

# COURSE SYLLABUS



COURSE TITLE: Bus 285 – Workplace Professionalism  
CLASS SECTION: 002  
TERM: Winter 2022  
COURSE CREDITS: 3  
DELIVERY METHOD(S): In class lectures and discussion

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.  
Learn more about Camosun's [Territorial Acknowledgement](#).

The COVID-19 pandemic has presented many challenges, and Camosun College is committed to helping you safely complete your education. Following guidelines from the Provincial Health Officer, WorkSafe BC, and the B.C. Government to ensure the health and wellbeing of students and employees, Camosun College is providing you with every possible protection to keep you safe. Our measures include COVID Training for students and employees, health checks, infection control protocols including sanitization of spaces, PPE and ensuring physical distancing. For details on these precautions please follow this link: <http://camosun.ca/covid19/faq/covid-fags-students.html>.

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your Instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Timothy Kemp MPA  
EMAIL: [tkemp@camosun.ca](mailto:tkemp@camosun.ca)  
OFFICE: CBA 232  
HOURS: As posted on office door, or by appointment – email [tkemp@camosun.ca](mailto:tkemp@camosun.ca)

*As your course Instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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Students need more than knowledge in their disciplines to reach their full career potential. This course focuses on the practical skills of workplace politics, effective networking, managing emotions, and staying current in your field by applying the principles of learning agility.

## PREREQUISITE(S):

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One of:

- C in [English 12](#), *or*
- C in [Camosun Alternative](#), *or*
- Bachelor degree from a recognized post-secondary institution

## COURSE LEARNING OUTCOMES / OBJECTIVES

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At the end of this course, the student will be able to:

- Explain the need for applied political acumen in the workplace;
- Distinguish between ethical and unethical political practices at work;
- Develop a strategy and apply tactics for building a career network;
- Discuss the need for reciprocal benefit in professional relationships both inside and outside an organization;
- Demonstrate appropriate social etiquette in various workplace situations;
- Identify the physical structures of the human brain, and explain how emotion interacts with rational thought to influence human interactions and decision making;
- Describe how emotional self-awareness, self-management, and social awareness can lead to lasting personal change and stronger relationships; and
- Identify, integrate, and apply information to solve problems faster and stay current in their chosen professions.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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You need access to [getAbstract.com](http://getAbstract.com) for course materials.

There is no paper textbook.

Camosun student pricing is available at: <https://bit.ly/285-DiscountLink>

Three things to know:

1. You must use the link above (or the QR code) to obtain the **Student Pro version** at reduced prices.
2. The free version does not contain the abstracts you need for the course.
3. You may be asked to prove your status as a Camosun student.
  - A photo of your student card, or a screenshot of your tuition payment is acceptable.
  - Using your D2L email address to register may also help.



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Save US\$ 24 with this discount.



## COURSE SCHEDULE

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the Instructor.

