speculate about motives or circumstances regarding the incident.

Do not promise an outcome.

August 2016
If you have been sexually assaulted

Make sure you are safe. The Dean of Students and William & Mary Police are two of the campus resources that can help with housing and other safety-related measures.

Please seek medical care for any injuries, sexually transmitted infections (STI) or pregnancy, or evidence collection. The Student Health Center or a local hospital can provide you with confidential screening and treatment for STI and pregnancy. W&M Police can transport you to Riverside and pre-arrange for a Sexual Assault Nurse Examiner (SANE) to conduct a forensic exam. More information about forensic exams can be found online: www.wm.edu/sites/sexualviolence/survivors/PERK/index.php

Consider filing a report with W&M administration or with law enforcement. See www.wm.edu/titleix/report for the full range of reporting options.

Preserve evidence. If you have been assaulted recently, try not to bathe, shower, brush your teeth, drink, or use the restroom. These activities destroy physical evidence that could be useful if you choose to pursue an investigation.

Get support. The Haven can help you arrange support and counseling. Also consider calling a trusted friend, relative, or other person.

Remember
You are not alone. There are people who can help you process what you are experiencing and explain available options.

The assault was not your fault.

August 2016

CONFIDENTIAL RESOURCES

NOT required to report sexual misconduct of which they become aware. All other faculty and staff can offer discretion, but must inform

The Haven
(757) 221-2449; thehaven@wm.edu
Campus Center 166
Liz Casccone, Director
757-221-7478; lizcasccone@wm.edu

Counseling Center
(757) 221-3620
Blow Hall 240

Student Health Center
(757) 221-4386
Gooch Drive

OTHER RESOURCES

Avalon: Community 24-hour Sexual Assault and Domestic Violence Hotline

Riverside Doctor's Hospital
(757) 585-2200

Riverside Regional Medical Center
(757) 594-2000

Dean of Students
(757) 221-2510
Campus Center 109

William & Mary Police
*You may request assistance without providing your name or filing a police report
(757) 221-4596

Title IX Coordinator
(757) 221-3146
James Blair 110
Reporting Options -- Where You or Others May Make a Report or File a Complaint of Discrimination or Sexual Misconduct

If you yourself experience any form of sexual misconduct or are discriminated against or harassed, there are many options for you to get help or make a report. You can file a complaint or make a report with the Office of Compliance & Equity, Suite 110, James Blair Hall, 757-221-3146. For more options, including online reporting, visit www.wm.edu/offices/compliance/reportdiscrim

CONSENSUAL AMOROUS RELATIONSHIPS

Because romantic relationships between students and TAs or between two co-workers can create conflicts of interest and/or concerns regarding power differentials, certain consensual relationships are prohibited. W&M's Consensual Amorous Relationship Policy also applies to TAs. Under this Policy, which is found in the Faculty Handbook, graduate and undergraduate TA's are prohibited from entering amorous relationships with any student in a class or lab in which the TA serves as an instructor or grader.

If a TA has or has had an amorous relationship with an undergraduate or fellow graduate student who enrolls in a class or lab in which that TA is an instructor or grader, then it is the TA's responsibility to reveal that potential conflict of interest to the instructor of record. When such potential conflicts become evident:

(1) if possible, the TA will be reassigned; but
(2) if there is no class or lab to which the TA can be reassigned, then s/he may lose her/his assistantship or be assigned to non-teaching responsibilities.

Requests for exceptions to this policy should be submitted to your Dean.

To learn more about this policy, visit the resource website at http://www.wm.edu/offices/compliance/topics/consensual_amorousrelations/index.php
DEAN OF STUDENTS OFFICE
The College of William & Mary
Campus Center Room 109
(757) 221-2510
http://www.wm.edu/offices/deanofstudents

S. Marjorie Thomas, Dean of Students, mthomas@wm.edu
Vernon Hurte, Sr. Associate Dean of Students, vjhurt@wm.edu (Center for Student Diversity)
Dave Gilbert, Associate Dean of Students, dmgil2@wm.edu (Student Conduct)
S. Mark Sikes, Associate Dean of Students, smsike@wm.edu (Parent & Family Programs)
Wilmarie Rodriguez, Assistant Dean of Students, wrodriguez@wm.edu (Student Services)
Rachel McDonald, Director of Care Support Services, rnmcdonald@wm.edu
Ben Boone, Assistant Dean of Students, bboone@wm.edu (Transfer Student and Enrollment Support Services)
Nancy Everson, Assistant Dean of Students, naever@wm.edu (Academic Enrichment)
Lesley Henderson, Assistant Dean of Students, lhenderson@wm.edu (Student Accessibility Services)
Mark Weston, Assistant Dean of Students, mcweston@wm.edu (Student Conduct)
Zara Sibtain, Coordinator Parent & Family Programs, zsibtain@wm.edu

The Dean of Students Office is here to assist and support students in achieving their academic and personal goals. We are here to answer questions, to help resolve issues or concerns, and to refer students to the appropriate College or community resources.

Dean of Students Office staff members provide a variety of programs and services for undergraduate and graduate students. These include academic enrichment programs and study skills education, student conduct, services for students with disabilities, and other personal success programs, services, and resources.

Academic Enrichment

The Academic Enrichment Programs include small-group workshops and individual sessions designed to help students develop skills to achieve their academic and personal goals. Students who wish to acquire or improve strategic learning techniques may benefit from participation in a workshop such as Note-Taking Skills, Strategic Learning or Fantastic Finals. Workshop schedules are posted at http://www.wm.edu/academicenrichment/workshops. Individual appointments may be scheduled by calling the Dean of Students Office.

Tutoring is available for students who seek course-specific learning assistance. Tutors are faculty-recommended students who provide individual tutoring sessions in the Tribe TutorZone located in Swem Library. Tutoring may be scheduled at www.wm.edu.

