

Student Conduct and Judicial Affairs

SCJA Handbook for Faculty

RESOURCES TO ADDRESS ACADEMIC AND NON-ACADEMIC
MISCONDUCT

Maggie Ross, Manager
Office of Student Conduct and Judicial Affairs
scja@langara.bc.ca

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ACADEMIC MISCONDUCT

ADDRESSING ACADEMIC MISCONDUCT

STEP 1 - CONFIRM WITH SCJA

When you see or suspect a student of engaging in academic misconduct (cheating, or plagiarism), send SCJA an email (scja@langara.bc.ca) briefly explaining the situation and include the following:

- Student name
- Student ID number
- Course number

If possible, contact SCJA before you speak with the student about your concerns.

SCJA will check the records for any prior infractions. If the infraction is a first offense, SCJA will let you know and provide you with the instructions and paperwork you will need. SCJA will also place a hold on the student's account if it is necessary to prevent course withdrawal before you have had time to address the issue.

If the infraction is a repeated or serious offense, the process is different and the Division Chair is involved. If this arises, SCJA will explain the process at the time.

STEP 2 - NOTIFY THE STUDENT

Send the student an e-mail stating that you suspect academic misconduct. Inform the student that they are required to meet with you to discuss the matter. Either provide a specific date and time for the meeting or allow the student to propose a mutually agreeable time. Copy SCJA on this email.

STEP 3 - MEET WITH THE STUDENT

When you meet with the student, discuss your concerns, and allow the student to respond.

STEP 4 - MAKE A DECISION

After hearing from the student and reviewing all the information, make a decision as to whether or not academic misconduct occurred. You will make your decision on the "balance of probabilities" in light of the available evidence. You do not need 100% proof that an infraction occurred. If you are unsure of this concept, please call me.

If you decide that Academic Misconduct did not occur, inform the student and send SCJA an email with the same information.

STEP 5 - DECIDE ON THE PENALTY

If you decide that Academic Misconduct occurred, decide which penalty is appropriate. You have three options. These are:

- a warning or reprimand,
- a reduced grade on the work, or

- a failing grade on the work

The College does not have minimum or required penalties. The instructor makes this decision based on their assessment of the facts.

STEP 6 - DOCUMENT THE INCIDENT

The form used during the meeting is the formal record of the incident and the response. If you decide that Academic Misconduct occurred, use the form SCJA will provide to document the incident. The form allows you to indicate the nature of the offense in the top section and provides space for the student to write their response in the next section. Have the student sign the form once it is completed. The student's signature is acknowledgement that the meeting took place. It is not an admission of guilt.

STEP 7 - INFORM THE STUDENT

Give the original copy of the form to the student, and keep a copy for your records. Provide SCJA with a copy of the form for our records.

SOME SPECIAL PROBLEMS

THE STUDENT DOES NOT RESPOND OR FAILS TO MEET

If the student does not respond to your request to meet, send another email with a stated date and time. Include a statement similar to the one below. Let SCJA know if you are having difficulties.
"If you do not attend this meeting, I will make a decision based on the available information."

THE STUDENT CANNOT MEET WITH YOU IN PERSON

Offer to hold the meeting via phone or use email. Set a specific date and time for the meeting, or allow the student to propose a date and time. Some suggestions for alternate "meetings" are included at the end of this document.

YOU CANNOT MEET BEFORE GRADES MUST BE IN

Call SCJA to discuss options.

ALTERNATE ACADEMIC MISCONDUCT “MEETINGS”

When academic misconduct is suspected or observed, an in-person meeting with the student is a greater deterrent to a second offence, than a grade penalty alone. However, in on-line courses or when employment or personal obligations limit a student’s availability, it can be difficult to meet with the student in person. If a situation arises where you cannot meet the student in person, you can have the "meeting" by either phone or email.

PHONE "MEETING"

1. If you decide to use the phone, arrange a time to speak to the students as you would for an in person meeting (email the student a copy of the policy before you speak on the phone).
2. When you speak with the student, write a summary of the student's statement in the section of the form for this purpose.
3. Based on the student’s statement, decide if academic misconduct occurred.
4. If you decide academic misconduct did not occur, let the student know and send SCJA an email with the same information.
5. If you decide academic misconduct did occur, review all the facts and decide on the appropriate penalty. Let the student know the penalty and check the correct box on the form.
6. Either print, sign and scan the form as a PDF, or save it as an unsigned PDF (if you cannot print and scan it).
7. Email the PDF to the student. Try not to email the student a Word document as it can be easily altered. In the body of the email include something like: "Please find attached confirmation of our discussion regarding an incident of academic misconduct and the outcome of that discussion. Please keep a copy of this document for your records."
8. Forward SCJA a copy of both the email and the form.

