

COURSE SYLLABUS



| | |
|---------------------|-------------------------------------|
| COURSE TITLE: | Bus 285 – Workplace Professionalism |
| CLASS SECTION: | 002 |
| TERM: | Winter 2025 |
| COURSE CREDITS: | 3 |
| DELIVERY METHOD(S): | In class lectures and discussion |

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

Mandatory Attendance for First Class Meeting of Each Course

This section of BUS 285 requires mandatory attendance for the first class meeting of the 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 for Students” [Registration Policies for Students | Camosun College](#)

INSTRUCTOR DETAILS

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

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):

One of:

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

COURSE LEARNING OUTCOMES / OBJECTIVES

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

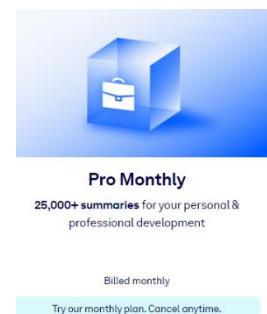
1. You need access to getAbstract.com for course materials.

[Purchase options are available here](#) – the *most cost-effective approach* is to sign up for **Pro Monthly** (for one month), download all the abstracts you need for quizzes and presentations, then cancel your membership.

NOTE: Your C0000000@camosun.ca email address cannot be used to register. Use a personal email account.

- a) The *free version* does not contain the abstracts you need for the course.
- b) If you opt for the *Student Plan*, you will be asked to verify your status as a Camosun student before submitting payment. A photo of your student card is acceptable.
- c) **Note** – getAbstract plans auto-renew until you cancel your subscription.

2. Students are required to sign-up for free membership at Slack, a professional team-management tool. (It's a little like Discord, only better for collaborating on a project...) Your Instructor will provide a link in class.



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 (Tuesdays) | 3 rd Abstract for Group Presentations (Tuesdays) | Secondary Topic Presentations (Thursdays) |
|------------------------|--|---|---|---|
| Week 1 – Jan 7 & 9 | Introduction and Overview | none | none | none |
| Week 2 – Jan. 14 & 16 | Emotional Intelligence – Part 1 | Emotional Intelligence (Goleman) Working with Emotional Intelligence (Goleman) | none | none |
| Week 3 – Jan. 21 & 23 | Networking | Highly Effective Networking (Pierson) Super Networking (Salmon) | The Fine Art of Small Talk (Fine) | Active Listening start here |
| Week 4 – Jan. 28 & 30 | Attitude Control | Learned Optimism (Seligman) Coach Yourself to Win (Guttman) | Mindset (Dweck) | First Impressions start here |
| Week 5 – Feb. 4 & 6 | Personal Branding <i>LinkedIn profile and e-card due at beginning of class Tuesday, Feb. 4th</i> | Rain Making (Harding) Me 2.0 (Schawbel) | Digital You (Arruda) | Managing Upwards start here |
| Week 6 – Feb. 11 & 13 | Emotional Intelligence – Part 2 | The Emotional Intelligence Quick Book (Bradberry and Greaves) The Emotionally Intelligent Manager (Caruso) | Focus – The Hidden Driver of Excellence (Goleman) | Projecting Confidence start here |
| Week 7 – Feb.18 & 20 | READING | WEEK | NO | CLASSES |
| Week 8 – Feb. 25 & 27 | Learning Techniques | Power Up Your Mind (Lucas) Managing Your Own Learning (Davis) | The Power of Impossible Thinking (Crook, Wind, and Gunther) | Effective Meetings start here |
| Week 9 – Mar. 4 & 6 | Office Politics – Part 1 | It's All Politics (Reardon) 21 Dirty Tricks at Work (Phipps) | Creating a Drama-Free Workplace (Maravelas) | ABCs of Image start here |
| Week 10 – Mar. 11 & 13 | Jerks at Work | The Bully at Work (Namie) Jerks at Work (Lloyd) | Good Boss, Bad Boss (Sutton) | Assertiveness vs Aggressiveness start here |
| Week 11 – Mar. 18 & 20 | Office Politics – Part 2 | Difficult Conversations (Stone) Changing Minds (Gardner) <i>(available on D2L)</i> | Building Influence in the Workplace (Oade) | Dating at Work start here |
| Week 12 – Mar. 25 & 27 | Negotiation Basics | Getting to Yes (Fisher) Get it! Street Smart Negotiation at Work (Smith) | Beyond Reason (Fisher and Shapiro) | Energy Management start here |
| Week 13 – Apr. 1 & 3 | Saying No | No! (Kemp) The Power of a Positive No (Ury) <i>(available on D2L)</i> | The Art of Saying No (Zahariades) | Netiquette start here |
| Week 14 – Apr. 8 & 10 | Effectiveness | The 7 Habits of Highly Effective People (Covey) The 8 th Habit (Covey) <i>Networking Assignment due at beginning of class Thursday, Apr. 10th</i> | Fit In, Stand Out (McGarvie) | Office Parties start here |