Individual sessions with time management consultants are available for students to assist them with scheduling for success. Sessions may be scheduled at www.wm.edu.

Student Accessibility Services

Student Accessibility Services (SAS) works cooperatively with students to develop self-advocacy and to create a network of on- and off-campus resources. Student needs and concerns are addressed on a case-by-case basis, and eligibility for services is determined by thorough review of each individual's diagnostic information. We serve students with documented disabilities and diagnosed conditions such as specific learning disabilities, ADD/ADHD, psychiatric/psychological diagnoses, traumatic brain injury including concussions, physical/systemic diagnoses, blind/visually impairments, and deaf/hearing impairments. Services and/or accommodations are intended to provide equal educational opportunity through programmatic access to the William & Mary campus community.

Students with documentation of a diagnosed condition are eligible for reasonable and appropriate accommodations such as digital or audio textbooks, additional time on tests, peer note takers, adaptive
technology, and sign language interpretation. Students requesting accommodation should provide supporting documentation well in advance to allow for adequate planning. All documentation and recommendations from outside experts will be reviewed to determine eligibility.

**Student Conduct**

The Office promotes appropriate standards of conduct for the College community as reflected in the Conduct and Honor Codes. Staff members are available to discuss the community’s standards, the systems by which they are maintained, or concerns related to the conduct of students or student groups. Any member of the community may submit reports about student conduct to this office using the report form available at [www.wm.edu/deanofstudents](http://www.wm.edu/deanofstudents). Leadership opportunities also exist for students who wish to serve the William and Mary community as members of the Student Conduct and Honor Councils. We also are available to assist with any concerns about classroom behavior of students.

**Enrollment Services and Transfer Student Support**

Students may need assistance with a number of enrollment related services during their tenure at the College. Enrollment Services works with all students when communication and support is needed in regards to extended absences and working with faculty members. Additionally, we provide information to students who wish to petition for exceptions to academic policies and deadlines (late adds, drops, withdrawals, overload and underloads).

The Transfer Student Support program provides non-native students with support and resources before, during, and after their transition to the College. Staff is available to provide specialized advising, offer specialized programming, act as a liaison regarding housing, and provide advocacy to the needs of transfers.

**Assistance in Unexpected or Difficult Circumstances**

Staff members are available to consult with students who are experiencing unexpected or difficult circumstances. When you have questions about an academic regulation, a deadline or a procedure, make an appointment to talk with one of our staff members.

**Supporting Survivors of Sexual Violence**

The College strives to provide an environment that is free from discrimination and violence such as harassment, sexual harassment, stalking, hazing, and sexual assault. We are here to support students if such violence occurs. Please contact our office to learn what types of services are available. Reports may be filed at [www.wm.edu/report](http://www.wm.edu/report). Also, we encourage everyone to check out the sexual assault website: [www.wm.edu/sexualassault](http://www.wm.edu/sexualassault).

**Parent & Family Programs**

Parents and Family members are important partners in the educational experience of our students. Parent & Family Programs provides opportunities for families to engage with the College and develop appropriate support systems for students.

**Additional Services**

Parental Release*  
Final Exam Change Requests*  
Academic Leave and Readmission*  
Temporary Handicapped Parking Permits  
Academic Probation/Suspension*  
Dean Certifications for Graduate, Professional & Transfer Schools  
Continuance Review*

(*undergraduate services)
MEDICAL & EMOTIONAL EMERGENCY POLICY

The College has a Medical/Emotional Emergency Policy (MEEP) to maintain the safety of individual students, as well as the community. The Medical/Emotional Emergency Policy is a procedure that the College will use if a student displays severe medical and/or psychological distress, such as attempting suicide, making a threat or gesture of suicide, harming or attempting to harm self or others, hospitalization, and/or a medical emergency. Anyone with knowledge of such circumstances should contact the Dean of Students, 221-2510; Residence Life Staff, 221-4314; or Campus Police, 221-4596.

Once the College initiates the Medical/Emotional Emergency policy, the affected student will not attend classes, college activities, or return to a residence hall until the College makes a safety determination. Following a medical or psychological crisis, the student must demonstrate that he or she is no longer in crisis and has taken sufficient steps to address the underlying physical/psychological concerns which led to the crisis before the student can return to a rigorous college environment.

Taking time away from the College to address urgent medical and emotional concerns in compliance with this policy does not necessitate negative academic consequences. The Dean of Students Office will take reasonable measures and may allow students to return to school with the same academic standing once health is restored. Students/families are responsible for the costs of their medical care.

Notification of support systems maybe necessary in order to ensure the safety of students, to comply with state laws, and address immigration and NCAA compliance regulations. Parental or guardian notification and involvement is necessary in order to ensure the safety of students, and to comply with state law. In situations involving international students the International Travel and Security Manager will be notified to assist with immigration and cultural concerns. Athletics will be contacted through the Director of Sport Medicine in effort to address concerns related to compliance and NCAA regulations. Only the Dean of Students or the Vice President for Student Affairs may decide not to involve parents/guardians and/or related offices.

Failure to comply with the provisions of the College Medical/Emotional Emergency Policy may result in disciplinary action through the Code of Conduct. A complete summary of the Medical and Emotional Emergency Policy may be obtained from the Dean of Students Office.
1. **Course syllabus.** A syllabus must be prepared and distributed (electronically and/or in hard copy) for each course. Please include an attendance policy in your syllabus but recall that students should not be penalized for missed classes because they added your class during the Add/Drop period. As you prepare your syllabus, please remember that you may not add or change a major course assignment later in the semester. You may make incremental adjustments to your syllabus, but please give students as much advance, written notice as possible. Changes to the syllabus may not involve a major increase in course responsibilities. Please include the add/drop deadline (Sept. 2 for full-semester courses), the withdraw deadline (October 21 for full-semester courses), and your final exam day and time on your syllabus. ([http://www.wm.edu/offices/registrar/calendarsandexams/examschedules/fall16exam/index.php](http://www.wm.edu/offices/registrar/calendarsandexams/examschedules/fall16exam/index.php))

2. **Midterm grade evaluation.** During the midterm grading period, faculty must provide midterm grades on Banner for those students who are performing at a marginal (D) or unsatisfactory (F) level. Thus, to meet this new requirement and to help students gauge their performance in your class, it is recommended that you grade and return to students a substantial assignment or test before the deadline for withdrawing from a class.

