Student Handbook

COMMUNITY STUDIES PROGRAMS
Community Support Worker
Disability Studies
Early Learning and Child Care

2019-2020 ACADEMIC YEAR

Faculty of Health and Community Studies

Community Studies Program Office
Open: Monday-Friday: 0800-1630
There is a student drop box to the right of the reception desk

Location: 6th Floor,
CELT (Civic Employees Legacy Tower)
10215-108 Street, Edmonton, AB
*** Please note that students are responsible for awareness of information in this manual, and of all policies listed on the College Website:

https://www.norquest.ca/resources-services/student-life/student-policies.aspx

Developed by Community Studies, NorQuest College. Last revised 2019.

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Community Studies Student Handbook, 2019- 2020
# Table of Contents

MESSAGE FROM THE DEAN ....................................................................................................... 7  
Jennifer Mah, RN, MN............................................................................................................ 7  

NORQUEST COLLEGE VISION/MISSION/VALUES ................................................................ 8  
Vision.................................................................................................................................. 8  
Mission................................................................................................................................ 8  
Values................................................................................................................................. 8  

OUR COMMITMENT .................................................................................................................. 9  
The NorQuest Learning Experience ......................................................................................... 9  

OUR TEAM .............................................................................................................................10  

CONTACT INFORMATION: AT A GLANCE ....................................................................................12  
Program Office: ...................................................................................................................12  
Course Registrations (Office of the Registrar)........................................................................12  
Bookstore...........................................................................................................................12  
MyQuest/MyMail/Moodle Support & Password Retrieval .......................................................12  
Parking ..............................................................................................................................12  
Counseling Services.............................................................................................................13  
Health Services ................................................................................................................13  
Library ...............................................................................................................................13  
Student Association .............................................................................................................13  

OUR CAMPUS .........................................................................................................................14  

ROLES IN YOUR PROGRAM ....................................................................................................14  

STUDENT NAVIGATOR ROLE ....................................................................................................15  

PROGRAM ADVISORY COMMITTEE (PAC) .................................................................................16  

OTHER INFORMATION .............................................................................................................16  
Orientation .........................................................................................................................16  
Booklists ...........................................................................................................................16  
Emergency Procedures .......................................................................................................16  
Scent-Free Environment .....................................................................................................16  
Lab Requirements .............................................................................................................16  
Lockers ..............................................................................................................................17  
Media Consents ................................................................................................................17
COMMUNITY SUPPORT WORKER PROGRAM INFORMATION ..........................................................32
  Program Overview ...............................................................................................................32
  Program Outcomes ..............................................................................................................32
  College Wide Learning Outcomes ........................................................................................32
  PROGRAM DELIVERY ............................................................................................................33
  RECOMMENDED COURSE OF STUDY...................................................................................33
  COURSE DESCRIPTIONS.......................................................................................................34

DISABILITY STUDIES PROGRAM INFORMATION ..................................................................36
  Program Overview ...............................................................................................................36
  Program Outcomes ..............................................................................................................36
  College Wide Learning Outcomes ........................................................................................36
  PROGRAM DELIVERY ............................................................................................................37
  RECOMMENDED COURSE OF STUDY...................................................................................37
  COURSE DESCRIPTIONS.......................................................................................................38

EARLY LEARNING AND CHILD CARE PROGRAM INFORMATION ............................................41
  Program Philosophy ............................................................................................................41
  Program Outcomes ..............................................................................................................41
  College Wide Learning Outcomes ........................................................................................41
  PROGRAM DELIVERY ............................................................................................................42
  GENERAL LAB POLICIES AND PROCEDURES ...................................................................43
  Laboratory Appearance and Demeanour ..............................................................................43
  Appearance ..........................................................................................................................45
  Dress Code ..........................................................................................................................45
  Attitude ................................................................................................................................46
  Demeanour ..........................................................................................................................46
  COURSE OF STUDY ..............................................................................................................47
  COURSE DESCRIPTION.........................................................................................................50

FORMS ..................................................................................................................................53
  Agreement Regarding Audio Recording of Lectures ...............................................................54

Community Studies Student Handbook, 2019- 2020
Performance Improvement Plan .................................................................55
Request for Deferral – Assignments ..............................................................57
Request for Absence from Course (s) ............................................................58
Permission to Use Student Work.................................................................59
CSW Practicum Information Form ...............................................................60
DS Practicum Information Form .................................................................62
ELCC Practicum Information Form ..............................................................64
ACADEMIC SCHEDULE FOR 2019-2020 ...................................................67
MESSAGE FROM THE DEAN

Jennifer Mah, RN, MN

Welcome to NorQuest College! Congratulations on choosing NorQuest as the starting point for your community studies career. Here you will find a highly qualified faculty, a current and workforce-relevant program curriculum, and a supportive learning environment.

As a graduate of the NorQuest College Community Support Worker, Disability Studies or Early Learning and Child Care Program, you will have a skill set that is in demand. When you graduate and become employed in the field, you will have an opportunity every day to make a difference in someone’s life.

The Instructional Team looks forward to working with you as you embark on your journey to become a student with a goal of working with people. We encourage you to seek our assistance and support to help you achieve your goals.

This manual is designed to provide you with information to guide your success in the program.
NORQUEST COLLEGE VISION/MISSION/VALUES

Vision
NorQuest College is a vibrant, inclusive and diverse learning environment that transforms lives and strengthens communities.

Mission
NorQuest College inspires lifelong learning and the achievement of career goals by offering relevant and accessible education.

Values
We value people. We:
• Treat people with integrity and respect
• Empower and encourage risk taking
• Celebrate commitment, contribution and accomplishments

We value learning. We:
• Foster creativity, innovation and critical thought
• Encourage growth, development and lifelong learning
• Build on the diversity of our learners, employees and partners

We value our role in the community. We:
• Display leadership and responsibility for our outcomes
• Partner to achieve community goals

We value the quality of the processes we use in reaching our goals. We:
• Demonstrate a learner-centred approach
• Set clear expectations, measure results and demonstrate accountability
• Promote teamwork, cooperation and sharing throughout the College
• Follow fair process in accomplishing our objectives

OUR COMMITMENT

The NorQuest Learning Experience

Your experience as a learner in a Community Studies program is important to us. You will have an inclusive learning experience, embracing diversity and developing skills needed to succeed. You will be taught by exemplary faculty with relevant experience in the field, who will respect you as a partner in learning and bring together theory and practice in practical ways. Our commitment is to partner with you to prepare you for a successful career or to continue your education.

For more information on the NorQuest Learning Experience:  
OUR TEAM

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Community Studies Student Handbook, 2019-2020
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**CUSTOMER SERVICE REPRESENTATIVE**  
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**INTERNATIONAL STUDENT NAVIGATOR**  
Nancy Kasele  

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
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CONTACT INFORMATION: AT A GLANCE

Program Office:

Monday-Friday: 8:00am- 4:30pm (There is a student drop box to the right of the reception desk)
Location: 6th Floor, CELT; 10215-108 Street, Edmonton, AB, T5J 1L6
Phone: 780.644.6300
Fax: 780.644.6529

Course Registrations (Office of the Registrar)

Location: Main floor, CELT
Phone: 780.644.6000 or Toll-free at 1.866.534.7218
Email: enrolment@norquest.ca

You can add/drop/swap classes in MyQuest prior to the start of term. After the term has begun, please contact enrolment@norquest.ca for any course add or drop requests.

