

**THE COLLEGE OF WILLIAM & MARY**

**GRADUATE STUDIES  
ARTS & SCIENCES**



**HANDBOOK**

**FOR**

**TEACHING ASSISTANTS/TEACHING FELLOWS**

**2009 - 2010**

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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 William and Mary graduate students who assist an instructor by teaching sections or laboratories, grading papers, or in some other capacity. They are not responsible for assigning final grades, and therefore are not called “instructors of record.”

**Teaching Fellows** (TFs) are William and Mary 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(s) involved, may be TFs. All TF training programs must be approved by the Committee on Graduate Studies (COGS) and the Educational Policy Committee.

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Arts and Sciences Faculty Manual, Revised November 2005, p.21.

## A BRIEF INTRODUCTION TO THE WILLIAM AND MARY HONOR CODE

Reproduced below are the two most important sections of the Honor Code in the case of suspicion of a breach of honor. If you have reported a Code infraction and/or will be involved in an Honor case as an accuser or witness, you will want to familiarize yourself with the rest of the Code. Full text appears in the *Student Handbook*. The web address is <http://www.wm.edu/about/administration/deptsandoffices/deanofstudents/policies/index.php>. For more information or consultation, contact the Dean of Students office, 221-2510.

### 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 expression of a material untruth made with the intent to mislead another or with reckless disregard for the truth of the matter asserted. Lying is a violation of the Honor Code when the material untruth is uttered or presented, verbally, electronically, or in writing, to another member of the College community (student, faculty or staff), to any person while on College property or at activities sponsored by the College or College-affiliated groups, or to any person when the student actively represents himself/herself as a student at the College. An untruth is material when it relates to or affects in a significant way, academic as well as non-academic activities of legitimate concern to the College community. Lying includes, but is not limited to, forgery or the use of false identifications, under the above-described circumstances.

**2. Cheating** is the act of wrongfully using or taking the ideas or work of another in order to gain an unfair advantage. It includes, but is not limited to (1) the act of plagiarism; (2) the acts of giving unauthorized aid to another student or receiving unauthorized aid from another person on tests, quizzes, assignments or examinations; (3) the acts of using or consulting unauthorized materials or using unauthorized equipment or devices on tests, quizzes, assignments or examinations; (4) the acts of 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; or (5) the acts of intentionally commencing work or failing to terminate work on any examination, test, quiz or assignment according to the time constraints imposed.

The term "assignment" includes any work, required or volunteered, and submitted to a faculty member for review and/or academic credit, or any work, required or volunteered, submitted for publication in a College-sponsored or other publication, or any work, required or volunteered, submitted for use in conjunction with a College-sponsored event or activity. All academic work undertaken by a student must be completed independently unless the faculty member or other responsible authority expressly authorizes collaboration with another.

Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his or her own and does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Students are responsible for learning proper scholarly procedure. While any amount of improperly unattributed material may be sufficient to find plagiarism, a student may be presumed to have acted with intent to deceive or with reckless disregard for proper scholarly procedures when a significant amount of improperly unattributed material is presented as if it were the student's own work. In the absence of direct proof of the accused's intent, the hearing panel shall determine whether the amount of improperly unattributed material is so significant that intent may be presumed.

**3. Stealing** is the intentional taking or appropriating of the property of another without consent or permission and with the intent to keep or use the property without the owner's or the rightful possessor's permission. Although the prohibition against stealing includes property of whatever nature, it also covers theft of the academic work product of another. (The Honor System, Section 2, *Student Handbook*)

## **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 shall act in accordance with the following procedures: (1) make a good faith and diligent attempt personally to confront the student involved, inform the student of the nature of the alleged violation, and request an explanation; (2) if the explanation is satisfactory, forget the matter; (3) if the explanation is unsatisfactory or if no explanation is received, personally accuse the student of a violation of the Honor Code and offer that student the option of, within twenty-four hours, withdrawing from the College or reporting himself or herself to the Chief Justice of the Honor Council with jurisdiction over the matter (4) twenty-four hours after the personal accusation, whether the accused student has reported to the Honor Council or withdrawn from the College, notify the Chief Justice and reduce the charge to writing and submit the written charge to the Chief Justice of the Honor Council with jurisdiction over the matter; (5) following an unsuccessful, good faith and diligent effort personally to confront the accused, promptly notify the Chief Justice of the accusation, and, within twenty-four hours, deliver a written accusation of the alleged honor violation to the Chief Justice of the Honor Council with jurisdiction over the accused student.

The respective Honor Councils have no jurisdiction over alleged Honor Code violations until a personal accusation or a good faith and diligent attempt to make a personal accusation has been made, and a written charge has been filed with the Chief Justice in accordance with these procedures. (The Honor System, Section 5.2, *Student Handbook*)

## **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 Dean of Students Office and submit a report if appropriate. Upon the receipt of a report, the student will be contacted and asked to set up an initial meeting with the Associate Dean of Students or designee.

