I. Model Student Behavior Information

A. Partners in Education Program

1. Tennessee’s Student Information in Higher Education Act of 2005 applies to all public and private four-year colleges and universities located in Tennessee.

a. As of the fall 2007 semester, all such postsecondary institutions are required to have a Partners in Education program which offers a procedure by which a student may designate a family member or guardian to whom certain FERPA protected education records may, upon request, be released.

b. All TBR institutions may implement a Partners in Education program at the discretion of the administration.

2. Participation in the Partners in Education program is initiated when the student signs the Partners in Education waiver.

a. This form allows students to authorize the release of confidential academic information to a third party, and specifically indicates that releasable information includes confidential academic, financial aid, disciplinary records and any student financial account information, including academic progress reports and grades when available.

b. The waiver specifically notes that access to confidential counseling and health information is not provided through participation in the Partners in Education program.

c. The authorization is valid as long as the student is enrolled at the institution or until cancelled in writing by the student, or until the student reaches the age of 21.

d. Students of any age may participate in the Partners in Education program.

3. Students and family members are informed of the program during orientation programs and through other appropriate venues.

a. Students will voluntarily register for the program; students and their partners select a Personal Identification Number (PIN) for the purpose of identifying the non-student member when he/she calls to request information.

b. Partners may access information by calling the designated Partners in Education representative, identified on enrollment materials.

c. The coordinating administer or office is responsible for maintaining records of partner contacts, valid student authorization, and for notifying the PIE partner if the student chooses to withdraw authorization.

B. Student Misconduct Reports

1. Student Misconduct Reports:

a. Any student who engages in behavior prohibited by the institutional Code of Conduct should be reported to the Office of Judicial Affairs or Office of Student Affairs.

b. Referrals are accepted from the Department of Public Safety, Residence Life, faculty, students, staff, and community members.

(1) To make a referral, persons are required to submit written documentation outlining the specific facts about the incident including the names of those students involved.

(2) The person submitting the information should also include their contact information in the event that a staff member needs to follow up on the report.

(3) Forms are provided at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or persons may submit reports in their own format.

c. Once a report is received, a staff member will review the report as soon as possible. The staff member will determine if it is likely that institutional rules have been violated and decide the level of severity of the case.

d. If the student described poses an immediate threat to the institutional community, an interim suspension will be issued to the student through established institutional procedures.

(1) During an interim suspension, the student shall be denied access to the campus (including class attendance), residence halls, and/or all other institutional activities or privileges for which the student might otherwise be eligible.

(2) A preliminary hearing will be held within a reasonable time period after imposition of the interim or summary suspension to determine if the interim suspension should continue until a formal hearing of the charges by an institutional adjudicating body can be held.

(3) During this preliminary hearing, the student will be given notice of the allegations against him or her and a summary of the evidence that supports the allegations. The student will be afforded an opportunity to respond to the allegations.

(4) If the interim or summary suspension is upheld, the formal hearing concerning suspension or expulsion shall be held within a reasonable amount of time after the beginning of interim suspension.

(5) If the interim suspension is lifted, the student’s privileges are reinstated while awaiting further resolution of the case.

e. If the student does not pose an immediate threat to the institutional community, disciplinary charges will be issued via email and a letter sent to the student.

(1) An initial meeting will be scheduled for the staff to meet with the student, discuss the judicial process, and discuss the details of the incident. A decision will be made at that time whether or not a formal disciplinary hearing will be needed. The case will be handled administratively unless otherwise determined.

(2) Cases in which the institution is seeking suspension or expulsion may go before the appropriate discipline committee or may be adjudicated via the Tennessee Uniform Administrative Procedures Act.

(3) Cases may also be referred to the institutional discipline committee when a student refutes the charge of academic misconduct.

f. Students who are suspended or expelled from the institution are barred from being present on campus during the term of the suspension or permanently in the case of expulsion.

g. All disciplinary case files are maintained for a minimum period of time prescribed in TBR or institutional policy. Pursuant to TBR policy, cases resulting in suspension or expulsion are maintained permanently or until such time that the institutions receives proof of the student’s death. Cases that remain pending are kept indefinitely or until the student chooses to resolve the matter through the disciplinary process.