| Week and Date          | Main Topic                      | getAbstract readings for weekly Quizzes   | 3 <sup>rd</sup> Abstract for <u>Live Student Presentation</u> (Tuesdays)        | Secondary Topic for <u>Recorded Presentation</u> (Thursdays) |
|------------------------|---------------------------------|---|---|--|
| Week 1 – Jan. 11 & 13  | Introduction and Overview       | none  | none  | none   |
| Week 2 – Jan. 18 & 20  | Emotional Intelligence – Part 1 | Emotional Intelligence (Goleman)<br>Working with Emotional Intelligence (Goleman)                             | none  | none   |
| Week 3 – Jan. 25 & 27  | Attitude Control                | Learned Optimism (Seligman)<br>Coach Yourself to Win (Guttman)  | Taking Advice (Ciampa)<br><i>(available on D2L)</i>                             | First Impressions  |
| Week 4 – Feb. 1 & 3    | Networking                      | Highly Effective Networking (Pierson)<br>Super Networking (Salmon)  | The Fine Art of Small Talk (Fine)   | Active Listening   |
| Week 5 – Feb. 8 & 10   | Personal Branding               | Rain Making (Harding)<br>Me 2.0 (Schawbel)  | U R a Brand! (Kaputa)   | Managing Upwards   |
| Week 6 – Feb. 15 & 17  | Emotional Intelligence – Part 2 | The Emotional Intelligence Quick Book (Bradberry and Greaves)<br>The Emotionally Intelligent Manager (Caruso) | Focus – The Hidden Driver of Excellence (Goleman)                               | Projecting Confidence  |
| Week 7 – Feb. 22 & 24  | NO CLASSES                      | READING BREAK   | None  | none   |
| Week 8 – Mar. 1 & 3    | Learning Techniques             | Power Up Your Mind (Lucas)<br>Managing Your Own Learning (Davis)  | The Power of Impossible Thinking (Crook, Wind, and Gunther)                     | Effective Meetings   |
| Week 9 – Mar. 8 & 10   | Office Politics – Part 1        | It's All Politics (Reardon)<br>21 Dirty Tricks at Work (Phipps)   | Creating a Drama-Free Workplace (Maravelas)                                     | Managing your Professional Image                             |
| Week 10 – Mar. 15 & 17 | Jerks at Work                   | The Bully at Work (Namie)<br>Jerks at Work (Lloyd)  | How to Work for an Idiot (Hoover)   | Assertiveness vs Aggressiveness                              |
| Week 11 – Mar. 22 & 24 | Office Politics – Part 2        | Difficult Conversations (Stone)<br>Changing Minds (Gardner)<br><i>(available on D2L)</i>                      | Influence, the Psychology of Persuasion (Cialdini)<br><i>(available on D2L)</i> | Dating at Work   |
| Week 12 – Mar. 29 & 31 | Negotiation Basics              | Getting to Yes (Fisher)<br>Get it! Street Smart Negotiation at Work (Smith)                                   | Beyond Reason (Fisher and Shapiro)  | Energy Management  |
| Week 13 – Apr. 5 & 7   | Saying No                       | No! (Kemp)<br>The Power of a Positive No (Ury)<br><i>(available on D2L)</i>                                   | The Compromise Trap (Doty)  | Netiquette   |
| Week 14 – Apr. 12 & 14 | Effectiveness                   | The 7 Habits of Highly Effective People (Covey)<br>The 8 <sup>th</sup> Habit (Covey)                          | none  | none   |

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed at <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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| DESCRIPTION  | WEIGHTING   |
|--|-------------|
| Primary Group <u>Live</u> Presentation - getAbstract           | 25%         |
| Secondary Topics <u>Recorded</u> Group Presentation            | 20%         |
| Individual Assignment – LinkedIn Profile and Networking Card   | 25%         |
| Individual in-class getAbstract Quizzes – best 10/12 @ 2% each | 20%         |
| Meaningful Participation                                       | 10%         |
| <b>TOTAL</b>   | <b>100%</b> |

If you have a concern about a grade you have received for an evaluation, please see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### Late Assignments and Missed Quizzes:

- Late assignments and missed quizzes receive a mark of zero (0%).
- Exceptions apply for medical reasons, which require a valid doctor's note.

### Attendance and Participation:

- Post a recognizable photo of yourself on your D2L profile.
- **Professional conduct Do's:**
  - Complete the readings each week before class
  - Arrive on time, and stay until the end of class
  - Communicate by email in advance if you must miss a class
  - Contribute constructively to discussions
  - Ask questions
  - Be ready to answer questions when called upon
  - Engage, be present, take an active interest, do what your asked to do
- **Professional conduct Don'ts:**
  - Side conversations and disruptive behaviours
  - Walking out when someone is speaking
  - Returning late from break-time
  - Talking during quizzes, plagiarism, and other forms of academic dishonesty

In groups of two (possibly three), lead an overview and discussion of your assigned Abstract and one other Abstract chosen by your group. Be sure to stay within the overall theme of the week's topic.