During this meeting, the student will have an opportunity to present his/her version of the events and will be advised of his/her rights and the conduct process. The student will be able to choose if he/she wants to resolve the matter in an informal setting, an administrative hearing, or a panel hearing. Should a case go to a hearing, the student will be asked to be present and provide information in addition to the report already submitted.

For more information about this process, please refer to the Administration of Student Life Policies section contained within the *Student Handbook*.

## EQUAL OPPORTUNITY AT WILLIAM AND MARY

The Equal Opportunity Office is here to serve you as individuals and as a community. We want to ensure that our community is inclusive and welcoming to a diverse group of people. You can help the EO Office by contacting us with suggestions, observations, complaints, compliments and concerns about the College's response to the diverse populations who come together here, whether as students or employees. The EO Office can help you by lending an ear, providing advice, handling complaints (whether formal or informal), and acting as a sounding board or vehicle for effectuating institutional change for the better. We treat all contacts with strict confidentiality.

As Teaching Assistants, you have a unique opportunity to foster a climate that welcomes and accommodates a diverse student population. Please be mindful of the special professionalism that the College expects of all employees. To this end, kindly familiarize yourself with the College's policies pertaining to non-discrimination, sexual harassment and consensual amorous relationships. If you believe that you or those with whom you work may need help or advice about these matters, do not hesitate to contact the EO Office. If you are in doubt about whether an issue warrants the EO Office's attention, please err on the side of contacting us.

The Equal Opportunity Office is located in Hornsby House at 336 Jamestown Road. The Director of Equal Opportunity is Tammy Currie, 757-221-1909, [thcurr@wm.edu](mailto:thcurr@wm.edu).

# DISCRIMINATION, HARASSMENT, AND CONSENSUAL AMOROUS RELATIONSHIPS

From the Office of Equal Opportunity

Four William and Mary Equal Opportunity policies have application to Teaching Assistants and Fellows. These policies protect you as a TA or TF, and also prohibit certain conduct on your part. For more information on these policies, see the Office of Equal Opportunity web page at [http://www.wm.edu/eo/College\\_Policies.php](http://www.wm.edu/eo/College_Policies.php).

- I. Non-Discrimination Policy
- II. Harassment Policy
- III. Sexual Harassment Policy
- IV. Consensual Amorous Relationship Policy

## I. Non-Discrimination Policy

William and Mary does not discriminate on the basis of race, sex/gender, religion, national origin, sexual orientation, political belief, disability, veteran status, age, or any other category protected by the Commonwealth or by federal law.

Students and employees at William and Mary are protected from unlawful discrimination by the College.

Teaching Assistants and Fellows at William and Mary ARE William and Mary for purposes of the prohibition against discrimination. TAs and TFs thus may not discriminate against any of their students on the basis of any of the protected characteristics.

What does it mean to “discriminate”? Disparate Treatment Discrimination: A person with decision-making authority takes the protected trait into account.

Examples:

- A professor bases an assignment or grade on an individual’s race.
- A college administrator allows time off to attend services to members of one religion, but not to members of another.

Beware unconscious bias: be conscious of your own tendency, for example, to reach out more easily to people who share your gender, race, age, etc. Reach out to all students equally, even though it may be easier to interact with some than with others.

## II. Harassment Policy

William and Mary forbids harassment. Harassment occurs when a person’s hostile words or actions create an abusive living, learning or work environment for another individual. If harassment is motivated by one of the traits protected under the Non-Discrimination Policy, then the harassment violates both the antiharassment policy and the antidiscrimination policy.

Hypothetical example of discriminatory harassment: During class, one group of students consistently uses derogatory language about the races of another group and openly exhibits ongoing hostility to the other group’s members. This renders classroom activities so pervasively hostile for the targeted group that they reasonably and legitimately are unable to focus on the class discussion.

As TA's, you are affected by the Harassment prohibitions in three ways. The policy –

- Protects you from harassment
- Prohibits you from harassing
- Requires you to respond to serious student-on-student harassment

### III. Sexual Harassment Policy

Sexual harassment, like racial harassment, may consist of displays of hostile behavior because of the target's sex or race, etc. In addition, though, sexual harassment may consist of unwelcome sexual advances or requests or other gender-motivated behaviors that interfere with the target's activities at the College.

Hypothetical examples:

- A student receives a poor grade for declining to accept a teaching assistant's invitation to dinner.
- Sexual innuendo renders a classroom discussion so pervasively hostile that a student reasonably and legitimately is unable to focus on the discussion.

