

John A. Logan College Behavioral Intervention and Violence Prevention Plan

Team Guidebook

Updated 06/27/2024

For assistance:

Call 911 in the event of an emergency or crisis.

Call Extension 8162 for immediate, non-emergency police assistance.

Call 985-5550 for the John A. Logan College Police Department office receptionist or on-duty personnel.

John A. Logan College Behavioral Intervention and Violence Prevention Plan

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Emergencies: Call 911 in the event of an emergency or crisis.

PART I: Overview

Introduction

While interacting with students across the college, staff may be confronted with situations in which a student displays concerning behaviors or comments, is disruptive to the campus environment, or creates an environment that may be intimidating or threatening to others. By providing information and assistance, this Behavioral Intervention/Violence Prevention Plan is designed to assist faculty, staff and administration in responding to these behaviors.

The Behavioral Intervention/Violence Prevention Plan was developed around implementation of a Behavioral Intervention/Violence Prevention Team (BIT). The overall goal of the BIT is to promote a safe environment focused on student learning and student development for all students and staff.

Overall, the Behavioral Intervention/Violence Prevention Plan seeks to formalize the college's processes for greater communication, collaboration and coordination in responding to concerns regarding student behavior.

The Behavioral Intervention/Violence Prevention Plan is available to all college staff on the John A. Logan College website. The campus community is educated regarding the plan itself and how to access the plan at various staff professional development activities on an ongoing basis.

Behavioral Intervention/Violence Prevention Team

John A. Logan College is concerned for the care, welfare, safety, and security of all students, faculty, staff, and campus visitors, and is committed to providing an environment in which individuals are free to work, learn, and teach, unencumbered and uninhibited by threats of intimidation or harm.

To address safety concerns when they arise the College has created the Behavioral Intervention Team (BIT). This team seeks to use a collaborative approach to assess and proactively respond when an individual's behavior causes concern.

BIT is committed to continually assessing and evaluating its function and protocols over time as best practices are identified and refined. We invite all suggestions to improve our services and resources.

Team Membership - The Behavioral Intervention/Violence Prevention Team is composed of representatives from several critical areas of the campus community and includes:

- Director of Student Success (Chair)
- Instructional Faculty Members
- Student Affairs Staff
- Chief of Police (Advisory)
- Assistant Provost of Student Affairs (Advisory)
- Counselor (Advisory)

Additional members from the campus community are included in meetings of the BIT as necessary.

Meetings – BIT meetings are held in response to concerns brought from the campus community through submission of the Safety Review Request.

Assistance and Consultation for Faculty and Staff

While interacting with students across the College, staff may be confronted with situations in which a student displays concerning behaviors or comments, is disruptive to the campus environment, or creates an environment that may be intimidating or threatening to others. The Behavioral Intervention/Violence Prevention Plan and BIT are designed to assist them.

Identifying the Distressed Student

It is likely that most John A. Logan College staff will, at some point, come into contact with a student in distress. It is important to understand the difference between a student having a bad day and a student who may be experiencing a crisis requiring some form of intervention. All students go through times of stress and/or anxiety. It is normal for an individual to feel anxious or sad at times, especially during high-stress periods at the beginning, middle, and end of semesters. Concern should come when a student acts in excess of what would be expected or if there is significant impairment in social, educational or occupational functioning. Regardless of the issues facing a student, help is available. Staff is not expected to diagnose a student's issue,

but are asked to recognize when a student is in trouble and to connect them to the appropriate College resources

Reporting Process

The Importance of Reporting Red Flag Behaviors - The overall goal of the Behavior Intervention/Violence Prevention Plan is to promote a safe college environment for all students and staff focused on student learning and student development. By encouraging all members of the campus community to report behaviors that are concerning, the BIT will be able to reach out to students to intervene, provide support and connect them with resources that can assist them. As such, the BIT asks that the campus community report concerning, “red flag” behaviors.

Identifying “Red Flag” Behaviors - Recognizing that it is not uncommon for college students to display some questionable or inappropriate behaviors, “red flag” behaviors are those questionable, suspicious or inappropriate behaviors that go beyond what seems normal or reasonable for the situation. “Red flag” behaviors may be presented through a student’s appearance, spoken or written words, or specific actions.

Examples of “red flag” behaviors include:

- Behaviors which regularly interfere with classroom environment or management
- Notable change in academic performance – poor or inconsistent preparation
- Notable change in behavior or appearance
- Impairment of thoughts – verbal or written
- Overly aggressive behaviors toward others; inability to set limits or re-direct focus
- Poor decision-making and coping skills
- Inappropriate or strange behavior
- Low frustration tolerance
- Overreaction to circumstances
- Lack of resiliency
- Writings and comments endorsing violence; unusual interest in violence
- Indirect or direct threats in writings or verbalizations
- Lack of empathy and concern for others; inability to care
- Anger management problems
- Threats to others
- Appearance of being overly nervous, tense or tearful
- Expression of suicidal thoughts or feelings of hopelessness

Safety Review Request - The Safety Review Request (See form in Appendix C) is designed to enable faculty, staff and students to voluntarily report “red flag” behaviors that may raise concerns and incidents of student misconduct at John A. Logan College. An incident, in this context, is an event that does not warrant immediate intervention. **In the event of an emergency or crisis situation that requires immediate attention, call 911.**

The Safety Review Request form may be accessed in the following ways:

- [Campus Police FAQ’s and Helpful Resource Links](#)

- [Behavioral Intervention Team \(BIT\) webpage](#)

The Safety Review Request provides a mechanism for responding to individual incidents and will reveal patterns of disruptive behavior of specific students. It will also provide aggregate data on the nature and frequency of disruptions at John A. Logan College. This report provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns.