3. **No exams during the last week of classes.** Except for final laboratory exams (including language labs and Kinesiology activity classes), no tests or final exams may be given during the last week of classes or during the period between the end of classes and the beginning of the final exam period or during any reading period.

4. **All final exams must be three hours unless stated otherwise in the syllabus.** The Arts & Sciences Faculty Manual states that final exams must be three hours in length, unless a shorter length is specified in the syllabus. The policy can be found at: [http://www.wm.edu/as/facultyresources/fas/documents/fas/facultymanual.pdf](http://www.wm.edu/as/facultyresources/fas/documents/fas/facultymanual.pdf)

5. **Final exams.** A final examination is expected in all courses except seminars, colloquia, studio, or writing courses where final examinations may be unnecessary or inappropriate. The time and date of the final examination is determined by the Office of the University Registrar and can be found at: [http://www.wm.edu/offices/registrar/calendarsandexams/examschedules/fall16exam/index.php](http://www.wm.edu/offices/registrar/calendarsandexams/examschedules/fall16exam/index.php)

Faculty may not change the time or date of the exam. If you assign a paper or take-home exam in lieu of a 3-hour in-person exam, it is due during the scheduled final exam period for your section.

6. **Reminder on books.** Many of our students order their books on-line and expect overnight delivery. We have been letting them know that while the books may ship to W&M overnight, they may still take several days to be distributed. This is due to the large volume of packages that the mail room must handle during the first few weeks of classes, which tends to be several times its max handling capacity. Therefore, please make sure that any reading assignment you give during the first week of classes is also available in an alternative form (e.g., blackboard posting, copy of text in the library, web-source).

7. **FERPA Reminder & Blackboard Policy.** No undergraduate student may have access to grades or other protected academic information for any other student in any course.

2. No graduate student may have access to grades or other protected academic information for any other student in any course.

Although this is a general policy, it should be specifically applied to the use of Blackboard. Anyone added to your course as an Instructor, Teaching Assistant, or Grader will have access to view and edit the grades of all students in your courses. Therefore, as a general rule, teaching assistants (whether graduate or undergraduate) should not be given one of these designations if they are participating in managing your course through blackboard (or any other course management system). You should use
the Bb roles “Builder” or “Student” or “Guest” for non-enrolled students who are helping you with a course.

3. Exceptions to these rules must be specifically authorized by the Dean and communicated to the University Registrar. The University Registrar’s Office will work with Information Technology to audit compliance with this policy.

   Please don't hesitate to contact me if you have questions about these or other policies.
INFORMATION TO HELP YOU IN THE CLASSROOM
From the Dean of Students Office

The Dean of Students Office encourages you to review the Academic Regulations section in the Undergraduate Catalog. This section discusses important issues such as Academic Regulations, The Honor System, Class Attendance, Academic Records, Student Records Privacy Policy and Notification of Rights under FERPA, Classification of Students, Enrollment Statuses, System of Grading, Grade Review Procedures and Religious Accommodations Guidelines.

Academic Struggles
TAs/TFs may interact with students who are concerned about their academic performance. Our office has professional staff members who work with students on developing effective study skills, habits, and strategies. Consider referring students who you identify as needing additional academic assistance.

Absences (Undergraduate)
Because regular class attendance is crucial to academic success, we encourage you to notify us, as well as the student, any time a student’s attendance becomes unsatisfactory to the extent that his or her course performance is affected adversely. When we receive notice of such absences, we initiate a procedure to locate the student within 24 hours to discuss the academic and personal issues affecting the student.

Our office provides assistance to students experiencing unexpected or difficult circumstances with both direct support, including study skills assistance and disability services, as well as referrals to other appropriate resources, such as the academic advisor, the Counseling Center, the Health Center, and Career Services. Our goal is to provide feedback to the professor within 72 hours after initiating the procedure to locate the student.

Illnesses/Unusual Circumstances
Should a student miss several days, either consecutively or as a pattern of poor attendance, please refer him/her to the Dean of Students Office. We will work with the student to obtain adequate medical care for serious or chronic conditions and keep you informed of physician recommendations or academic accommodations made necessary by the illness.

FERPA (FAMILY EDUCATION RIGHTS & PRIVACY ACT)
FERPA exists to allow all current and former students to have the right to personally review information contained within their educational records and to request amendments of that information. Also, FERPA protects information contained within educational records from being shared with inappropriate third parties. Educational records are defined as those records that are directly related to a student AND that are maintained by an educational agency or institution or by a party acting for the agency or institution.

Information can be released using the following guidelines:

- to those university officials who have a "legitimate educational interest";
- to a parent, only if the student has signed a Parental Release (see below);
- or if the information is contained within Directory Information**:

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Current Enrollment Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Current Classification</td>
</tr>
<tr>
<td>Telephone</td>
<td>Previous Schools Attended and Degrees Awarded</td>
</tr>
<tr>
<td>Dates of Birth</td>
<td>Degrees Earned</td>
</tr>
<tr>
<td>Dates of Attendance</td>
<td>Date Degree was Earned</td>
</tr>
<tr>
<td>Honors or Special Recognition</td>
<td>Height and Weight of members of athletic teams</td>
</tr>
<tr>
<td>Field(s) of Concentration</td>
<td>Photograph</td>
</tr>
<tr>
<td>Scholarships and Awards</td>
<td></td>
</tr>
</tbody>
</table>
Students may prohibit release of directory information by filing a written request with the Office of the University Registrar. Nothing regarding a student may be shared if there is a directory block. See the current Course Catalog for more information.