To view the complete Sexual Harassment Policy, please see the Faculty Handbook, page 31 of 84, at <http://www.wm.edu/about/administration/provost/index.php>. The foregoing are just a few examples of the types of discriminatory behaviors that could interfere with a student's experiences at the College. If you have questions about student rights or if you believe that you have experienced or witnessed discrimination or harassment at William and Mary, please contact any of the following:

**Office of Equal Opportunity**, Tammy Currie, 221-1909, [thcurr@wm.edu](mailto:thcurr@wm.edu)

**Center for Student Diversity**, Vernon Hurte, 221-2301, [vjhurt@wm.edu](mailto:vjhurt@wm.edu)

**Dean of Students**, Patricia M. Volp, 221-2510, [pmvolp@wm.edu](mailto:pmvolp@wm.edu)

**Arts and Sciences Graduate Ombudsperson**, Carey Bagdassarian, 221-2556, [ckbagd@wm.edu](mailto:ckbagd@wm.edu)

**Arts and Sciences Dean of Undergraduate Studies**, Susan Peterson, 221-2498, [smpete@wm.edu](mailto:smpete@wm.edu)

**School of Business**, Dean Lawrence Pulley, 221-2891, [larry.pulley@mason.wm.edu](mailto:larry.pulley@mason.wm.edu)

**School of Education**, Dean Virginia L. McLaughlin, 221-2315, [vamcla@wm.edu](mailto:vamcla@wm.edu)

**School of Law**, Dean Davison Douglas, 221-3790, [dmdoug@wm.edu](mailto:dmdoug@wm.edu)

**Virginia Institute of Marine Science**, Graduate Dean Iris Anderson, (804) 684-7105, [iris@vims.edu](mailto:iris@vims.edu)

#### **IV. Consensual Amorous Relationship Policy**

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 or the Office of Equal Opportunity.

**For more information or questions regarding the above policies,  
please contact the Office of Equal Opportunity at:**

**Office of Equal Opportunity  
Hornsby House  
Tammy Currie, Director  
[thcurr@wm.edu](mailto:thcurr@wm.edu)  
221-1909**

## OFFICE OF THE DEAN OF STUDENTS

**Patricia M. Volp**, *Dean of Students*, [pmvolp@wm.edu](mailto:pmvolp@wm.edu)

**David Gilbert**, *Associate Dean of Students*, [dmgil2@wm.edu](mailto:dmgil2@wm.edu) (*Student Conduct*)

**S. Mark Sikes**, *Associate Dean of Students*, [smsike@wm.edu](mailto:smsike@wm.edu) (*Orientation*)

**Lisa B. Colligan**, *Assistant Dean of Students*, [lbcoll@wm.edu](mailto:lbcoll@wm.edu) (*Disability Services*)

**Nancy Everson**, *Assistant Dean of Students*, [naever@wm.edu](mailto:naever@wm.edu) (*Academic Support*)

**Benjamin Boon**, *Special Asst to the Dean of Students*, [biboon@wm.edu](mailto:biboon@wm.edu) (*Transfer Student Support Services*)

**Karen Baird**, *Office Manager*, [kmbair@wm.edu](mailto:kmbair@wm.edu)

The Office of the Dean of Students 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.

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

### 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. Leadership opportunities exist for students who wish to serve the William and Mary community as members of the Student Conduct and Honor Councils.

### Orientation

New Student Orientation introduces undergraduate students to the College and provides a firm foundation for academic and personal success. Orientation acquaints students with William and Mary's traditions; fosters a strong sense of community; and provides information about many aspects of College life including academic expectations and policies, community standards reflected in the honor and conduct systems, and student activities and services. Leadership opportunities exist for students who wish to serve the William and Mary community as an Orientation Aide.

### Learning Assistance Program

Students who wish to acquire, improve, or maintain learning skills which will contribute to their academic success may benefit from the Learning Assistance Program. Individual appointments or group workshops may be requested. Students may schedule individual appointments with a staff member in order to develop strategies for successful learning. Student groups may schedule a learning assistance workshop which is designed to provide skill enhancing tips in a group setting. Individual appointments and workshops cover a variety of topics including effective time management, note-taking techniques, the learning process, textbook reading skills, test-taking strategies, money management, and goal-setting. You may call the Dean of Students Office to schedule an appointment or workshop.

## **Disability Services**

Students who wish to discuss disability-related issues or services may meet individually with a staff member. Our staff members assist qualified individuals with counseling and other referral services, work closely with College departments and individual faculty to identify appropriate accommodation options, and act as a liaison to other community, state, and federal resources.

Students with documentation of disability are eligible for reasonable and appropriate accommodations such as textbook recording services, 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.

## **Transfer Student Services**

Students who transfer to William and Mary will be introduced to campus resources through the Dean's office. The Assistant Dean 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, such as class absences resulting from illness or personal emergency. When you have questions about an academic regulation, a deadline or a procedure, please make an appointment to talk with one of our staff members. In addition, staff members are available to provide information to students who wish to petition for exceptions to academic policies and deadlines (late adds, drops, withdrawals, overload and underloads).

## **Additional Responsibilities**

Freshman Honor Societies\*  
Parental Release\*  
Final Exam Change Requests\*  
Academic Leave and Readmission\*  
Requests for Exceptions to Dining Service Contracts  
Temporary Handicapped Parking Permits  
Academic/Discipline  
Recommendations for Graduate, Professional & Transfer Schools  
Continuance Review\*

(\*undergraduate services)

## MEDICAL AND EMOTIONAL EMERGENCIES

The College has a medical/emotional emergency procedure which will be put into effect should a student attempt suicide, make a threat or gesture of suicide, harm or attempt to harm him or herself or others, or undergo severe emotional or psychological distress. Anyone with knowledge of such circumstances should contact the Dean of Students, 221-2510; Residence Life Staff, 221-4314; or Campus Police, 221-4596 to alert the counselor on call.