EMAIL "MEETING"

1. If you cannot meet in person or on the phone, proceed this way:
2. Send the student an email saying you suspect academic misconduct and provide a brief description of what happened, when it happened and in what course (similar to what is on the form). Include a copy of the policy with this email.
3. Ask the student to provide comments about the incident by reply email. Give the student a specific date for the reply (maximum 7 days, but not fewer than 2 days). Include a statement something like "If I do not receive your response by [date] I will assume you have no additional information to provide and will make a decision based on the information I have."
4. When you have received the response or the deadline has passed, decide if academic misconduct occurred.
5. If you decide academic misconduct did not occur, send the student an email (cc’d to SCJA) outlining your decision.
6. If you decide academic misconduct did occur, fill out the form, decide on the appropriate penalty, and check the correct box on the form. Proceed as outlined in items 5-7 above.

PREVENTING ACADEMIC DISHONESTY

Because the demands and objectives of each course are different, not all of the suggestions are appropriate for all situations. Be sure to customize your prevention program for optimum effectiveness. Students respond better to situation specific instructions than generic ones. Choose whatever tips are useful in your classroom and applicable to your assignments and exams.

SUGGESTIONS TO PROMOTE ACADEMIC INTEGRITY

- Make your expectations clear and explicit. For example, discuss how the definition of plagiarism applies to the specific assignments in your class.
- Discuss academic integrity with your students. They will more likely remember the conversation if they are the ones who generate ideas on why academic integrity is important.
- Make sure the College's Academic Misconduct policy is explicitly referenced on your course outline.
- Give examples of times when you personally struggled to do the right thing in your academic work. This alerts students to the reality that academic integrity might not always be a simple matter.

SUGGESTIONS TO PREVENT PLAGIARISM ON PAPERS

- Discuss plagiarism and appropriate use of sources in class.
- Assign essay topics that are specific to your course and timely in nature, and therefore impossible to find on the Internet.
- Give clear guidelines for format.
- Acknowledge that proper citation is a skill that requires practice.
- Provide bibliography resources (websites, textbooks, handouts, etc.).
- Analyze a term paper from the Internet in class. This provides dual benefits in that your students learn that you are aware of the paper mills. They also learn that the quality of the term papers provided through "paper mills" can be questionable.
- Make it clear that all sources – print or electronic – must be cited.
- Assign term papers in stages: outline, bibliography, rough draft, final draft.
- Use in-class writing assignments.
- Give assignments in which the objective is to analyze websites, thereby avoiding the temptation for students to copy them.
- Be explicit about possible sanctions, including failure on the assignment, failure in the course or suspension from the College.

SUGGESTIONS TO PREVENT CHEATING ON TESTS

- Discuss cheating and academic integrity in class.
- Change your exam every term.

- Use alternating formats so students seated next to each other are not writing identical exams.
- Carefully invigilate your exams. Be sure there are sufficient invigilators for the size of the class.
- Wherever possible, seat students with a desk in between them.
- Provide scratch paper if required.
- Record the seating arrangement where possible.
- Where possible, use long answer/essay format.
- Formulate questions in which students are required to apply knowledge rather than memorize and reproduce answers.
- Have students put all bags /coats /hats /electronic devices at the front or side of the room.
- If possible, have students answer directly on the exam rather than in an exam booklet.
- Be aware of technologies that could allow cheating, e.g. programmable calculators, phones, recording devices, etc.
- Be explicit about possible sanctions, including failure on the exam, failure in the course, or suspension.

SUGGESTIONS TO PREVENT INAPPROPRIATE COLLABORATION

- Be explicit about how much, if any, collaboration is allowed and how it should be acknowledged.
- Provide a protocol for group work specific to the assignment.
- Clearly explain how group assignments will be assessed.
- Make sure your students know that working together when they have been instructed to work individually may result in a cheating/plagiarism situation.
- Be explicit about acceptable use of tutors, editors and translators.

NON-ACADEMIC MISCONDUCT

SCJA AND YOU

Instructors may encounter student behavioural concerns that range from classroom incivility and disruption, to aggression and threatening behaviour. SCJA is there to help. You can contact SCJA for:

- Notification - To alert SCJA to the incident so a record of the incident can be made
- Consultation - To trouble-shoot an incident or seek advice on what to do
- Referral - To request that SCJA address the situation

Examples of non-academic misconduct are included at the end of this document.

NOTIFICATION

When an instructor intervenes in a behavioural incident and address it directly with the student, notify SCJA of the incident and any outcome. This is important because an instructor may think the behaviour is an isolated incident, while SCJA records may show a pattern of behaviour occurring in other classes or parts of the College. Identification of patterns allows for a comprehensive approach to the behaviour. If the incident is a single one, SCJA will monitor the file and address any subsequent incidents.

How:

Send an email to scja@langara.bc.ca providing the student's name, ID#, incident date and location, a brief description of the behaviour, your response, and any other relevant information. If you are just notifying SCJA, put "No action required" in the subject line.

CONSULTATION

Instructors may encounter a situation and not know what to make of it; may want another opinion, or may want suggestions on how to address it. Depending on the nature of the incident and whether it is a first or subsequent incident, SCJA will explore ways for the instructor to intervene (alone, with assistance from SCJA or from another Dept member), or how to refer the matter to SCJA or another campus resource. Where the instructor is the best person to intervene, SCJA will provide advice on to approach the situation with attention to fairness and due process. Deciding on the best approach is a joint discussion between the instructor and SCJA.