*Note - these are not the abstracts everyone has read for the weekly quiz.*

Critical thought is expected. If you cannot agree with something in an abstract, say so, and be prepared to explain how you reached your conclusions.

Your purpose is to add value to the readings by expanding and exploring the topic.

This is not a standard 'class presentation'. ***You are teaching the topic.***

**Requirements:**

1. 30 minutes of interactive learning for your classmates  
(innovate a little – games, guests, competitions, web-searches, etc...)
2. PowerPoint presentation
3. Web-links to supportive articles and extra materials  
(short/relevant digital video is recommended)
4. Submit your PowerPoint to the D2L 'getAbstract Presentations' Assignment box  
one hour before class. (one per group)
5. Be sure your presentation is 'scalable'. i.e. – Determine clearly:
  - a. what you 'must' cover,
  - b. which materials are 'optional', and
  - c. appropriate 'extra' materials if required.
6. See next page for how your Instructor will grade your work.  
(You might want to prepare accordingly, yes?)

Professionalism counts – ***you want people to take you seriously.***

This includes:

- Understanding the vocabulary of your topic
- Being prepared to answer questions about key concepts
- Overall comportment, attitude, and style
- Quality of content and analysis
- Quality and clarity of power-point slides
- Quality of vocal delivery
- Attentiveness to fellow presenters
- Apparent interest in your topic, and
- Appropriate dress

|  |   |   |   |   |   |   |   |   |    |  |
|--|---|---|---|---|---|---|---|---|----|--|
| The <b>getAbstract Authors</b> were not introduced appropriately                           | The <b>getAbstract Authors</b> were introduced appropriately                        |   |   |   |   |   |   |   |    |  |
| 1  | 2   | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| The presentation had too much or too little <b>detail</b>                                  | The presentation had an appropriate level of <b>detail</b>                          |   |   |   |   |   |   |   |    |  |
| 1  | 2   | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| Videos and exercises added little <b>value</b>   | Videos and exercises added significant <b>value</b>                                 |   |   |   |   |   |   |   |    |  |
| 1  | 2   | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| Presenters failed to <b>answer questions</b> well  | Presenters <b>answered questions</b> well   |   |   |   |   |   |   |   |    |  |
| 1  | 2   | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| Presenters did not demonstrate a sound understanding of the <b>vocabulary</b> of the topic | Presenters demonstrated a sound understanding of the <b>vocabulary</b> of the topic |   |   |   |   |   |   |   |    |  |
| 1  | 2   | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| Slides were too small, cluttered, or <b>difficult to read</b>                              | Slides were clear, attractive, and <b>easy to read</b>                              |   |   |   |   |   |   |   |    |  |
| 1  | 2   | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| Materials covered were neither <b>interesting</b> nor <b>worth knowing</b>                 | Materials covered were <b>interesting</b> and <b>worth knowing</b>                  |   |   |   |   |   |   |   |    |  |
| 1  | 2   | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| This presentation failed to <b>engage</b> the audience                                     | This presentation was very <b>engaging</b>  |   |   |   |   |   |   |   |    |  |
| 1  | 2   | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| The <b>presenters</b> seemed under-prepared and/or unprofessional                          | The <b>presenters</b> seemed well prepared and professional                         |   |   |   |   |   |   |   |    |  |
| 1  | 2   | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
| <b>Overall</b> this was a poorly prepared presentation                                     | <b>Overall</b> this was a well prepared presentation                                |   |   |   |   |   |   |   |    |  |
| 1  | 2   | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |

GRADE: /100

In groups of two (possibly three), create an 8 to 10 minute .mp4 video in which you present a PowerPoint on your assigned Secondary Topic. After showing the video, be prepared to answer questions.

