



# University Conduct Board

Learning Outcomes & Educational Sanctions

Lunch & Learn

Spring 2021



## Training Note

*This training was created for University Conduct Board members at East Stroudsburg University in Pennsylvania.*

*Training materials are provided on the Student Conduct and Community Standards website to adhere to the Title IX Federal Regulations of 2020.*

*Questions about training materials can be directed to SCCS.*

# Learning Outcomes

1. Participants will review and define the violations found in the ESU Student Code of Conduct. Participants will also review the descriptions of some general educational sanctions included in the Code of Conduct.
2. Participants will describe Bloom's Taxonomy and the categories of learning outlined in the model.
3. Participants will construct educational outcomes based on sample cases.
4. Participants will select (or design) appropriate sanctions based on the chosen outcomes.

# Approach to Conduct

- **Office Mission Statement**

- To engage students in the recognition of responsibility and commitment to being a productive citizen of the communities in which they belong.

- **Office Values**

- Holistic Approach
- Education-Based --- Learning Opportunities
- Respectful of Students
- Rights in the Process

# ESU Student Code of Conduct

- **Let's Check Our Understanding**
  - Please participate in the interactive poll on your screen
- **Review & Discuss**

## STUDENT CODE OF CONDUCT

### INTRODUCTION

**Summary Statement:** The University and its students must maintain appropriate conditions for learning. The pursuit of higher education for the development of knowledge, the pursuit of truth, the well-balanced development of students, and the common good of society are goals we live by at ESU. With that, the University must make provisions for the attainment of these goals. In so doing, the University must accept its social and legal responsibilities to the nation, the Commonwealth, the local community, and to all constituents of the academic community.

Within the university, freedom to learn is the student's most basic freedom and a primary concern of the entire academic community. The student should be encouraged to develop the capacity for critical judgment, to engage in a sustained and independent search for knowledge and truth, and to attain professional competence. The freedom to learn depends upon maintaining appropriate opportunities and conditions not only in the classroom, but also on the campus and in the local community.

The primary purpose of this document is to elaborate, for the student and student organizations, on those conditions that ensure the freedom to learn responsible social behavior, civility, community expectations, and to respect the rights of all members of the community. As a reminder, East Stroudsburg University seeks cooperation in establishing an academic and work environment that is free from discrimination and harassment against any person because of race, color, national origin, religion, sex, disability, age, sexual orientation, gender identity or veteran's status in accordance with applicable federal and state laws and regulations.

# Bloom's Taxonomy



# What are Learning Outcomes?

- **Learning Outcomes are Clearly Articulated Statements that Meet the Following Standards:**
  - Specify what learners will know or be able to do as a result of the learning activity.
  - Are expressed as knowledge, skills or attitudes that the students are expected to exhibit.
  - Must be expressed in observable & measurable terms.
  - Focus on the learning resulting from an activity,. rather than the activity itself.
- **Questions to Consider:**
  - What are the most essential things they need to know or be able to do?
  - What specific skills or strategies do they need?
  - Does the potential audience's level of awareness need to be raised?
  - Are there things they need to unlearn?

# Considerations for Learning Outcomes

- **Consider the Following:**
  - **A**udience – Who are the Learners?
  - **B**ehavior – What should they know, think or be able to do?
  - **C**ondition – How, Under What Circumstances will the learning occur?
  - **D**egree – How Much, To what extent should the behavior occur? What is the duration of the learning experience?