If a student is confined to or brought to the Student Health Center because of a suicide threat, gesture or attempt or because of severe emotional or psychological distress, any personal belongings that are brought to the Center by or for the student are subject to search and/or confiscation by Health Center staff.

When the College medical/emotional emergency procedures are initiated, a student may not attend classes or activities or return to a residence hall until he or she has been given clearance to do so by the Dean of Students or a designee or the Vice President of Student Affairs or designee. Failure to comply with the provisions of the College medical/emotional emergency procedure may result in conduct code charges. A complete summary of the Medical and Emotional Emergencies Protocol may be obtained from the Office of the Dean of Students.

# INFORMATION TO HELP YOU IN THE CLASSROOM

## From the Office of the Dean of Students

### **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**

As part of your course attendance policy, you can require students to present medical information documenting their illness before agreeing to accept late assignments or to reschedule missed quizzes and tests. Should the 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\*\*.

|                               |  |
|-------------------------------|--|
| Student's Name                | Current Enrollment Status                      |
| Address                       | Current Classification                         |
| Telephone                     | Previous Schools Attended and Degrees Awarded  |
| Field(s) of Concentration     | Degrees Earned                                 |
| Dates of Attendance           | Date Degree was Earned                         |
| Honors or Special Recognition | Height and Weight of members of athletic teams |

\*\* 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)**

Please call the Registrar's Office or the Dean of Students before you release any information to a parent of a William and Mary student.

**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 three 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. Final examinations that are deferred will be scheduled for the first full week of classes of the following regular semester. These requests should be filed with the Office of the Dean of Students, located in the Campus Center, Room 109, and may be made on the basis of illness or other extenuating circumstances (such as a death or other family emergency, conflict with a religious holiday, participation in activities by a student representing the College, confirmed automobile trouble for commuter students, or documentation of a job interview or graduate school interview that cannot be changed).

If a deferred final exam has been approved by the Dean of Students Office, we will contact the professor to determine if a rescheduled exam is preferred. 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's 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/about/administration/deptsandoffices/registrar/coursecatalogschedules/index.php>*

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## Grade Review Procedures

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

- student who has a learning disability
- person with a mental disability
- man with a cognitive impairment
- congenital 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.

**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.

## ESSENTIAL TERMINOLOGY FOR UNDERGRADUATES

From the Office of the Dean of Students

### Attendance Policy

Except for reasonable cause, students are expected to be present at all regularly scheduled class meetings. Each student is responsible for notifying professors of absences. Students who miss classes due to illness, emergency, or unforeseen circumstances should obtain documentation in case it is requested. Attendance is important - your grade may depend on it. If you will miss several days of class, please work with the Dean of Students Office.

### Mid-Semester Grades

Most professors use mid-semester grading to keep students informed of their progress. Students who are performing satisfactorily will not receive mid-semester grades. To view mid-semester grades, log in to [my.wm.edu](http://my.wm.edu), and visit Banner Self Service. Reports for students not making satisfactory progress will begin to show up after fall break. Check grades often, as faculty submit them throughout the month of October and beginning of November.

### Full Time Enrollment

Full-time students must register for a minimum of 12 credits and may register for a maximum of 18 credits. To register for below 12 credits (underload) or above 18 credits (overload), you must submit a petition to the Committee on Academic Status through the Office of the Dean of Students before the last day to drop classes. Petition forms are available at <http://www.wm.edu/deanofstudents/forms.php> or in the Dean of Students Office (109 Campus Center). Students with unauthorized underloads may be placed on academic probation, withdrawn, and/or charged with a conduct violation.

### Degree Evaluation System

Students can run a degree evaluation at any time from Banner Self Service. This degree evaluation will tell students if they have fulfilled general education requirements, proficiencies, major requirements, and graduation requirements. We recommend that all students view their degree evaluation at least once or twice a semester. Remember: You are responsible for meeting all degree requirements, so read the catalog, run your degree evaluation, and stay informed.

### Ten-Semester Rule

Students must complete their degree requirements in 10 semesters of enrollment at the College. Fall and Spring semester each count as a full semester. Summer terms, transfer credits, and approved underload semesters are counted as the number of credits attempted divided by 15. Students need permission from the Committee on Degrees to exceed this rule.

### The Six-Year Rule

Students are required to finish the general degree requirements set forth in the catalog dated for the year of entrance to the College, and must fulfill the major requirements in effect when the choice of major is declared. Students who fail to graduate within six calendar years of the date of entrance to the College relinquish the right to graduate under the requirements set forth in the catalog at the time of entrance and major declaration, and must fulfill the requirements set forth in the *Catalog* under which they re-enter the College as a degree candidate for the final time prior to graduation. If a student has not been enrolled at the College for five calendar years or more since the end of the last semester of registration at William and Mary, the student's record is subject to re-evaluation under regulations available in the Office of the Dean of the Faculty of Arts and Sciences.

