

### **Student Sanction Guidebook**

Student Conduct and Community Standards' primary purpose is to be educational. In a recent assessment, when students were asked what they hoped to gain from the conduct process, the primary theme that emerged was a desire for learning and education. In light of this view and the office's mission, students are provided with a menu of educational sanctions to choose from, allowing them to participate in developing their own individualized learning experiences. The goal of this process is to provide a framework for intentional and purposeful sanctioning consistent with the department's identified learning goals.

### **Departmental Learning Goals**

The conduct process is designed to facilitate achievement in departmental learning outcomes. Educational sanctions should be linked to the following learning goals for students.

As a result of involvement with the conduct process students will:

- **Possess knowledge of University policies.**
- **Relate University policy to daily life.**
- **Consider alternative perspectives and solutions.**
- **Apply information and experiences to a new situation.**
- **Articulate a rationale for personal behavior and learns from past experiences.**
- **Accept personal accountability.**
- **Articulate the values and principles involved in personal decision-making.**
- **Demonstrate consideration for the welfare of others.**

Students will be evaluated on their achievement of these learning goals through a collaborative sanctioning process. Students are not expected to excel at all learning goals through one encounter, but rather multiple touch points, or even recidivism, may be required to achieve desired learning outcomes.

### **Using the Sanction Guidebook to select Sanctions**

In a face-to-face meeting, the Conduct Officer and the student should identify individual learning goals. This process should be collaborative. The student and the Conduct Officer should agree on learning goals based on the individual needs of the student and the circumstances of the incident.

When selecting sanctions, the Conduct Officer should take into consideration the student's demonstrated level of ability in relevant domains. Based on the student's individualized need, the student and the Conduct Officer should agree on the knowledge acquisition level from which to complete sanctions. Students should select sanctions that will meet their learning goals in, or just above, their demonstrated level of ability.

The process of selecting sanctions may happen in one, or multiple meetings. The sanctions selected should be approved by the Conduct Officer prior to completion.

Adelphi Student Conduct & Community Standards  
**Sanction Guidebook**

Rubric Category	Bloom's Taxonomy Level of Cognitive Rigor	Description of levels.
Approaching	<b>Remember</b>	The student recognizes and recalls relevant knowledge: define, list, recall, describe, identify.
	<b>Understand</b>	The student constructs meaning: interpret, discuss, explain, compare, summarize, rephrase.
Achieving	<b>Apply</b>	The student can use information in a new way: illustrate, discuss, demonstrate, prepare.
	<b>Analyze</b>	The student can distinguish between parts, how pieces relate to each other: compare, criticize, question, distinguish, etc.
Excelling	<b>Evaluate</b>	The student makes judgments or justifies and supports decisions: appraise, argue, defend, support, test, verify, assess, recommend, etc.
	<b>Create</b>	The student puts elements of knowledge together to form a functional whole, create something new (a product, point of view, etc.): construct, design, develop, formulate, organize, etc.

**Figure 1**

<b>Learning Objectives &amp; Corresponding CAS Domains Student Conduct &amp; Community Standards</b>		
<b>CAS Outcome Domain</b>	<b>Dimensions of Outcome Domain</b>	<b>Learning Objective</b>
<b>Knowledge Acquisition</b>	<b>Understanding Knowledge form a Range of Disciplines</b>	<b>Student possess knowledge of University policies.</b>
	<b>Relating knowledge to daily life.</b>	<b>Student relates University policy to daily life.</b>
<b>Cognitive Complexity</b>	<b>Critical thinking</b>	<b>Student considers alternative perspectives and solutions.</b>
	<b>Reflective thinking</b>	<b>Student applies information and experiences to a new situation.</b>
<b>Intrapersonal Competence</b>	<b>Realistic self-appraisal, self-understanding, and self-respect</b>	<b>Student articulates rational for personal behavior and learns from past experiences.</b>
	<b>Commitment to ethics and integrity</b>	<b>Student accepts personal accountability.</b>
<b>Civic Engagement</b>	<b>Social responsibility</b>	<b>Student articulates the values and principles involved in personal decision-making.</b>
	<b>Sense of civic responsibility</b>	<b>Student demonstrates consideration of the welfare for others.</b>

**Figure 2**

## Level 1: Approaching

Students in this category are at the levels of demonstrated ability known as **Remembering** or **Understanding**. This is a foundational level of knowledge necessary to achieve at other levels. Students in this category can recognize or recall relevant knowledge through definitions, or lists. These students construct meaning by explaining, interpreting, discussing, or summarizing. For example, students in this category might be able to list the possible violations, or summarize University expectations. Sanctions at this level build foundational knowledge in all domain areas. Many of these sanctions can be completed **during** conduct meetings. Conduct Officers may find in-meeting sanctions sufficient, or may use in-meeting sanctions to assess the student's current knowledge level and assign additional sanctions to build on this knowledge. Many students can likely achieve this level of demonstrated ability through a thoughtful conduct meeting.