In accordance with the John A. Logan College Student Code of Conduct, information provided in the Safety Review Request may also be considered in determining appropriate disciplinary action with students.

[Student Concerns Regarding Other Students](#)

Any student with a concern about another student may submit a Safety Review Request form. As with staff, students can identify themselves in the report or can submit the report anonymously. A student seeking to submit a concern about another student is encouraged to discuss their concerns with a counselor prior to submitting the report; however, it is not required. [Safety Review Request forms](#) are available to students through the JALC Campus Police webpage under FAQ's and Helpful Resource Links as well as the Behavioral Intervention Team webpage.

PART II – Behavioral Intervention/Violence Prevention Team (BIT)

Behavioral Intervention/Violence Prevention Team Assessment

While there is no single set of warning signs that will reliably predict student behavior or campus violence, the assessment process looks for behavioral evidence that a student is planning or preparing to act out inappropriately or carry out some type of threat. Assessment is designed to distinguish between threatening and non-threatening cases in order to ensure the safety of the student of concern and any others potentially involved as well as to resolve concerns that initiated the inappropriate behavior.

Assessment assists in early identification of situations that may pose a threat to others, creates a baseline of information against which to assess future behavior, and provides a means for implementing interventions to increase the likelihood of a positive and safe resolution.

Assessment Process

Information Gathering and Assessment - Once a Safety Review Request has been received, the team will meet to implement the assessment process. The most appropriate time to include the student in the process will be considered on a case-by-case basis.

In general, the BIT will gather preliminary information regarding the concern and then a team member will interview the student as part of the initial assessment process. The interview will provide the opportunity for the student to share his/her concerns about the situation and ask for needed assistance in solving it. Information gleaned in this initial interview will be helpful in determining appropriate intervention strategies.

That process may include any of the following data gathering processes:

- Interviews with all available parties with information about the situation
- Interviews with the person alleged to have displayed inappropriate/concerning behavior
- Assessment by counselor/mental health professional
- Interview with any identified potential targets of inappropriate/concerning behavior
- Contacting a student's parents or family members
- Review of student's academic and disciplinary history
- Legal/criminal background check

Determination of Risk - Based on all data gathered, the BIT will utilize the following scale to determine the level of risk that the behavior/situation poses to the student and to others.

Intervention Strategies

In most cases, a student displaying concerning behaviors is willing to work with the College and to obtain the assistance necessary to complete their educational program. When a student is in distress, feeling that they have support for resolving the concern may serve as prevention and provide the opportunity for student learning.

Based on the behavior displayed by the student and the assessment by the BIT, the BIT may make any of the following recommendations for intervention. Recommendations are made in consultation with the appropriate college department or administrator who takes any final action:

1. Referral to college and/or community resources - The BIT may refer the student to Student Success Center for intervention and connection with appropriate college and community resources.
2. Voluntary withdrawal from classes – Based on discussion with a counselor or member of the BIT, the student may choose to temporarily take time away from the college to deal with other concerns. The student may re-enter the college during any future semester.
3. Referral to disciplinary process – The BIT will make this referral to the Assistant Provost of Student Affairs (APSA) when it is determined that the student behavior may be in violation of the student code of conduct.
4. Referral to Title IX process- The BIT will make this referral according to the procedures set forth in [Board Policy 8317](#) when it is determined that the student behavior may be in violation of Title IX regulations. (See appendix G)
5. Interim suspension – The BIT may recommend to the APSA that students determined to be at high risk for danger to self or others be temporarily removed from the College based on imminent safety concerns. Generally, the interim suspension will require a mandatory direct threat/safety assessment evaluation prior to return.
6. Involuntary withdrawal from classes – In extremely high-risk situations, the BIT may find it necessary to recommend to the APSA an involuntary withdrawal for a dangerous student who will not comply with the requests of the BIT or agree to a voluntary withdrawal. Involuntary withdrawals will be determined based on the opinion of the mental health consultant that the student poses an imminent risk of serious harm to self or others. The length of withdrawal and conditions for re-enrollment at the college will be determined by the APSA at the time that the withdrawal is imposed.
7. Criminal charges - Students who have engaged in behavior that may be in violation of local, state or federal law may be referred for criminal prosecution. The JALC Police Department Chief will ensure a comprehensive investigation is conducted and determine whether probable cause exists for the filing of criminal charges. If probable cause is established, the BIT will consider prosecution as an intervention option.

Follow-Up and Monitoring

In addition to any of the specific intervention strategies described previously, the BIT will determine a plan for follow-up monitoring of each student. This may include checking with faculty and staff regarding student behavior and periodic meetings of the student and an assigned counselor or BIT member.

Feedback to Referring Individual

In accordance with FERPA, following assessment and intervention with the student of concern, the BIT will provide feedback to the referring individual to inform them of resolution of the case and any ongoing follow-up in which they may need to be involved.

Record Keeping

All records of the Behavioral Intervention/Violence Prevention Team pertaining to students will be stored in the office of the Chair of the Behavioral Intervention Team. Records will be maintained throughout the student's enrollment at the college.

Appendix A: Responding to Student Misconduct

Student Code of Conduct

- The Student Code of Conduct is designed to clarify expectations for student conduct on campus (academic and social).
- Faculty and staff should be aware of the Student Code of Conduct and feel comfortable referring to it.
- The Code is available on page 25 of the Student Guidebook and available online at https://www.jalc.edu/wp-content/uploads/2024/06/2024_2025_student_guidebook.pdf.

Tips for Preventing Misconduct in the Classroom

- Just as instructors determine academic standards and evaluate student performance according to those standards, it is recommended that instructors determine social conduct standards for their classroom (no chatting in class, reading newspapers, sleeping, using cell phones, etc). For courses with online components, it is recommended that expectations regarding electronic communications be included.
- It is recommended that instructors provide specific information in the syllabus regarding classroom expectations in addition to a reference to the Student Code of Conduct. This not only sends a message to potentially disruptive students but also communicates to all other students that the instructor will ensure a classroom environment free from disruption.