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 notice is required. Deadlines can be reviewed at <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

| DESCRIPTION | WEIGHTING |
|---|-------------|
| • getAbstract Group Presentation | 20% |
| • Secondary Topic Group Presentation | 15% |
| • Individual Assignment #1 – LinkedIn Profile and Networking e-Card | 15% |
| • Individual Assignment #2 – Attend a face-to-face Networking Event | 15% |
| • Individual in-class getAbstract Quizzes – best 10/12 @ 2% each | 20% |
| • Individual Attendance & Participation | 15% |
| TOTAL | 100% |

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

Late Assignments and Missed Quizzes:

- Late assignments and missed quizzes receive a mark of zero (0%).
- Exceptions apply for medical reasons. See page 12 for more details.

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
 - participate in class exercises and discussions
- **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 three (usually), lead an overview and discussion of your assigned Abstract.
Then introduce one or two other Abstracts you would recommend to a peer as worth reading. ← DO THIS!
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 your assigned 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. 20 to 30 minutes of interactive learning for your classmates
(innovate a little – games, guests, competitions, web-searches, etc...)
2. A slide presentation (PowerPoint is recommended)
3. Web-links to supportive articles and extra materials
(short/relevant video clips are recommended)
4. Submit your PowerPoint file 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 topic/author(s) to be discussed were not introduced appropriately | The topic/author(s) to be discussed were introduced appropriately | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| The presentation had too much or too little detail | The presentation had an appropriate level of detail | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Videos and exercises added little value | Videos and exercises added significant value | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Presenters failed to answer questions well | Presenters answered questions well | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Presenters did not demonstrate a sound understanding of the vocabulary of the topic | Presenters demonstrated a sound understanding of the vocabulary of the topic | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Slides were too small, cluttered, or difficult to read | Slides were clear, attractive, and easy to read | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| This presentation failed to engage the audience | This presentation was very engaging | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| The presenters seemed under-prepared and/or unprofessional | The presenters seemed well prepared and professional | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| The presenters failed to manage the technology well | The presenters managed the technology seamlessly | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Overall , this was a poorly prepared presentation | Overall , this was a well prepared presentation | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

GRADE: /100

In groups of three (usually), create a 15 to 20 minute interactive presentation

Requirements:

1. A 15 to 20 minute (maximum) **interactive** PowerPoint presentation.
2. Secondary Topic Presentations **do not** require the use of getAbstract.
 - o Begin with the '**start here**' links in the topic list on page three of this syllabus. **← DO THIS!**
 - o These are not everything you need to know. Just a good place to start your research...
3. Short, relevant videos within your presentation are recommended.
4. List your citations on the final slide of your presentation.
5. Submit your .pptx 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!

Your presentation should be:

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

Be prepared to:

- present your topic,
- engage the class with interactive activities, and
- answer questions on-the-fly.