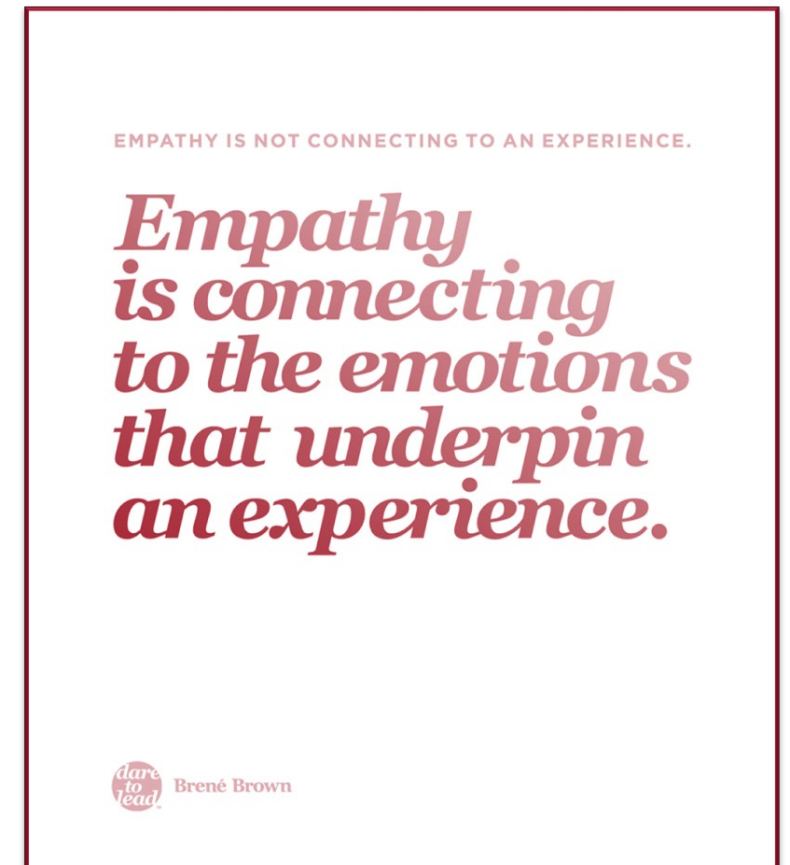


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# Considerations for Educational Sanctions

- Intent, Consequences and Potential Consequences
- Student's Attitude and Perspective
- Review of Prior Conduct Record & Sanctions (if applicable)
- Individualization of Outcomes
- Was There Alcohol/Drug Involvement?
- Is Restitution Needed?
- Appropriate to Circumstances and Violations
- Explaining "Why" and Addressing Learning Outcomes



Quote Card Credit: [Dare to Lead Resource Hub](#)

# Educational Sanctions

- Official Warning
- Disciplinary Probation
- Follow Up Meeting with SCCS
- Deferred Suspension
- Immediate Suspension
- Expulsion
- Removal from Housing
- Restitution (Damaged Property and/or Repayment)
- Parental Notification
- ScreenU
- Alcohol Edu for Sanctions
- BASICS
- Alcohol & Drug Evaluation and Assessment
- Fire Safety Video(s) & Reflection Paper
- Marijuana 101
- CASICS
- Academic Integrity Seminar
- Academic Integrity Research & Reflection Paper
- COVID-19 Information/Reflection
- Ethics Workshop
- Civility Workshop
- Meeting with ESU Case Manager
- Meeting with CAPS
- Anger/Emotion Management Assessment

# Putting it Into Practice – Scenario #1

- **Scenario:**

- SCCS receives a referral from Residential Living about a student not wearing a mask in the lounge area. When approached by the RA, the student walked out of the lounge yelling and closed the door with so much force that the door's window cracked. Damage to the door was evaluated by Facilities staff the next day.
- Student is found responsible for: Disruptive Conduct, Failure to Comply, Residence Hall Information and Policies

- **What are the Learning Outcomes?**

- **What Educational Sanctions may be appropriate?**

## Putting it Into Practice – Scenario #2

- **Scenario:**
  - Professor alleges that a student plagiarized a paper with 90% of the paper showing up as plagiarized by Turn It In. Student states in the Formal Hearing that they did not plagiarize the paper and wrote it themselves with no outside sources.
  - Student is found responsible for: Academic Misconduct - e
- **What are the Learning Outcomes?**
- **What Educational Sanctions may be appropriate?**

# Putting it Into Practice – Scenario #3

- **Scenario:**

- A 19-year-old student was found in the stairwell of Hemlock Suites with signs of alcohol use including slurred speech, impaired walking, and glassy eyes. When the RA addressed the student, this student smacked the RA's arm and ran out of the emergency door. Student was later found by ESU Police.
- Student is found responsible for: Misuse of Alcohol, Physical Abuse, and Policy/Law
- Student also has two prior conduct situations relating to alcohol misuse.

- **What are the Learning Outcomes?**

- **What Educational Sanctions may be appropriate?**

Thank You!

The words "Thank You" are written in a light gray, cursive, handwritten font. The text is surrounded by several short, radiating lines of varying lengths, creating a sunburst or starburst effect around the words.

*“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”*

— Maya Angelou

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# Resources and References

## Resources:

ESU Student Code of Conduct: Available on the [SCCS Webpage](#)  
SCCS Website – [Educational Sanctions](#)

## References:

Armstrong, P. (2010). *Bloom's Taxonomy*. Vanderbilt University Center for Teaching. Retrieved March 2, 2021 from this [website](#).

*Revised Bloom's Taxonomy*. Iowa State University Center for Excellence in Learning and Teaching. Retrieved March 2, 2021 from this [website](#).

Additional Handout available as a Downloadable PDF from this [website](#).