Faculty need to be aware of the following **DANGER ZONES:**

**Grades and Test Scores**
Posting grades or returning graded work in ways that connect confidential information to "personally identifiable" information is a violation of FERPA.

**Blocked Information**
Giving out directory information about a student who has requested confidentiality is a violation. In addition, it may cause the student harm. Faculty members should always ensure that a student has not placed a block on his/her records by contacting the Registrar.

**Re-Disclosure**
Re-disclosing information that has been shared with you by another faculty or staff member without authorization or reason is a violation. Disclosure must follow one of the provisions of FERPA listed above.

For more information, please contact the Registrar's or Dean of Students Office.

**Parental Release (Undergraduate)**
You must have permission from the student before you can release any information to their parents or legal guardians. Students may give general permission to release information about academics, financial matters, or honor code/student conduct information and this permission is on file with the Dean of Students Office. Please call us to learn if there is a release on record before you discuss information concerning a student's academic performance including grades, notification of academic warning, academic probation, required academic withdrawal, or conduct/honor code related issues.

**Rescheduled Final Exams (Undergraduate)**
Requests to reschedule a final examination within the examination period should be filed by the student with the Dean of Undergraduate Studies, located in Ewell Hall, Room 124. Requests may be made when a student has three scheduled final examinations in four consecutive exam periods on consecutive days, when there is a conflict between a student's scheduled examinations, or when a student wishes to take an examination with a different section of the same course.

**Deferred Final Exams (Undergraduate)**
Requests for exceptions to the examination schedule other than those listed above are considered as requests to defer a final examination. The Office of the Dean of Students has the responsibility of managing the deferred exam process during final exam periods. Deferred exams are granted for the following common reasons (this is not a complete list): medical issues that are verified by a doctor's statement; family emergency, such as a death; conflict with a religious holiday; confirmed automobile trouble for commuter students; or documentation of a job interview or graduate school interview that cannot be changed. Please consult the Dean of Students office with questions.

Final examinations that are deferred will generally be scheduled for the first full week of classes of the following regular semester. If a deferred exam has been approved by the Dean of Students office, we will contact the professor to determine if it is preferred that the exam be rescheduled during the examination period. If the professor prefers to reschedule the exam, this will be approved and the student and professor will determine a mutually convenient day and time. Sometimes a student's request is not clearly within the guidelines but has merit. If this is the case, we will contact the professor, discuss the request and together determine if an exception should be approved. The Dean of Students office will never reschedule a final examination without prior discussion and approval from the affected faculty member.
Letters
You may receive a letter from the Dean of Students Office confirming that a student is dealing with significant issues at the time. We may not be able to give you full information due to privacy commitments, but we invite you to dialog with us if you know of other circumstances affecting the student’s academic success.

FYI: Academic regulations may be found in the current Undergraduate Catalog or on the web at http://www.wm.edu/offices/registrar/coursecatalsschedules/index.php
A student who believes that a final course grade has been unfairly assigned may request a review of the grade by the end of the sixth week of the next regular semester following the semester or summer session of record or, if the review is requested following conversion of a temporary grade to a permanent grade, six weeks following the change from the temporary to the permanent grade. This request must take the form of a written statement explaining the reasons for the request. (See 2 below.) The following procedures will be followed.

1. The student must first confer with the instructor of the course to discuss the grade. The student may wish to ask about such matters as the particular strengths and weaknesses of his or her course work, the general grade scale utilized by the instructor, and the relative ranking of the student’s work in the class as a whole.

2. If the student is not satisfied by this discussion, or if the instructor’s absence from campus precludes a discussion, he or she may, following the schedule above, present a written statement requesting a further review and giving a full explanation of the reasons for the request. This written statement constitutes a formal request for a grade review. The statement shall be sent to the instructor and the chair of the department or director of the program in which the course was taught. If the course is cross listed in two or more departments or programs, the chair of the faculty member’s home department will be the one to receive the written statement. If the grade in question was given by the department chair or program director, the student will ask the Dean of Undergraduate Studies to appoint another faculty member of the department or program to oversee the further review process. Unless the chair or director (or faculty member appointed by the Dean of Undergraduate Studies, in cases where the grade in question was given by the chair or director) decides the student’s case is wholly without merit, he or she shall discuss the matter with the instructor and seek to resolve the issue. This part of the review process should be completed within three weeks of receipt of the written statement from the student.

3. If the student is not satisfied with the outcome of the above procedure, s/he may appeal in writing to the Dean of Undergraduate Studies (or to the Dean of the Faculty in cases where the grade in question was given by the Dean of Undergraduate Studies, or to the Provost, in cases where the grade in question was given by the Dean of the Faculty). Unless the Dean of Undergraduate Studies decides that the student’s case is wholly without merit, s/he will ask the chair or director (or faculty appointed by the Dean of Undergraduate Studies in cases where the grade in question was given by the chair or director) to appoint a committee of at least three faculty of the department or program. The committee shall review all relevant and available materials supplied by the student, the instructor, or other individuals. Both the student and the instructor have the right to meet with the committee.

4. If the instructor is no longer employed by the College of William and Mary and repeated attempts by the student to engage the instructor in a discussion of the grade have failed, the chair or director (or faculty member appointed by the Dean of Undergraduate Studies, in cases where the grade in question was given by the chair or director) shall try to resolve the issue unless s/he decides the student’s case is wholly without merit. If the student is not satisfied with the outcome, the procedures described in 3 above shall be followed.

