

Student Sanction Guidebook

Student Conduct and Community Standards's 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 meeting (face-to-face or virtual), 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	Remember	The student recognizes and recalls relevant knowledge: define, list, recall, describe, identify.
	Understand	The student constructs meaning: interpret, discuss, explain, compare, summarize, rephrase.
Achieving	Apply	The student can use information in a new way: illustrate, discuss, demonstrate, prepare.
	Analyze	The student can distinguish between parts, how pieces relate to each other: compare, criticize, question, distinguish, etc.
Excelling	Evaluate	The student makes judgments or justifies and supports decisions: appraise, argue, defend, support, test, verify, assess, recommend, etc.
	Create	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

Ernest Boyer's Six Principles that should define the kind of community every college and university should strive to be.	
Educationally Purposeful	A place where faculty and students share academic goals and strengthen teaching and learning on campus.
Open	A place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed.
Just	A place where the sacredness of the person is honored and where diversity is aggressively pursued.
Disciplined	A place where individuals accept their obligations to the group and where well defined governance procedures guide behavior for the common good.
Caring	A place where the well-being of each member is sensitively supported and where service to others is encouraged.
Community	A place where the heritage of the institution is remembered and where rituals affirming tradition and change are shared.

Figure 2

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

Figure 3

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.

Examples of Approaching Sanctions*

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

Boyer's Principle(s): Caring, Community
Domain(s): Cognitive Complexity

Construct a tweet- During our meeting you took out your phone and typed a tweet (which did not have to be on Twitter; it could have been in a text message or note) that explained the policy you violated.

Boyer's Principle(s): Educationally Purposeful
Domain(s): Knowledge Acquisition

One minute paper – During our meeting you wrote a one minute summary of your understanding of University expectations of you as a result of this incident.

Boyer's Principle(s): Disciplined
Domain(s): Knowledge Acquisition

Other Campus Office Referrals - Set up a meeting with another office (either chosen by you or your 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.

Boyer's Principle(s): Educationally Purposeful, Caring
Domain(s): Cognitive Complexity

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.

Boyer's Principle(s): Disciplined
Domain(s): Intrapersonal Competence, Critical Thinking

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.

Boyer's Principle(s): Community
Domain(s): Knowledge Acquisition

Sum it Up - During our meeting you were asked to sum up the result of your incident in one, appropriate word related to your values. You were asked to explain why this is the word you chose. You had to option to complete this either written, verbal, or both styles of communication.

Boyer's Principle(s): Disciplined
Domain(s): Cognitive Complexity

Values List- Using a piece of paper, in three (3) to five (5) minutes, create a list of your most important values. Circle the best option for this assignment

Boyer's Principle(s): Just, Caring

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

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

Boyer's Principle(s): Just, Caring

Domain(s): Cognitive Complexity, Civic Engagement

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

Boyer's Principle(s): Open, Disciplined

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

*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.

Examples of Achieving Sanctions*

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.

Boyer's Principle(s): Just, Disciplined, Caring

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

Attend a Program - Attend an approved educational program on an approved topic (such as a workshop offered by the Writing Center, or an RA program on a related 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?
- (2) How does the information presented in the educational program relate to the policies that you have violated in this instance?
- (3) If placed in the same situation that led to the incident, how would your actions be similar or different?

Boyer's Principle(s): Educationally Purposeful, Disciplined, Community

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.

Boyer's Principle(s): Caring

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

Difficult Decisions – Write a reflection paper describing a difficult decision you have recently been faced with or will be faced with in the future. Identify and describe what personal values you used, or would use, to guide your decision making? Reflect on your decision making in your life so far and discuss whether you believe you have made value-based decisions. How can you incorporate your own values into future decision making? This reflection paper should be typed, double-spaced, utilize appropriate grammar, language and spelling. You do not have to use outside sources, or resources; however, if you do use outside sources, be sure to properly cite them.

Boyer's Principle(s): Just, Disciplined

Domain(s): Cognitive Complexity, Intrapersonal Competence

Explain your motives – Consider what **motivated** you to make the decision that you made. For example, “getting a better grade in this course” or “couldn't afford to purchase your own laptop” might have been your motive. Write a list of at least **five motives** for your behavior. In a two-page reflection essay, explain how these motives contributed to your decision and how these motives might have been used to make different, policy violation.

Domain(s): Cognitive Complexity, Intrapersonal Competence
Boyer's Principle(s): Educationally Purposeful

Informational Poster - Create a poster for your peers to explain a code violation (approved by your 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.

Boyer's Principle(s): Educationally Purposeful, Community
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 by your 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.

Boyer's Principle(s): Open
Domain(s): Knowledge Acquisition, Cognitive Complexity

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.

Boyer's Principle(s): Caring
Domain(s): Cognitive Complexity, Intrapersonal Competence, Civic Engagement

Peer Influence – Did your peers or others have any influence on your behavior, or the decisions that you made? Make a list of ways your peers, culture, or others influenced your decisions. Reflect on how you feel about the influence others had on your actions and what kind of influence you want to have on those around you. How can you contribute positively to those around you and how can you respond to the influence or pressure on others? After careful consideration, write an open letter to the community explaining how the community affected your decision making and how your plan to move forward and have a positive influence on the community and those around you. This letter should be no less than 250 words, typed, double-spaced, utilize appropriate grammar, language and spelling.

Boyer's Principle(s): Disciplined, Caring
Domain(s): Interpersonal Competence, Intrapersonal Competence

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.

Boyer's Principle(s): Caring

Domain(s): Cognitive Complexity, Intrapersonal Competence

Personal Reflection Essay - Complete an essay (at least 500 words) on a topic agreed upon with your 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) If not, 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.

