

Classroom Management Procedures

Introduction for Faculty in Working with Disruptive or Distressed Students

Students and faculty each have responsibility for maintaining an appropriate learning environment. At times, members of the John Carroll University community may come in contact with classroom behaviors that are of concern. Specifically, students who are disruptive in the classroom and/or students who are distressed warrant attention from faculty. Disruptive students in the academic setting hinder the educational process. Students who are distressed may exhibit signs in the classroom. These procedures are designed to outline information for faculty to resolve behavioral issues with disruptive students and to become aware of resources for distressed students. Disruptive students who fail to adhere to behavioral standards may be subject to university disciplinary action. These procedures apply both to undergraduate and graduate students.

1. Definition of Disruption

Disruptive behavior in the classroom is defined as repeated, continuous or multiple student behaviors that prevent an instructor from teaching and/or prevent students from learning. Examples of disruptive behavior include but are not limited to: persistently speaking without being recognized or interrupting other speakers, harassing behavior or personal insults, and/or using cell phones or iPods during class.

2. Procedures for Resolving Disruptive Behavior

Students are expected to abide by the JCU Student Code of Conduct. The relevant parts for this policy are below:

Student Code of Conduct

A student enrolling in John Carroll University assumes an obligation to behave in a manner compatible with the university's function as an educational institution. The purpose of the Student Code of Conduct, herein referred to as the Student Code, is to establish the expectations regarding students' behavior and to expand upon the Rights and Responsibilities. These guidelines are not arbitrary legislation but have, as their primary purpose, the welfare of the student and the entire John Carroll community. They have been formulated with the sincere objective of directing and channeling the efforts of John Carroll students toward a successful university life.

The university is dedicated not only to learning and the advancement of knowledge, but also to the whole development of persons within the Catholic and Jesuit tradition. The university seeks to achieve these goals through a sound

educational program that includes clear policies governing student rights and responsibilities. Since all members of this institution freely affiliate with this university, they make a decision to be bound by the rules, regulations, and principles of the university community.

Certain behaviors are incompatible with the above standards and are unacceptable in the university community. For these reasons, they are subject to disciplinary action by the university. Examples of such behaviors include but are not limited to the following:

2h. Engaging in behavior that is disruptive of the living or learning environment on campus.

The primary responsibility for managing the classroom environment rests with the faculty. The following process should be followed by faculty:

Responding to Disruptive Behavior:

- If the student's behavior is irritating, but not particularly disruptive, consider talking with the student privately after class.
- If it is necessary to deal with a student's behavior during class, you should calmly but firmly inform the student that the behavior is disruptive and ask that it be stopped. Example: "your use of your cell phone is bothering me and disrupting the class. Please end your conversation now and refrain from in-class phone calls in the future."
- If the disruptive behavior continues during either the present or some future class, warn the student (perhaps in private) that such behavior may result in student disciplinary action. Example: "I've already warned you about talking when I am speaking to the class. If you disrupt the class again in this manner, you will be referred to the Academic Deans Office for disciplinary action."
- If the student continues the disruptive behavior despite this warning, the student should then be asked to leave the classroom. Following the class, the instructor should contact the Associate Dean in the college/school offering the course and provide pertinent information about the student's behavior. The Associate Dean will determine if disciplinary action will be pursued.
- Keep your department chair apprised as the situation develops. Ask for guidance and support from her/him and from colleagues.

- If the student refuses to leave the classroom after being instructed to do so, s/he should be informed that this refusal is a separate instance of disruptive behavior subject to additional disciplinary action.
- If the student continues to refuse to leave the classroom, the instructor may choose to adjourn class for the day.
- Faculty members are encouraged to keep a log of the date, time, and nature of all incidents of disruptive behavior and any meetings you have with the student. Document incidents and meetings immediately, while specifics and details are still fresh in your memory.

The Disciplinary Process:

- If the student has been given a verbal warning, and the behavior continues, the faculty member should file a Disruptive Classroom Incident Report with the Academic Dean's Office. The faculty member should talk with the Associate Dean about what action they would like to take regarding the student.
- If the faculty member has removed the student from class, the student will need to attend a meeting with the faculty and Academic Dean's Office representative to discuss the behavior. At this meeting, expectations will be provided to the student about future classroom behavior. The Associate Dean will provide the student with a letter that summarizes the meeting and that states that any further classroom disruptions may result in permanent withdrawal from the course.
- If the student continues the disruptive behavior, and the faculty member wishes to remove the student permanently from the course, there will be a meeting with the student, faculty and the Academic Dean's Office representative. At that meeting, the student will be told that they are being permanently withdrawn from the course. The student will receive a letter from the Academic Dean's Office indicating that s/he is removed from the course. The letter will also inform the student that if s/he wishes to appeal the decision, the student will have two class days from the meeting to notify the appropriate Academic Dean in writing of the appeal.
- The Academic Dean will review the written appeal and respond in writing within five class days to the student. The Academic Dean can uphold or change the decision which will be final and binding. If the decision is upheld, a note of the course removal will be included in the student's file.

- Students who have been found responsible for multiple violations of the student code of conduct may be subject to additional disciplinary action which could include suspension or expulsion from the university.

3. Responding to Distressed Students

Any member of the John Carroll University community may come into contact with a distressed student. Being aware of behaviors and sources for help for the student can assist faculty to effectively address these types of situations. Examples of types of behaviors which suggest that a student is distressed include but are not limited to: poor concentration, changes in hygiene, skipping class, changes in sleep patterns, loss of self-esteem, or other behaviors that give the faculty member cause for concern.

Faculty who would like to talk about a distressed student should contact Lauren Bowen, the Associate Academic Vice President for Academic Programs and Faculty Diversity. Lauren may convene an Assessment Team which may include representatives from the Academic Dean's Office, the Dean of Students Office, Campus Safety Services, the Office of Services for Students with Disabilities, and the Counseling Center. This group will meet with the faculty member to hear the concerns and develop an action plan.

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