2. Record-keeping software:

a. AdvisorTrac (and/or other student record-keeping software), appropriately deployed across the campus, may assist faculty and staff in reviewing the advising history of students.

b. Programs such as AdvisorTrac permit academic advisors, including faculty and professional staff advisors to maintain a record of all advising contacts with any specific student.

(1) Although confidentiality is protected, advisors that are newly assigned to a student can access the history of that student’s contacts with previous advisors in order to review any history of reported difficulties in classes, scheduling or other issues shared in advising meetings. (Note: AdvisorTrac would not be considered appropriate for use by campus mental health counselors.)

3. Procedure for reporting of student behavior of concern: Training:

a. Training regarding the recognition and reporting of distressed, disturbing, disruptive, and/or dangerous student behavior is available to all university faculty and staff, and can be found at\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . This information should be on an annual basis, at a minimum.

b. Consultation regarding students of concern:

(1) Information regarding procedures for reporting problematic student behavior is included in these training materials. Faculty and staff are advised to contact the appropriate office to discuss a student of concern and to seek advice about referral and/or intervention.

c. Disruptive/dangerous students:

(1) If a student is actively disruptive in a classroom and fails to modify his/her behavior at your request, OR if you believe the student poses an immediate threat to yourself,

classmates, or him/herself, you should contact the appropriate administrative office (e.g., Student Affairs), Campus Police, or local law enforcement from your classroom telephone or cell phone.

(2) If you believe the student poses an immediate threat, call campus or local police immediately.

d. Violations of the Code of Conduct:

(1) Any student who engages in behavior prohibited by the institutional Code of Conduct should be reported to the appropriate officer. Referral forms are available on-line at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(2) Students with disabilities:

(a) Occasionally a student will tell you s/he has a learning or psychological disability and may request special academic accommodations. In these circumstances a referral to the Disabled Student Services Office is appropriate.

(b) The institutional office responsible for verifying documented disabilities will make specific recommendations regarding reasonable academic accommodations that are compliant with federal regulation.

e. Disturbing class assignments:

(1) As a proactive strategy, class syllabi should include ground rules for assignments and classroom discussion.

(2) Faculty will want to state their expectations with regard to how students address one another, how they address the instructor, how class members can disagree without becoming disagreeable, and what topics are or are not acceptable as the basis for assignments.

(3) However, a student may still submit a class assignment which includes content that the faculty member finds to be disturbing or threatening. If this should happen, it is important that faculty members share the concern with others that can help evaluate the situation and help determine a plan of action.

(4) Faculty should plan to consult with their department chair, as well as with the Counseling Services or appropriate office to determine the best plan of action based on the specific circumstances of the case.

(5) If a specific threat has been made, Campus or Local Police should be contacted immediately.

f. Early Alert Program:

(1) Faculty are encouraged to file a Student Alert form if they wish to inform an academic advisor of a potential academic performance or personal issue in the life of a student with whom they are working. The form is available at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(2) All Student Alert forms that are received and reviewed by the staff of the appropriate office. Once a contact with the student has been made, staff will send a follow up note to the referring faculty member to confirm that contact with the student has been made and to communicate any other appropriate information.

(3) IMPORTANT: If you need assistance in working with a student that you believe needs immediate mental health intervention, please do not use this Student Alert form. Instead, call Counseling Services or the appropriate administrator for crisis intervention services.

g. Student Assistance Coordinating Committee (Threat Assessment Team):

(1) The institutional Student Assistance Coordinating Committee should meet monthly, or more often as necessary, to review and coordinate interventions for students who are exhibiting early signs of serious risk or who are becoming disruptive to the campus community.

(2) The committee may be comprised of representatives from Judicial Affairs, Disabled Student Services, Student Health, Counseling Services, Housing and Residential Life, University Police and Academic Support Services.

(3) Students may be referred to the committee for further review by contacting the Counseling Services or the appropriate office.

C. Civility Codes

1. Statement of Community Standards and Expectations

a. The institution is committed to the ideal of developing and nurturing a community of scholars.

b. The choice to associate or affiliate with the institutional community is freely made by students, staff, and faculty; nevertheless, it is assumed that each person who joins the community will accept and practice the following core values and expectations:

(1) Value of Honesty

(a) The notion of personal honesty and academic integrity is central to the existence of the institutional community.

(b) Community members will not engage in cheating, plagiarism, or fabrications of any type.