Bookstore

Location: Singhmar Centre for Learning 1-091
Phone: 780.644.6203 or Toll-free at 1.866.534.7218
Email: studentbookstore@norquest.ca
Additional Info: https://www.norquest.ca/resources-services/facilities/bookstore.aspx

MyQuest/MyMail/Moodle Support & Password Retrieval

Location: Singhmar Centre for Learning 2-111
Phone: 780.644.6085
Email: computercommons@norquest.ca
Additional Info: https://www.norquest.ca/resources-services/resources/student-tools-support/moodle-support.aspx

Parking

Up to date information about parking may be found at:
https://www.norquest.ca/resources-services/college-services/parking.aspx

DAILY PARKING
Lots E and G are designated for daily parking on a first come, first served basis. The parking rate is $15/day.

EVENING AND WEEKEND PARKING
A flat fee of $6 will be charged for parking weeknights (after 5:00 pm) and on weekends in Lots E and G (lots across from the main building on the west side of 108 Street). A flat rate of $12 will be charged for parking weeknights (after 5pm) and on weekends in the Singhmar Centre for Learning.
Pay parking machines are located at the southeast corner of Building C at 10230 108 Street. The machine will accept coins or credit card payment (including "tap and go" feature) and you will need to key in your vehicle license plate number to purchase parking.

**Counseling Services**

**Location:** Centre for Growth and Harmony, Singhmar Centre for Learning 1-101  
**Phone:** 780.644.6130  
**Email:** counselling@norquest.ca  
**Additional Info:** [https://www.norquest.ca/resources-services/student-services/counselling-services.aspx](https://www.norquest.ca/resources-services/student-services/counselling-services.aspx)

**Health Services**

**Location:** Centre for Growth and Harmony, Singhmar Centre for Learning 1-101  
**Phone:** 780.644.6155  
**Email:** healthservices@norquest.ca  
**Additional Info:** [https://www.norquest.ca/resources-services/student-services/safety-wellness/health-services.aspx](https://www.norquest.ca/resources-services/student-services/safety-wellness/health-services.aspx)

**Library**

The library provides a range of services including access to tutors, computers, media rooms, a writing centre and supports for students in all programs.

**Hours:**  
Monday-Thursday 7:30a.m-7:00p.m  
Friday 7:30a.m-5:00p.m  
Saturday 12:00p.m-4:00p.m

**Location:** Singhmar Centre for Learning- 2nd Floor 2-180  
**Phone:** 780.644.6070 or Toll-free at 1.866.534.7218. Text questions to 587.600.0084  
**Email:** library@norquest.ca  
**Additional Info:** [https://library.norquest.ca/services.aspx](https://library.norquest.ca/services.aspx)

**Student Association**

You are encouraged to become an active part of campus life at NorQuest College, by becoming involved in the Student Association. The office is located in the Singhmar Centre for Learning.

**Location:** Singhmar Centre for Learning- 1-114  
**Phone:** 780.644.6250  
**Email:** students.association@norquest.ca  
**Additional Info:** [http://www.sanqc.ca/](http://www.sanqc.ca/)
OUR CAMPUS

Your program is delivered at the Edmonton Downtown Campus. This consists of four separate buildings:

- **Singhmar Centre for Learning** – which has classrooms, the Early Learning and Child Care Labs (Play Lab and Documentation Lab) and the 1000 Women Child Care Centre.
- **Civic Employees Legacy Tower** – which has classrooms and faculty offices (Room numbers beginning in A) – located at 10215-108 Street.
- **Centre 102** ("Building B", with room numbers beginning in B) – located at 10704-102 Avenue.
- **Centre 106** ("Building E", which has room numbers beginning in E) – located at 10232-106 Street.


Please note that our campus is a **non-smoking** campus. There is no smoking inside any building.

STUDENT INFORMATION ON WEBSITE

Please visit your student website, at [https://www.norquest.ca/current-students.aspx](https://www.norquest.ca/current-students.aspx) for information on news, events, and resources available to you.

ROLES IN YOUR PROGRAM

Your instructor is responsible for the following items:
- Course Syllabus, schedule, materials, assignments, and exams.
- Monitoring, and recording student progress.
- Grading student assignments and providing feedback to the student.
- Responding to student questions pertaining to the course.
- Approving final course grades.
- Responding to questions about the material: readings, assignments, grades, classes, information on Blackboard/Moodle, and exams.
- Course and classroom policies and procedures.
- Responding to requests for exam or assignment extensions/deferrals.
- Addressing concerns if there is a discrepancy with your mark or you have not received your marks.

The Chair is responsible for the following items:
- Concerns about the program or curriculum.
- Issues that are not satisfactorily addressed by other Faculty members.
- Program policies.
- Faculty and program evaluation.
- Overseeing the program for the College.
- Issues not satisfactorily addressed by the Associate Chairs.

The Associate Chair is responsible for the following items:
- Working with students to outline their program plan.

Community Studies Student Handbook, 2019-2020
• Presenting various delivery options to students.
• Responding to student questions.
• Information about change of course registration.
• If you have failed, withdrawn, or need to take a break from the program.
• If you would like to transfer to another delivery option.
• Overseeing all student activities.

Program Administration staff are responsible for the following items:
• Maintaining student records.
• Maintaining program information.
• Collection of student documents such as PIC, Practicum Evaluations.
• If you are having difficulty contacting your instructor.
• If you will be absent for classes or practicum.
• General program information.
• Booking appointments to see the Program Chair.

The Office of the Registrar (OR) is responsible for the following items:
• Registering students into courses.
• Updating student information.
• Course fees.
• Maintaining student records.
• Course extensions.
• Transfer credit requests – refer to the policies and forms at: https://www.norquest.ca/accepted-students/completing-admission-requirements/transfer-credit.aspx.

STUDENT NAVIGATOR ROLE

If you are having trouble navigating College services, or need guidance on the resources available to you, please consult with your Student Navigator.

What is a Student Navigator? We are a team of centralized advisors who are here to answer student questions and concerns – we provide our services for students from application to graduation. As soon as students apply to the College and pay an application fee, they can access our services.

What we can do? We are your go-to people for any general College inquiries – anytime you have any questions/issues about college services, policies, or processes that you are unsure about or don’t know where to go to find the answer – your student navigator can help. This may include:

• Program Information (General policies and procedures)
• College Services (Provide information or direction to services such as: Career and Employment Services, Tutorial Centre, Counsellors, Social Worker, Bookstore, etc.)
• Student Funding (Grant Funding, Student Loans, how and when to apply, fulltime vs part-time, etc.)

How can I contact them?
Office Location: 10215 108 Street Civic Employee Legacy Tower 1-204
Phone Number: 780-644-6130
Email: student.navigator@norquest.ca
Hours of Operation: Monday-Friday, 8:30 am – 3:30 pm Drop in or pre-booked appointments available – call or email for more information.