Recommendations for Responding to Misconduct in the Classroom

(Progressive discipline to ensure compliance with due process requirements)

Please note that progression through these steps depends upon the level and repetition of misconduct. Ideally, most incidents of misconduct will be remedied at Step 1 or Step 2.

Step 1:

- Provide an oral warning to student at the time that inappropriate behavior occurs.
- Consider reminding the entire class regarding expectations.

If the oral warning does not remedy the situation and the inappropriate behavior continues:

Step 2:

- Talk to the student individually after class or ask them to schedule a meeting for a later time. If it is not possible to talk with the student individually prior to the next class period, contact the student by phone, email or letter.
- During the discussion with the student, clarify the expectations for classroom conduct and seek the student's cooperation in meeting those expectations. Provide a written warning because of the student's failure to correct the behavior following the oral warning. Provide a copy of the written warning to the student. Indicate in the written warning that further incidents may result in the student being asked to leave class for the

day and that if such response is necessary, a report will also be submitted to the Assistant Provost of Student Affairs (APSA) for further disciplinary action.

- In addition to the written warning, document all other information relevant to the student's misconduct.
- Provide a copy of the written warning and other documentation to the Department Chair (DC). Also send a copy to the APSA to be placed on file in the event of continued misconduct in this class or another.

NOTE: Step 1 and 2 may both occur during a single class period if a student fails to correct their behavior after being warned by the instructor.

If the written warning does not remedy the situation and the inappropriate behavior continues:

Step 3:

- If the behavior persists beyond the written warning or is so disruptive that immediate action is necessary, ask the student to leave the class for the remainder of the class period. If the student refuses to leave the class, call John A. Logan College Police Department. If necessary, temporarily adjourn the class and ask another student to call JALC Police.
- Contact the DC and the APSA immediately to discuss the situation.
- Document all relevant information.
- Provide a copy of the documentation to the DC and to the APSA along with the *Safety Review Request if necessary*.

NOTE: Instructors may direct a disruptive student to leave for the remainder of a class period. Longer suspensions or involuntary withdrawals require further disciplinary action through the student disciplinary process and the VPSS. Instructor documentation of the sequential events, adequate warnings, and actions are critical.

Step 4:

- Upon receipt of the *Behavioral Incident Report*, The APSA will investigate the student's violation of the Code and take appropriate action according to the Disciplinary Procedures outlined in the Student Guidebook.
- The investigation may include review by the Behavioral Intervention Team, consultation with the student, faculty member, and DC. The faculty member and DC will be informed of the results of the investigation.
- If disciplinary action is to be taken, a student has the right to a formal hearing on the charges and actions. If a student requests a formal hearing by the Student Conduct Committee, the faculty member may be called upon to present a description of the events or to answer questions.

Meeting with an Angry or Potentially Threatening Student

Instructors should not meet alone with a student who may be a threat to their personal safety. Instead of asking to meet after class, instructors should schedule a specific appointment so that they have time to prepare for the meeting. Instructors should call a member of the Behavioral Intervention Team for consultation prior to the meeting. They should also alert and confer with

their DC and/or colleagues of when the student will be meeting with them and ask one of them to either be on standby or to join in the meeting.

A Note on Due Process

To be in compliance with a student's right to due process regarding disciplinary actions, it is important that the college:

1. provide a warning describing the nature of the misconduct including information on what section of the Code of Conduct the student has violated;
2. provide the student a reasonable opportunity to correct the behavior; and
3. provide a procedure to appeal the assessment of the conduct and any disciplinary actions taken.

Appendix B: Responding to Students in Distress

Identifying the Distressed Student

Over the course of their career at John A. Logan College, it is likely that staff will come into contact with a student they find challenging. It is important to understand the difference between a student having a bad day and a student who may need mental health treatment or intervention. All students go through a time of adjustment when they begin college. It is normal for students to feel anxious and sad to some degree within the first three months of beginning college, as they try to figure out how and where they fit. Concern should come when the distress to the student is in excess of what would be expected or if there is significant impairment in social, educational or occupational functioning. Whether a student is having difficulty with the transition to college, depression or anxiety, help is available. Staff are not expected to diagnose a student situation, but are asked to recognize when a student is in trouble and to connect them to Student Success Center. Counselors can then assess the situation and assist the student.

Adjustment Disorder - Stressors that can cause Adjustment Disorder include divorce, loss of employment, becoming a parent, retirement, death of a friend or family member, illness or injury. If a student has recently experienced one or more of these stressors, along with the stress of beginning college, their adjustment may be more difficult.

Anxiety -Many students suffer from anxiety. Some never make it to the classroom because of that anxiety. In the classroom, anxiety might look like: excessive worry, feeling “on edge”, panic attacks, avoiding speeches or group projects, leaving class early, fear of failure or criticism.

Depression - Periods of sadness are a normal part of the human experience; however, diagnosable depression is persistent and causes significant distress. If it appears that a student might be depressed, it is important to not assume that someone else in the student’s life will intervene. One of the characteristics of depression is isolation. An instructor may spend more time with a student than anyone else all day. There are ways that depression manifests itself in the classroom. For example, the instructor might notice: sadness, inability to concentrate, missed classes, decreased motivation, isolation, decrease in personal hygiene, and a change from previous functioning.

Tips for Responding to Students in Distress

If a staff member suspects that a student is suffering from depression or anxiety, they should express their concern to the student and refer them to Student Success Center. Sometimes it is hard to know how to approach the student or what to say to a student who appears to be in distress.