## **Continuance Standards**

Students must meet minimum cumulative GPA and cumulative credit standards each semester at William and Mary. Students who do not meet these standards during a semester are placed on academic probation, requiring a number of obligations to be fulfilled in the following semester, or the student will be suspended. A second suspension is permanent. Continuance Standards are in the *Undergraduate Course Catalog* under "Academic Regulations."

## **Academic Probation and Warning**

Academic warning and academic probation are two different things. Any student not on academic probation who earns less than a 2.0 semester GPA receives an Academic Warning letter. A student goes on academic probation if he or she fails to meet the Continuance Standards.

## **Forty-Eight Hour Rule**

Of the 120 semester credits required for graduation, no more than 48 semester credits may be earned in a single subject field within the School of Arts and Sciences.\* Although students may earn more than 48 semester credits in a single subject, a minimum of 72 semester credits must also be earned in other subject fields.

*\* Note that the maximum number of credits applied in a single subject field is different for the School of Business and School of Education.*

Business - 60 semester credits

Elementary Education - 33 semester credits

Secondary Education - 24 semester credits

## **Pass/Fail – The Upper Class Option**

Students can choose to take one elective class Pass/Fail in each full time semester of their junior and senior years. Classes taken to fulfill GERs, proficiencies and major or minor requirements may not be taken on a pass/fail basis unless those classes are normally designated by the College as pass/fail, such as a physical activity course. Classes that are failed will be calculated as part of the GPA. The Pass/Fail option is not available during the summer session or in business classes. To take a class Pass/Fail, you must select this option through Banner Self Service *prior* to the end of the add/drop period. Changes to the Pass/Fail option are permanent after the end of the add/drop period.

## **Official Campus Communication**

The College sends important information and notices to you through your William and Mary e-mail account and your CSU mailbox. Check both regularly. If you are an on-campus student, it is imperative that you have your voicemail set up or provide the College with your cell phone number so that we can contact you in emergencies. Periodically, the College will ask you to verify your mailing address and local phone number. If your mailing, home, or local address or phone number has changed, please update them on *MyWM* as soon as possible. If you have not yet given the College emergency contact information please go to *MyWM* under Personal Information, Update Emergency Contacts.

## Information Releases

Some of your personal information such as your name, address, and major is designated as Directory Information and can be released to the public. If you do not want this information released, then you must complete the *Request for Confidentiality Flag* form, which is available on the University Registrar's website, [www.wm.edu/registrar/forms](http://www.wm.edu/registrar/forms). Forms should be turned in to the University Registrar's Office, Room 108, Blow Memorial Hall.

It is the College's policy not to release academic, financial, or judicial information to parents without your written permission. If you have not already released this information via the required data survey for new students, and you wish for your parent or guardian to have access to your information, you must complete a release card at the Office of the Dean of Students. In addition, information will be released to a parent who provides tax reports that show you were declared as a dependent in the most recent year. For more information, consult the *Undergraduate Course Catalog* under Academic Records, Confidentiality, and Privacy.

## Hold

Hold can be placed on your student record and prevent you from registering, receiving transcripts, and obtaining diplomas. You can see any holds and the services they prevent by checking your Holds in *MyWM*. To take care of holds, contact the appropriate office.

## Academic & Social Status

The social status of a student is determined by the number of full-time semesters at the College and elsewhere and is reported as first year, second year, etc. Housing, parking, and dining decisions are based on a student's social status. The number of total credits earned toward a degree from the College determines the academic status of a student and is reported as freshman, sophomore, and so forth. A listing of both is in the *Undergraduate Course Catalog* under "Classification of Students."

## Key Publications

The *Undergraduate Catalog* and the *Student Handbook* are sources of essential information for students. The Catalog contains academic status and degree requirements in addition to course descriptions. Your rights and responsibilities at the College are described in the *Student Handbook* (*MyWM*).

## Dropping/Withdrawing from Classes

If it does not take you below 12 credits, you may drop a class with no record on your transcript during the add/drop period. Thereafter you may withdraw from a class with a "W" on your transcript up until the Friday of the ninth week of classes. You will be put back into any withdrawn classes you if the drop/withdrawal takes you below 12 credits.