Community Studies Student Handbook, 2019- 2020
Note: Most Tuesday and Thursday evenings, a Student Navigator is available until 7:00 pm. Please call ahead to the number above to confirm that a Navigator will be available.

PROGRAM ADVISORY COMMITTEE (PAC)

Each program in Community Studies has an active Program Advisory Committee, made up of educators, leaders, alumni, and students. The purpose of this committee is to provide guidance to the program area in ensuring the curriculum and its delivery is current and relevant to the workforce. The PAC for each program meets at least twice per year.

OTHER INFORMATION

Please visit your student website, at https://www.norquest.ca/current-students.aspx for information on news, events, and resources available to you.

Orientation

Please watch your @mynorquest.ca email for important details about your program orientation.

Booklists

Booklists are available to view at the bookstore, or online at: http://www.norquest.ca/resources-services/facilities/bookstore/booklists.aspx.

You may purchase your books through our College bookstore (new or used books available through our buy-back program), through another online vendor, or from a previous student. We provide more information about used book sales at Orientation in the fall.

Emergency Procedures


Scent-Free Environment

NorQuest College maintains a scent-free environment. No scented products are permitted in the classroom, lab, or clinical setting.

Lab Requirements

For ELCC, your instructor will provide you with an orientation to lab requirements for your program. This may include dress code, materials to bring, and ways to prepare for lab experiences, as well as a code of conduct for lab.
Lockers

Lockers are rented per term. To obtain a locker, you find an available locker, secure it with your lock, and go immediately to the Bookstore (A026) to register for the locker and pay. More information is found at: http://www.norquest.ca/resources-services/student-life/lockers.aspx

Media Consents

During your time in your program, we may be requesting to take your photo for educational or marketing purposes. We will provide a consent form for you to complete for such times. If you have any concerns, please discuss with your instructor or Associate Chair.

TRANSFER CREDIT

Student may be eligible for credit for previous coursework at other post-secondary institutions. Students must apply for transfer credit to be assessed, and follow the policies outlined by the Office of the Registrar. More information, and the Request Form, can be found at: http://www.norquest.ca/accepted-students/completing-admission-requirements/transfer-credit.aspx

Although you may have transfer credit from other post-secondary work, please note that to graduate from this program, at least 50% of your coursework must be obtained at NorQuest College.

YOUR SUCCESS IN THE PROGRAM

Practical Tips for Success:

- **Attend Orientation.** Important information about your program and the College is provided to set you up for success.
- **Prepare for Class.** Each instructor will outline a plan for pre-reading, assignment preparation, and other ways to maximize your time in the classroom and lab. Ensure you are current in your class through checking your Moodle course shell weekly.
- **Get and read the textbooks.** Textbooks are very important in class. Having the texts and reading the assigned chapters will support your success in class.
- **Attend class regularly.** Although you are an adult learner and can choose whether or not to attend class, some learning experiences (labs, field trips, guest speakers, practicum discussions, some theory courses) are mandatory. Please treat your classroom as a workplace – let your instructor know if you cannot make it in advance and make a plan to complete missed coursework. In the case of mandatory attendance days, you will be required to provide adequate documentation (doctor’s note, etc.) regarding absences. Vacations should be planned for scheduled College breaks (Christmas, Reading Week, etc.).
- **Engage and participate.** There is a difference between attending class and actively participating in your learning experience. Ask questions, engage in discussions, and reflect on your learning experiences.
- **Communicate with your instructor.** If you are concerned about your success, or need additional resources, initiate contact with your instructor by emailing, dropping in during office hours, or making an appointment.
- **Utilize your Student Navigator.** If you need assistance navigating College services, designed to maximize your potential for success, please see your Student Navigator.
• **Stay informed.** Students are asked to check NorQuest email daily, as this is the only email address that any College employee will use to contact you. Check the student website at https://www.norquest.ca/current-students.aspx, check your MyQuest page for mark information, and frequently check your course page on Moodle. As well, you receive regular general communications by email from the program area.

• **Make a plan for success.** Students who succeed plan for it early in their program. Maintain an up-to-date calendar of due dates, block study, review, and assignment preparation time. Ensure that you are balancing your studies with other aspects of your life to manage stress. It is not uncommon for post-secondary students to feel overwhelmed by workload, so seek assistance if required.

• **Buddy up.** Meet other students in your courses, so that you have someone to ask for assistance if you are away. Your instructional team recommends forming study groups with other students as a study and support strategy.

**DISCLOSURE – ACCOMMODATIONS AND ALLERGIES**

It is the student’s responsibility to disclose any information to the Program Chair/Associate Chair that may affect their success in the program.

• **If the student requires an accommodation for classroom activities or exams,** it is their responsibility to discuss their needs with the instructor. Accommodations are assessed through Student Services. For more information: https://www.norquest.ca/resources-services/student-services/services-for-students-with-disabilities.aspx.

• **If a student’s accommodation includes audio recording for lectures,** they must provide the instructor with the following completed form: Agreement Regarding Audio Recording of Lectures, at the conclusion of this manual.

• **Students with allergies** should be aware that the Play and Documentation lab contains many types of materials and they could interact/handle a variety of substances during learning activities. It is the student’s responsibility to be aware of their environment, ask for clarification as required, and inform the instructor or Associate Chair about any concerns.

**SCHOLARSHIPS, BURSARIES, AND AWARDS**

Early Learning and Child Care students are eligible for a variety of scholarship opportunities. You can review this information at http://www.norquest.ca/resources-services/student-services/funding-your-education/scholarships,-bursaries-awards.aspx.

If you need assistance, you can consult with your Student Navigator.
## GRADING SCALE

The final letter grade for all theory courses is based on the following scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100</td>
<td></td>
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<tr>
<td>A</td>
<td>4.0</td>
<td>90-94</td>
<td>Excellent</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>85-89</td>
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</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td>Very Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-74</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>67-69</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>64-66</td>
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</tr>
<tr>
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<td>1.7</td>
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<td></td>
</tr>
<tr>
<td>D+</td>
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<td>55-59</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-54</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-49</td>
<td>Fail</td>
</tr>
</tbody>
</table>
Grading Rubrics need to recognize the expectations below:

**Excellent**

(A-, A, A+)
- Has met all grading criteria as detailed in the assignment.
- Demonstrates superior linking of theory and practice.
- Provides rich examples from practicum and life.
- Demonstrates reflective practice.
- Demonstrates standard English written conventions and uses APA formatting.
- Provides appropriate references.

**Very good**

(B-, B, B+)
- Has met all grading criteria as detailed in the assignment.
- Demonstrates good linking of theory and practice.
- Provides examples from practicum and life.
- Demonstrates reflective practice.
- Demonstrates standard English written conventions and uses APA formatting.
- Provides appropriate references.

**Satisfactory**

(C-, C, C+)
- Has met all grading criteria as detailed in the assignment.
- Demonstrates beginning linking of theory and practice.
- Provides examples.
- Standard English written conventions and APA formatting are used with minimal errors.
- Provides references.