5. If the instructor refuses to accept the committee’s recommendation, the committee shall refer the matter to the Dean of Undergraduate Studies (or to the Dean of the Faculty in cases where the grade in question was given by the Dean of Undergraduate Studies, or to the Provost, in cases where the grade in question was given by the Dean of the Faculty). If the committee recommends actions other than changing the grade, for example giving consideration to additional student work not previously graded by the instructor, and the faculty member refuses to follow their recommendations, the committee will make a specific recommendation relative to the grade they deem fair and appropriate when they refer the matter to the Dean of Undergraduate Studies. The decision of the Dean of Undergraduate Studies to accept or reject the committee’s recommendation shall be final.

6. The entire Grade Review process should normally be completed by the end of the semester in which the Grade Review was initiated.

These Grade Review Procedures were approved by the faculty in March 2002 and revised in March 2009.
Making Your Lecture Accessible for Persons with Disabilities

Your responsibility is to include everyone in your audience.
Please consider the needs of people with visual, hearing, and mobility impairments when planning your lectures. Your considerations may not only benefit people with disabilities, but just may help make the information more accessible to everyone.

1. For people with mobility and orthopedic impairments:

Make sure that your central aisle is clear of obstacles (including power cords and microphone cords) and will allow for free movement of a wheelchair or scooter. Make certain that there is adequate space for a wheelchair (2’ x 4’) with good sightlines for viewing and/or participating in class or lab. Consider removing a chair or two as needed to make space for wheelchair users to position themselves without blocking the main walking paths.

2. For people who are blind or who have vision impairments:

Again, be certain that the center aisle is free of obstacles. Make handouts available in large print (use 18 pt. bold) or Braille if requested. Use clear, vivid, legible, high contrast handouts and transparencies. Make all of your transparencies available in electronic form or as handouts. The same applies for anything you write on the chalkboard. Try to refrain from using non-specific visual points of references or gestures when explaining key points or concepts (i.e., “as you can see here”). Adjust lighting when requested.

3. For people who are deaf or are hard of hearing:

If sign language interpreter(s) are present, they will consult with you about where to position themselves in the classroom. Bear in mind that the interpreter is merely a vehicle for communication, and that you should always address deaf audience members directly. Make eye contact with the person who is deaf when he or she is signing, not the interpreter (even though the interpreter may be the one using voice). Try to control background noise as much as possible. Ask participants with questions or comments to speak in turn and not over one another. Always make certain to repeat questions asked of you.

The Language of Disabilities

As greater numbers of individuals take advantage of the opportunities open to them in education, it becomes increasingly important to promote an environment that is positive for persons with disabilities. One of the best and easiest ways is appropriate language use.

The recommended manner is known as “persons first” language. This means that the person is emphasized first, the disability second. For example:

*Do* say…

- person with a disability
- individual with a speech impairment
- woman who is blind or visually impaired
- student who is deaf or hard of hearing
- man with paraplegia
- woman who is paralyzed
- individual with epilepsy
- person with a mental disability

Your responsibility is to include everyone in your audience. Please consider the needs of people with visual, hearing, and mobility impairments when planning your lectures. Your considerations may not only benefit people with disabilities, but just may help make the information more accessible to everyone.
• man with a cognitive impairment
• congenital disability
• student with a learning disability

*Don’t* say…

• disabled or handicapped woman
• mute, dumb
• blind student or “the blind”
• deaf individual or “the deaf”
• paraplegic, quadriplegic
• confined to a wheelchair
• epileptic
• learning disabled person

There is also a special sensitivity to the use of the word “normal” when comparing others to those with disabilities. In general, people with disabilities do not wish to be pitied, feared, or ignored, yet nor do they wish to be viewed as somehow more heroic, courageous, patient, or “special” than others. Please avoid making such comparisons or parallels.

**When you meet a person with a **VISUAL** disability…**

• It is always appropriate to offer your help; just do not be surprised if the individual would “rather do it himself/herself.”

• If you are helping and not sure what to do, ask the person you are assisting.

• If you are walking with a person who is blind, do not take that person’s arm; let that him/her take your arm instead.

• Blind is not a hearing disability. Do not shout. Blind is not a speech disability. If you have a question for the person with a visual disability, ask him/her - not the companion.

• Never pet a guide dog except during “off-duty” hours. Even then, you should ask the dog’s master first.

• Do not worry about substituting words for “see”, “look”, or even “blind”. Do not avoid them where these words fit.

• When you meet a person with a visual disability that you know, mention your name. It is sometimes difficult to recognize voices unless you happen to have a very distinctive one.

**When you meet a person with a **HEARING** disability…**

• Speak clearly and distinctly, but do not exaggerate. Use normal speed unless asked to slow down.

• Provide a clear view of your mouth. Waving your hands or holding something in front of your lips, thus hiding them, makes lip reading impossible. Do not chew gum.

• Use a normal tone unless you are asked to raise your voice. Shouting will be of no help.

• If a person who is deaf is with an interpreter, speak directly to the person who is deaf - not the interpreter. Face the person when addressing him/her.
• Speak expressively. People who are deaf cannot hear subtle changes in tone which may indicate sarcasm or seriousness. Many will rely on your facial expressions, gestures, and body language to understand you.

• If you are having trouble understanding the speech of a person who is deaf, feel free to ask him/her to repeat. If that does not work, then use paper and pen.

When you meet a person with a **MOBILITY** disability…

• Offer help, but wait until it is accepted before giving it. Giving help before it is accepted is rude and sometimes unsafe.

• Accept the fact that a disability exists. Not acknowledging a disability is similar to ignoring someone’s sex or height, but to ask personal questions regarding the disability would be inappropriate until a closer relationship develops.

• Talk directly to a person with a disability. Just because an individual has a functional limitation does not mean that s/he cannot communicate.

• Do not park your car in a parking place that is specifically designated for use by a person with a disability. These parking spaces are reserved out of necessity, not convenience.