**Requirements:**

1. An 8 to 10 minute .mp4 video of your PowerPoint presentation with voice-over.
2. Secondary Topic Presentations **do not** require the use of getAbstract.  
(Speak to your Instructor if you have difficulty finding appropriate information.)
3. Short, relevant videos within your presentation are permitted.
4. List your citations on the final slide of your video.
5. Submit your .mp4 file to the D2L 'Secondary Topics' Assignment box one hour before class.
6. See next page for how your Instructor will grade your work.  
(You might want to prepare accordingly, yes?)

**Professionalism counts:**

Video presentations provide opportunity to review and revise your work before you submit them. Your video should be:

- clear,
- direct,
- well paced,
- interesting,
- useful, and
- properly cited on the final slide.

**Be prepared to:**

- introduce your video,
- show your video, and
- answer questions afterwards.

|  |   |
|--|---|
| The <b>topic to be discussed</b> was not introduced appropriately                          | The <b>topic to be discussed</b> was introduced appropriately                       |
| 1 2 3 4 5  | 6 7 8 9 10  |
| The presentation had too much or too little <b>detail</b>                                  | The presentation had an appropriate level of <b>detail</b>                          |
| 1 2 3 4 5  | 6 7 8 9 10  |
| Videos and exercises added little <b>value</b>   | Videos and exercises added significant <b>value</b>                                 |
| 1 2 3 4 5  | 6 7 8 9 10  |
| Presenters failed to <b>answer questions</b> well  | Presenters <b>answered questions</b> well   |
| 1 2 3 4 5  | 6 7 8 9 10  |
| Presenters did not demonstrate a sound understanding of the <b>vocabulary</b> of the topic | Presenters demonstrated a sound understanding of the <b>vocabulary</b> of the topic |
| 1 2 3 4 5  | 6 7 8 9 10  |
| Slides were too small, cluttered, or <b>difficult to read</b>                              | Slides were clear, attractive, and <b>easy to read</b>                              |
| 1 2 3 4 5  | 6 7 8 9 10  |
| Materials covered were neither <b>interesting</b> nor <b>worth knowing</b>                 | Materials covered were <b>interesting</b> and <b>worth knowing</b>                  |
| 1 2 3 4 5  | 6 7 8 9 10  |
| This presentation failed to <b>engage</b> the audience                                     | This presentation was very <b>engaging</b>  |
| 1 2 3 4 5  | 6 7 8 9 10  |
| The <b>presenters</b> seemed under-prepared and/or unprofessional                          | The <b>presenters</b> seemed well prepared and professional                         |
| 1 2 3 4 5  | 6 7 8 9 10  |
| <b>Overall</b> this was a poorly prepared presentation                                     | <b>Overall</b> this was a well prepared presentation                                |
| 1 2 3 4 5  | 6 7 8 9 10  |

GRADE: /100



## INDIVIDUAL ASSIGNMENT ONE | Create Networking Cards and Complete a LinkedIn Profile |

Due April 14<sup>th</sup> (last day of class) at beginning of class

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**Part One | Design and print a networking card** – vistaprint.ca is recommended, although student cards are available from the Camosun print shop.

Your networking card should contain, at a minimum:

1. your name and certifications, or pending certifications,
2. your title or occupation,
3. an email address you monitor daily, and
4. a custom public profile LinkedIn URL containing your name.  
e.g. [www.linkedin.com/in/FirstnameLastname](http://www.linkedin.com/in/FirstnameLastname)

The purpose of creating networking cards is to apply what you have learned about personal branding. A networking card is different from a regular business card in that it does not contain information about an employer. Its purpose is to project information about you as an individual.

Students **may not** hold-forth as holding a credential they have not completed, just like you don't lie on a resume. Hence the need to say (for example):

Tom Smith LOA pending **or** Sally Jones BBA 2023

### Part Two | Create an Effective LinkedIn Profile

Your purpose is to create an online presence to support your professional future.

Your LinkedIn profile must include:

1. an appropriate, quality photo,
2. a background image that says something about your aspirations and/or interests,
3. a completed 'About' section, (short, personal, and interesting to the reader),
4. your experience, (list duties and portable skills),
5. your education, (list course names, not course numbers),
6. your interests, (show your interests by what you post and who you follow), and
7. three written recommendations from other LinkedIn members (classmates qualify).

