Each of these scenarios contains at least one violation of Georgia Tech policy. Look through the *Teaching at Georgia Tech* guidebook, and see if you can figure out how to fix things!

# Students with Disabilities:

On the morning of the first exam in your course, Jing tells you that she has a learning disability and so she needs extended time on the exam. You go with your best option, which is to grant the time extension.

# Academic Misconduct:

While grading midterm exams for your course you notice that two students’ submissions are suspiciously similar. Following the policy laid out in your syllabus you interview the two students separately, determine that Sam copied Alex’s answers during the exam, and therefore award Sam a zero on the midterm exam. You do not penalize Alex.

# Final Exams:

Your course has been assigned the last final exam slot late on the Friday of exam week. You ask the students if they would prefer an earlier exam slot, and there is unanimous agreement. You happily move the exam to a week earlier, during the last day of the regular class period.

# Family Educational Rights and Privacy Act (FERPA):

You receive multiple requests from students to see their quiz grades. The TA who is assigned to update the Canvas gradebook is behind, so you decide to quickly print out the spreadsheet with your students’ names and grades and post it on your office door. You send the class an email letting them know that they may come by to review their grades at their convenience. And, if they want to see their marked quizzes so that they can learn from their mistakes, the quizzes will be in a box on the shelf near your door.

# Diversity and Teaching:

One of your students, Robyn, complains to you that their groupmates continue to refer to them by the wrong pronouns no matter how many times Robyn corrects them. Furthermore, when Robyn complained to their TA, she defended the groupmates, saying that they didn’t mean anything by it and that Robyn was being too sensitive. After listening to them, you advise Robyn to simply let this issue go because you feel sure it isn’t intentional and it isn’t worth the stress they are feeling over it. Robyn’s face drops and they quickly thank you for your time and leave your office.

# CIOS Response Rates

It’s time for the end of semester “Course Instructor Opinion Survey,” and you want to make sure you get feedback from a variety of students – not just the few who are either disgruntled or willing to take the time to fill it out. To boost you response rate you tell students that if they send you confirmation they have completed the survey, you will award them 2 points in extra credit for their overall grade.

# Discrimination, Harassment, and Sexual Violence:

One of your students is visibly distressed and you ask them to come speak with you after class. The student asks you to promise to keep the information a secret, and once you agree they proceed to tell you about a recent experience of sexual violence. You keep your promise to not report the incident, but encourage your student to do so soon.