• Treat a person with a disability as a healthy person. The individual has a functional limitation; it does not mean the individual is sick.

• Keep in mind that persons with disabilities have the same activities of daily living as you do. Many persons with disabilities find it almost impossible to get a cab to stop for them or to have a clerk wait on them in stores. Remember that individuals with disabilities deserve equal attention when shopping, dining, or traveling.

When you meet a person with a **COGNITIVE** disability…

• Use very clear, specific language.

• Condense lengthy directions into steps. Sometimes writing them on paper will be helpful.

• Use short, concise instructions. Sometimes writing them on paper will be helpful.

• Present verbal information at a relatively slow pace with appropriate pauses for processing time and provide repetition if necessary.

• Provide cues to help with transitions such as “In five minutes, we’ll be going to lunch.”

• Reinforce information with pictures or other visual images.

• Use modeling, rehearsing, and role-playing.

• Use concrete rather than abstract language.

• Limit the use of sarcasm or subtle humor.

• If you aren’t sure what to do or say, just ask the person what s/he needs.
INSTITUTIONAL AND FEDERAL COMPLIANCE REQUIREMENTS
FOR RESEARCH/TEACHING

Under Federal Regulations, certain classes of activity require formal review before they may be undertaken by employees or students of the College. This is true whether or not these regulated activities are funded by external money, whether or not they are performed as part of normal instruction in a classroom, lab, or practicum, whether or not they are performed on the College's grounds, and regardless of whether they are part of a formal research program or simply the result of academic curiosity on the part of a Professor or Student.

These classes of work include:

a. work involving living human subjects (including survey research or questionnaires);
b. work that uses or produces radioactive materials;
c. work that involves the use and care of vertebrate animals; and
d. work that involves recombinant DNA, or infectious agents, or direct or indirect contact with wild-caught animals that may harbor infectious agents, or any human fluid or tissue.

By law, reviews of work in any of the four categories above must be performed by duly constituted committees appointed by, and reporting to, senior administrators of the College. To enable these reviews, investigators must submit proposals to perform work involving these regulated activities. The proposals must describe the detailed, step-by-step protocols and procedures that will be used in the performance of the work. These protocols must be updated once each year to permit continuation of the work (annual renewals are not automatic). Also, any changes in the authorized proposal must undergo additional review during the period of approval. Additionally, please note that this sort of review is required for survey work that may be done year-after-year in scheduled classes or laboratories.

Login to submit and manage protocols at https://compliance.wm.edu.

We want to emphasize that W&M policy mandates that those individuals who will perform, or intend to perform, a particular activity involving these regulated areas may not judge for themselves whether that activity is exempt from formal review. Therefore, whenever you have any doubt about whether your work might require review, the correct approaches are either to submit that work through the Protocol and Compliance Management electronic submission program, or to contact a Committee Chair to discuss it.

Every A&S graduate student must provide a Compliance Committee form (not inserted into the thesis or dissertation) submitted to the Office of Graduate Studies and Research with the final original and two copies of the thesis or dissertation. The Compliance Committee form must be signed by the student and the faculty research advisor, certifying that either (1) the research does not involve the above types of research, or (2) the research has been approved by the appropriate W&M compliance committee(s).

If the graduate student's research involves the above types of activities, the final original and two copies of the thesis or dissertation must include a completed Compliance page template.
MANAGING DISRUPTIVE BEHAVIOR IN THE CLASSROOM

From the Office of Student Conduct
The College of William and Mary
Campus Center Room 107
(757) 221-2509
studentconduct@wm.edu
http://www.wm.edu/offices/deanofstudents/documents/disruptivebehavior.pdf

MANAGING CLASSROOM DISRUPTIONS
We have designed this brochure to help you establish behavioral expectations in your course, assess problem student behavior, and determine appropriate courses of action. Most inappropriate behaviors can be handled by you at the time of the disruption. However, some behavior may require consultation, College disciplinary action, or immediate emergency response. Feel free to contact us at any time for consultation on student behavior in your classroom.

WHAT IS DISRUPTIVE BEHAVIOR?
The definition of disruptive conduct contained within the Student Handbook includes “Disrupting or obstructing the normal living and work environments of other members of the College community or the functions or activities of the College” If a student is disrupting your class to the point that you find it difficult to teach or students are finding it reasonably difficult to learn, then disruptive behavior may be occurring.
The following are examples of disruptive behavior:
• Making loud and distracting noises
• Answering cell phones
• Persisting in speaking without being recognized
• Repeatedly leaving and entering the classroom without authorization
• Interrupting class discussion
• Making physical threats or verbal insults to the faculty member or other students
• Exhibiting erratic, irrational behavior

PREVENTION
You have the prerogative to create and maintain reasonable behavioral standards for your classes. By establishing clear expectations at the beginning of the semester, you may be saving yourself and your class the trouble of dealing with disruptions down the road.
Keep these suggestions in mind:
• Include behavioral expectations for you and your students in the course syllabus (see suggestions section.) Articulate clear guidelines regarding attendance, tardiness, class participation, and appropriate conduct. Specify fair and consistent consequences.

• Discuss these norms and expectations with your students, so they can gain an in-depth understanding of how they should act in your class. Engage them in the discussion about what behaviors contribute to, or detract from, an effective class environment.

• Serve as a role model and exhibit the behavior you expect from your students. Responding "in-kind" with sarcasm or disrespect usually escalates the situation.
RESPONSE
Unfortunately, any class at one time or another may experience a disruption. The following suggestions will help you minimize the negative impact of disruptions and to address them in a professional, developmental and appropriate manner.

Do not ignore the behavior. It is rare that a disruptive student will self-correct or have an epiphany in your class. Students who are disturbed by the conduct will expect you to address it and may see your failure to do so a tacit endorsement of the behavior. Addressing behavior early on will give you many more options than if you allow a situation to escalate.