In addition to trouble-shooting advice and coaching, SCJA can help instructors draft letters, emails, notices etc. and help instructors communicate general behavioural expectations to students (e.g.: wording in syllabus, program guides, info sheets, class presentations etc.)

How:

Call 5151 or send an email to scja@langara.bc.ca giving a brief description of the incident and mentioning that you would like to discuss it. Put "Consultation request" in the subject line. PLEASE NOTE: SCJA may recommend that the instructor not address the situation independently if, in the opinion of SCJA, the behaviour is concerning, repeated or potentially volatile.

REFERRAL

An instructor may feel they are not the best person to address a behavioural concern and can refer a student issue to SCJA for attention.

How:

Call 5151 giving a brief description of the incident and mentioning you would like to refer it, or send an email to scja@langara.bc.ca with as much detail as possible. Include the student's name, ID#, incident date and location, a brief description of the behaviour, your response, and any other relevant information. Put "Referral to SCJA" in the subject line.

LANGARA STUDENT CODE OF CONDUCT

The Student Code of Conduct states that all students are expected to behave in a mature, civil, and respectful manner. Students must comply with all relevant federal, provincial, and municipal laws; comply with all College policies; and show respect for the College and members of the college community. The policy prohibits certain behaviour. Here are some examples.

NON-ACADEMIC MISCONDUCT EXAMPLES

- Alcohol or drug use, including impairment or intoxication
- Disruption of any activity of the college, including teaching
- Encouraging or aiding others to engage in misconduct, including parents, family members and other non-students
- Failing to comply with a reasonable direction given by a college representative
- Failing to comply with a sanction or other disciplinary measure
- Furnishing false information and identification
- Hazing
- Making false allegations against any member of the college under the conduct policy
- Speech or action that disrupts the college environment
- Theft, misuse, or damage to property
- Threatening or creating conditions that threaten the health, safety or well-being of any person
- Unauthorized possession or use of dangerous objects
- Unauthorized recordings of college business
- Unauthorized use of college facilities, equipment, or services, including computing systems and network, library property, fire and related safety equipment
- Unwelcome or persistent conduct that cause another person to feel demeaned, intimidated, or harassed
- Verbal and physical assault, sexual misconduct, harassment, intimidation, threats or coercion
- Vexatious conduct, harassment, bullying, or discrimination prohibited under the BC Human Rights Code

SCJA PROCESS EXPLAINED

When a student situation is referred to SCJA, here is the process SCJA uses to address the situation.

INITIAL SCJA RESPONSE

Depending on the information provided by the instructor, the manager of SCJA may contact the instructor to obtain more detail or other records or notes. The manager may also discuss approaches or possible outcomes with the instructor, or seek additional information from other sources. If the information provided by the instructor is sufficient, the manager will proceed based on that information.

Depending on the situation, the manager may invite the instructor to join a meeting with the student (Student Conduct Meeting). An instructor's presence at the meeting is not obligatory, but it can be helpful. The instructor often has firsthand knowledge of the incident, may have heard or seen the impact of the behaviour on others, or may have a relationship with the student that can aid in promoting behavioural change.

STUDENT CONDUCT MEETING

When the information suggests a violation of the Student Code of Conduct, the student is required to attend a Student Conduct Meeting with the manager. Student attendance at this meeting is not optional.

The purpose of the Student Conduct Meeting is twofold. The first is to gather and review the facts to determine if the Student Code of Conduct has been violated (the investigation), and the second, is to assess the student's willingness and capacity to change the behaviour, if they have violated the Code.

INVESTIGATION AND DECISION-MAKING

Fairness in an investigation process requires that the student be told what they have done wrong (right to know the case against them), and be given the chance to tell their side of the story and challenge any adverse evidence (right to respond). The student also has the right to an unbiased decision. In a typical scenario, the instructor report and any other relevant information is the "case" and the Student Conduct Meeting is an opportunity for the student to hear and respond to the "case." The case and the student's response inform the decision. A fair and unbiased decision cannot be made until these two steps are completed.

In the majority of situations, the student admits the behaviour¹. They may see things in a different light or may have what they consider a reasonable explanation for the behaviour. The student's explanation or other mitigating factors may influence what is done about the violation, but it does not influence whether the violation occurred. A decision on whether the Student Code of Conduct was violated is based on the facts alone. The measure for weighing the facts is the "balance of probabilities."

¹ When a student denies the allegation, further investigation may be required before a decision can be made, or the decision may be made based on the available information.

ASSESSMENT

During the Student Conduct Meeting, the manager will assess the situation and the student's response to determine the likelihood of positive behavioural change. The manager will consider the extent to which the student takes responsibility for the behaviour, demonstrates understanding of the impact of the behaviour, and shows remorse for the behaviour. When a student demonstrates these qualities, a recurrence of adverse behaviour is low. Sanctioning decisions will reflect these factors.

