

Student Conduct & Community Standards

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Guidelines for Preventing & Responding to Classroom Misconduct

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These guidelines include guidance for supporting Oregon State University's [COVID-19 Safety and Success Policy](#) and are subject to change as OSU's public health response evolves.

Oregon State University's (OSU) Office of Student Conduct and Community Standards (SCCS) is here to support you, OSU's instructors, in creating and maintaining safe, successful, and inclusive learning environments for students and you, our instructors. OSU's Pathway to Fall affirms and guides the university's plan to resume on-site and in-person activities at all OSU locations for academic year 2021-22. [The Pathway to Fall](#) includes the resumption of in-person instruction as the primary modality of delivery at all OSU locations. OSU's COVID-19 Safety and Success Policy (Policy) was issued to contribute to the health and safety of the OSU community during the ongoing pandemic. The Policy includes the university's requirement that face coverings be used in indoor spaces, including but not limited to when engaging in in-person instruction within the classroom.

Accountability is a core value of OSU. This document provides you with suggestions and guidance for preventing and responding to classroom behavior that does not align with University Policy, the Code of Student Conduct, and/or the expectations of behavior you have set for your individual courses. Recognizing that our suggestions and guidance for classroom management will not cover all situations that may arise in your class, we encourage you to seek our consultation if you are ever unsure how to hold students accountable to classroom expectations. The SCCS staff are here to assist and support you in upholding our university values and expectations of behavior both in the classroom and within our shared living, learning, and working environments.

Creating & Maintaining Safe & Successful Classroom Learning Environments

OSU's Academic Regulations establish that the administration of the classroom rests with the instructor. As an instructor, you have the autonomy to set expectations of behavior within your course and the authority to hold students accountable to those expectations.

Accountability (another word for supporting each other to be our best selves) may be a friendly reminder during class, a private meeting after class, or requiring a student to leave the specific class session where their behavior disrupts the teaching and learning environment for others.

Your expectations of behavior for the classroom apply to both in-person and remote instruction.

Prevention Suggestions & Response Guidance as related to COVID-19 Safety & Success Policy

Suggestions for Preventing Classroom Misconduct:

Syllabi Statement: Include a statement in your course syllabi affirming the university's requirement to use a face covering when in indoor spaces, classrooms being such space. Share with students your expectation that they will use a face covering when attending class and encourage them to reach out to you before class if they have concerns with meeting this expectation. Your statement might:

- Provide students with information regarding the purpose of using a face covering when indoors- to contribute to the health and safety of the OSU community during the ongoing COVID-19 pandemic,
- Encourage students to review the Policy themselves to ensure they understand the university's expectations around the use of face coverings outside the classroom, OSU's Vaccination requirement, and OSU's isolation and quarantine requirements.

First Day of Class: Review the policy during the first class session (verbally, as a canvas assignment, quiz etc.). During that review, acknowledge what an acceptable face covering is and how indoor spaces are defined within the campus environment:

- **Face Coverings:** An item affixed to the face to help prevent the spread of the COVID-19 virus. Face coverings include the following:
 - Cloth garments that cover the nose and mouth,
 - Medical-grade disposable masks,
 - Provide students with information as to where on campus they can access acceptable face coverings.
- **Face Shields:** Face Shields-clear plastic shields that cover the forehead, extends below the chin, and wraps around the sides of the face are only allowed through an accommodation with Disability Access Services (DAS).
- **Indoor Spaces:** anywhere indoors, including but not limited to public and private workplaces, businesses, indoor areas open to the public, building lobbies, common or shared spaces, classrooms, elevators, bathrooms, transportation services, and other indoor spaces where people may gather for any purpose.

Acceptable removal of face covering: Discuss with students when face coverings might be removed during a class session. For example, you may remove your face covering when lecturing and six feet away from others during your lecture; they may remove their face covering when they are presenting and six feet away from others during their presentation, or when either of you is drinking or eating a snack (if allowable in class).

- Share with students your expectation that they will return to using a face covering once a task is completed.

Requests for Exemption: Inform students that requests for exemption from wearing a face covering in indoor spaces require approval through the disability accommodation process. Refer students to contact Disability Access Services ([DAS](#)) if they are seeking accommodation to the Policy based on disability. DAS will notify instructors of any face covering accommodation made for students enrolled in their class.

Guidance for Responding to Classroom Misconduct as related to COVID-19 Safety & Success Policy:

Attending Class without a Face Covering – If a student attends an in-person class without a face covering:

- Approach the student not using a face covering,
- Remind the student that OSU's Policy requires everyone to use a face covering when in indoor spaces, such as an in-person classroom setting,
- Ask the student to use their face covering for the remainder of the class session.
 - Thank the student for using a face covering.

If the student does not have a face covering, you can provide the student with a face covering (if your College is offering those to students), or you can direct the student to leave class and visit the library, Memorial Union or Student Health Services where face coverings are available.