In some cases, students do not realize they are bothering others. One suggestion is to move closer to the inattentive students, pause until everyone quiets down, and make direct eye contact. Then use general statements like “We have too many private conversations going on at this time; let’s focus on the same topic.”

If the behavior does not cease, you may ask the student to refrain from the behavior and ask that he/she come to see you after class. When you meet with the student, explain why you consider this type of behavior inappropriate, stress your behavioral expectations of students, and warn the student that further occurrences of disruptive behavior may result in disciplinary action. Use “I” statements such as, “When I see you _____, I feel _____, and I am asking that the activity stop.”

If the disruptive behavior persists, you may ask the student to leave the class; refer him/her to the Office of Student Conduct (a report form is available on our website at www.wm.edu/deanofstudents). We encourage you to err on the side of reporting your concern; doing so permits us to assess the situation in light of any other reports or information we have about the student, and we would be happy to offer you tips and support in dealing with a situation.

If you see a pattern of odd behavior and are concerned by it, consult your department chair, the Dean of Undergraduate Studies, the Counseling Center, or our office for consultation.

If a student is posing a threat to the safety of himself/herself or others or if the student becomes physically or verbally abusive, contact William and Mary police (221-4596) immediately and submit a report to our office using the URL above.

The fact that a disruptive student may have a documented disability should not inhibit you from acting on the inappropriate behavior. Students with disabilities are bound by the same behavioral expectations. For more information, please contact us.

RESPECT AND PRIVACY
Try to arrange a private discussion with the disruptive student to the extent you are comfortable. Embarrassing a student in front of peers accomplishes little. Any information you learn while speaking privately with the disruptive student should be handled carefully. You may only discuss the matter with campus officials who have a legitimate educational interest, such as your department chair or the Dean of Students/Office of Student Conduct. The privacy of a student’s educational record (e.g., grades, reports of misconduct) is protected under FERPA. For more information, please contact our office.
SUGGESTIONS FOR YOUR SYLLABUS
We recommend that you include specific expectations that you have of your students in your syllabus. Be specific and outline consequences. Review these with students and refer to them as needed. Possible expectations include the following:

1. Classroom attendance is a necessary part of this course. You are allowed no more than x number of unexcused absences. More than x unexcused absences will result in a grade penalty of ____.
2. Classroom participation is also a part of your grade in this course. In order to participate, you must arrive to class on time having prepared the materials for the day. Questions and comments must be appropriate, relevant to the topic at hand and must not disrupt the class.
3. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Everyone is entitled to his/her opportunity to participate. Classroom discussion is intended to allow us to hear and learn from a variety of viewpoints. This can only be achieved if we respect one another and our differences.
   - Any discussion from class that continues on any listserv or class discussion list should adhere to these same expectations.
4. Side conversations that disrupt the class, my ability to teach, or students’ ability to learn will not be tolerated.
5. In order to allow everyone to be heard, you must raise your hand to be recognized.
6. Use of cell phones and texting in class is prohibited. I reserve the right to confiscate your device for the class period if you are not complying with this directive. I also reserve the right to report the matter to the Office of Student Conduct for review and action.
   - On test days, you may not possess any technological devices. Place cell phones, calculators, etc. in your backpacks and leave your backpacks [at the back of the room?].
7. You are expected to be on time. Class starts promptly at x. You should be in your seat and ready to begin class at this time. Class ends at x. Packing up your things early is disruptive to me and those around you.
8. Any continued disruption of class will not be tolerated. I reserve the right to ask you to leave the classroom if your behavior is disrupting the class. Disruptive behavior will also be reported to the Office of Student Conduct.

Campus Resources

Office of Student Conduct
Campus Center 107
(757) 221-2509
www.wm.edu/studentconduct

Dean of Undergraduate Studies
Ewell Hall 124
(757)221-2469
http://www.wm.edu/as/deansoffice/index.php

Counseling Center
Blow Hall 240
http://web.wm.edu/counselingcenter

William & Mary Police
(757)221-4596
911 for emergencies
http://www.wm.edu/offices/police/index.php

Portions of this document have been taken with permission from similar documents by East Carolina State University and the University of Oregon.
STRATEGIES FOR DEALING WITH TROUBLESOme BEHAVIORS IN THE CLASSROOM

Talking and Inattention

- Make direct eye contact
- Stop talking or stop whomever has the floor and wait
- Do not START talking until you have full attention
- Physically move to that part of classroom
- Vary methods of presenting content
- Speak to the student(s) privately

Unpreparedness, Missed Deadlines and Tests, and Fraudulent Excuse Making

- Design class (syllabus) so there are logical consequences to this behavior. Follow through, be consistent. Do not rescue and do not enable.
- Require evidence of preparation for class (check off and return immediately)
  - Note cards
  - 2 minute written/on-spot reflective feedback (quiz) on assignment
  - Documentation
- Be a good role model. Consistently meet your agenda deadlines with class
- Excuse making: clearly state policy at beginning of semester about excuses with regard to absences, missed exams, etc. For example: validate certain excuses, no make-up exams, all make-up exams vary, one day in semester only to make up.

Lateness and Non-attendance

- Establish a policy and expectations from the beginning
  - Start class on time and finish on time (role model)
  - If going to be absent (professional classes), call and inform ahead of time. (Sets behavior for social and professional life).
- Have a ritual at starting time especially in large classes.
  - Whatever suits style. Something students would hate to miss or be embarrassed to miss.
- Speak privately to chronically late students.
- Make sure content and learning activities are crucial.
  - Keep class discussion focused on issues related to content and to all members of the class.
- Logical consequences to missing and being late. Instructor does not own the problem. Do not re-teach the class.
- Student is responsible for getting missed assignments and material.
  - Do not rescue.
  - Specifically recognize a late student when he/she comes in “Hi, how are you today?” or “Please talk to one of your classmates after class to catch up on what you missed.”