Where a student does not demonstrate these qualities, more restrictive sanctions or conditions on continuance may be necessary to reduce the potential for recurrence and/or manage the behaviour over the long term.

When restrictive sanctions or conditions are required, and the instructor has been involved, SCJA will consult with the instructor to ensure that the sanctions or conditions will foster a safe and productive learning and teaching environment.

SANCTIONING

A sanction is imposed only when a violation of the Student Code of Conduct has occurred. The goal of sanctioning is to change behaviour, not to punish. The type and severity of the sanction is based on the factors mentioned above, including whether the incident is a first or subsequent infraction and whether the behaviour has had a significant adverse impact on others.

Where the appropriate sanction is suspension from the College, the manager makes a recommendation for suspension to the President. Only the President can suspend a student from the College.

SANCTION EXAMPLES

Community service	No contact directive
Conditions on continuance	No trespass directive
Counselling or coaching	Probation
Educational project or assignment	Restorative conference
Formal apology	Restriction on re-enrollment
Letter of expectation	Suspension
Letter of reprimand	Temporary removal
Loss of privilege	Warning (verbal or written)
Mediation/alternate dispute resolution	Workshop or training attendance
Monetary restitution	Other or any combination of above

SETTING THE EXPECTATIONS FOR CLASSROOM BEHAVIOUR

Instructors have the right to set the standards for student behaviour in the classroom as long as those standards do not conflict with other College policies. Keep in mind that students look to the instructor for guidance and modeling of appropriate classroom behaviour.

STEP 1

Define the standards. Give some thought to what kind of behaviour you want in the classroom. Discuss it at your department meetings and come to agreement.

STEP 2

Inform your students of the expectations. Be specific. Providing the information in writing is helpful, but keep in mind that people are better at meeting expectations if they are delivered orally. Also, it often takes three iterations before people actually hear the message.

STEP 3

Monitor compliance with the expectations. For individual infractions, meet with the student in private and reiterate the expectations. For group non-compliance, re-state the expectations publically. If students fail to comply after being reminded, ask them to leave the room.

STEP 4

For repeated problematic behaviour, notify your department chair and SCJA with clear information as to the steps taken to reinforce the expectations.

SUGGESTIONS

1. Provide the expectations in writing at the start of class. Review the expectations orally and then again two weeks later. If the expectations are slipping, remind the students again orally at mid-term.
2. To limit cell phone use, media devices or laptop use in the classroom, try, "All cell phones and media devices must be turned off and out of sight."
3. To ensure orderly classroom discussion, try, "To ensure respectful discussion, students will speak one at a time. All students will have an opportunity to participate. Those who dominate discussions will be reminded of the rights of all students to participate."
4. To ensure civil and respectful classroom behaviour try, "The behaviour expected of students in the learning environment mirrors that which is found in the employment environment. Horseplay, use sarcasm, put downs or insults during class will be reminded of the expectation for civil and respectful discourse."
5. To limit disagreement during classroom discussions try, "The educational setting encourages the free flow of ideas, some of which may conflict. To ensure productive discussion, the instructor

will limit disagreement in the classroom. Students are free to meet with the instructor in private to explore their ideas.”

6. To enable orderly consultation with the instructor around student questions and concerns, try, “The instructor is available to meet with students to discuss questions and concerns during office hours. Students are requested to make an appointment.”
7. If the instructor does not have office hours try, “The instructor will be available for ten minutes at the end of class to discuss questions or concerns. Questions will be addressed on a first come, first served basis.”

DISRUPTIVE BEHAVIOUR INTERVENTION TIPS

STEP 1

Tell the student the behaviour is not OK and has to stop. Warn them they will have to leave if they do not stop.

- Intervention is most effective if you have set the expectations up front and correct problematic behaviour as soon as it arises.
- If you can, speak to the student privately, this works well.
- If the situation needs an immediate response, do so in the moment.
- Describe the behaviour and possible consequences in objective terms; avoid judgment or long explanations.
- Reinforce the expectations for the whole class.

STEP 2

If the student stops, make a note of the incident and keep the record.

- The easiest way to make a note is to send yourself an email. You can cc someone if you want or simply forward it later if the need arises.
- If the matter is in hand, include a comment like “FYI - no action required” in your note.
- It is a good practice to put names, ID numbers, dates and locations in your note. This helps jog your memory and provides a context if problems resurface later.

STEP 3

If the student does not stop, ask them to leave. Notify your chair/coordinator and SCJA about the incident.

- Before asking the student to leave, remind them of your warning in *Step 1*. This gives them one last chance to comply.
- Remember to keep calm. You may need to repeat the requirement.
- We need a record of anytime a student is required to leave class, in case the student wants to complain. Notify those who may hear possible complaints.

STEP 4

If the student does not leave, call Safety & Security at 4444 or 604.562.1011.

- You may need to give your other students a short break while awaiting Security.
- You may need to quickly debrief your students when reconvening – but keep disclosure to a minimum, it is not a therapy session.
- If you have not done so already, enter the security number into you cell phone.