(c) All members of the community will strive to achieve and maintain the highest standards of academic achievement.

(2) Respect for Diversity

(a) The institutional community is composed of individuals representing different races, ethnicities, and cultures. The community embraces and celebrates this diversity as a pillar of its strength.

(3) Commitment to the Community

(a) Citizens of the institutional community will be good stewards of the Institution’s resources and will not engage in conduct which damages or exploits the community.

(4) Freedom of Expression

(a) The institutional community is a marketplace of ideas and opinions. Community members are encouraged to freely communicate their ideas and opinions on issues both within and outside the community.

2. Student Rights and Responsibilities - Introduction

a. The following statement of student rights and responsibilities is intended to reflect the philosophical base upon which student behavior is defined and measured.

b. This philosophy identifies the rights and responsibilities that each student bears when they enter the institution.

c. These rights shall not be construed, interpreted, or applied in any manner that would be detrimental to the privileges, purposes, aims, and goals of the institution and the Tennessee Board of Regents.

Article I. Student Rights

1. Students are entitled to all rights granted to him/her by the Constitution of the United States, the Constitution of the State of Tennessee and to the full protection of the law. There shall be no institutional rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly as set forth in the U.S. Constitution.

2. Each student shall have the right to participate in all areas and activities of the institution, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status in accordance with applicable federal and state laws.

3. Each student shall have the right to pursue his/her educational goals and to enjoy the opportunity to participate in the various educational and extracurricular activities present on campus.

4. Each student shall have limited rights to personal privacy. This privacy includes the maintenance of confidential records except under compulsion by an institutional or civil court, the Tennessee Board of Regents, or as allowed by state and federal law.

5. Each student shall have the right to procedural due process in institutional disciplinary proceedings as described in this publication.

6. Each student shall have the right to be protected from prejudiced academic evaluation not related to a student’s academic performance.

7. Each student shall have the right to examine, discuss, and express opinions publicly and privately.

8. Each student shall have the right to participate in self-governance and to be represented in the Student Government Association, student organizations, and on institutional committees whose charge is to review and/or formulate institutional policy regarding academic and student affairs.

9. Each student shall have the right to join and/or participate in recognized student organizations.

10. The student press is to be free of censorship. The editors and managers shall not be arbitrarily suspended because of student, faculty, administration, alumni, or community disapproval of editorial policy or content.

11. All students shall have the right to be secure from having their rights infringed upon by institutional administrators, faculty, support staff, or fellow students.

a. Each student shall have the right to expect:

(1) A Drug-Free and Alcohol-Free campus

(2) A campus community that is conducive to learning both in and outside of the academic classroom

(3) A campus community that respects diversity of race, ethnicity, sexual orientation, culture, and personal beliefs.

(4) A campus community that is built on honesty and integrity, both in academic and social pursuits.

(5) A campus community that embraces freedom of expression and exchange of ideas.

Article II. Student Responsibilities

1. Students voluntarily assume certain responsibilities that are necessary for promoting the welfare of the community. Although no definitive list of responsibilities can ever truly be developed, the following represent the main responsibilities students assume by becoming citizens of the institutional community.

2. Each student shall have the responsibility to pursue his/her academics honestly and to attend class regularly and in good faith. Students shall be honest in all interactions with other students, faculty, and staff.

3. Each student shall have the responsibility to respect the rights and property of others, including students, faculty, staff, and university guests and visitors.

4. Each student shall have the responsibility of upholding the community standards and expectations as set forth by the institutional which include honesty, a respect for diversity, commitment to community, and freedom of expression.

5. Each student shall have the responsibility of being fully acquainted with and complying with all published university rules and regulations.

6. Each student is expected to comply with directives of institutional officials who are acting in the performance of institution-related duties.

7. Each student shall be responsible for carrying identification with them at all times that clearly indicates he or she is a student of the institution.

8. Each student shall have the responsibility of recognizing that his or her behavior reflects not only on the individual but also on the entire institutional community.

9. Each student shall have the responsibility of recognizing the responsibility of the institution to ensure an educational environment for all students.

10. Each student shall have the responsibility of being a responsible community member and encouraging behaviors in others that are in compliance with institutional rules and regulations.

11. Each student shall have the responsibility of being good stewards of the institution’s resources.