**Pass**

(D, D+)
- Has met most grading criteria as detailed in the assignment, but gaps exist.
- Frequent errors in standard English written conventions and APA formatting.
- Meets minimal requirements

**Fail**

(F)
- Has not met grading criteria as detailed in the assignment.
- Frequent errors in standard English written conventions and APA formatting.
- Does not meet requirements

**HONOURS STANDING**

To complete the program with honours standing you must meet the following criteria:

- Obtain a cumulative grade point average greater than or equal to an A-
- Not have failed or repeated any courses
ATTENDANCE

Attendance is important in developing a professional work culture that values responsibility, respect, and commitment to practice. Attendance demonstrates that students have participated in the entire educational process in addition to their academic performance.

Although you are an adult learner and can choose whether or not to attend class, some learning experiences (e.g. labs, exams, clinical, practicum, and Workplace Integrated Learning (WIL)) may be mandatory. In the case of mandatory attendance days, you will be required to provide adequate documentation (e.g. doctor’s note, etc.) regarding absences. If you have questions regarding mandatory attendance days, please speak with your instructor or review the course outline.

In addition:
- Please treat your classroom as a workplace – let your Instructor know in advance if you cannot attend, and make a plan to complete missed coursework.
- Vacations should be planned for scheduled College breaks (e.g. Christmas, Reading Week, etc.)
- Please note that practicum hours need to be completed as described in the course outline.

ASSIGNMENTS

Unless otherwise instructed, your assignments are due at the start of class on the date indicated by the instructor. If no due date is indicated, the assignment is due on the last day of regular classes.

If a student would like feedback on an assignment to ensure it is complete, it must be submitted to the instructor prior to the due date. If the assignment is incomplete and has been handed in ahead of the due date, the instructor will provide feedback and the opportunity to resubmit.

Your instructor will indicate how assignments should be handed in (by email, in print, or uploaded to Moodle.) Follow the directions carefully, as this information varies from assignment-to-assignment.

Late Assignments

If you are unable to submit the assignment on the due date, you must request an extension before the due date. You will be expected to initiate a discussion with your instructor and provide documentation (e.g. medical note) to support your request for an extension. Only in extenuating circumstances may the instructor, with the Program Chair’s approval, agree to allow a student to complete a supplemental assignment.

If your assignment is late, you will receive a penalty of 5% off per day, up until the day that the class’ assignments are returned to the class with a grade. At this point, no late assignments will be accepted.

EXAMINATIONS

Examinations are used to assess mastery of course outcomes in all theory courses. Each course outline specifies the examinations you will be required to write and the passing grade you will be required to achieve to meet course requirements. You will be exposed to various types of examinations during the program – the most common being automated assessments on Moodle, and practical lab exams.

Community Studies Student Handbook, 2019-2020
Online students write all theory course exams in Moodle. Online students must follow the same policies as students writing in class in terms of procedures and academic honesty.

**Booking Exams for Online Students**

- If you live within 100 km of a NorQuest-approved exam site, it is expected that you will sit for the exam in person.
- If you do not live within 100 km of an approved site, you may use an external proctor.
- To book exams, review the college’s exam request and writing information and submit the required information by the deadlines?
- For Community Studies courses, contact the department one week in advance at 780-644-6300, or by email to cristina.rodriguez@norquest.ca.

**Late Arrivals for Exams**

If you will be late for an exam, please email your proctor and/or your instructor to inform them as soon as possible prior to the exam starting. Failure to notify may result in an exam grade of Zero (0).

If you are late for an examination, you may not be able to write your exam if 25% of the exam time has passed. This is in order to ensure exam integrity. If you are allowed to come into the room late to write the examination, you will not be given any extra time to write.

**Rescheduled Exams and Exam Deferrals**

**A rescheduled exam** is a planned request due to non-emergency situations. It is the responsibility of the student to review the class schedule and determine priorities accordingly. Please discuss any issues with your instructor directly. If you have a need to reschedule an exam, you should note that vacations should be planned for designated College breaks and are not a reason for rescheduling. Academic penalties may apply if students choose not to attend exams.

**An exam deferral** is an emergency or unplanned request that causes a student to be unable to write an exam on the scheduled date. Steps for exam deferral include:

a. Notify your instructor and exam proctor (if different) by email as soon as possible if you are going to be unable to write the exam as scheduled.

b. Submit a "Request for Deferral – Examination” form and provide documentation (e.g. medical note) if required to support your request.

c. The instructor, with the Program Chair’s approval, will make a decision about your deferral.

d. Once a deferral is approved, you have two working days to contact your instructor to reschedule the exam. Deferred exams must be written within 5 days of the originally scheduled date. Program Chair approval is required for longer deferrals.

e. Please note that if you have already viewed the exam, it is considered an attempt at the exam and the exam has been written, as per the examination policy.

**Release of Examination Marks**

Marks will be released on MyQuest. Do not approach the program staff regarding the exam results prior to the release of the marks. Your instructor will inform you should there be a delay in the release of marks.
If an exam mark is posted and you believe this mark to be inaccurate, then you must first approach your instructor to discuss the issue. If your instructor is unavailable, you may discuss the issue with a Program Chair, and arrange to have a content expert address your questions, explain the rationale for the mark you received, and the level of understanding or skill you would need to demonstrate in order to obtain full marks. If you are unable to resolve the issue in this manner, you may initiate an appeal process (see Appeals section).

**Examination Reviews**

Instructors will not return exams, but will review exam material with you upon request. Should you not see an exam mark posted, your first course of action is to contact your instructor. If your instructor in unavailable, you may then contact a program team member and/or the Program Chair to address the issue.

For final examinations, your instructor may or may not be available to assist you with the review, but a designate will be provided.

**Protocol for Writing Examinations**

- **Academic Honesty**
  
  You are expected to work on your own during an examination.

  Be aware that glancing at the work of your fellow students or exchanging glances with other students is not appropriate. **Communicating with other students in any way is prohibited.**

  Sharing your answers with other students during an examination is not allowed.

  **If you are writing an exam on Moodle, you are not allowed to open any additional windows on the computer.** Proctors will be monitoring your online activity during exams.

  It is recommended that you cover your work while you are completing an examination so others will not be tempted to glance at your answers.

- **Asking a Question**

  If you have a question, raise your hand and the examination proctor will come to you.

- **Personal Belongings**

  All personal belongings (backpacks, purses, bulky jackets, cellphones, etc.). Must be left at the front of the classroom or with the examination proctor.

- **Technology**

  Cell phones are to be turned off and stored with the rest of your belongings.

  If you are expecting a call regarding an emergency situation, please inform your proctor. Your proctor will monitor your communication device while you write the examination.
• **Washroom Break**

   It is highly recommended that you try not to leave the room during an examination.

   If you must leave the room to go to the washroom, you must obtain permission from the proctor, give your examination, working papers, and answer key to the proctor prior to leaving the room. You will be escorted to and from the washroom area.

   **Failure to respect examination policies and procedures may result in severe penalties on your exam marks and in an academic misconduct report.**

**Examinations in Moodle**

Online students will write all exams in Moodle. Your proctor will have the password for your exam.

Please come into the exam knowing your Moodle password so you can sign in for the exam!

**Failure to respect examination policies and procedures may result in severe penalties on your exam marks and in an academic misconduct report.**

**CODE OF CONDUCT**

Students are expected to uphold a high standard of personal conduct during their time at NorQuest, in preparing to be members of a community services team.

