

Reciprocal Responsibilities for Undergraduate Students and Instructors
Endorsed by YSU Academic Senate April 5, 2023

This document was 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 best practices in teaching be 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 commit to 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 commit to provide a completed syllabus (3 rd day for 7-week courses).	By the 7 th business day of the semester, students should have a completed syllabus (3 rd day for 7-week courses).
Instructors commit to post their syllabi to Blackboard.	Students commit to read and comprehend their syllabi.
Material deviations from the syllabus must not harm the students. Updates to the syllabus must be posted and communicated to students in writing.	Students commit to 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 commit to ask clarifying questions about the syllabus as soon as possible.

Grades

Instructor Classroom Practices	Undergraduate Student Classroom Practices
Instructors commit to 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 commit to stay abreast of their grade trajectory and to 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 commit to 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 commit to actively review grades and seek feedback about performance in a timely way (e.g., within one week after receiving feedback or graded material.)
Instructors commit to post grades/assignment scores to Blackboard or equivalent learning management system.	Students commit to 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 commit to indicate their preferred method of communication on the syllabus.	Students commit to adhere to instructors' preferred methods of communication.
Instructors commit to maintain a professional demeanor when interacting with students (e.g., using preferred names/titles, communicate about missing scheduled meetings).	Students commit to maintain a professional demeanor when interacting with instructors (e.g., use preferred names/titles, communicate about missing scheduled meetings).
Instructors commit to respond to student electronic communication within two business days.	Students commit to respond to instructor electronic communication within two business days.
Instructors commit to communicate course information to students in clear and consistent locations.	Students commit to seek information in the course syllabus, announcements, etc. prior to contacting the instructor with questions.
Instructors commit to connect students with help (i.e., early alert system) where necessary to support student success.	Students commit to use resources and seek help recommended to them by their instructor to support their success (e.g., Writing Center, IT Service Desk).

Technology

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

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

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

*Students and faculty commit to uphold this agreement to maintain a constructive teaching and learning environment. Students and faculty who feel these principles are not being upheld should consult their rights within the classroom environment.

Students: refer to the [Student Code of Conduct](#) and the [University Complaint Process](#).

Faculty: refer to the [OEA Contract](#) and University Policies.