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### Examples of Approaching Sanctions\*

**Pros and Cons Worksheet** - Create a list of the pros and cons regarding the decision(s) you made. Each list should have at least five items.

Domain(s): Intrapersonal Competence, Critical Thinking

**Sum it Up** - Sum up the result of your incident in one, appropriate, word. Explain why this is the word you chose to summarize your incident, and explain how you are currently feeling about this incident. This can be done through written, verbal, or both styles of communication.

Domain(s): Cognitive Complexity

**Construct a tweet**- Take out your phone and type a tweet (it does not actually have to be on twitter; it can be in a text message) that explains the policy you violated.

Domain(s): Knowledge Acquisition

**One minute paper** - Using a piece of paper, in one minute summarize your understanding of University expectations of you as a result of this incident.

Domain(s): Knowledge Acquisition

**Who did I affect?** - Make a list of all the people affected by this incident.

Domain(s): Cognitive Complexity, Civic Engagement

**Values List**- In three to five minutes, make a list of your most important values. Circle the ones that relate to this incident.

Domain(s): Cognitive Complexity, Civic Engagement, Intrapersonal Competence

**Why did this happen?** - Create a list of reasons this incident occurred.

Domain(s): Intrapersonal Competence, Civic Engagement, Cognitive Complexity

**Checkpoint Meetings** - You will need to meet with your RHD/Conduct Officer/Case Manager approximately two to three weeks after your finding to see how you have been progressing since the incident/finding.

Domain(s): Cognitive Complexity

**Other Campus Office Referrals** - Set up a meeting with another office (either chosen by you or your RHD/Conduct Officer) on campus that can help you progress through the incident and this specific time in your life. You can also meet with another office for any other reasons you deem will be helpful.

Domain(s): Cognitive Complexity

**Student Organization Involvement Plan** - You will use the website <https://myaulife.adelphi.edu/> to explore the various student organizations and clubs Adelphi has to offer. Identify at least three organizations that are of interest to you. Provide a summary of these organizations, contact information, what draws you to this group, how joining a club or organization will benefit you, and how you plan on getting involved. You must attend one meeting for one of the organizations of interest.

Domain(s): Knowledge Acquisition

\*These sanctions can be used as is, or can be modified to fit the needs of the student/violation.

## Level 2: Achieving

Students in this category are at the levels of demonstrated ability known as **Applying** and **Analyzing**. At this level, the student can use information in a new way or understand how ideas or concepts relate to each other through comparison, questioning, or criticism. For example, a student at this level might be asked to apply what they learned to a new situation or set of facts, compare alternative solutions, relate what they learned from a text, video, or presentation, discuss the impact of their actions on another person, or present information in a new way for others. Many students are likely in this level.

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### Examples of Achieving Sanctions\*

**Attend a Program** - Attend an approved educational program on an approved topic. Write a reflection paper on what you have gained from this experience. This paper must be typed, double-spaced and should address the following:

- (1) What policies did you violate? How does the information presented in the educational program relate to the policies that you have violated in this instance?
- (2) If placed in the same situation that led to the incident, how would your actions be similar or different?

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence

**Autobiography Essay** - Write an autobiographical essay (at least 500 words). Focus on what your life was like prior to attending Adelphi, how your life has changed during your time at Adelphi, and the events that led to your current situation. Finally, explain what you have learned from this experience and how you plan to make a positive contribution to the Adelphi community. This paper must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Cognitive Complexity, Civic Engagement, Intrapersonal Competence

**Informational Poster** - Create a poster for your peers to explain a code violation (approved from the RHD/Conduct Officer). If this behavior is also illegal, explain any legal implications that may exist in New York. Explain the possible impact on someone's future goals should they choose to engage in this behavior.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement

**Know Your Rights Reflection** - Visit <https://www.aclu.org/know-your-rights> and read about any topic related to your code violation (approved from the RHD/Conduct Officer). After reviewing your topic write a paper reflecting on: (1) Write a summary of the information presented. Is this new information to you? (2) How will this new information impact your future decisions/behaviors? This reflection may not be used to justify your actions, or evaluate the actions of others. You are expected to include appropriate citations and to use appropriate language, grammar, and spelling.