Breaches in the code of conduct and consequences of those breaches may be found at: [https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs/non-academic-misconduct.aspx](https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs/non-academic-misconduct.aspx)

The non-academic misconduct complain form may be found at the following link: [https://www.norquest.ca/NorquestCollege/media/pdf/Judicial%20Affairs/Complaint-Report-Form.pdf](https://www.norquest.ca/NorquestCollege/media/pdf/Judicial%20Affairs/Complaint-Report-Form.pdf)

**STUDENT CONDUCT IN ACADEMIC MATTERS**

In most fields of study, students benefit from sharing ideas with their classmates, friends, or family. Often, during the exchange of ideas, an original idea can develop into a stronger or more complex idea. This is a benefit of classroom or online discussions between students. Therefore, **students should read course materials before class and arrive with questions and ideas** related to the topic to be taught.

Respect for your fellow students and program staff is expected. Many controversial subjects are discussed and you are free to disagree with views presented by your instructor and fellow students; however, you must do so respectfully.

**Again, it is your responsibility to read and ensure you understand the standard practices for your program area and the college.**

**You will have to accept any consequences associated with not following the policies even if you do not read them.**
ACADEMIC INTEGRITY

Please review the following information regarding academic integrity provided by the Office of Student Judicial Affairs:

Please note that academic dishonesty is any activity on the part of a student that defeats the purpose of the assignment or lab activity. Activities may be ones that a student clearly understands are dishonest. Examples are as follows:

- Using the same assignment to get credit in more than one course
- Submitting the same assignment when repeating a course
- Downloading/copying information from the Internet or copying from texts or journals or another student and claiming that work as your own
- Helping another student by allowing him/her to copy or use your work
- If you collaborate with others on an assignment, ensure that your work is original or that you give credit to the source.

All work is to be referenced in APA, unless otherwise indicated by the instructor.

The Learner Centre offers regular tutorials regarding APA, and more information can be found at:

Any instances of academic dishonesty will result in the completion and submission of the Academic Misconduct form.

ACADEMIC PROGRESS

Students must successfully obtain credit by achieving the minimum passing grade for each course and meeting the pre-requisites for each course in order to progress through the program.

Students must successfully complete all courses.

If you are unsuccessful in a course, you will be required to repeat the course. You may register in other courses only if you meet the prerequisite requirements for those courses.

NOTE: There are consequences to failing courses and practicums:
- If you are unsuccessful in three theoretical courses, or unsuccessful twice in the same course, you will not be allowed to continue in the program.
- If you are unsuccessful in the same practicum twice you will not be allowed to continue in the program.

NOTE: If you are dismissed from practicum with cause you fail the practicum and will be withdrawn from the program immediately.

Community Studies Student Handbook, 2019- 2020
Continuing in the program may be allowed if the circumstances are ruled exceptional by the Program Chair.

In order to progress from one semester to another, you must attain a minimum 2.0 (C) grade point average (GPA).

**ACADEMIC PROBATION**

If you are not maintaining a semester GPA of 2.0 (C), you may be placed on academic probation. While in a probationary status you must achieve passing grades in the next five discipline-specific courses taken.

If, at the end of the probationary period, your semester average is 2.0 (C) or higher, you will be considered to be in good academic standing. If, at the end of the probationary period, your average remains less than 2.0 (C), you may be withdrawn from the program.

**REPEATING A COURSE**

When repeating a course as a result of an unsatisfactory course grade, you will be required to repeat all parts of the course. This includes all examinations, assignments, or lab assessments required for that course. In your second attempt of the course, you cannot re-use your assignments from the first attempt.

**SHARED RESPONSIBILITY AND LEARNER IMPROVEMENT PLANS**

Your success in learning is a shared responsibility between you and your instructor. During the course of your program your progress will regularly be assessed. If, at any time you are having difficulty meeting course performance outcomes, you may be required to meet with your instructor. For minor concerns the instructor may provide guidance and direction verbally, or by email. Other concerns may warrant a Performance Improvement Plan, to advise you of any areas in which you need to improve.

The written Performance Improvement Plan is used to aid both you and your instructor to identify the areas of concern.

- The first portion of the Learning Improvement Plan, completed by the instructor, will outline his or her assessment of your current level of performance in relation to the level of performance required to be successful in meeting the course/program objectives.
- The second part of the Performance Improvement Plan, completed by the student, clearly identifies the actions you will take to improve your chances of successfully completing the course/program requirements. The instructor may work with you to develop this action plan, or refer you to the Program Chair who can help you to identify potential obstacles and discuss strategies for overcoming those obstacles.

The goal of the Performance Improvement Plan is to outline any areas of concern, steps to be taken in order to address those concerns, dates for reassessment, and persons designated to reassess your progress, as well as resources available to you and the consequences of not meeting the course/program objectives. If at any time you do not understand the expectations stipulated in the Performance Improvement Plan, please ask for clarification.

Community Studies Student Handbook, 2019-2020
If the performance issue is of a more serious nature, or if you, your instructor, and the Program Chair are unable to clearly delineate the issues related to your lack of success, then a case conference will be held. The case conference will include you, your instructor, a Program Chair, and a student advocate (usually a counsellor). The case conference may include an academic strategist, a student support specialist, or the Program Chair. The persons attending the case conference, and the choice of person to chair the case conference, will be determined by the issues to be addressed.

During the case conference, your performance issues will be discussed with you, and strategies will be identified to help you become more successful. These items will be written down in a Performance Improvement Plan, as stated above. It will be your responsibility to follow through on the Performance Plan commitments that you make when building the Performance Improvement Plan.

If you are still unable to meet course/program outcomes, the consequences stipulated in the Learning Improvement Plan will be implemented. *The Learner Improvement Plan form is found at the conclusion of this manual.*

**STUDENT APPEALS**

Should you disagree with a decision, you have the right to appeal. Information about appeals within the College can be found at: [https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs/academic-grade-appeal.aspx](https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs/academic-grade-appeal.aspx)

If you disagree with a grade, you are asked to first speak with your instructor.


If you need assistance in the appeal process, the Office of Student Judicial Affairs can help.

**EVALUATION AND FEEDBACK TO THE PROGRAM AREA AND COLLEGE**

It is important to NorQuest College that you receive quality programs and services and are able to find a job related to your education. In order to determine if the College is successful in meeting both goals, you are asked, at various points during the program, to provide anonymous and confidential feedback on the College and the Program. Requests for feedback will usually be in survey form, although periodically you may be asked to participate in an in-person focus group.

You will have a number of opportunities to provide feedback on your time at NorQuest:

1. **Class Pulse Checks:** These are instructor-led to determine how student’s needs are being met in the classroom, and what could be done to improve the learner experience. These are typically done before the halfway point of the course.

2. **Impromptu Feedback:** The Program Chair may make an impromptu visit to your classroom or do a brief survey on your experience in the program so far.
3. **Course evaluation:** This is a formal survey that will determine your satisfaction with each of your courses and instructors.

4. **Program Exit Survey:** This survey will determine your satisfaction with College programs and services.

