

POLICIES YOU NEED TO KNOW

Policy Session panelists:

- [Laura James](#) – associate director for the [Center for Educational Access](#)
- [Karen Hodges](#) – director of the [Office of Academic Initiatives and Integrity](#)
- [Josette Cline](#) – director of [CAPS \(Counseling and Psychological Services\)](#)
- [Mary Savin](#) – co-director of the [Teaching and Faculty Support Center](#)
- [Dave Dawson](#) – [Registrar](#)

1. When talking to a student after class, he tells you he finds adjusting to university life difficult. He hasn't made any friends and wants to quit school and move back home. What's the best way to proceed with the student?
 - a. Try to steer the conversation in a different direction. You don't want to become too involved in students' personal lives.
 - b. Ask the student to meet with you regularly throughout the semester, so you can help get him on the right track and provide the personal support he needs.
 - c. **Request to speak privately, so you can talk about resources to help him better adjust.**

Encourage the student to get involved in [RSOs \(Registered Student Organizations\)](#), keep up with the [campus' event calendar](#) or talk to his RA (Resident Assistant) about activities happening in his residence hall. If the student seems to be in significant distress and in need of professional help, walk the student over to [CAPS](#), which is located in the Pat Walker Health Center.

2. You're grading essays for your course and notice three students have very similar papers, with sections that are nearly identical. What's the best way to address this possible case of cheating?

Within 5 working days of discovering the incident, you should inform your college's Academic Integrity Monitor by submitting an [Academic Integrity Allegation Evidence Form](#).

For more information, reference the University of Arkansas [Academic Integrity policy](#)

3. The night before you give your first exam, a student emails you saying he has a disability and needs double time for his exam. He has not contacted you before this, and you haven't seen any paperwork from him. What's the most appropriate course of action?
 - a. Ask the student for more information about his disability, so you may determine if an exam accommodation is necessary.

- b. Because the student has a disability, provide the requested exam accommodation, even if that means the student will have to take the test at a later date.
- c. **Tell the student that, because he hasn't given you prior notice about his accommodation needs, you cannot comply with his request.**

The Center for Educational Access will provide official documentation for all students who have registered a disability with their office. For more information or other options, reference the University of Arkansas [educational access policy](#) or contact the [Center for Educational Access](#)

4. A student in your class is disrespectful and rude toward you as well as the other students in your class. You've asked her to stop once before, but she hasn't changed her behavior. Do you talk to her again? If so, what's the best approach to take?

This can be approached in multiple ways. Some appropriate options include:

- *Speak with the student privately about correcting her interactional style*
- *Try to avoid the situation altogether by beginning the semester by making all students in the course aware that your classroom is a place of respect and making it clear it is an inclusive environment*
- *Seek advice from faculty in your department*

For more information, contact the [Teaching and Faculty Support Center](#) or your department

5. A mother calls your office and wants to know her son's latest exam grade and his attendance record. What information can you release to the parent?
 - a. Because the caller is his parent, you may discuss the student's attendance record and grade information.
 - b. You may discuss the student's attendance record with the parent, but you cannot release his grade information.
 - c. **You cannot discuss the student's attendance record or grade information with the parent.**

For more information, reference the University of Arkansas [FERPA policy](#)

6. A student in your class is taking a prescribed medication, which has a side effect of extreme restlessness. He requests to pace around the classroom to relieve his agitation. You're worried this will distract the other students. How do you handle this situation so you're serving the best interests of all your students?

This can be approached in multiple ways. Some appropriate options include:

- *Have the student sit near the back of the class so he can pace at the back of the classroom or step outside to pace*
- *Incorporate a short break for the entire class to move around, so the student isn't singled out*

For more information or other options, reference the University of Arkansas [educational access policy](#) or contact the [Center for Educational Access](#)

7. You receive an email from a student in your class stating she will not be in that day's class because she attempted suicide the night before. What's the best way to handle the situation, so the student gets the care she needs?
 - a. Email the student to express your concern, then ask her to come to your office when she's recovered, so you can further discuss the situation.
 - b. Email the student to express your concern, then ask her to reach you by phone immediately, so you can further discuss the situation.**
 - c. Email the student and tell her you're available if she ever wants to talk more about what she's dealing with, but take no further action.

For more information, contact [CAPS](#)

8. You're giving the midterm exam in your class. Halfway through the exam period, it becomes clear one student is using unauthorized materials. What do you do?

Despite the overwhelming proof you may have, the student must be allowed to stay and complete his exam. You may relocate him or the students around him to different areas of the classroom or test center. If the student is using unauthorized material (e.g. a cheat sheet, notebook, etc.), immediately confiscate the materials. If he is using his cell phone you should not confiscate it, but document what they were viewing on their screen (e.g. take a picture of their screen). Within 5 business days, submit the [Academic Integrity Allegation Evidence Form](#).

For more information, reference the University of Arkansas [Academic Integrity policy](#)

9. You have a no cell phone policy in your class. However, a few weeks into the semester, a student's cell phone rings. He answers it and has a one-minute conversation before hanging up. How do you proceed with the student and your class?

This can be approached in multiple ways. Some appropriate options include:

- *Ask the student to take the call outside*
- *Ask the student a question related to course material, while he's on the phone*
- *Create a fun way for the class to get involved, like singing a fun song as a class to encourage the student to end the phone call*

For more information or other tips, contact the [Teaching and Faculty Support Center](#) or your department

10. At the end of the term, a student in your class requests to see her educational records for the entire semester. What records should you provide to the student?

- a. **You should provide the student with all maintained materials that are related to her, which may include grade information, copies of tests/assignments, attendance records and your personal notes about the student.**
- b. You should provide the student with grade information, copies of tests/assignments and attendance records that have been maintained. You do not have to include personal notes in your sole possession, as those are not part of the educational record.
- c. You are not required to provide the student with any records.

For more information, reference the University of Arkansas [FERPA policy](#)