**If the behaviour seems unsafe, do not intervene.
Call Safety & Security right away.**

HAVING A CORRECTIVE CONVERSATION

When addressing problematic student behaviour, having a conversation with the student about their behaviour is an important step. It is most effective to have a corrective conversation after an incident of behavioural misconduct and before the student returns to the next class. If possible, arrange to meet with the student at a designated time and place. This can be done verbally at the end of the class, or by email. Do not hesitate to have a colleague or SCJA join you in the meeting.

SAMPLE EMAIL NOTIFICATION TO THE STUDENT

From: Rick Brown
Sent: April-10-14 3:45 PM
To: 'Nigel Hollingsworth'
Subject: meeting request

Dear Nigel,

As I mentioned to you in class today, your frequent interruptions and off-topic questions have become increasingly disruptive to the learning environment. I would like to meet with you on April 12 at 12:30 pm to discuss this situation. If you are not able to meet on the 12th, please suggest an alternate time. Unfortunately, I cannot allow you to return to class until this meeting takes place. If you attend class before we have had a chance to meet, you will be required to leave.

Rick Brown - Instructor

CONVERSATION STRUCTURE

The following is an effective format for a corrective conversation with a student.

- Describe the incident or behaviours giving rise to the conversation.
- Allow the student to comment or provide an explanation.
- Acknowledge good intentions.
- Clarify future expectations.
- Outline consequences for non-compliance.
- Follow-up in writing emphasizing the problem discussed, your expectations for future behaviour and the consequences for non-compliance.

SAMPLE EMAIL CONFIRMATION OF THE CONVERSATION

From: Rick Brown
Sent: April-17-14 1:26 PM
To: 'Nigel Hollingsworth'
Subject: follow-up to our meeting

Dear Nigel,

I am writing to confirm our meeting of April 12th where we discussed how your **frequent interruptions during class were disrupting the learning environment**. As mentioned, I encourage all students to participate in class, but I cannot permit one student to dominate discussions. As we discussed, **I expect you to curtail your frequent interruptions** to enable the full and fair participation by other students. I appreciate your understanding of this expectation and your commitment to curtail this activity. As also mentioned, if this activity persists, **I will refer this matter on, and it may be addressed as a disciplinary issue**.

Rick Brown - Instructor

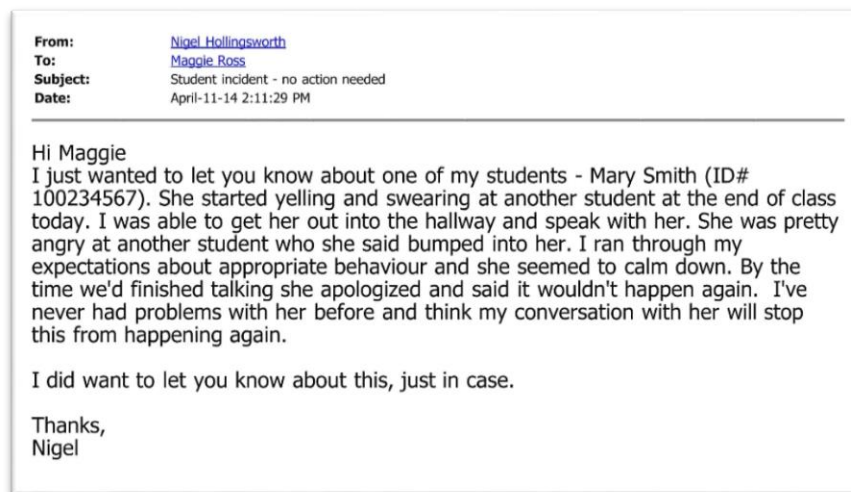
REPORTING BEHAVIOURAL CONCERNS

To ensure the College is responding appropriately, consistently, and fairly to alleged violations of the Student Code of Conduct, all members of the community should report incidents to SCJA as soon as possible after they occur. Email reporting is acceptable and your note should include the following:

- Name of student and student number, if known;
- Date and time of the incident;
- Nature of the behaviour;
- Action taken to correct the behaviour, if any; and
- Other relevant information.

EXAMPLE 1

In this example, the writer has addressed the situation with the student and does not anticipate further problems. He is reporting the incident because the student may have exhibited behavioural problems in other areas of the College (other classes or service areas) and because it is important to put the incident on the record in case there are future occurrences.



EXAMPLE 2

In this example, the writer tried to address the situation but was not successful and had to ask the student to leave. When a student is asked to leave, the College needs a record of this exchange, so report the incident to both your supervisor/chair and SCJA. In this this example, the writer is also looking for some advice on what to do next.

From: [Nigel Hollingsworth](#)
To: [Maggie Ross](#)
Subject: student issue
Date: April-11-14 2:48:53 PM

Hi Maggie.