5. **Graduate Follow-Up Survey and Focus Groups:** After graduation, you may be contacted by Institutional Research to discuss your experience in the program, and your current employment.

With the exception of the Class Pulse Checks, individual faculty members do not see the individual responses to the surveys listed. A summary of the results is compiled and provided to the Program Chair and to the instructor being surveyed. Survey information is used by the College to continually assess and improve the program.

**PRACTICUM**

You will be provided with detailed information, including a Practicum Manual and orientation, as you prepare for your practicum. A successful placement includes a strong partnership between the student, the College, and the practicum site. Each student is assigned a **mentor** at the site, who will provide informal and formal feedback, and an **instructor**, who monitors the student progress through phone calls, emails, reviewing learning journals, and site visits. The instructor uses feedback from the mentor’s evaluation to determine a grade of P (PASS) or F (FAIL) for the practicum course. Our process promotes observation, documentation, and collaboration in practicum.

Practicum is a major component of the program, as it allows students to relate the theory they have learned in class to a practical setting. Students are offered the opportunity to further develop their familiarity with the nature and scope of community and service delivery programs. **Scheduling of student shifts/hours of practicum will vary to suit the nature and structure of the agency and the services it provides. Students are expected to work the same shift required of a full-time staff within the agency (where applicable).**

NorQuest College cannot guarantee students a practicum placement.

Any student who fails practicum must meet with the Chair or Associate Chair prior to registering in the practicum again. A Performance Plan with expectations for success and penalties for failing to meet expectations may be required.

**Mandatory Attendance Policy for Practicum**

Mandatory attendance is important in developing a professional work culture that values responsibility, respect, and commitment to practice. Regardless of absences the practicum hours need to be completed as described in the course outline.

Mandatory attendance demonstrates that students have participated in the entire educational process in addition to their academic performance.

Prior to the start of the practicum, instructors inform students of **3 unexcused absences** policy:

a) One absence requires instructor to have conversation/e-mail with student and remind them of the policy.
b) Two absences require the instructor to send e-mail to student with copy to the Community Studies Program Chair to inform the student and state that a third absence will have a student meet with the Chair before returning to class.

c) Three absences require a student to meet with the Program Chair to discuss student commitment to the program. Student to return to class only when this meeting is completed.

d) Fourth absence, the instructor notes grade as incomplete for student and student would need to reapply for the course again.

e) **Two late and/or early leaving (greater than 15 minutes) will be considered as one unexcused absence. This includes the Integration Seminars that will take place on campus.**

Excused absences are the following:

- For 2 sick days per academic year, without need for a physician’s certificate, provided the notification is received prior to 8:00 a.m. on the day(s) of the illness.
- Illness beyond 2-days per academic year by submitting a physician's certificate to the instructor.
- Granted in documented cases of family emergency or bereavement to a maximum of 3-days per academic year.
- Religious observance, jury duty, subpoenas and required Military duty (maximum of 3-days per academic year).
- Cases of long-term student illness will be given independent consideration by the Community Studies Program Chair in consultation with the respective instructor. In such cases, an exception to the effect of absences on course marks may be made.

**Police Intervention Check**

The Community Support Worker, Disability Studies and Early Learning and Child Care programs require a clear PIC. Your PIC **must** include a vulnerable sector check if you are older than 18 years of age. It should specify the purpose of the PIC as “a student practicum with a community organization”. Any fees required to get a Police Information Check are your responsibility.

- Your PIC should be dated within 90 days of the collection date specified by the advisor/navigator so it will remain valid by the time you attend your clinical/work placement. Ensure that you request it with enough time to submit it by your due date. Edmonton Police Service and/or the RCMP can take anywhere from four to 12 weeks to complete your record check. Police Information Checks expire, so more than one may be necessary during the length of your program.
- Edmonton residents can apply for a PIC in person through Edmonton Police Services, Police Information Check Section located at the Nexus Business Park, 108-14315 118 Avenue, Edmonton.
- Applicants living outside of Edmonton can apply for a PIC through their local branch of the RCMP.
- Online Police Information Checks are not accepted by the college. Contact your local law enforcement agency to obtain an official Police Information Check.
- Most community placements require you to show the original PIC prior to commencement. Please bring the original to show your instructor AND copies for the college and the placement. Students will be asked to show the original to instructors and the placement sites.
• The existence of a criminal record may prevent practicum placement and program completion, and therefore may affect employment prospects. Prospective students who have a criminal record should discuss the matter with the program chair prior to applying for admission.

All students will be required throughout their enrollment in the program to self-report any change in criminal convictions or criminal charges to their program chair or Associate Chair immediately. A change to your Police Information Check may affect your ability to attend a practicum.

Prior to placement in a practicum site, students are required to obtain a current Police Check/Security Clearance with the Vulnerable Sections Search included. Individual practicum sites may have policies which require the student to renew their security clearance every six months.

REMINDER: Students should KEEP the original of their Police Information Check and show the original to the Practicum Instructor and provide copies to the program and to the practicum site as requested.

**Intervention Record Check**

If you are a student in the Community Support Worker or Disability Studies programs, an Alberta Children and Youth Services Intervention Record Check must be submitted to the Faculty of Health and Community Studies.

• The Intervention Record Check must meet the criteria specified by the practicum sponsors. Your practicum faculty advisor will discuss your placement and what is required.
• The Intervention Record Check cannot be dated any earlier than six months before your practicum, so do not obtain this document until advised to do so.
• You can apply for this document through Edmonton and Area Child and Family Services Authority located at 1100-10055 106 Street NW, Edmonton (inside the HSBC building).

**Other Requirements**

Please note that individual agencies and organizations may have additional requirements.

**CO-OP Work Permits for International Students**

The IRCC requires all international students who are enrolled in a program that includes any sort of work-integrated learning experience (practicums, co-ops, internships, field placements, community service learning) to obtain a co-op work permit. The co-op work permit must be obtained prior to the start date of the student’s work-integrated learning experiences.

Please contact the International Department if there are any questions regarding Co-op Work Permits.

**APPLYING TO GRADUATE & CONVOCATION**

You must initiate the graduation process by applying to graduate.

• Regardless of whether or not you attend Convocation, you must apply to graduate in order to receive your credential.
- Please monitor your student email and www.student.norquest.ca for important information about applying to graduate and planning for convocation.
- Please review the Graduation and Convocation Checklist at:
- Please note that strict deadlines apply to this process that may impact you receiving your credential.
- Convocation for all programs at the College takes place in May each year at the Winspear Centre in downtown Edmonton. Our team looks forward to this event each year, as an opportunity to celebrate the hard work and success of our students.

**STUDENT CAREER AND EMPLOYMENT SERVICES**

As you prepare for entering your chosen career, remember that Student Career and Employment Services organizes a number of job fairs each year, and is a valuable resource in preparing for employment. Experts will review your resume, conduct mock job interviews with you, and assist you with effective job search techniques. More information on their services can be found at: http://www.norquest.ca/resources-services/student-services/student-career-employment-services.aspx.

This service is available to you up to one year after you graduate from your program.

