

Best Practices: Guidelines for Creating a Safe Classroom Environment

Faculty members will want to determine what steps needs to be taken to achieve the appropriate balance involved in creating a welcoming, inclusive, and rich student learning environment and promoting safety and security in the classroom. The following are some suggested steps that a faculty member can take to achieve that balance.

Classroom Type	Small/Seminar	Medium	Large
	1-50	50-100	100 or Greater
Planning Class and Building Syllabus	<p>Review university policies and websites relating to workplace violence, safety, security, and expected student behavior including: UPPS 01.04.45 (Campus Carry); UPPS 04.05.20 (Workplace Violence and Sexual Misconduct); PPS 4.01 (Conduct and Planning of Courses); PPS 4.02 (Conduct of Classes); www.police.txstate.edu; www.emergencyinfo.txstate.edu; and Code of Student Conduct.</p> <p>While building the syllabus, consider the classroom size, location and set up, and the course material that will be covered that may be controversial or could make students uncomfortable</p>	<p>Review university policies and websites relating to workplace violence, safety, security, and expected student behavior including: UPPS 01.04.45 (Campus Carry); UPPS 04.05.20 (Workplace Violence and Sexual Misconduct); PPS 4.01 (Conduct and Planning of Courses); PPS 4.02 (Conduct of Classes); www.police.txstate.edu; www.emergencyinfo.txstate.edu; and Code of Student Conduct.</p> <p>While building the syllabus, consider the classroom size, location and set up, and the course material that will be covered that may be controversial or could make students uncomfortable</p>	<p>Review university policies and websites relating to workplace violence, safety, security, and expected student behavior including: UPPS 01.04.45 (Campus Carry); UPPS 04.05.20 (Workplace Violence and Sexual Misconduct); PPS 4.01 (Conduct and Planning of Courses); PPS 4.02 (Conduct of Classes); www.police.txstate.edu; www.emergencyinfo.txstate.edu; and Code of Student Conduct.</p> <p>While building the syllabus, consider the classroom size, location and set up, and the course material that will be covered that may be controversial or could make students uncomfortable</p>

	<p>Determine if you want to include in the syllabus expectations regarding civil and respectful interactions during classroom discussions and tolerance of the viewpoints expressed by others in the class</p> <p>Determine if you want to include in the syllabus the approved general notice language concerning Campus Carry (www.txstate.edu/campuscarry)</p> <p>Determine if you want to create a system of assigned seating</p> <p>Determine if you would like to change the arrangement of desks in the classroom to create a more conducive, inclusive arrangement for class discussion and interaction</p> <p>Prepare an organized syllabus for students that not only provides</p>	<p>Determine if you want to include in the syllabus, expectations regarding civil and respectful interactions during classroom discussions and tolerance of the viewpoints expressed by others in the class</p> <p>Determine if you want to include in the syllabus the approved general notice language concerning Campus Carry (www.txstate.edu/campuscarry)</p> <p>Determine if you want to create a system of assigned seating</p> <p>Determine if you would like to change the arrangement of desks in the classroom to create a more conducive, inclusive arrangement for class discussion and interaction</p> <p>Determine if you have access to SIs or GIAs assistance (and if so if you</p>	<p>Determine if you want to include in the syllabus expectations regarding civil and respectful interactions during classroom discussions and tolerance of the viewpoints expressed by others in the class</p> <p>Determine if you want to include in the syllabus the approved general notice language concerning Campus Carry (www.txstate.edu/campuscarry)</p> <p>Determine if you want to create a system of assigned seating</p> <p>Determine if you would like to strategically place SIs or GIAs in specific locations in the classroom</p> <p>Work with SIs and GIA to train them to assist in monitoring student behavior and recognizing potential behavioral issues in</p>
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	<p>information about course content, assignments, exams, student learning outcomes, attendance policy, accommodation policy, office hours, etc., but also establishes expectations regarding classroom discussion and behavior.</p> <p>Identify classroom strategies that can be used to present controversial material and/or sensitive course content in an unbiased manner and encourage respectful, inclusive classroom discussion</p> <p>If concerned about the potential for conflict surrounding a particularly controversial and/or sensitive topic, inform colleagues/chair in advance of the date the material will be covered and consider need for security monitoring and/or having a police presence nearby on that date</p>	<p>would like to strategically place SIs or GIAs in specific locations in the classroom</p> <p>Work with SIs and GIA to train them to assist in monitoring student behavior and recognizing potential behavioral issues in advance of disruptive behavior</p> <p>Prepare an organized syllabus for students that not only provides information about course content, assignments, exams, student learning outcomes, attendance policy, accommodation policy, office hours, etc., but also establishes expectations regarding classroom discussion and behavior.</p> <p>Identify classroom strategies that can be used to present controversial material and/or sensitive course content in an unbiased manner and</p>	<p>advance of disruptive behavior</p> <p>Identify classroom strategies that can be used to present controversial material and/or sensitive course content in an unbiased manner and encourage respectful, inclusive classroom discussion</p> <p>Prepare an organized syllabus for students that not only provides information about course content, assignments, exams, student learning outcomes, attendance policy, accommodation policy, office hours, etc., but also establishes expectations regarding classroom discussion and behavior.</p> <p>If concerned about potential for conflict surrounding a particularly controversial and/or sensitive topic, inform colleagues/chair in advance of the date the</p>
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Delivering Course Content During the Semester	<p>Bring your cell phone to the classroom</p> <p>Present course content in an unbiased, respectful manner. Allow students to express opinions that are contrary to those held by you and/or other students. Through your words and actions, encourage students to be tolerant and respectful of the views expressed by others</p> <p>Monitor and assess student behavior and make any needed adjustments to student seating and classroom arrangement</p> <p>Always be present in the classroom on the date of tests and reports, or ask another colleague to cover the class session if you cannot attend</p>	<p>Bring your cell phone to the classroom</p> <p>Present course content in an unbiased, respectful manner. Allow students to express opinions that are contrary to those held by you and/or other students. Through your words and actions, encourage students to be tolerant and respectful of the views expressed by others</p> <p>Monitor and assess student behavior and make any needed adjustments to student seating and classroom arrangement.</p> <p>If you have access to SIs or GIAs for the class, assign responsibility to them for assisting you in monitoring and assessing student behavior</p>	<p>Bring your cell phone to the classroom</p> <p>Present course content in an unbiased, respectful manner. Allow students to express opinions that are contrary to those held by you and/or other students. Through your words and actions, encourage students to be tolerant and respectful of the views expressed by others</p> <p>Monitor and assess student behavior and make any needed adjustments to student seating and classroom arrangement.</p> <p>If you have access to SIs or GIAs for the class, assign responsibility to them for assisting you in monitoring and assessing student behavior</p>

