

“What Do I Do? I Have a Student Who...”

Dealing with Difficult Behaviors in the Classroom



Call	For questions concerning
Anindo Choudhury, ext. 3051:	Honor Code violations, Academic Court
Jeff Ritter, ext. 3234:	Advising, 30-minute Group, transfer issues, excessive absences
Karen Goode-Bartholomew, ext. 1326:	Academic/access accommodations, Success & AEP programs, academic performance concerns
Carole Basak, ext. 3875:	Tutoring, learning strategies
Kevin Miller, ext. 3266:	Mental health issues, alcohol and drug concerns, suicide risk and general behavior consultation
Barbara Bloomer, ext. 3266:	General health issues, Behavioral Intervention Team, employee health, medical withdrawal, can be contacted in the absence of any other Health and Wellness staff
Cindi Barnett, ext. 1322:	Student conduct, student emergencies, student housing issues, classroom disruption, can be contacted in the absence of Mary Oling-Sisay on general student concerns
James Skorczewski, ext. 1346:	Illegal behavior, life-safety issues
Mary Oling-Sisay, ext. 3055:	Student emergencies, classroom disruption, notifications on student class absences due to compelling reasons, administrative withdrawal, consultations on dealing with parents and general student concerns, can be contacted in the absence of any designated Student Affairs staff
Julie Massey, ext. 3014:	Catholic teaching, engaging "hot topics" responsibly, students with spiritual concerns



Bibliography of Faculty Development Resource Center Holdings:

- Amada, Gerald. *Coping with the Disruptive College Student: A Practical Model*. Asheville: College Administration Publications Inc., 1994. [College Teaching]
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- Gabriel, Kathleen and Sandra Flak. *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, VA: Stylus Publishing, 2008. [College Teaching]
- Hard, Stephen F., et. al. *Faculty and College Student Beliefs about the Frequency of Student Academic Misconduct*. Ohio: Ohio State University, 2006. [Higher Education in the U.S.] {The Journal of Higher Education Vol. 77, No. 6}
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- Rocheleau, Jordy and Bruce Speck. *Rights and Wrongs in the College Classroom: Ethical Issues in Postsecondary Teaching*. Bolton, MA: Anker Publishing, 2007. [College Teaching]
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- Willingham, Daniel T. *Why Don't Students Like School: A Cognitive Scientist Answers Questions About How the Mind Works and What it Means in the Classroom*. San Francisco, CA: Jossey-Bass, Mar. 2009. [College Teaching]

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Quotes from the Last Two Popes on Catholic Colleges and Universities.

Ex Corde Ecclesiae

Pope John Paul II

15 August 1990

12. Every Catholic University, *as a university*, is an academic community which, in a rigorous and critical fashion, assists in the protection and advancement of human dignity and of a cultural heritage through research, teaching and various services offered to the local, national and international communities. It possesses that institutional autonomy necessary to perform its functions effectively and guarantees its members academic freedom, so long as the rights of the individual person and of the community are preserved within the confines of the truth and the common good.

14. In a word, being both a University and Catholic, it must be both a community of scholars representing various branches of human knowledge, and an academic institution in which Catholicism is vitally present and operative.

15. A Catholic University, therefore, is a place of research, where scholars *scrutinize reality* with the methods proper to each academic discipline, and so contribute to the treasury of human knowledge. Each individual discipline is studied in a systematic manner; moreover, the various disciplines are brought into dialogue for their mutual enhancement.

43. [A university] is open to all human experience and is ready to dialogue with and learn from any culture. A Catholic University shares in this, offering the rich experience of the Church's own culture.

Address of Pope Benedict XVI

Meeting with Catholic Educators

17 April 2008

In regard to faculty members at Catholic colleges [or] universities, I wish to reaffirm the great value of academic freedom. In virtue of this freedom you are called to search for the truth wherever careful analysis of evidence leads you. Yet it is also the case that any appeal to the principle of academic freedom in order to justify positions that contradict the faith and the teaching of the Church would obstruct or even betray the university's identity and mission; a mission at the heart of the Church's *munus docendi* [duty to teach] and not somehow autonomous or independent of it.