Domain(s): Knowledge Acquisition, Cognitive Complexity

**Personal Journal** - Maintain a written journal each day for a two-week period. In this journal, you are expected to address the following questions each day: (1) What were the most important decisions you had to make regarding your behavior and/or lifestyle today? (2) How did you make these decisions? (3) What were your decisions? (4) Were your decisions the best decisions you could make, reflecting on lessons from family, school, and society? (5) What did you learn about yourself today? Each daily entry is to be no less than 300 words in length (typed, double-spaced). These journal entries may not serve to justify your own actions in this incident or evaluate the actions of others. The journal should utilize appropriate language, grammar, and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence

**Ted Talk Video** - Watch a Ted Talk and write an essay (at least 250 words) on what you learned from the video. Write a response that answers the following: (1) Demonstrate your level of understanding of what you learned from the video and also how you can apply concepts from the video to your life. (2) What was the speaker's main message? (3) What part of the video resonated with you the most? (4) Are there any tools that could be implemented in your life? What are they? (5) In what ways do you plan to incorporate the lessons shared by the speaker in your own life? (6) In what ways has this video changed your perspective or understanding of your experience? This essay may not be used to justify your actions or evaluate the actions of others. This essay should be typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Knowledge Acquisition, Cognitive Complexity

**Resident Assistant Interview** - Contact the RHD in your area to conduct an interview with a Resident Assistant. The purpose of the interview is to learn from the RA about their job as an RA and investigate how the actions of other students impact themselves and the community. Once completed, you must then write a paper (at least 250 words) reflecting on what you have learned. This essay may not be used to justify your actions or evaluate the actions of others. This essay should be typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Knowledge Acquisition

**Letter to Loved One/Mentor** - Write a letter to your loved one, mentor, or someone who is important to you (professor, parent, advisor etc.). Within this letter you should address the following: (1) Explain the incident, and what led up to it. (2) What decisions/behaviors have you made that led to the incident? (3) What impact did this incident have on you as well as the surrounding community? (4) How you felt after learning the consequences. (5) Explain why it is important to make good and responsible decisions. This letter may not be used to justify your actions or evaluate the actions of others. This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence, Civic Engagement

**Personal Reflection Essay** - Complete an essay (at least 500 words) on a topic agreed upon with your RDH/Conduct Officer, such as your decision-making process, understanding of a policy, or purpose of a policy. This essay will also address the following questions: (1) How do you feel about your actions? (2) Do your actions reflect your morals/values? (3) What you will do in the future? (4) What you will not do in the future? (5) What advice would you give someone who finds themselves in a similar situation? This essay may not be used to justify your actions or evaluate the actions of others. This essay is not an opportunity to debate the validity of the *Code of Conduct*. This essay should be typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence

**Apology Letter** - Write an apology letter to the appropriate party explaining how you have reflected on your actions and plan to restore the harm you caused. In this letter, you will share what you would have done differently, and what you have learned from this experience. This letter may not be used to justify your actions or evaluate the actions of others. This letter should be typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence, Civic Engagement

### Level 3: Excelling

Students in this category are at the levels of demonstrated ability known as **Evaluating** and **Creating**. At this level, students make judgments to justify and support decisions. They can assess a variety of options, make recommendations and evaluate different perspectives or scenarios. They are able to piece elements of knowledge together to create something new, such as a new idea, design, project, etc. For example, students might create or develop a new plan of action to meet their goals or change their behavior, take a persuasive position, make recommendations to their peers, assess the best way to move forward, or evaluate their past decisions to formulate new ways of being or behaving.

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#### Examples of Excelling Sanctions\*

**Goals to Graduation** - Write down ten goals (long or short term) that you would like to accomplish before you graduate. Once you complete your list of ten goals you are to create an action plan, make sure to include necessary resources, timelines etc. This paper must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Cognitive Complexity

**Buzzfeed meme/Gif List or Quiz** - Create a BuzzFeed list that will provide information to other students that might help them make better decisions while attending college. Examples may include “10 Reasons not to get a Fake ID” or “8 Things to do to avoid violating Adelphi policies.” At the end of the list, please answer the following questions.

1. What are the potential consequences for future violations of University policy?
2. Explain the expectations of Adelphi University for student behavior and how these expectations relate to student life.
3. What can you do to avoid violating University policy in the future?

This paper must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement

**Drinking Age Persuasive Letter to Congressperson** - Write an essay (at least 500 words) to your Congressperson explaining why the legal drinking age should be 18 years old with supporting rationale. Use at least two (2) peer-reviewed articles of research. Outline the pros and cons of the drinking age being 18 and 21 in your essay. The letter may not serve to justify your own actions in this incident or evaluate the actions of others. This paper must be typed, double-spaced, and contain appropriate grammar and spelling.