## COLLABORATION WITH THE CAREER CENTER

We invite faculty and Teaching Assistants/Teaching Fellows to join us in helping students develop the insights and skills needed to navigate the process of career decision making, job searching, and applying for further education. Here are ways you can collaborate with us on behalf of our students:

- **Career assessment.** If you are advising students who are unclear about their majors, wondering what career directions they might explore, or thinking about how majors develop skills for a broad range of careers, refer them to the Career Center for assessment of their interests and skills through completion and interpretation of a career survey.
- **Career advising.** If your advisees want to talk with a career counselor about how their skills, interests, and values prepare them for particular careers, refer them to the Career Center for an appointment with a career counselor.
- **Internships.** If your advisees are ready to explore careers through an internship, refer them to the Career Center to learn more about our Local Internship Program (fall and spring), Externships (winter and spring breaks), and summer internships. A comprehensive program for summer interns in the Washington, DC area offers programs on careers in government, public policy, international development, and law.
- **Career Exploration Program Series and Career Symposia.** Encourage your advisees, both clueless and clearly directed, to attend our programs on career fields. Recent programs featured panels on careers in: biomedical research, international intelligence, foreign affairs, public health, technology, investment banking, marketing, the environment, advertising and public relations, development, homeland security, international non-governmental and non-profit organizations, math and science teaching careers, pharmaceutical research and sales, student affairs, sports, and teaching without certification. Career Symposia in accounting, financial/banking, consulting and marketing also provide for career exploration and networking with alumni.
- **Alumni Mentors.** Over 2600 alumni of the College have volunteered to assist students and fellow alumni by sharing career advice, critiquing resumes, assisting in networking. The data base is a component of *Experience* and can be searched by major, state, and career field. We encourage students to initiate their networking through an introductory e-mail contact.
- **Departmental Career Programs.** If your department is interested in collaborating with the Career Center on developing a program for your majors, call us to arrange an appointment. While career counselors are able to present programs, we also like to collaborate with faculty and bring back to campus alumni from your academic discipline.
- **Graduate and Professional School Day.** Encourage interested students to attend the Graduate and Professional School Day on Thursday, October 1, 2009 in the Sadler Center. Approximately 100 graduate and professional schools will send representatives to talk with our students.

- **Graduate School Application.** Encourage students to attend a workshop on the graduate school application process. Also, refer students to the Career Center for general information about graduate/professional school admission tests and the application process. The Career Center web site provides helpful information about the graduate/professional school application process; the Resource Center has several books on writing personal statements or statements of intent.
- **Credential Service.** Students may request that you write for them letters of recommendation for graduate or professional school. You may want to write individual letters and complete forms for their individual applications, but we encourage you to suggest that students use Interfolio (accessible from our web site) to develop and manage their credential file on-line, 24/7.
- **Career Fair.** Encourage interested students to attend the Fall Career Fair, Friday, September 18, 2009 in the Sadler Center, where they will have the opportunity to talk with employers about job and internship opportunities. The Spring Career Fair, January 29, 2010, will provide a second opportunity to talk with employers.
- **Education Recruiting Day.** Students seeking teaching opportunities may participate in the annual Education Recruiting Day, scheduled for Wednesday February 10, 2010 in the Sadler Center. Students without certification may attend as well and talk with private school representatives as well as public school districts willing to hire on a provisional license.
- **Job Search Skills Program.** If students want to learn about resume writing, interviewing, job searching strategies, and networking, encourage them to check the various Career Center workshops scheduled throughout the year.
- **On-Campus Recruitment.** Both in the fall and spring semesters employers visit campus for on-campus interviews for employment and internships. Employers represent a range of fields, including government, non-profit, education, and corporate.
- **Mock Interviews.** Encourage students to participate in mock interviews with an employer or professional alumni who will also provide valuable critiques. Mock interviews are required of students participating in on-campus recruitment.
- **The W&M Wall Street Program, Marketing Trip and Accounting Trips** to NYC, and **Consulting, Non-Profit, and Government Trips** to DC provide great opportunities for students to visit alumni in their workplaces and explore career options. Road to Richmond focuses on career opportunities in Richmond.
- **Outcomes of your Majors.** If you are interested in knowing the immediate outcomes of your departmental seniors, view them at the Career Center's web site by going into either the Undergraduate or Faculty section and choosing 'William and Mary student outcomes' from the navigation menu.
- **Career Center Web Site.** For details on **all** of our programs, refer your advisees to our web site and encourage them to subscribe to our weekly list serv.

[www.wm.edu/career](http://www.wm.edu/career)

**William & Mary Career Center**

124 Blow Memorial Hall • Phone: 221-3231

Mary Schilling, Director

# MANAGING DISRUPTIVE BEHAVIOR IN THE CLASSROOM

## From the Dean of Students Office

### MANAGING CLASSROOM DISRUPTIONS

This brochure has been designed by the Dean of Students (DOS) office to help you, the faculty member, assess problem student behavior in your classroom and determine appropriate courses of action. Most inappropriate behaviors can be handled by you at the time of the disruption. However, some may require consultation, College judicial action, or immediate emergency response.

### WHAT IS DISRUPTIVE BEHAVIOR?

The definition of disruptive conduct contained within the *Student Handbook* includes “conduct which obstructs or disrupts a normal function.” Therefore, generally, 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.

