



# Guidelines for Professional Practice | Student

## *Student Success Starts with High Expectations*

Fleming's goal is to prepare students with skills for the classroom and the workplace. These skills include those directly related to employment, but also encompass the "soft" skills employers are looking for. Employers tell us they are looking for people with a strong work ethic who demonstrate the following values, attitudes, and behaviours daily:

### **Respect:**

- Recognize the rights of others; treat people, and yourself, with respect and dignity.
- Respect property and college facilities.

### **High Expectations and Standards:**

- Show willingness to learn and do more than the bare minimum.
- Take individual responsibility and demonstrate accountability for learning.
- Strive to complete your best work and ask for assistance when needed.
- Demonstrate academic integrity and honesty – do your own work, and be proud of it.

### **Professionalism:**

- Manage time effectively to complete work fully and honour due dates.
- Meet School commitments consistently; be on time and be prepared to learn.
- Use, and follow, course materials and college policies regarding assessments, participation, use of technology, means of contacting faculty, etc.

### **Engagement:**

- Understand that all components of a project or course are pieces of the learning sequence and are critical for success.
- Ask questions, and provide feedback and ideas.
- Access appropriate support services, counsellors, and advisors to assist with issues and challenges.
- Maintain connections by way of e-mail, face-to-face contact, and appropriate use of social media to enhance your learning experience.
- Understand that learning is a transferrable life-long skill that can be applied in a variety of academic, career, and other environments.

### **Effective Communication:**

- Use professional tone in verbal and written communication, including text messaging and the use of social media.
- Use clear and correct language to present oneself, the Program, and the School in a professional way.

Fleming College

# Guidelines for Professional Practice | Faculty



## *Positive Student-Faculty Interaction*

The more faculty encourage their students to reach their full potential, the greater the opportunity for students to learn effectively and reach their educational and employment goals. Modelling the following values, attitudes, and behaviours will enhance our students' level of learning:

### **Respect:**

- Be open to respectfully submitted feedback, opinions, and suggestions posed by students.
- Be aware of the diverse learning needs of students.

### **High Expectations and Standards:**

- Model behaviours expected of students.
- Make expectations of students clear, consistent, and complete. Hold students accountable.
- Set the bar high to encourage students to succeed by creating learning opportunities that are challenging and engaging.

### **Professionalism:**

- Prepare, and be on time, for class; demonstrate knowledge of the subject area.
- Acknowledge mistakes or errors and strive to correct them in a timely manner.
- Ensure consistency of expectations within teaching teams regarding course policies and practices.

### **Engagement:**

- Inspire students through a demonstrated commitment to life-long learning.
- Create a supportive environment that allows varied ideas and opinions using a variety of engaging teaching methods.
- Strive to know and address students by name, and to learn more about them.
- Establish methods for students to connect regarding questions and feedback so that they may feel responsible for their learning.
- Interact in an empathetic way and be able to direct students to appropriate support services.

### **Effective Communication:**

- Provide constructive and timely feedback when evaluating student work.
- Model professional communication through verbal and written methods, including email, text messages, and social media.

*Please refer to the following College policies: Student Rights and Responsibilities, Academic Regulations, Academic Excellence, Harassment and Discrimination Prevention*