I've got a situation with a student you should know about. This fellow - Bob Smith (ID#1002987654) came to the service counter yesterday at about 3:30. He was extremely rude, pounded his fist on the counter and proceeded to tell me how incompetent I was; how he was a paying customer and demanded that I give him what he wanted; how he'd get me fired etc. etc. I did my best to calm him down but he was having none of it. I had to get my colleague to step in and she got the same treatment. We eventually had to tell him to leave, which he did, I but expect that won't be the last we hear from him. I'd like to get some advice on this one, or maybe get you to handle it? I really don't want to have to deal with that again. Give me a call as soon as you can.

Thanks
Nigel

EXAMPLE 3

In this example, the writer believes the matter is best addressed SCJA. The writer has records he will forward to the Office. These records will help in deciding the best response.

From: [Nigel Hollingsworth](#)
To: [Maggie Ross](#)
Subject: student conduct report
Date: April-11-14 3:10:59 PM

Hi Maggie

I'm passing this situation over to you to deal with under the Code of Conduct. Student Terry Smith (ID# 100395867) has been sending me some pretty questionable emails. It started out as pretty innocuous and then I was getting 3 and 4 emails a day from this student. Frankly I'm finding the tone of these emails offensive. I'll forward them on to you by separate email. Give me a call if you need more info. I don't think there's much more I can (or want to) do with this student.

Nigel

FOLLOW-UP

When a member of the community reports a possible violation of the Student Code of Conduct to SCJA, the Manager will follow-up with the writer. This may be an acknowledgement, a request for more information, an invitation to participate in the response process, or to inform the writer as to the outcome.

RESPONDING TO A STUDENT OF CONCERN

A *Student of Concern* is a student displaying signs of distressed, disruptive or threatening behaviour.

	Distressed	Disruptive	Threatening
	Behaviour that causes alarm or worry for well-being	Behaviour that disrupts the educational environment or the normal academic functions of the college	Behaviour that causes fear for personal safety or the safety of others
Examples	<p>Shows severe anxiety, stress, sadness</p> <p>Discloses personal or family crisis</p> <p>Irrational, erratic, paranoid thinking</p> <p>Reveals self-injurious tendencies</p> <p>Writes or jokes about killing self</p> <p>Isolates self</p> <p>Misuse or abuses substances</p>	<p>Interferes with the ability to teach, learn, or conduct college business</p> <p>Demands inordinate amounts of instructor time</p> <p>Is rude, uncivil, sarcastic, demeaning, belittling</p> <p>Dominates class discussion or lectures</p> <p>Refuses to follow the direction</p> <p>Requests patently unreasonable accommodations</p> <p>Is excessively argumentative or demanding</p> <p>Becomes verbally aggressive or hostile</p> <p>Physically intimidates or bullies</p>	<p>Implies or makes direct threat to harm self or other</p> <p>Uses words or actions that reflect intention to instill fear of physical or psychological harm in someone</p> <p>Causes destruction of property or substantial disruption to campus community</p> <p>Displays or makes serious reference to any weapon</p> <p>Physically confronts or attacks another person</p> <p>Stalks or maliciously harasses another person</p> <p>Uses words, expresses ideas that a reasonable person would find threatening</p>

<p>What to do</p>	<p>Communicate understanding</p> <p>Talk openly and directly about your concerns, without judgment or critique</p> <p>Listen to the concerns/feelings non-defensively</p> <p>Pay attention for serious warning signs: giving away key possessions; increased substance abuse; loss of hope or purpose</p> <p>Consult, consult, consult</p> <p>Make a referral</p>	<p>Establish clear expectations, protocols, boundaries and limits</p> <p>Correct innocent mistakes and minor first offenses</p> <p>Give a general word of caution to the class</p> <p>Request that the student stop the behaviour</p> <p>If possible, speak to the student about their behaviour after class, in a private but safe place</p> <p>If behaviour persists, ask the student to leave the area</p> <p>Document behaviour and discussion content</p> <p>Provide student with a copy of expected changes, time line, and potential consequences</p> <p>Refer student for additional support</p> <p>Report to Department or Program supervisor and Student Conduct & Judicial Affairs</p> <p>Consult, consult, consult</p>	<p>If the threat is imminent, call Security (see phone numbers below)</p> <p>Develop a personal & office safety plan and review regularly</p> <p>Document the interaction thoroughly</p> <p>Report to Department or Program supervisor, Campus Security and Student Conduct & Judicial Affairs</p>
<p>Consult with</p>	<p>Experienced colleagues</p> <p>Department Chair/Supervisor</p> <p>Counselling Department</p> <p>Disability Services</p> <p>Health Services</p>	<p>Experienced colleagues</p> <p>Department Chair/Supervisor</p> <p>Counselling Department</p> <p>Disability Services</p> <p>Student Conduct & Judicial Affairs</p>	<p>Campus Security</p> <p>Student Conduct & Judicial Affairs</p> <p>Behavioural Intervention Team</p> <p>Dean of Student Services</p>