1. If appropriate, invite the student to an office or a private place to talk rather than addressing the issue in a public place or in the classroom.
2. Gain an understanding of why the student is upset. This will help determine if the student is having a bad day or if they need intervention. Start the conversation by saying

“If you want to tell me what is upsetting you, I’m here to listen” or a similar conversation starter.

3. Use active listening and repeat back to the student what they just said. Depending on the situation, staff may respond by saying “You sound very upset, what can I do to help?” or “You sound very upset, is it OK if I call a Counselor over to talk with you?”
4. If the student’s issue is one the staff member does not feel qualified or comfortable discussing, the staff member should contact Student Success Center. One question to consider is “Is the student’s response in excess of their stressor?” If so, intervention is warranted. Also, when it comes to helping students who are upset, in crisis or simply having a bad day, it is important for staff to evaluate their own comfort level. If staff feel uncomfortable or that they are entering territory they are not qualified to handle, contact Student Success Center.

Responding to a “Clingy” Student

Instructors sometimes encounter a student who has become very comfortable with them, the “clingy” student. Some students bond very quickly, especially with an instructor who has helped them through some sort of stressor. Sometimes instructors must set boundaries with students who do not understand the instructor-student roles. It is not appropriate for a student’s instructor to act as the student’s “counselor.” This puts the instructor in an awkward situation, especially when they are giving a grade at the end of the semester. To address the situation, it is important for the instructor to be clear and firm. An instructor might say: “Did you have the opportunity to stop by Student Success Center to discuss these issues? I really think it would be helpful. Let’s call over and see if we can make you an appointment”; or “As your instructor, it is important that we focus on your academics and progress in my class. However, we do have an office on campus that might be a great resource for you.”

Student Success Center Contact Information

Staff who observe a student who needs assistance should encourage them to meet with a counselor in Student Success Center. Regardless of the type of stress the student is experiencing, the Student Success Center can help.

Staff may accompany the student to the Student Success Center or assist them in telephoning to schedule an appointment. If the staff member believes that the student needs immediate assistance from a counselor, they may contact the Student Success Center and describe the situation so that appropriate intervention may be arranged.

In person: Student Success Center, Office C219B

By phone: 618-985-2828, Ext. 8030

By email: Donald.Winget@jalc.edu

Appendix C: Safety Review Request

This Safety Review Request is designed to enable faculty, staff and students to voluntarily report “red flag” behaviors that may raise concerns and incidents of student, faculty, or staff misconduct at John A. Logan College. An incident, in this context, is an event that does not warrant immediate intervention. **In the event of an emergency or crisis situation that requires immediate intervention, call 911.** The Safety Review Request form will provide a mechanism for responding to individual incidents and will reveal patterns of disruptive behavior of specific students. It will also provide aggregate data on the nature and frequency of disruptions at John A. Logan College. This form provides a standardized method for recording observations of troublesome behaviors and for alerting staff of potential concerns. In accordance with the John A. Logan College Student Code of Conduct, information provided in the Safety Review Request may also be considered in determining appropriate disciplinary action with students.

Please enter as much information as possible

Name of Reporter (Optional): _____

Contact Information (Optional): _____

Are you a student employee other (please explain)

Incident Information:

Location of incident: _____

Date and Time of Incident: _____

Reporter Observation:

Please provide a detailed description of the incident, paying particular attention to the behavior of the person in question. Concrete, specific observations are most useful. Avoid providing judgments, assessments and opinions.

Describe conversations you have had with the individual and any action you have taken regarding this incident.

Weapon(s) Involved? YES or NO (Circle Response)

If Weapons were involved, what Type? _____

Person of Concern:

Name (If Known) _____

Height: _____ Gender: _____
Weight: _____ Race/Ethnicity: _____
Eyes: _____ Hair: _____

Name(s) of others involved or witnesses

**Please submit completed form to the JALC Campus Police Department
Located at E120**

* Individuals are allowed to make anonymous reports, however, if a name is not provided it may hamper the team's ability to seek follow up information that may be critical in determining an appropriate course of action. If a name is provided, feedback will be provided regarding actions taken when appropriate.

Appendix D: Confidentiality of Student Records

FERPA

The Family Educational Rights and Privacy Act (“FERPA”) affords students certain rights with respect to their “Education Records”. John A. Logan College maintains only those “Education Records” which are essential to the process and procedures required to develop and maintain an accurate academic record for each student and to support such student accounting needs and requirements as are imposed by state and federal law and regulations and College policies and operational procedures students may inspect and review their records upon written request.

Personally identifiable information contained in a student’s Education Record is considered confidential and will not be released without the written consent of the student, except as authorized under FERPA and/or its implementing regulations. Requests for Education Records shall be fulfilled through the College’s Admissions and Records Office, which has responsibility for maintaining and disclosing Education Records.

The College has designated the following information as “directory information”: student name, mailing address, College e-mail address, enrollment status (full-time or part-time), student classification, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended, and photograph. Any student objecting to his or her directory information being made public must file notice in writing of such objection with the Admissions and Records Office.

Notes for Behavioral Intervention/Violence Prevention Team:

FERPA does not apply to the following information: a) information gained through personal observations or direct interactions with students, b) records created and maintained by a law enforcement unit for law enforcement purposes, and c) student medical records.

Documents that describe a staff member’s personal observations or direct interactions with a student that are maintained by an employee of the institution are considered to be educational records and therefore are subject to FERPA guidelines. However, verbal disclosure of the information is not subject to FERPA.

When law enforcement documents are shared with other staff at the college including the BIT, they become subject to FERPA guidelines.