Examples of disruptive behavior:

- ◆ Making loud and distracting noises.
- ◆ Repeatedly answering cellular phones or allowing pagers to beep.
- ◆ Exhibiting erratic, irrational behavior.
- ◆ Persisting in speaking without being recognized.
- ◆ Repeatedly leaving and entering the classroom without authorization.
- ◆ Making physical threats or verbal insults to the faculty member or other students.

### PREVENTION

Remember that as a faculty member, you have the prerogative to create and enforce reasonable behavioral standards for each of 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 course and behavioral norms and expectations for you and your students in the course syllabus (the DOS office can assist with this.) Articulate clear rules regarding attendance, tardiness, active class participation, and appropriate conduct. Specify consequences in a fair and consistent manner.
- ◆ On the first day of class, ask your students what they think the behavioral norms and expectations should be, and add their suggestions to your list. You will find that students are often the strongest supporters of classroom decorum.
- ◆ Discuss these norms and expectations with your students, so they can gain an in-depth understanding of how they should act in your class.
- ◆ Draw up a “contract” on classroom behavior, including academic integrity, and ask students to read and sign it sometime during the first week of class.
- ◆ Lastly, be sure to serve as a role model and exhibit the type of behavior you expect from your students. Responding “in-kind” with sarcasm or disrespect usually only escalates the situation.

## RESPONSE

Unfortunately, every class at one time or another may experience a disruption. The following suggestions are intended to help you minimize the negative impact of disruptions and to address them in a professional, developmental and appropriate manner.

- ◆ In some cases, disruptive 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 disruptive behavior does not cease, you may ask a particular student to refrain from the disruptive 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 need the activity to stop.”
- ◆ If the disruptive behavior persists, you may ask the student to leave the class; refer him/her to the DOS office (by submitting a Campus Community Incident Report form that can be downloaded from <http://www.wm.edu/offices/deanofstudents/services/studentconduct/reportviolation/index.php>), and/or call College police to remove the student, if necessary.
- ◆ If you are seeing a pattern of odd behavior and are concerned by it, consult your department chair, the Dean of Undergraduate Studies, the Counseling Center, or the DOS 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, College police (221-4596) should be contacted immediately and a Campus Community Incident Report form should be submitted to the DOS office. Always err on the side of safety.
- ◆ The fact that a disruptive student may have a disability should not inhibit you from acting on the inappropriate behavior. Students with or without identified disabilities are governed by the same behavioral rules. For more information, please contact the DOS office.

## PRIVACY

Any information you learn while speaking privately with the disruptive student should be handled in a confidential manner. You may only discuss the case with campus officials who have a legitimate educational interest, such as your department chair or the DOS office. The privacy of a student’s educational record (e.g., grades, reports of misconduct) is protected under the Family Educational Rights and Privacy Act of 1974. For more information, please contact the DOS office.

## JUDICIAL PROCESS

Upon the receipt of a report, the accused student will be contacted by the DOS office and asked to set up an initial meeting with the Assistant Dean of Students for Judicial Affairs.

During this meeting, the accused student will have an opportunity to present his/her version of the events and will be advised of his/her rights and the judicial process. The student will be able to choose if he/she wants to resolve the matter in an informal setting, an administrative hearing, or a panel hearing. Should a case go to a hearing, you will be asked to be present and provide information in addition to the report already submitted.

For more information about this process, please refer to the Administration of Student Life Policies section contained within the *Student Handbook*.

## **SUGGESTIONS FOR YOUR SYLLABUS**

You may want to include specific expectations that you have of your students in your course 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. 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 their opinion. 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 rules and 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. All students 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 others around you and to myself.
7. 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 Dean of Students office.

## 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

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*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 221-3631.

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Taken from *Partners for Prevention: A Guide for Faculty*, BACCHUS, 1992

## SOME KEY CAMPUS CONTACTS

### **Dean of Graduate Studies and Research**

Laurie Sanderson  
Stetson House  
221-2468  
[www.wm.edu/as/graduate](http://www.wm.edu/as/graduate)  
[slsand@wm.edu](mailto:slsand@wm.edu)

### **Arts and Sciences Graduate Ombudsperson**

Carey Bagdassarian  
221-2556  
[www.wm.edu/academics/departmentsandschools/as/graduate/ombuds/index.php](http://www.wm.edu/academics/departmentsandschools/as/graduate/ombuds/index.php)  
[ckbagd@wm.edu](mailto:ckbagd@wm.edu)

### **Dean of Students Office**

Campus Center 109  
221-2510  
[www.wm.edu/deanofstudents](http://www.wm.edu/deanofstudents)  
[doscom@wm.edu](mailto:doscom@wm.edu)

### **Dean of Undergraduate Studies**

Susan Peterson  
Ewell Hall 127  
221-2498  
[www.wm.edu/as/undergraduate/](http://www.wm.edu/as/undergraduate/)  
[smpete@wm.edu](mailto:smpete@wm.edu)

### **Counseling Center**

Donna Haygood-Jackson, Acting Director  
Blow Hall 240  
221-3620  
[www.wm.edu/counselingcenter/](http://www.wm.edu/counselingcenter/)  
[dghayg@wm.edu](mailto:dghayg@wm.edu)