**ALUMNI ASSOCIATION**

As a graduate of NorQuest College, you are a member of the Alumni Association. Benefits to this membership include savings on different services, and the opportunity to stay connected to the College. You can learn more at: http://www.norquest.ca/alumni.aspx.

**STAY IN TOUCH!**

Your instructional team has invested in your success, and we love to hear how our graduates are doing in the workforce or in furthering their studies. Please keep in touch with the program area via the Chair and let us know how you’re doing. As we continually seek to ensure our programs are meeting the needs of the workforce, we may even ask you as an alumni to speak about your experience in the program at a recruitment event, or participate in a focus group.
COMMUNITY SUPPORT WORKER PROGRAM INFORMATION

Program Overview

The Community Support Worker Program is a 1-year (9-months) certificate oriented to develop fundamental knowledge, skills, and attitudes in students to work with marginalized communities and individuals. Graduates are expected to work at the front-line of human-service delivery settings in the areas of Aboriginal peoples, immigrants/refugees, people living with disabilities, and senior citizens.

The following are some of the agencies and organizations that provide these services:

- Street work organizations
- Group homes
- Emergency shelters
- Settlement agencies
- Cultural organizations
- Child & family service agencies
- Aboriginal service agencies
- Cultural societies
- Personal and in-home supports for persons with disabilities
- Services that support older adults

Program Outcomes

Upon successful completion of the certificate program, students are prepared to:

1. Identify past and present systemic barriers and consequences for groups that are marginalized by differences of socio-economic status, age, culture, ethnic background, gender, ability, and sexual orientation/identity in Canada.
2. Identify strategies and appropriate practices to support marginalized individuals and communities.
3. Identify the service needs of individuals and communities, and recognize and locate resources available to meet those needs.
4. Identify and work within applicable agency, provincial, FNMI and federal policies and legislation.
5. Describe the roles and responsibilities of Community Support Workers within a team.
6. Demonstrate strong communication skills—intercultural and interpersonal communication skills, written skills and computer skills

College Wide Learning Outcomes

1. Creative and critical thinking
2. Inclusive Culture
3. Community Citizenship
4. Communication and Collaboration

Complete information about College Wide Learning Outcomes may be found at: https://www.norquest.ca/about-us/college-wide-learning-outcomes.aspx

Community Studies Student Handbook, 2019-2020
PROGRAM DELIVERY

The Program is offered days

- Fall start: Students complete two semesters of coursework in Fall and Winter.
- Winter Start: Students complete two semesters of coursework in Winter and Spring.

This program has been designed to give you the best possible education. The courses provide instruction that will increase your knowledge and skills within this field, as well as general studies that enable you to enhance your interdisciplinary understanding and communication.

To graduate from the Community Support Worker Program, you must successfully pass all courses and have a GPA of 2.0 or higher. Upon graduation you will receive the following:

- A NorQuest College diploma
- An official transcript

Although you may have transfer credit from other post-secondary work, please note that to graduate from this program, at least 50% of your coursework must be obtained at NorQuest College.

RECOMMENDED COURSE OF STUDY

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<td>Introduction to Community Support Work</td>
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<td>3</td>
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<td>DISB1002</td>
<td>Introduction to Disability Studies</td>
<td>45</td>
<td>3</td>
<td>D</td>
</tr>
<tr>
<td>COSW1006</td>
<td>Working with Older Adults</td>
<td>45</td>
<td>3</td>
<td>D</td>
</tr>
<tr>
<td>SETT1000</td>
<td>Introduction to Settlement Work I: Global Context</td>
<td>45</td>
<td>3</td>
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<tr>
<td>COSW1200</td>
<td>Community Support Work Practicum</td>
<td>245</td>
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</tbody>
</table>

**TOTAL CREDITS/HOURS**

650 34
### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM1007</td>
<td>This course focuses on the development and practice of writing skills and forms of written communication required for success in educational and human services settings. Topics include an overview of the writing process, using correct grammar, developing writing strategies, writing essays, writing for business, and proofreading. <strong>Prerequisite: None</strong></td>
</tr>
<tr>
<td>COMP1016</td>
<td>This course provides learners with the skills they need to create the documents, spreadsheets, and presentations needed in college human service programs and employment in human services. <strong>Prerequisite: None</strong></td>
</tr>
<tr>
<td>COSW1100</td>
<td>Learn the roles of support workers within diverse communities. Identify the skills, knowledge, and practices necessary to implement effective support interventions and service resources in the local community. <strong>Prerequisite: None</strong></td>
</tr>
<tr>
<td>COSW1005</td>
<td>This course introduces students to the distinct pre-contact world views of First Nations and Inuit, and later the world view of the Metis of North America. Students will examine the territories, stories and contributions that these original cultures created through their relationship with their unique environments. Students will explore common issues that Indigenous peoples around the world face in their history, geography, politics, economics, education and culture. This course will also reflect on the intersection of Indigenous world views and cultures with dominant Western world views and cultures. <strong>Prerequisite: None</strong></td>
</tr>
<tr>
<td>CBLE1010</td>
<td>This introductory course for students in a Community Studies program provides the opportunity to explore the variety of organizations, programs and services offered in the community. Students will research community resources, agencies and services and field trips will provide them with a unique opportunity to get to know their community. Students will then reflect critically on their experiences and the importance of service to self and community. <strong>Prerequisite: None</strong></td>
</tr>
<tr>
<td>COMM1001</td>
<td>Explore the fundamentals of communication and interpersonal relationships. Examine effective communication, barriers to effective communication and strategies that can improve interactions with others and enhance critical thinking skills. Learn and apply theories related to communication climate, groups, teams, conflict management and problem solving. <strong>Prerequisite: None</strong></td>
</tr>
<tr>
<td>DISB1002</td>
<td>This course introduces students to foundational knowledge for supporting individuals with disabilities. Students will examine the evolution of socio-cultural perspectives of persons with disabilities and the subsequent treatment. Students will reflect on the scope and role of the disability service worker. <strong>Prerequisite: None</strong></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Description</td>
</tr>
<tr>
<td>-------------</td>
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</tr>
<tr>
<td>COSW1006</td>
<td>This course provides a contemporary perspective of healthy aging in Canada. Changing demographics highlight the importance of understanding successful and healthy aging in multiple dimensions in addition to understanding challenges faced by older adults in personal health domains (for example, physical, emotional, social, determinant dimensions such as biology, education, income, housing, social networks or work). The course will focus on supporting older adults using a strength-based, community perspective.</td>
</tr>
<tr>
<td>SETT1000</td>
<td>This course introduces learners to the current and historical trends in global migration patterns and their relationship to local trends in immigration and settlement.</td>
</tr>
<tr>
<td>COSW1200</td>
<td>This practicum provides students with the opportunity to apply their knowledge in working with individuals, families, communities and organizations under the supervision of the practicum supervisor and a designated mentor. Students will gain comprehensive practical experience as they apply theory to practice and will be expected to demonstrate observation skills and to interact supportively with people. During the seminar portion, students will discuss observations, relationships, and planning, in addition to emergent topics. This is an embedded practicum placement throughout the semester.</td>
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</table>
DISABILITY STUDIES PROGRAM INFORMATION

Program Overview

The Disability Studies program is a two-year diploma that will develop the skills needed to effectively work in supporting individuals with disabilities across their lifespan. Individuals with developmental disabilities need support in early intervention, community settings, schools, recreation, and employment opportunities. A skilled workforce is needed to help people with disabilities achieve their goals and effectively participate as members of the community.