Appendix E: Student Code of Conduct and Disciplinary Procedures

The Student Code of Conduct seeks to support student engagement in learning and leadership and prevent interference with educational opportunities by maintaining an orderly, safe, educational environment. The purpose of the Code is to give students general notice of prohibited behaviors and ensure that students do not engage in conduct that disrupts the educational environment and the normal operations of the College.

The Student Code of Conduct should not be equated to state or federal criminal codes. The Code, grounded in procedural fairness, is focused on disciplined and courteous truth-seeking, not adversarial procedures. John A. Logan College requires that in all situations, students be informed of the charges against them and be given a fair opportunity to refute the charges.

Offenses

Any of the offenses listed here may result in sanctions as described in the “Sanctions” section below and described in [Administrative Procedure 826](#). In addition, criminal charges may be filed when appropriate. Any observed violation of the College code of conduct should be reported to an appropriate college official.

1. Academic dishonesty, plagiarism, or willful falsification of scientific or educational data that is represented as scientific or scholarly research, as outlined in the Academic Honor Code.
2. Discrimination based on race, religion, color, national origin, ancestry, marital status, citizenship status, disability, age, order of protection status, arrest record, sexual orientation, gender identity, military status, unfavorable discharge from military service, language, pregnancy or genetics.
3. Sexual harassment or misconduct.
4. Providing false information to John A. Logan College with the intent to deceive, including, but not limited to, embezzlement and fraud.
5. Forging, alteration, or misuse of documents, records, or identification cards; forgery may also result in criminal penalties.
6. Assaulting or threatening in a menacing manner, striking, or wounding another person.
7. Indecent exposure, including exposing sex organs and urination/defecation in public.
8. Intentional destruction of, damage or injury to, or unauthorized use of property not one's own, including damaging College property and tampering with safety equipment (such as fire alarms, fire extinguishers, emergency lighting, AEDs, etc.)
9. Theft, burglary, or breaking and entering.
10. Unauthorized carrying or possession of weapons, ammunition, or other explosives, or creating a clear and present danger to persons or property by the misuse of combustible material; pellet and/or look-alike weapons.
11. To assemble with one or more persons with the intent to violate any provisions of this code or failure of an organized group to address clear violations of College policies among their membership.
12. Encouraging others to violate College policy.
13. Use, possession, or distribution of alcohol, drugs, or other controlled substances (including prescribed marijuana) on any College-owned or supervised property.

14. Intentional obstruction or disruption of teaching, research, administration, public service, community events, disciplinary proceedings, or other John A. Logan College activities.
15. Intentional and unauthorized obstruction of a free flow of pedestrian or vehicular traffic.
16. Unsafe vehicle operation, unsafe use of wheeled devices (e.g. bicycles, skateboards), or parking in violation of parking lot markings and signage.
17. Intentional and unauthorized entry into any premises owned or controlled by John A. Logan College.
18. Failure to comply with directions of identified John A. Logan College officials acting within the scope of duty, or of any law enforcement officer acting in the performance of his or her duties.
19. Conduct of any nature which would be deemed illegal harassment under state or federal law including sexual harassment and sexual violence directed at a person while on John A. Logan College property, attending a College-sponsored event or in settings where the College has a contractual arrangement for education, housing, or transportation.
20. Intentional violation of regulations regarding the use of electronic information systems not otherwise covered in this section.
21. Attending classes unregistered (without instructor permission).
22. Bullying, stalking, or use of threatening language, including off-campus behaviors if they impact a member of the College community.
23. Unauthorized use of College trademarks or misrepresenting oneself as a College official.
24. Disturbing the peace of the College community, including fighting, quarreling, or the use of disruptive or abusive language.
25. Unlawful gambling.
26. Participation in or public identification with groups organized to facilitate lawbreaking or intimidation (e.g. gangs, hate groups).
27. Participation in hazing as defined by Illinois State Statutes.
28. Disruptive use of electronic devices.
29. Violation of written syllabus policies.
30. Tobacco use or vaping in College buildings or anywhere other than parking lots located more than 15 feet from entrances, exits, windows that open and ventilation intakes.
31. Eating or drinking in classrooms while scheduled classes are in session.
32. Violation of federal, state, or local laws, or other published College policies

Sanctions

Formal disciplinary action shall be instituted against a student after it is determined that sanctions are an appropriate response to a violation of College policies, rules, or other directives. Other appropriate responses may include medical or counseling referrals. Sanctions outlined below may be imposed upon a student by John A. Logan College only as stipulated by this code, and combinations of sanctions may be applied if appropriate. Failure to comply with the terms of any sanction may lead to more severe sanctions.

These sanctions are listed from least serious to most serious. Expulsions and suspensions are intended to address the most serious or persistent violations.

Restitution - Restitution is a financial penalty defined as compensation paid to an impacted party and can be assessed as a specific sum of money or an obligation to replace damaged property. Responsibility: Restitution can be imposed by the President, Provost, and Assistant Provosts.

Education - Education is a requirement to participate in an educational program related to the violation (e.g., a substance abuse program, anti-harassment or anti-bias training). Responsibility: Education may be imposed by the President, Provost, and Assistant Provosts.

Reprimand - Reprimands are imposed with or without loss of designated privileges for a specified period of time not to exceed three (3) months. A reprimand may include the loss of such privileges (such as access to certain College facilities, resources, activities, or other College-sponsored functions) consistent with the offense committed. Responsibility: Reprimands can be imposed by the President, Provost, and Assistant Provosts.

Probation - Probation prevents the individual from representing John A. Logan College in any official capacity, such as intercollegiate activities, including athletics or student office. It may include loss of privileges, such as access to certain College facilities, resources, activities, or other College-sponsored functions. It is invoked for a specific period of time, which shall be not less than three (3) months. Probation may include terms that must be fulfilled before restrictions are lifted. Responsibility: Probation can be imposed by the President, Provost, and Assistant Provosts.