Refer to	Trusted friends/family Counselling Department Health Services Disability Services	Student Conduct & Judicial Affairs Behavioural Intervention Team Chair or member	Campus Security Student Conduct & Judicial Affairs Behavioural Intervention Team Chair Dean of Student Services
Campus resources	<p>Counselling Room B111 Phone: 604.323.5221 Email: counselling@langara.bc.ca</p> <p>Health Services Room B101 Phone: 604.323.5256</p>	<p>Disability Services Room B139 Phone: 604.323.5509 Email: disabilityservices@langara.bc.ca</p> <p>Student Conduct & Judicial Affairs/Behavioural Intervention Team Room B136 Phone: 604.323.5151 Email: scja@langara.bc.ca</p>	<p>Dean of Student Services Room B138 Phone: 604.323.5225 Email: dss.office@langara.bc.ca</p> <p>Campus Security Phone: 604.562.1011 or local 5270 OR 4444 from any internal phone OR use a YELLOW emergency phone</p>

Adapted with permission from Utah State University

TEN TIPS FOR DE-ESCALATING ANGER AND FRUSTRATION

<p>Accept that people get angry and frustrated</p>	<p>Emotions can play out in behaviour. Anger is a choice of a wide range of behaviors people use in various situations.</p> <p>Possible sources of frustration and anger:</p> <ul style="list-style-type: none"> • Fear • Perception of lost power or control • Diminished self-esteem • Feelings of failure • It is a learned behavior – it has worked for them • Displaced anger • Psychological/physiological causes • Limited or inadequate coping skills
<p>Recognize the warning signs</p>	<ul style="list-style-type: none"> • Flustered, fidgety, pacing • Flushed or paled faced • Standing up or standing taller, appearing bigger • Direct, prolonged eye contact • Exaggerated or tense gestures • Raised voice, use of profanity • Tangential or irrational thoughts and words • Any unusual or sudden change in demeanor (base-line shift)
<p>Consider your own emotional response</p>	<p>Perform a quick self-assessment:</p> <ul style="list-style-type: none"> • Can I avoid criticizing and finding fault with the angry person? • Can I avoid being judgmental? • Can I keep myself removed from the conflict? • Can I try to see the situation from the angry person’s point of view? • Can I understand the needs he is trying to satisfy? • Can I remember that, ultimately, my job is to help them?
<p>Act with intention</p>	<p>Successful de-escalation is a conscious and deliberate strategy to move a person from one emotional state to another.</p>

Attend to space and position	<p>Space:</p> <ul style="list-style-type: none"> • Intimate space: 0 - 0.5 m • Personal space: 0.5 – 1.2 m • Social Space: 1.2 – 3.0 m <p>Position:</p> <ul style="list-style-type: none"> • 45-60 degree to person in “social space”
Use your body and voice to convey openness, interest and that you are not a threat	<p>Elements of non-verbal communication:</p> <ul style="list-style-type: none"> • Proxemics – proximity, spacial distance, position and approach. • Kinesics – gesture, facial expression, eye and body movement, posture and touch. • Paralanguage – tone, volume, rhythm, rate, inflection and other non-language parts of oral communication.
Develop discrepancy	Identify how the current thoughts or behaviours will not achieve the desired goals or outcomes.
Offer choices	Choices force rational thought and gives elements of control to the speaker.
Listen, listen, listen	<p>Elements of Active Listening:</p> <ul style="list-style-type: none"> • Silence - Allow a comfortable space to slow down the exchange; give the person time to think as well as talk. • Paraphrase - Render the message using similar words and phrases to those of the speaker. • Reflect - Render the message using your own words and sentence structure. <p>Redirect - Shift the discussion toward solutions rather than on the grievance.</p> <p>Reframe - Convert an apparent judgment, opinion or position into a positive statement about concern, issue or need.</p> <p>Summarize - Bring together the facts and pieces of the problem to check.</p>
Acknowledge, agree, apologize	<p>Acknowledge the individual’s problems and concerns. Recognize the emotional expression by naming it.</p> <p>Agree with the impact if there is truth in the claim.</p> <p>Apologize if events have been wrong, unfair and/or have caused harm to the person.</p>

STUDENT HANDOUTS

ACADEMIC INTEGRITY

Integrity in academic work is central to learning and forms a basis of intellectual pursuits in any institute of higher learning. Academic integrity is expected and required in all settings, whether on campus or at an off-site location such as a practicum, a co-op site, during on-line courses or when undertaking academic work from home.

WHAT IS INTEGRITY?

According to the Oxford English Dictionary, integrity, in a moral sense, is:

- Soundness of moral principle
- The character of uncorrupted virtue, especially in relation to truth and fair dealing
- Uprightness, honesty, sincerity

In other words, having integrity means being the best one can be and demonstrating that principle through one's actions

Academic integrity is fundamental to academic endeavors at every post-secondary institution. It is:

- The application of integrity to academic pursuits
- The pursuit of scholarly activity in an open, honest and responsible manner
- Refraining from acts of falsification, misrepresentation or deception

Why is Academic Integrity Important?