### Submitting your Assignment:

1. Send a LinkedIn invitation request to the Instructor before class on the due date.
2. Print and attach your networking card design to the Self Assessment page and submit it at the beginning of class on the due date.
3. (See next page for Self Assessment Instrument.)

| Assessment Criteria   | Self Score  | Instructor Score |
|---|-------------|------------------|
| <b>Networking Card Design</b><br>(Name, email address, personalized LinkedIn URL, style, clarity)                                     | /15         | /15              |
| LinkedIn <b>About</b> section<br>(brief, interesting, descriptive, captures the reader's attention)                                   | /10         | /10              |
| LinkedIn <b>Experience</b> section<br>(lists duties <u>and</u> portable skills for each position)                                     | /15         | /15              |
| LinkedIn <b>Education</b> section<br>(describes program, lists course names)  | /15         | /15              |
| LinkedIn <b>Interests</b> section<br>(shows your professional interests by what you post and who you follow)                          | /10         | /10              |
| LinkedIn <b>Recommendations</b> section<br>(at least three positive recommendations   student recommendations <u>are</u> permitted)   | /15         | /15              |
| LinkedIn <b>Image and Professionalism</b><br>(photo, background banner, grammar, completion, attention to detail, overall impression) | /20         | /20              |
| <b>Total</b>  | <b>/100</b> | <b>/100</b>      |

Comments to the Instructor:

Quizzes and Assignments:

- Students must submit their assignments on the due date or as announced. A grade of zero will be assigned to late submissions. There are no additional assignments or make-up quizzes if you performed poorly on an assignment or quiz.
- Quiz dates will not be rescheduled. Non-attendance on scheduled quiz dates results in a zero grade. Exceptions will be made only for medical reasons or extenuating circumstances which must be submitted and then accepted by the Instructor. Please advise your Instructor promptly.
- Medical notes must be dated, signed, and written on letterhead or prescription paper imprinted with the physician's name and address. Notes from RNs, chiropractors, massage therapists, etc., will not be accepted. Electronic notes will not be accepted. Medical documentation must be received no later than 1 week after the student's absence.
- All submitted work must be properly referenced to sources.
- In-text citations for quotes, paraphrasing, and references must be consistent with APA standards.
- Grammar, spelling, style and APA citations will be assessed in your mark. See <https://camosun.libguides.com/apa7>.
- Submit all assignments into the D2L Assignment Box by last name – this protects you.
- Students registered through the Centre for Accessible Learning (CAL) should discuss timelines with their Instructors at the beginning of each semester.
- Unless otherwise specified, you are to submit your own work, any work collaborated (unless permitted by the course) will be considered in violation of the College's Academic Integrity Policy.

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

| Support Service                     | Website   |
|-------------------------------------|---|
| Academic Advising                   | <a href="http://camosun.ca/advising">http://camosun.ca/advising</a>                       |
| Accessible Learning                 | <a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a> |
| Counselling                         | <a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>                 |
| Career Services                     | <a href="http://camosun.ca/coop">http://camosun.ca/coop</a>                               |
| Financial Aid and Awards            | <a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>               |
| Help Centres (Math/English/Science) | <a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>               |
| Indigenous Student Support          | <a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>                   |
| International Student Support       | <a href="http://camosun.ca/international/">http://camosun.ca/international/</a>           |
| Learning Skills                     | <a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>           |
| Library                             | <a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>     |
| Office of Student Support           | <a href="http://camosun.ca/oss">http://camosun.ca/oss</a>                                 |
| Ombudsperson                        | <a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>                           |
| Registration                        | <a href="http://camosun.ca/registration">http://camosun.ca/registration</a>               |
| Technology Support                  | <a href="http://camosun.ca/its">http://camosun.ca/its</a>                                 |
| Writing Centre                      | <a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>           |

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.