Suspensions

1. One-Day Suspension is the dismissal of the student from a course, program, or activity for a time not to exceed 24 hours, usually intended to prevent class or activity disruption. One-Day Suspensions may precede additional sanctions. Responsibility: One-Day Suspensions can be imposed by the President, the Provost, Assistant Provosts, Deans, Directors, and staff responsible for non-instructional student activities.
2. Short-term Suspension is the dismissal of the student from a course, program, or activity for a time not to exceed three (3) days. Short-Term Suspensions may precede additional sanctions. Responsibility: Short-Term Suspensions can be imposed by the President, the Provost, or Assistant Provosts.
3. Semester Suspension is the dismissal of the student from a course, program, or activity for the remainder of a semester. Semester Suspensions may precede additional sanctions. Semester Suspensions may include terms that must be fulfilled before restrictions are lifted. Responsibility: Semester Suspensions can be imposed by the President, the Provost, or Assistant Provosts.
4. Long-term suspension is the involuntary separation of the student from John A. Logan College for a specific period of time that exceeds one semester. While students can be suspended from campus altogether, suspension can also apply to specific courses, programs, or College activities. Students suspended shall be assigned the grades that would be appropriate if they were withdrawing voluntarily. Long-Term Suspensions may include terms that must be fulfilled before restrictions are lifted. Responsibility: Long-Term Suspensions may be imposed by the President or his or her designee.

5. Expulsion is the involuntary permanent removal of the student from John A. Logan College. The separation is permanent in the sense that it does not project a definite time of eligibility to return. Students dismissed shall be assigned the grades which would be appropriate if they were withdrawing voluntarily. Students dismissed under this code can be reinstated only by the President or his or her designee following a written request from the student. The President of John A. Logan College and/or his or her designee shall decide whether to honor a reinstatement request, and the denial of a reinstatement request may be appealed. Responsibility: Expulsion may be imposed by the President or his or her designee.

Authority to Recommend or Impose Sanctions

Instructors - Instructors may define and apply appropriate penalties for violations of classroom policies in their syllabi and may recommend additional sanctions to the Assistant Provost for Academic Affairs. Course level sanctions include academic consequences (a failing grade for an assignment or course) and recommending One-Day Suspensions to Deans.

Student Life - College staff responsible for non-instructional student activities of any kind may impose One-Day Suspensions and may recommend additional sanctions to the Assistant Provost for Student Affairs.

Student Worker Supervisors - Supervisors of student workers may recommend sanctions to the Assistant Provost for Student Affairs. This authority is in addition to employee policies that may apply to the student.

Campus Police - The Chief of Campus Police may recommend sanctions to an Assistant Provost or Provost. This authority is in addition to the law enforcement responsibilities of the Campus Police.

Deans/Directors - Deans and Directors may impose One-Day Suspensions and may recommend additional sanctions to an Assistant Provost.

Assistant Provosts - The Assistant Provost for Academic Affairs or the Assistant Provost for Student Affairs may impose Restitution, Education, Reprimands, Probation, and Suspensions up to one semester upon recommendation from instructors or College staff or upon their own initiative, if appropriate. The Assistant Provost for Academic Affairs or the Assistant Provost for Student Affairs may recommend additional sanctions to the Provost.

Provost - The Provost may impose all sanctions upon recommendation from instructors or College staff or upon their own initiative, except Long-Term Suspension or Expulsion. The Provost may recommend Long-Term Suspensions or Expulsions to the President.

President - The President may impose all sanctions upon recommendation from the Provost or upon his or her own initiative, if appropriate. If the presence of any person is an immediate and serious threat to persons associated with the College or to College property, the President or his or her designee may impose an interim suspension from the College. During the period of the interim suspension, the person shall not, without prior written permission of the President or his

or her designee, enter or remain upon the campus of John A. Logan College other than to attend a hearing. Violation of any condition of the interim suspension shall be grounds for further sanctions.

Appeals

Students have a right to appeal disciplinary sanctions. If a student (the “Student Appellant”) wants to appeal sanctions imposed by College disciplinary proceedings, these procedures shall apply.

The Appeal Committee, a five-person committee, appointed annually by the Provost and subject to modification by the Provost at any time, shall have jurisdiction over all appeals. Appeals are non-adversarial and are not subject to the rules of formal legal proceedings, including rules of evidence. Deadlines described in this procedure may be modified by the Provost in consultation with the Student Appellant.

Step 1: Starting an Appeal - Appeals must be made in writing within 5 College business days of receipt of the decision. A Decision Appeal form is available and shall be used to begin an appeal. A hearing shall be held within 10 College business days of receipt of the notice of appeal. While an appeal is pending, all sanctions imposed shall be temporarily suspended unless the President or Provost has ordered a temporary suspension from the College or has taken other steps to protect the safety or health of the College community.

Through the Decision Appeal form, the Student Appellant will provide the following information:

- Identifying information
- Copy of the notifications of the original determination
- Statement of the grounds for appeal
- Choice between an open or closed hearing
- Statement of intent to attend the hearing (if the student does not attend the hearing, the grounds for review will be limited to the available documented evidence)
- List of persons attending the hearing
- List of witnesses providing testimony

A complete Decision Appeal form should be submitted to the Provost.

Step 2: Appeal Hearing - Within 5 College business days of receipt of a complete Decision Appeal form, the Provost shall schedule a date for a hearing and notify the Student Appellant, the Appeal Committee members, and the President. Notice of the hearing will be considered delivered if the notice has been sent to the current local address of the Student Appellant as provided to the admissions and records office of the College by the student. As a result, failure to notify the College of a change of address could result in a hearing being held without the student present. The Student Appellant is responsible for notifying witnesses and advisors of hearing dates. The hearing shall be held within 14 College business days of the date that a complete Decision Appeal form is received by the Provost.

