

Reciprocal Responsibilities and Practices for Students & Instructors

Please provide feedback and thoughts on this draft document democratically developed with representatives of the Student Government Association, Senate Academic Standards Committee, and Senate Teaching and Learning Committee. The intent is to, through a student-faculty partnership, create a set of foundational/floor/baseline classroom management behaviors that align with the OEA contract. It is expected that teaching practices be more addressed through the TEACH principles.

Classroom practices for instructors and students pertains to all undergraduate students and instructors. Instructors include full-time instructors, part-time instructors, graduate teaching assistants, and virtual assistants.

Syllabus

Instructor Classroom Practices	Undergraduate Student Classroom Practices
On the first day of classes, instructors should provide the syllabus (a draft, at minimum, including required texts/materials, tentative schedule), unless there are extenuating circumstances such as a late course assignment.	On the first day of classes, students should have the syllabus (a draft, at minimum, including required texts/materials, tentative schedule), unless there are extenuating circumstances such as a late course assignment.
By the 7 th business day of the semester, instructors should provide a completed syllabus.	By the 7 th business day of the semester, students should have a completed syllabus.
Instructors should post their syllabi to Blackboard.	Students should read their syllabi on Blackboard.
Material deviations from the syllabus must not harm the students. Updates to the syllabus must be posted and communicated to students in writing.	Students should stay informed about any changes to the syllabus by referring to any updated syllabus version.
The syllabus should contain elements in the YSU Common Syllabus .	Students should read the syllabus as soon as it's available and ask questions if necessary.

Grades

Instructor Classroom Practices	Undergraduate Student Classroom Practices
Instructors should communicate to each student a clear idea of their grade trajectory in the course by three weeks prior to the last day to withdraw (including, but not limited	Students should stay abreast of their grade trajectory and should communicate with an instructor before withdrawing from a class due to concern about their grade.

to, substantive feedback such as grades, points, verbal or written assessment).	
Instructors should give feedback and/or return graded material as soon as possible (e.g., within two weeks during a regular semester term unless otherwise indicated).	Students should actively review grades and seek feedback about performance in a timely way (e.g., within one week after receiving feedback or graded material.)
Instructors should post grades/assignment scores to Blackboard or equivalent learning management system.	Students should check for grades/assignment scores in the designated location, whether Blackboard or equivalent learning management system.

Communication

Instructor Classroom Practices	Undergraduate Student Classroom Practices
Instructors should indicate their preferred method of communication on the syllabus.	Students should adhere to instructors' preferred methods of communication.
Instructors should maintain a professional demeanor when interacting with students (e.g., using preferred names/titles, communicate about missing scheduled meetings).	Students should maintain a professional demeanor when interacting with instructors (e.g., use preferred names/titles, communicate about missing scheduled meetings).
Instructors should respond to student electronic communication within two business days.	Students should respond to instructor electronic communication within two business days.
Instructors should communicate course information to students in clear and consistent locations.	Students should seek information in the course syllabus, announcements, etc. prior to contacting the instructor with questions.
Instructors should connect students with help (i.e., early alert system) where necessary to support student success.	Students should use resources and help recommended to them by their instructor to support their success.

Technology

Instructor Classroom Practices	Undergraduate Student Classroom Practices
Instructors should make policies clear regarding use of technology, cell phones, participation, etc. in the classroom	Students should follow course policies regarding use of technology, cell phones, participation, etc. in the classroom.
Instructors should provide resources or links to resources to assist students with expected technology competencies, including learning management systems	Students should become proficient in expected class technology and seek additional assistance in a timely manner if needed

Instructors must adhere to [University Policy](#) regarding audio and video recording in the classroom.

Students must adhere to [University Policy](#) regarding audio and video recording in the classroom. [LINK to University Policy](#)

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