Boyer's Principle(s): Disciplined, Caring

Domain(s): Cognitive Complexity, Intrapersonal Competence

Resident Assistant Interview - Contact the Residence Life staff member 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.

Boyer's Principle(s): Educationally Purposeful, Caring

Domain(s): Knowledge Acquisition

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?

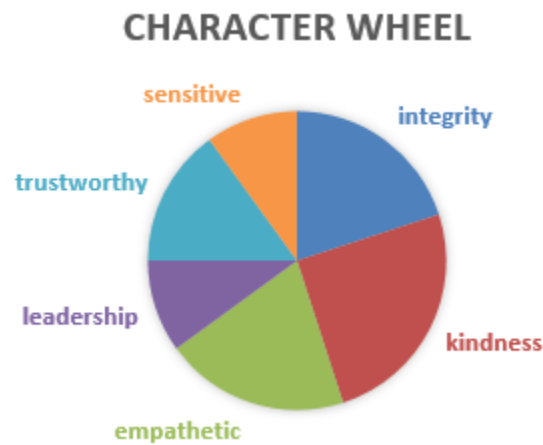
This essay may not be used to justify your actions or evaluate the actions of others. This essay should be typed, double-spaced, utilize appropriate grammar, language and spelling.

Boyer's Principle(s): Educationally Purposeful

Domain(s): Knowledge Acquisition, Cognitive Complexity

Trust as a value – Analyze what trustworthiness as part of your character means to you and consider how it affects the decisions that you make. Is trustworthiness part of your character and who you strive to be? Then complete the following activity:

- Draw a “Character Wheel” which incorporates all of the qualities you want to embody and how much of that quality you believe makes up your character. These qualities might include: *integrity, kindness, empathetic, leadership, etc.* Write or record via phone audio or computer a reflection that addresses how you feel these qualities affect how and why you make the decisions that you choose to make. A written reflection should be five-pages double-spaced, utilizing appropriate grammar, language, and spelling. A recorded audio or video reaction should be three to five minutes.



Example Character Wheel

Boyer's Principle(s): Caring
Domain(s): Intrapersonal Competence

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.

Examples of Excelling Sanctions*

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," "8 Things to do to avoid violating Adelphi policies," "10 Resources to avoid Plagiarism Pitfalls," or "8 Ways to Organize yourself during syllabus week." At the end of the list, please answer the following questions:

- (1) What are the potential consequences for future violations of the 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 this University policy in the future?

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

Boyer's Principle(s): Educationally Purposeful, Open
Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement

Career Services - Meet with a staff member from the Center for Career and Professional Development 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.
- (3) 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 Conduct Officer and copy the Center for Career and Professional Development Staff Member.

Boyer's Principle(s): Educationally Purposeful, Disciplined
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 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.

Boyer's Principle(s): Educationally Purposeful, Community
Domain(s): Knowledge Acquisition, Cognitive Complexity, Civic Engagement

Create Your Own Tedx “Decision Making” - Record yourself giving a “TedTalk” about ethical decision making. You can use your phone, 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.

Boyer's Principle(s): Educationally Purposeful
Domain(s): Cognitive Complexity, Intrapersonal Competence

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.

Boyer's Principle(s): Educationally Purposeful, Open
Domain(s): Knowledge Acquisition, Cognitive Complexity

Feeling overwhelmed? – Consider whether being stressed or overwhelmed contributed to your violation of the policy violation? If so, create an action plan to address the stress in your life. An action plan is not a reflection essay about “What you can do differently?” An action plan is a list of **concrete** steps you will take to address issues that contribute to your stress level. Next, write a two-paragraph reflection about how you can use your current skills to ensure you meet your goals and the actions that you outlined. An example action plan is provided below, but feel free to be creative and make an action plan that suites your needs.

Current Skills	Listening	Critical Thinking	Communication
Skills/Behaviors that I need to work on	Organization	Sleeping more	Exercising
My goals	Organize my assignments in my google calendar.	Get an additional two hours of sleep per night.	Exercise for 30 minutes a day two times a week to reduce stress.
Resources needed	Syllabi, Google Calendar.	Quiet place to sleep.	Campus recreation center, sneakers.
Action	Every week, I should review my google calendar to input deadlines for myself.	I will turn off my phone and electronics by 11PM every night – no exceptions.	Clear time on Tuesdays and Saturdays to go to the Campus recreation center. I should sign up for a group class on at least one of these days to commit to exercising.

Example Action Plan

Boyer's Principle(s): Caring
Domain(s): Cognitive Complexity, Intrapersonal Competence

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. and a plan to change your behavior. Explain how not changing your behavior as it relates to this violation will affect your ability to complete your goals to graduation. This paper must be typed, double-spaced, and contain appropriate grammar and spelling.

Boyer's Principle(s): Just, Disciplined
Domain(s): Cognitive Complexity

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.

Boyer's Principle(s): Disciplined, Caring

Domain(s): Cognitive Complexity, Intrapersonal Competence

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 **and what will you do to meet these goals?**

Discuss any changes you need to make to achieve your goals. You can write this letter using 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.

Boyer's Principle(s): Disciplined, Caring

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

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.

Boyer's Principle(s): Just, Disciplined, Caring

Domain(s): Civic Engagement, Cognitive Complexity

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.

Boyer's Principle(s): Caring

Domain(s): Knowledge Acquisition, Cognitive Complexity

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 Conduct Officer you will check in with your Conduct Officer 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>

Boyer's Principle(s): Caring

Domain(s): Cognitive Complexity