The Student Appellant is entitled to:

- Assistance from an outside advisor, who may not participate directly in the hearing. If the advisor is an attorney, the College may also have an attorney present
- Present relevant oral testimony from themselves or other witnesses
- Present verified written testimony from themselves or other witnesses
- Hear and question all witnesses
- Have access to all available evidence
- Challenge Appeal Committee members, the retention or replacement of which will be determined by the Provost
- Remain silent

Appeal Committee members are obligated to hold the proceedings in confidence and refrain from public comment. No participant is ever obligated to provide testimony that may be self-incriminating.

Step 3: Appeal Committee Determination - After the hearing, the Appeal Committee will issue a written determination within 14 College business days. The determination shall be limited to the following actions:

- Accept the original decision in its entirety
- Accept the original decision but revise the rationale
- Reduce the severity of the sanction

Step 4: Final Appeal - In the case of a disciplinary appeal, the Student Appellant may appeal the decision of the Appeal Committee to the President and the Board of Trustees by delivering a written statement of appeal to the President within 5 College business days of receipt of the decision by the Appeal Committee. The President shall respond within 10 College business days. The President's determination is limited to the following actions:

- Accept the decision of the Appeal Committee in its entirety
- Accept the decision of the Appeal Committee but revise the rationale
- Reduce the severity of the sanction

The Student Appellant may appeal the President's decision to the Board of Trustees by delivering a written statement of appeal to the Chair of the Board of Trustees within 5 College business days of receipt of the decision by the President. The Board of Trustees is not obligated to act upon an appeal. If the Board of

Trustees does not act upon an appeal of the President's decision at the next regularly scheduled meeting after a written statement of appeal is delivered to the Chair of the Board of Trustees (or the subsequent meeting, if the statement of appeal is delivered within 72 hours of the next regularly scheduled meeting), the President's decision shall be considered final.

Appendix F: Procedures Implementing the Policy Prohibiting Sex Discrimination

Purpose

The College is committed to maintaining a safe and healthy educational and employment environment that is free from sex discrimination, which includes discrimination and harassment based on sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity or expression, as well as sexual violence, domestic violence, dating violence, and stalking.

As part of this commitment, the College does not adopt or implement any policy, procedure, or practice or take any action regarding a student, employee, or applicant for employment that discriminates against such individuals on the basis of their current, potential, or past pregnancy or related conditions, or that treats such individuals differently on the basis of sex with regard to their current, potential, or past parental, family, or marital status, or their status as the head of household or principal wage earner in their family unit.

Types of Sex Discrimination

Dating Violence: violence committed by a person: 1) who is or has been in a social relationship of a romantic or intimate nature with the victim; and 2) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Illinois, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State of Illinois.

Hostile Environment Sex-Based Harassment: unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the College's education program or activity. Whether a hostile environment has been created is a fact specific inquiry that includes consideration of the following: (1) the degree to which the conduct affected the complainant's ability to access the College's education program or activity; (2) the type, frequency, and duration of the conduct; (3) the parties' ages, roles within the College's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct; (4) the location of the conduct and the context in which the conduct occurred; and (5) other sex-based harassment in the College's education program or activity.

Pregnancy or Related Conditions: includes (1) pregnancy, childbirth, termination of pregnancy, or lactation; (2) medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or (3) recovery from pregnancy, childbirth, termination of pregnancy, lactation or related medical conditions.

Sexual Assault: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

Sex Discrimination: discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

Sex-Based Harassment: a form of sex discrimination that is harassment on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity. Types of sex-based harassment include, but are not limited to, quid pro quo harassment, and hostile environment harassment.

Sexual Violence: physical sexual acts attempted or perpetuated against a person's will or where a person is incapable of giving consent (e.g., due to the person's age, use of drugs or alcohol, or because an intellectual or other disability prevents the person from having the capacity to give consent). Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, sexual abuse and sexual coercion. All such acts of sexual violence are forms of prohibited sex discrimination.

Stalking: engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

Reporting Sex Discrimination

The College encourages individuals who have experienced sex discrimination to talk with someone about what happened so that they can get the support they need and so that the College can respond appropriately. Different employees on campus have different notification obligations when they receive information about conduct that may reasonably constitute sex discrimination. The following sections detail the various reporting options for students, employees, and other individuals, along with the applicable notification requirements for each option.

1. **Reporting to the Title IX Coordinator:** Individuals are encouraged to report alleged incidents of sex discrimination to the Deputy Title IX Coordinators directly. The College's Title IX Coordinator(s) are:

Employee and Third-Party Complaints

Assistant Vice President of Human Resources
John A. Logan College
700 Logan College Drive
Carterville, IL 62918
Phone: (618) 985-2828, Ext. 8473

Student Complaints

Assistant Provost of Student Affairs
John A. Logan College
700 Logan College Drive
Carterville, IL 62918
Phone: (618) 985-2828, Ext. 8678

Email: titleixforstaff@jalc.edu

Email: titleixforstudents@jalc.edu

2. Reporting to Responsible Employees Some College: employees (referred to as "Responsible Employees") are required to notify the Title IX Coordinator when they have information about conduct that may reasonably constitute sex discrimination. This notification must include all relevant details about the alleged sex discrimination, including the date, time, and specific location of the alleged incident(s) and the names of all involved individuals. To the extent possible, information shared with a Responsible Employee will be disclosed only to the Title IX Coordinator and/or those individuals responsible for handling the College's response to the report.