Domain(s): Knowledge Acquisition, Cognitive Complexity

**Perspective Reversal Reflection** - Put yourself in the shoes of the individual that you have harmed. While trying to look through the other persons lens ask yourself: (1) How did this incident occur? (2) What impact did this have on me? (3) How could the harm to myself and the community be restored? Answer these questions from the perspective of the other individual in an essay (at least 250 words), explain what you gained from this exercise. This letter may not be used to justify your actions or evaluate the actions of others. This letter should be typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Civic Engagement, Cognitive Complexity

**Career Services** - Meet with a staff member from Career Services in order to better prepare you to answer questions about your conduct history to future employers and graduate schools. After your appointment, write a paper with: (1) A summary of the information presented. (2) Evaluating the impact this incident will have on your future actions. (4) and prepare an answer to the following question. “I see you answered “Yes” to the question about a disciplinary history on our application; How have you grown from this incident?”



When sending your reflection paper, please send a confirmation email to your Residence Life Coordinator/Conduct Officer, copy the Career Services Staff Member.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Intrapersonal Competence

**Create a P.S.A.** - You are to develop a poster or bulletin board for the Residence Hall on an approved topic. The poster/bulletin board should be a P.S.A. informing students of campus policies, local ordinances, and appropriate resources on campus. This board must be no smaller than 24" x 36" and must include information from appropriate on-campus and/or off-campus offices. You are required to submit a small scale (8.5" x 11") template of what will be displayed to your RHD/Conduct Officer. Once you have received approval for posting you are to complete the full scale poster/bulletin board within one week. The poster/bulletin board must remain publicly posted for a period of two weeks. Be advised that this project may not be used to justify your actions or to evaluate the actions of others. It also may not be used to promote a philosophy that is in opposition to University regulations. You are expected to use appropriate citations, language, grammar, and spelling. Your name must be printed clearly on the front of the poster, in letters no smaller than one inch high. You must abide by all residence hall posting regulations. If found to be unsatisfactory (not of passable quality), or if your poster is found to contain material that is not appropriately cited, you may be held responsible for failing to comply with this sanction.

Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement

**Tedx Decision Making** - Record yourself giving a "TedTalk" about ethical decision making. You can use your phone, or computer, or borrow a computer from the University Library. The recording need not be "high quality," but should be able to be viewed by the Conduct Officer. You should create your own values and principles involved in personal decision-making and share them in this talk. The talk should explain to others how to evaluate and critique their own decision-making. Your talk should be 5 to 10 minutes long.

Domain(s): Cognitive Complexity, Intrapersonal Competence

**Well-Being Self Care Plan** - You will develop your own Well-Being Self Care plan for the next month. Once the plan is approved by your RHD/Conduct Officer/Case Manager you will check in with your RHD/Conduct Officer/Case Manager in person twice a month to share your progress. For information on what is a Well-Being Self Care Plan and templates visit <https://schools.au.reachout.com/articles/developing-a-self-care-plan>

Domain(s): Cognitive Complexity

**Letter to Future You** - Write a letter to your future self, you are expected to address the following: (1) Explain the incident, and what led up to it. (2) What decisions/behaviors have you made that led to the incident? (3) What impact did this incident have on you as well as the surrounding community? (4) Include your values, feelings and hopes for your future. (5) What do you want your future behavior to look like? Discuss any changes you need to make to achieve your goals. You can write this letter using [www.futureme.org](http://www.futureme.org). This letter may not be used to justify your actions or evaluate the actions of others. This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence, Civic Engagement

**Letter for First Year Self** - Write a letter to yourself as a first-year student in college or high school senior self, you are expected to address the following: (1) What advice do you now know that you wish you knew earlier? (2) How would this information have been helpful to know when entering into college? This letter may not be used to justify your actions or evaluate the actions of others. This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Cognitive Complexity, Intrapersonal Competence

**Well-Being Article Essay** - Find an article (Forbes, Huffington Post, Harvard Business Review, etc.) on an aspect of Well-Being that is important or pertinent to you, or that you hope to improve upon. Explain what you learned from the article, how the information you learned will help you prioritize your Well-being, and how you plan to implement what you have learned from the selected article. This paper may not be used to justify your actions or evaluate the actions of others. This paper should be typed, double-spaced, utilize appropriate grammar, language and spelling.

Domain(s): Knowledge Acquisition, Cognitive Complexity

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