- The acquisition of meaningful knowledge is predicated on the principle of honesty in the pursuit of truth
- Meaningful knowledge can only be acquired by the individual
- To be assessed on learning and knowledge, a student must demonstrate that they, as an individual, have acquired the necessary learning and knowledge
- To demonstrate knowledge, students must do their own work

ACADEMIC MISCONDUCT

The following explains academic misconduct as outlined in Langara's Academic Conduct Policy # F1004. Langara policy defines plagiarism as: "The presentation of another person's or source's words and/or images and/or ideas as if they were one's own."

Plagiarism is also refers to copying words, phrases, sentences, paragraphs or images without proper acknowledgement or without properly citing a source. Intent is not necessary for plagiarism to occur. It is the student's responsibility to educate themselves as to what is and what is not plagiarism.

Langara policy defines cheating as: "An act of deceit, distortion of the truth, or improper use of another person's effort to obtain an academic advantage."

EXAMPLES OF ACADEMIC MISCONDUCT

- Altering examination answers and requesting the examination be re-graded.
- Borrowing all or part of another student's paper, original research or lab data.
- Using someone else's outline to write one's own paper.
- Changing the score on an examination, test, or any assignment.
- Communicating with any person during an examination, other than the examination invigilator or faculty.
- Copying another student's examination or allowing a student to copy your examination.
- Directly quoting the words of others, without using quotation marks or indented format to identify them or otherwise indicating that words are directly quoted.
- Encouraging, enabling or causing others to do or attempt any of the above.
- Fabricating information, such as data for a lab report.
- Having another person take an examination in one's place.
- Submitting a take-home examination or assignment as one's own where completed in whole or in part by another person.
- In computer programming classes, using computer code from another person and presenting it as one's own.
- Obtaining or using unauthorized material, such as a copy of an examination before it is given.
- Paraphrasing materials or ideas of others or using sources of published or unpublished information without identifying the sources.
- Preparing or offering for sale essays or other assignments, in whole or in part, with the expectation that these works will be submitted by a student for appraisal.
- Submitting the work one has completed for one class, either at Langara or elsewhere, for appraisal in a second class without prior authorization by the instructor.
- Submitting work that another individual, including work a tutor has edited or partially written, without prior permission from the instructor.
- Using a paper writing "service" or having another person write one's paper.
- Using cheat sheets or other sources of information in an examination without authorization.
- Using unauthorized information, books, notes, diagrams or other aids during an examination.

PENALTIES FOR ACADEMIC MISCONDUCT

Langara investigates suspected incidences of academic misconduct, and applies penalties when reasonably justified. Penalties for academic misconduct range from a grade of zero on an assignment or exam, up to and including suspension from the College.

Ignorance of expectations and policies around acceptable academic conduct does not constitute a defense against charges of academic misconduct.

CLASSROOM EXPECTATIONS

PRINCIPLES

- Langara is a College for adult learning.
- It is a partnership between instructors with the desire to teach, and students with the desire to learn.
- In order to create an appropriate environment for teaching and learning, there must be respect for the instructor and other students.
- Students must conduct themselves in the classroom in a way that supports a respectful and productive learning environment.

ATTENDANCE

Make yourself aware of the attendance requirements for your course or program. Failure to meet course learning objectives due to non-attendance may affect your course grade.

ABSENCES

Take responsibility for getting missed assignments or notes from other students. Be aware that Instructors are not responsible for re-teaching the material you missed because of absence. Do not expect that you will automatically be allowed to make up missed work. Any questions about absences should be discussed with your instructor.

COMPUTERS AND INTERNET

In classes where computers and/or Internet access is provided, you may use these for valid, academic purposes. You should keep incidental personal use outside of the classroom, unless your instructor permits otherwise.

CONSULTATION

Many instructors hold office hours to allow students to ask questions or obtain additional information about the course content. If your questions are more complex than can be answered in class, meet with your instructor during office hours, rather than taking up an excessive amount of class time.

CONVERSATION

Engage in conversation with your instructor and other students around topics under classroom discussion. Do not carry on side conversations in class.

COURTESY AND CIVILITY

You are expected to behave in a way that is civil and courteous to others. Every student has paid for their attendance. You must refrain from behaviour that interferes with the rights of others to learn. You may not use inappropriate or offensive commentary or body language to show your attitude regarding the course, the instructor, assignments, or fellow students.

GUESTS

You may not bring friends, family members, children or pets to class unless express permission is given by your instructor.

PERSONAL ELECTRONIC DEVICES

Your instructor has the authority to limit use of cell phones, laptops, tablets and other electronic devices in the classroom. You are advised to refrain from using your phone, laptop or tablet for browsing, games, texting or other purposes during class time unless your instructor expressly permits this activity.

PROFANITY AND OFFENSIVE LANGUAGE

You may not use profanity or offensive language in class.

SLEEP

Do not sleep in class. If you are too tired to pay attention; catch up on your sleep at home.

COMPLIANCE

Your instructor has the authority to set standards for classroom behaviour and to correct behaviour that is disruptive to the learning environment. You are expected to follow these standards and any reasonable request your instructor makes regarding classroom behaviour.

PENALTIES

Repeated or serious misbehaviour may lead to your temporary removal from the classroom. The matter may also be referred to Student Conduct and Judicial Affairs.