The following categories of employees are the College's Responsible Employees:

- College Administrators
 - Supervisors and Managerial Staff
 - Faculty
 - Campus Police
 - Coaches
 - Advisors (e.g., student club/organization advisors, academic advisors, career advisors, financial aid advisors)
3. Confidential Reporting: individuals who wish to confidentially report an incident of sex discrimination may make a confidential report to the following on-campus Confidential Employees or off-campus confidential resources:

Donald Winget
 Manager of Counseling Services
 Office: C219B
 Phone: (618) 985-2828 Ext. 8030

Nikki Brooks
 Director of Student Success
 Office: C218A
 Phone: (618) 985-2828 Ext. 8516

A Confidential Employee is required to explain the following to any person who informs the Confidential Employee of conduct that may reasonably constitute sex discrimination:

- The employee's status as confidential, including the circumstances in which the employee is not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Title IX Coordinator and how to make a complaint of sex discrimination; and
- That the Title IX Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Off-Campus Confidential Resources:

The Women's Center
 24-Hour Crisis Hotline Phone: (800) 334-2094 or TTY: (866) 979-6636
 Carbondale Office Phone: (618) 549-4807

Marion Satellite Office Phone: (618) 993-0803

The confidential resources listed in this section are not required to report any information about an alleged incident to the Title IX Coordinator without the reporting party's permission.

Note: While the resources listed above may maintain an individual's confidentiality vis-à-vis the College, they may have reporting or other obligations under State law. Any College employee who suspects or receives knowledge that a person may be an abused or neglected child must: 1) immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) on its Child Abuse Hotline, and 2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office.

Also Note: If the College determines that a person alleged to be the perpetrator of sex discrimination poses a serious and immediate threat to the College community, the College may be required to issue a timely warning to the College community. Any such warning will not include any information that identifies the person alleged to be the victim.

4. Reporting to Other College Employees: while only designated Responsible Employees are required to notify the Title IX Coordinator when the Responsible Employee has information about conduct that may reasonably constitute sex discrimination, all members of the College community (including students) are encouraged to notify the Title IX Coordinator when they have information about such incidents.

An employee who is not a Responsible Employee or confidential employee and who receives information about conduct that may reasonably constitute sex discrimination is required to either:

- Notify the Title IX Coordinator; or
- Provide the reporting party with the contact information of the Title IX Coordinator and information about how to make a complaint.

Procedures

The College Administration has adopted Procedures to implement the College's Policy Prohibiting Sex Discrimination and Anti-Harassment Policy and Procedures, ensure a safe and healthy educational and employment environment, and meet legal requirements in accordance with Title IX of the Education Amendments of 1972 ("Title IX"), relevant sections of the Violence Against Women Reauthorization Act ("VAWA"), Title VII of the Civil Rights Act of 1964 ("Title VII"), relevant sections of the Illinois Human Rights Act, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"), the Preventing Sexual Violence in Higher Education Act, and other applicable laws, regulations and ordinances. The College has an affirmative duty to respond promptly and effectively once it has knowledge of conduct that may reasonably constitute sex discrimination in its education program or activity. The College will promptly and equitably resolve complaints of sex discrimination in accordance with the procedures set forth in [Administrative Procedure 404](#).

Appendix G: Examples of Behaviors

Examples of Annoying Behaviors

Annoying behaviors are the most common type of behavior. They may not be disruptive or concerning, but they can cause discomfort in others. If left unaddressed, these behaviors may lead to more concerning behaviors in the future.

- Staring
- Not picking up on social cues
- Standing within others' personal space boundaries
- Contacting an office multiple times
- Taking/making calls, texting or using smart phones for social media during class
- Involving parents or attorneys in situations
- Frequent interruption of the professor or asking non-relevant, off-topic questions
- Eating or drinking without permission (i.e. in a class or office)
- Reading a magazine, doing work or studying for another class in class
- Not doing homework or not being prepared for class
- Minor hygiene issues

Examples of Disruptive Behaviors

Disruptive behaviors will have a significant effect on the classroom, office or campus environment, but may not appear to be an immediate threat. Some of these behaviors may still warrant contacting University Police or reporting an incident to the BIT.

- Students misuse of technology in the classroom or other public place
- Inappropriate or revealing clothing (ie. extremely sexually provocative clothes, pajamas)
- Crosstalk or carrying on a side conversation while the professor is speaking
- Interruptions such as frequent use of the restroom, smoke breaks, etc.
- Poor personal hygiene that leads to disruption or lack of focus
- Yelling or being excessively loud
- Excessively interacting with an office to impede work from being completed
- Entitled or disrespectful talk to faculty, staff or other students
- Arguing grades or assignments for extra points after the professor has asked the student to stop
- Refusing to leave or cooperate
- Showing up to class, work or other events in strange, inappropriate clothing (i.e. costumes)

Examples of Dangerous Behaviors

Dangerous behaviors indicate possible violence or cause concern that should be addressed quickly and by someone with appropriate training. It is important to note that dangerous behaviors can also be disruptive and may cause uncomfortable feelings. The risk of violence may be towards self or others but can also indicate future harm towards self and/or others.

- Racist or otherwise fixated thoughts (expressed more than once)
- Bullying behavior focused on students in the classroom, living areas, etc.
- Direct communicated threats to a faculty member, staff member, or student

- Prolonged non-verbal passive aggression (ie. sitting with arms crossed, glaring or staring, refusal to speak or respond to questions/directives)
- Use of alcohol or other substances in class or attending class while under the influence of alcohol or other drugs
- Self-injurious behavior (ie. cutting, burning)
- Harassing or stalking behaviors
- Physical assault such as pushing, shoving or punching
- Throwing objects or slamming doors
- Storming out of the room when upset
- Conversations that are designed to upset other students such as descriptions of weapons, killing or death
- Sudden and dramatic change in personality or lifestyle
- Psychotic, delusional or rambling speech
- Arrogant or rude talk to faculty, staff or students
- Objectifying language that depersonalizes others