Marking Rubric | Secondary Topics Presentation | BUS 285

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|--|
| The topic to be discussed was not introduced appropriately | The topic to be discussed was introduced appropriately | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| The presentation had too much or too little detail | The presentation had an appropriate level of detail | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Videos and interactive exercises added little value | Videos and interactive exercises added significant value | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Presenters failed to answer questions well | Presenters answered questions well | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Presenters did <u>not</u> demonstrate a sound understanding of the vocabulary of the topic | Presenters demonstrated a sound understanding of the vocabulary of the topic | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Slides were too small, cluttered, or difficult to read | Slides were clear, attractive, and easy to read | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| This presentation failed to engage the audience | This presentation was very engaging | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| The presenters seemed under-prepared and/or unprofessional | The presenters seemed well prepared and professional | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| The presenters failed to manage the technology well | The presenters managed the technology seamlessly | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Overall , this was a poorly prepared presentation | Overall , this was a well prepared presentation | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

GRADE: /100

Part One | Design a digital networking card using a [free account from hihello.me](https://hihello.me).

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
5. note - including your personal cell number is **not** recommended



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 MOA pending **or**

Sally Jones BBA 2025

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. Email a hihello.me networking card link to tkemp@camosun.ca before class on the due date.
3. See next page for Self Assessment Instrument.

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

Comments to the Instructor:

Your purpose is to apply the networking skills discussed in class in the ‘real-world’ and start thinking about what works for you.

Requirements:

Part 1:

1. Find a face-to-face networking event to attend.
2. Obtain approval from your Instructor for the event. Send a link to the event via email.

Part 2:

1. Dress appropriately and arrive on time.
2. Spend at least 90 minutes meeting people – more is better, ***make some real career connections.***
3. Test-drive the networking *FORMULA* we learned in class as appropriate.

Remember, the FORMULA’s purpose is to 1) help you answer questions and 2) avoid awkward silences. It’s not a template for meeting someone new. Make some connections!

4. Exchange networking cards / e-cards and LinkedIn information.

Part 3:



DO THIS!

1. ***Use the following headings*** to write a one-page, single-spaced, point-form summary of your experience:
 - a. **Name and Description of Event**
 - i. include a link to the Event
 - b. **Date and Time of Event**
 - c. **People I Attended With**
 - d. **People I Met** - list their names, and attach a photocopy of their networking/business cards or contact information on a separate page.
 - e. **How the networking FORMULA worked for me**
 - f. **Other networking techniques I tried out**
 - g. **Reflections:**
 - i. ***What worked:***
 - ii. ***What I would do differently:***
 - iii. ***Overall utility of the experience:***
2. Attach a full-length photo of yourself at the event on a separate page.
3. Attach a completed copy of your Networking FORMULA answer sheet on a separate page(s).
(With your answers to the questions in case you are asked them...)

Part 4:

1. Hand-in your printed assignment at the beginning of the last class.
2. Save your assignment in .pdf format and submit it to the D2L Assignment Box labelled: Networking Event Submissions

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

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

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 camosun.ca/services.

| Support Service | Website |
|-------------------------------------|---|
| Academic Advising | camosun.ca/services/academic-supports/academic-advising |
| Accessible Learning | camosun.ca/services/academic-supports/accessible-learning |
| Counselling | camosun.ca/services/health-and-wellness/counselling-centre |
| Career Services | camosun.ca/services/co-operative-education-and-career-services |
| Financial Aid and Awards | camosun.ca/registration-records/financial-aid-awards |
| Help Centres (Math/English/Science) | camosun.ca/services/academic-supports/help-centres |
| Indigenous Student Support | camosun.ca/programs-courses/iecc/indigenous-student-services |
| International Student Support | camosun.ca/international |
| Learning Skills | camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills |
| Library | camosun.ca/services/library |
| Office of Student Support | camosun.ca/services/office-student-support |
| Ombudsperson | camosun.ca/services/ombudsperson |
| Registration | camosun.ca/registration-records/registration |
| Technology Support | camosun.ca/services/its |
| Writing Centre | camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills |

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.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:
<https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/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 <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

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 ([see policy](#)). Please visit <https://camosun.ca/services/forms#medical> 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: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

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 <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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.