### **William and Mary Police**

221-4596  
[www.wm.edu/police/](http://www.wm.edu/police/)

### **Student Conduct Violation Report (Campus Community Incident Report)**

[www.wm.edu/offices/deanofstudents/services/studentconduct/reportviolation/index.php](http://www.wm.edu/offices/deanofstudents/services/studentconduct/reportviolation/index.php)

**QUICK REFERENCE GUIDE  
TO SERVICES IN STUDENT AFFAIRS**

PREPARED BY THE DIVISION OF STUDENT AFFAIRS, THE COLLEGE OF WILLIAM AND MARY

| <u>ISSUE</u>                            | <u>RESOURCE</u>  |
|---|--|
| ACADEMIC ADJUSTMENTS .....              | NANCY EVERSON, ASSISTANT DEAN OF STUDENTS, 12510             |
| ALCOHOLIC BEVERAGE POLICY .....         | MARK CONSTANTINE, ASSISTANT VICE PRESIDENT, 13300            |
| ALUMNI CAREER NETWORKING.....           | SANDY TURNAGE, ASST DIR, CAREER CENTER, 13231                |
| CAREER SERVICES (GENERAL) .....         | MARY SCHILLING, DIRECTOR OF CAREER CENTER, 13231             |
| COMMENCEMENT.....                       | GINGER AMBLER, VP FOR STUDENT AFFAIRS, 11236                 |
| COMMUNITY/VOLUNTEER SERVICE .....       | DREW STELLJES, DIR COMMUNITY ENGAGEMENT & SCHOLARSHIP, 13263 |
| CONCERT SERIES.....                     | MARK CONSTANTINE, ASSISTANT VICE PRESIDENT, 13300            |
| COUNSELING .....                        | DONNA HAYGOOD-JACKSON, ACTING DIR, COUNSELING CENTER, 13620  |
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| HONOR SYSTEM .....                      | DAVID GILBERT, ASSOCIATE DEAN OF STUDENTS, 12510             |
| HOUSING (ON CAMPUS).....                | DEB BOYKIN, ASST. VP AND DIR OF RESIDENCE LIFE, 14314        |
| INTERNSHIPS .....                       | DEAN PIDCOCK, ASSISTANT DIRECTOR, CAREER CENTER, 13231       |
| MEDICAL .....                           | DR. VIRGINIA WELLS, DIR OF STUDENT HEALTH, 14386             |
| MINORITY STUDENT CONCERNS .....         | VERNON HURTE, INTERIM DIR OF STUDENT DIVERSITY, 12300        |
| OMICRON DELTA KAPPA HONORARY .....      | GINGER AMBLER, VP FOR STUDENT AFFAIRS, 11236                 |
| OPENING CONVOCATION.....                | CHON GLOVER, INTERIM ASST VP FOR STUDENT AFFAIRS, 11234      |
| ORIENTATION FOR GRAD STUDENTS.....      | PATRICIA VOLP, DEAN OF STUDENTS, 12510                       |
| ORIENTATION FOR UNDERGRADUATES.....     | MARK SIKES, ASSOCIATE DEAN OF STUDENTS, 12510                |
| PARENTS STEERING COMMITTEE.....         | GINGER AMBLER, VP FOR STUDENT AFFAIRS, 11236                 |
| RECREATIONAL SPORTS & INTRAMURALS ..... | LINDA KNIGHT, DIRECTOR OF RECREATIONAL SPORTS, 13312         |
| RECRUITMENT .....                       | PAM GARRETTE, RECRUITMENT COORDINATOR, 13232                 |
| ROOMMATE PROBLEMS.....                  | KATRINA PAWVLUK, ASSOC DIR OF RESIDENCE LIFE, 13174          |
| SADLER CENTER/CAMPUS CENTER .....       | BOB KNOWLTON, DIR OF SADLER/CAMPUS CENTERS, 13433            |
| SCHEDULING (NON-ACADEMIC).....          | STACY KEATING, SCHEDULING COORDINATOR, 13272                 |
| SUBSTANCE ABUSE ISSUES.....             | COURTNEY DOWELL, SUBSTANCE ABUSE EDUCATOR, 13631             |
| STUDENT HEALTH INSURANCE.....           | TRISTA SIKES, STUDENT INSURANCE COORDINATOR, 14386           |
| STUDY SKILLS .....                      | NANCY EVERSON, ASSISTANT DEAN OF STUDENTS, 12510             |
| SUPPORT GROUPS .....                    | DONNA HAYGOOD-JACKSON, ACTING DIR, COUNSELING CENTER, 13620  |
| TRANSFER STUDENT SERVICES/SUPPORT ..... | BENJAMIN BOONE, SPECIAL ASSISTANT TO DEAN OF STUDENTS, 12510 |
| TUTORING .....                          | NANCY EVERSON, ASSISTANT DEAN OF STUDENTS, 12510             |

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ARTS & SCIENCES

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