Challenges to Authority

- Do not become defensive. Explain (not defend) instructional objectives and how assignments fit.
- If student presses in class, ask to continue discussion later, privately.
- Be honest if something REALLY is not working (but watch for manipulations).
- Say NO assertively (not aggressively or submissively).
Overt HOSTILITY from a Student

Usually students become verbally abusive in frustrating situations which they see as being beyond their control; anger and frustration become displaced onto others; fear of rejection and feelings of righteous indignation are frequently associated with this pattern.

- Talk to student privately
  - In neutral setting
  - Try to find a common ground
- Write letter to student describing his/her behavior, how behavior disrupts you and others, restate expectations and request behavior change. Copy letter to...
- Check out your interaction style with person
  - Defensive?
  - Authoritarian?
  - Condescending?
  - Loaded Words?
  - Flaunting Power?
  - Unreasonable, unclear demands
  - Atmosphere of Mistrust
- There may be times when ignoring is best...

When you are the Recipient of an Aggressive Verbal Attack

**DO**
- Allow them to ventilate.
- Recognize feelings. "I can see you are very upset."
- Tell them that you will not deal with verbal abuse. "When you yell at me, it's hard to hear what you are saying."
- Reduce stimulation. Invite person to a quiet place to talk.
- If necessary say, "I am willing to continue this conversation, only if you are able to speak to me more civilly."

**DO NOT**
- Get into an argument.
- Press for explanation of behavior. "Why are you acting like this?"
- Walk away from person.
- Get others to help you quiet them down i.e. other student, faculty, etc.

Requests for Special Consideration
(e.g., extra credit, retake test, reschedule final, redo paper)

Unless student is officially registered with Disability Services (call 221-2510):
- You should fulfill such requests only if same contract is offered to all students in the course.
- You should consider value of your time

Sexual Harassment

- Ignore come-ons. Act as if you are not aware. Do not reinforce in any way. Keep with professional agenda.
- Address harassment personally, privately, and directly. Request the ceasing of specified behaviors. If not, take through the Sexual Harassment process.
Examples of Troublesome Behaviors in the Classroom

1. Challenging authority
2. Talking out of turn
3. Making statements that seemingly have nothing to do with topic
4. Coming late to class
5. Leaving early w/o notification
6. Backpack shuffle
7. Eating in the classroom
8. Doing homework for other classes
9. Reading the newspaper
10. Sleeping
11. Visiting
12. Making racist, sexist, homophobic remarks about others
13. Consumer mentality: I paid for this therefore I want...
14. Using the classroom as a political/religious/fill-in-the-blank platform
15. Dominating discussion
16. Refusing to participate
17. Discrediting person rather than disagreeing with idea
18. Missing Deadlines
19. Leaving beepers, cell phones on to ring
20. Missing class with no notice or legitimate reason and then demanding make-ups, etc.
21. Arguing relentlessly over a grade
22. Demanding special treatment because of whatever. (Extra Credit, another test date, drop a grade, etc.)
23. Cheating
24. Fraudulent excuse making
25. Sexual harassment
26. Hostile verbal attacks

Strategies For Dealing With Troublesome Behaviors In The Classroom, is Adapted From Rosalind Reed, Ph.D., Department of Health and Community Services College of Behavior And Social Sciences, California State University, Chico, CA.
DEALING WITH ALCOHOL-RELATED ISSUES

Signs in the Classroom

- Coming to class drunk or high
- Smelling alcohol on a student’s breath
- Continually sleeping in class
- Dramatic drop in academic performance- continually missing assignments
- Always asking for extensions – making up excuses

Signs Outside the Classroom

- Judicial trouble from alcohol and violence
- Drinking to get drunk, habitually “passing out”
- Switching peer groups and finding other heavy drinkers as “friends”
- Experiencing blackouts or memory losses
- Noticeable health problems, bruises, cuts, often sick
- Use of illegal drugs, trying new drugs
- Having a family history of chemical dependency
- Changes in personality, a “Jekyll and Hyde” persona

For additional information about alcohol-related issues, contact the Substance Abuse Educator at 221-2195.

Taken from Partners for Prevention: A Guide for Faculty, BACCHUS, 1992
SOME KEY CAMPUS CONTACTS

Dean of Graduate Studies and Research
Virginia Torczon
Stetson House
757-221-2468
www.wm.edu/as/graduate
vjtorc@wm.edu

Arts and Sciences Graduate Ombudsperson
Peter Vishton
757-221-3740
www.wm.edu/as/graduate/ombuds
pmvish@wm.edu

Dean of Students Office
Campus Center 109
757-221-2510
www.wm.edu/deanofstudents
deanofstudents@wm.edu

Reporting Issues to the Dean of Students Office
www.wm.edu/offices/deanofstudents/report_an_issue_or_concern/index.php

Health and Wellness (Campus Recreation, Counseling Center, Health Promotion & Student Health Center)
Dr. R. Kelly Crace, Associate Vice President for Health & Wellness
Campus Center 219
757-221-1236
kelly.crace@wm.edu

Student Health Center
Virginia D. Wells, M.D., Director
1 Gooch Drive
Appointments: 757-221-2998
Pharmacy: 757-221-2190
Emergency: 911
www.wm.edu/offices/wellness/healthcenter

Counseling Center
Warrenetta Mann, Director
Blow Hall 240
757-221-3620
Disaster Distress Hotline 800-985-5990
www.wm.edu/counselingcenter/
*Given that e-mail is never fully confidential, it is the Counseling Center policy not to use e-mail for communication of any kind with William and Mary Counseling Center clients.

After-Hours Crisis Counselor
757-221-4596
Please call this number and ask to speak to the After-Hours Crisis Counselor, when you need assistance and the Counseling Center is closed.

William and Mary Police
757-221-4596
911 for emergencies
www.wm.edu/police/