- Offer to meet with the student after class, either in-person or remotely, to further clarify expectations for using face coverings in your class.
 - During your meeting with the student: ask the student what the university can do to assist them in securing a face covering.
 - Inquire if the student has sought an exemption to the policy.
 - Ask if something in the learning environment is creating a barrier to their meeting this university requirement.

If the student refuses to use a face covering after being asked, ask the student to leave that class session. If the student refuses to leave the class, see the de-escalation tips below:

De-escalation Tips:

- Take a break in class and speak with the student privately.
- Discontinue that class session and follow after-class suggestions below.
- Contact the Department of Public Safety for added support if de-escalation tips are not working.

After-Class Suggestions:

- Follow up with the student and schedule a meeting for you and the student to discuss their failure to utilize a face covering.
- Explain to the student how their decision to not use a face covering impacts the health and safety of all in the class.
- Explicitly advise the student that if they return to class without a face covering, they will be immediately asked to leave the class session, and you will not allow them to return to class until they have met with a Student Conduct and Community Standards staff member.

If the student tells you that they have a disability that prevents them from wearing a face covering, please refer them to Disability Access Services.

If you have asked a student to leave a class session, submit an [online report](#) of the incident with the

SCCS office. This will allow us to track if a student is engaging in similar behavior in other areas of campus. Be sure to let us know in your report if you have directed the student to meet with us before they can return to your class or if you are simply documenting the incident.

Freedom of Expression: Freedom of expression is essential to the university's commitment to ensure inclusive educational opportunities. Language on face coverings (as well as on hats, shirts, laptop stickers) can be experienced differently by an instructor and a student. Recognizing that race, ethnicity, gender expression, disabilities, and other social identities can impact how an instructor and a student experiences language students display on personal items, freedom of speech generally cannot be denied because of an opinion or the language used to express that opinion is highly offensive. If you have concerns with language, a student has on their face covering, or other personal items, please consult with your department chair or the Office of Student Conduct and Community Standards prior to taking adverse action for the student's use of language on their personal items.

Prevention Suggestions & Response Guidance as related to General Classroom Conduct

Suggestions for Preventing Classroom Misconduct:

Syllabi Statement: Include information in your course syllabi that describe your expectations of behavior during class meetings. Behavior expectations vary depending on the structure and nature of the class and the unique identity of the instructor. Take time to describe what behaviors you want to see exhibited in the class and those behaviors that can be disruptive to the learning environment. Your statement might include information regarding:

- Class participation: share the format you would like students to use when sharing insights on a topic and when asking questions.
 - Discussion Posts: clarify the purpose of discussion posts and provide clear guidelines as to what type of information is to be shared in course posts. Include information on how you will manage discussion posts that are not in alignment with course content.

First Day of Class: Review your expectations of behavior either verbally or as a canvas assignment, etc. During that review, acknowledge what behaviors you believe support and hinder a successful and inclusive learning environment.

Guidance for Responding to Classroom Misconduct:

If an established expectation is not being met, provide the student with gracious and constructive feedback at the time the behavior is occurring.

- Offer to meet after class if they need further clarification of your expectations.
- Consider giving general guidance to the entire class.

If expectations are still not being met, send the student an email after class asking for the opportunity to meet either in-person, by phone, or a remote platform. During the meeting:

- Provide the student with specific examples of the behavior they were exhibiting; the class

expectation that the behavior is violating; and the behavior you would like to see in future classes,

- Ask what you can do to assist them in meeting the needs of the classroom,
- Inquire if something in the learning environment is getting in the way of their meeting classroom expectations.

If the disruptive behavior continues, or if the behavior is an isolated incident that severely impacts other students' learning environment, ask the student to leave that class session. If the student refuses to leave the class, see the de-escalation tips below:

De-escalation Tips:

- Take a break in class and speak with the student privately.
- Discontinue that class session and follow the after-class suggestions below.
- Contact the Department of Public Safety for added support if de-escalation tips are not working.

After-Class Suggestions:

- Schedule a follow-up meeting between you and the student.
- Submit an [online report](#) of the incident with the SCCS office. This will allow us to track if a student is engaging in similar behavior in other areas of campus. Be sure to let us know in your report if you have directed the student to meet with us before they can return to your class, If you are looking for consultation before you meet with the student, or if you are simply documenting the incident with our office.
- During the meeting, discuss the concerning behavior exhibited during class and how that behavior impacted the learning environment. Work with the student to create an outline of the specific behaviors required to meet classroom expectations and return to class.
- Explicitly advise the student that if they return to class and continue to engage in behavior that does not align with course expectations, they will be immediately asked to leave the class session, and you will not allow them to return to class until they have met with a Student Conduct and Community Standards staff member.

If, after removing a student from a course, you need assistance with the next steps, you can consult with (department head) or with staff in the SCCS office. You can reach our office via emailing sccs@oregonstate.edu, and by calling 737-3658, and our reception team will assist in arranging for a staff member to contact you.