	<p>If a student is disruptive during a class session, consider asking the student to talk with you after class or during your office hours rather than confront the student about the inappropriate behavior in front of other students</p> <p>Maintain awareness of surroundings and exits</p> <p>Follow established procedures for ending or suspending a class session if a student's behavior becomes concerning</p> <p>Be ready to implement emergency protocol as/if needed</p>	<p>Always be present in the classroom on the date of tests and reports or ask another colleague to cover the class session if you cannot attend</p> <p>If a student is disruptive during a class session, consider asking the student to talk with you after class or during your office hours rather than confront the student about the inappropriate behavior in front of other students</p> <p>Maintain awareness of surroundings and exits</p> <p>Follow established procedures for ending or suspending a class session if a student's behavior becomes concerning</p> <p>Be ready to implement emergency protocol as/if needed</p>	<p>Always be present in the classroom on the date of tests and reports or ask another colleague to cover the class session if you cannot attend</p> <p>If a student is disruptive during a class session, consider asking the student to talk with you after class or during your office hours rather than confront the student about the inappropriate behavior in front of other students</p> <p>Maintain awareness of surroundings and exits</p> <p>Follow established procedures for ending or suspending a class session if a student's behavior becomes concerning</p> <p>Be ready to implement emergency protocol as/if needed</p>
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<p style="text-align: center;">After Delivery of Course Material and During Office Hours</p>	<p>Stay after class long enough to respond to student questions and concerns.</p> <p>Document potential/real concerns and alert appropriate personnel as/if required</p> <p>Consult chair and make arrangements for additional monitoring of next class session if needed (by chair, colleague, or security personal)</p> <p>Encourage “buddy system” for return to parking areas following contentious class session and arrange security escorts when deemed necessary (www.police.txstate.edu)</p> <p>Debrief and assess effectiveness of syllabus, student seating, layout, engagement strategies, management methods, and</p>	<p>Stay after class long enough to respond to student questions and concerns.</p> <p>Document potential/real concerns and alert appropriate personnel as/if required</p> <p>Consult chair and make arrangements for additional monitoring of next class session if needed (by chair, colleague, or security personal)); If using SIs and/or GIAs, inform them of the plan for the next class session</p> <p>Encourage “buddy system” for return to parking areas following contentious class session and arrange security escorts when deemed necessary (www.police.txstate.edu)</p> <p>Debrief and assess effectiveness of syllabus, student seating, layout, engagement strategies, management methods, and</p>	<p>Stay after class long enough to respond to student questions and concerns.</p> <p>Document potential/real concerns and alert appropriate personnel as/if required</p> <p>Consult chair and make arrangements for additional monitoring of next class session if needed (by chair, colleague, or security personal); If using SIs and/or GIAs, inform them of the plan for the next class session</p> <p>Encourage “buddy system” for return to parking areas following contentious class session and arrange security escorts when deemed necessary (www.police.txstate.edu)</p> <p>Debrief and assess effectiveness of syllabus, student seating, layout, engagement strategies, management methods, and</p>
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	<p>make modifications as needed to maintain a safe, controlled classroom environment</p> <p>Seek advice from chair and senior faculty members in the department, and/or ask for a peer review of a future class session</p> <p>Document and report behavioral concerns to PAWS Alert and /or the Behavioral Assessment Team (PAWS Alert)</p> <p>Modify future class meetings as needed based on your assessment</p>	<p>make modifications as needed to maintain a safe, controlled classroom environment</p> <p>Seek advice from chair and senior faculty members in the department, and/or ask for a peer review of a future class session</p> <p>Document and report behavioral concerns to PAWS Alert and / or the Behavioral Assessment Team (PAWS Alert)</p> <p>Modify future class meetings as needed based on your assessment</p>	<p>make modifications as needed to maintain a safe, controlled classroom environment</p> <p>Seek advice from chair and senior faculty members in the department, and/or ask for a peer review of a future class session</p> <p>Document and report behavioral concerns to PAWS Alert and / or the Behavioral Assessment Team (PAWS Alert)</p> <p>Modify future class meetings as needed based on your assessment</p>
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