Disability service workers can work in a family or community setting in teams or independently to support individuals and their families. Graduates will create, implement, assess and modify plans to help utilize individuals’ strengths and abilities to increase avenues for meaningful participation in the community and society.

Program Outcomes

Graduates from the Disability Studies diploma program will be able to:

1. Build and maintain respectful relationships (individuals, families, peers, community agencies and services) through using interpersonal and written communication skills.
2. Apply foundational skills and knowledge utilizing technology.
3. Describe and explain the impact of historical norms and practices, and legislation on the current social context for people with disabilities.
4. Develop and implement appropriate plans for individuals with disabilities based on their interests, strengths and abilities.
5. Describe and utilize appropriate advocacy tools for individuals or groups to ensure that the person’s needs are recognized and met.
6. Demonstrate professional skills and behaviours in working with persons with disabilities.
7. Demonstrate critical reflective practice.
8. Identify how ongoing professional development supports the evolving roles and responsibilities in supporting persons with disabilities.

College Wide Learning Outcomes

1. Creative and critical thinking
2. Inclusive Culture
3. Community Citizenship
4. Communication and Collaboration

Complete information about College Wide Learning Outcomes may be found at: https://www.norquest.ca/about-us/college-wide-learning-outcomes.aspx
PROGRAM DELIVERY

This program is offered face to face in downtown Edmonton. Courses are offered days, evenings or weekends.

Students must complete all courses in the program. It is recommended that you take courses in the following order.

This program has been designed to give you the best possible education. The courses provide instruction that will increase your knowledge and skills within this field, as well as general studies that enable you to enhance your interdisciplinary understanding and communication.

To graduate from the Disability Studies Program, you must successfully pass all courses and have a GPA of 2.0 or higher. Upon graduation you will receive the following:

- A NorQuest College diploma
- An official transcript

Although you may have transfer credit from other post-secondary work, please note that to graduate from this program, at least 50% of your coursework must be obtained at NorQuest College.

RECOMMENDED COURSE OF STUDY

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
<th>Passing Grade</th>
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<tbody>
<tr>
<td></td>
<td>COMM1007</td>
<td>Written Communication</td>
<td>45</td>
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<td></td>
<td>COMP1016</td>
<td>Utilizing Technology</td>
<td>45</td>
<td>3</td>
<td>D</td>
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<td></td>
<td>DISB1002</td>
<td>Introduction to Disability Studies</td>
<td>45</td>
<td>3</td>
<td>D</td>
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<td></td>
<td>DISB1000</td>
<td>Human Development</td>
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<th>Credits</th>
<th>Passing Grade</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>COMM1001</td>
<td>Introduction to Communication</td>
<td>45</td>
<td>3</td>
<td>D</td>
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<tr>
<td></td>
<td>DISB1003</td>
<td>Positive Behaviour</td>
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<td></td>
<td>DISB1005</td>
<td>Exceptionalities</td>
<td>45</td>
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<tr>
<td></td>
<td>DISB1004</td>
<td>Person-Centred Planning</td>
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<td>DISB1100</td>
<td>Disability Studies Practicum I</td>
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<th>Term 3</th>
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<tr>
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<td>DISB2005</td>
<td>Exceptionalities II</td>
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<td>DISB2002</td>
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<tr>
<td></td>
<td>DISB2006</td>
<td>Planning Responsive Environments</td>
<td>45</td>
<td>3</td>
<td>D</td>
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</tbody>
</table>
For the ELECTIVE, students may take ANY ONE of the following courses:

- COSW1005- Introduction to Indigenous World Views
- DEMC1011- Dementia Studies
- INST1000- Introduction to Indigenous Studies
- PSYC1040- Introduction to Psychology
- RHAB1001- Introduction to Rehabilitation
- SOCI1000- Introduction to the Study of Society
- WELL1000- Wellness Through Leisure
- WMST2010- Women’s and Gender Studies

**COURSE DESCRIPTIONS**

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<tr>
<td>COMP1016</td>
<td>This course provides learners with the skills they need to create the documents, spreadsheets, and presentations needed in college human service programs and employment in human services. <strong>Prerequisite: None</strong></td>
</tr>
<tr>
<td>DISB1000</td>
<td>This course provides students with an overview of human growth and development across the lifespan. Students will examine typical development and theories in terms of biological, psychological, and sociological domains as they occur throughout the lifespan. <strong>Prerequisite: None</strong></td>
</tr>
<tr>
<td>DISB1002</td>
<td>This course introduces students to foundational knowledge for supporting individuals with disabilities. Students will examine the evolution of socio-cultural perspectives of persons with disabilities and the subsequent treatment. Students will reflect on the scope and role of the disability service worker. <strong>Prerequisite: None</strong></td>
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<td>CBLE1010</td>
<td>This introductory course for students in a Community Studies program provides the opportunity to explore the variety of organizations, programs and services offered in the community. Students will research community resources, agencies and services and field trips will provide them with a unique opportunity to get to know their community. Students will then reflect critically on their experiences and the importance of service to self and community.</td>
</tr>
<tr>
<td>COMM1001</td>
<td>Explore the fundamentals of communication and interpersonal relationships. Examine effective communication, barriers to effective communication and strategies that can improve interactions with others and enhance critical thinking skills. Learn and apply theories related to communication climate, groups, teams, conflict management and problem solving.</td>
</tr>
<tr>
<td>DISB1003</td>
<td>In this course, students are introduced to the concepts and principles that are foundational in guiding the development of prosocial behavior and self-regulation skills for persons with developmental disabilities. Students will develop observation and documentation skills as they note how behaviour acts as a means of communication and/or a response to the environment.</td>
</tr>
<tr>
<td>DISB1005</td>
<td>Students will examine various conditions that impact individuals across the lifespan. Students will discuss current definitions, characteristics and traits, and aspects of support.</td>
</tr>
<tr>
<td>DISB1004</td>
<td>This course examines planning strategies that will help people with developmental disabilities access meaningful participation within their home and community. Students will examine different types of planning in the context of utilizing strengths.</td>
</tr>
<tr>
<td>DISB1100</td>
<td>This practicum provides students with an opportunity to apply their knowledge and skills for supporting individuals with intellectual disabilities in appropriate disability service settings under the supervision of the practicum supervisor and a designated mentor. Students will be expected to practice observation skills and to interact supportively with people. In the lecture portion, students will discuss observations, relationships and planning, in addition to emergent topics. This is an embedded placement throughout the semester.</td>
</tr>
<tr>
<td>DISB2005</td>
<td>In this course students will continue to examine various conditions that impact individuals across the lifespan. Students will discuss current definitions, characteristics and traits, and aspects of support.</td>
</tr>
<tr>
<td>DISB2002</td>
<td>This course will cover diverse family structures and dynamics of family within the context of supporting a family member with a disability. Students will examine ways to support family members who act as natural supports and learn to connect families with a range of supports in their roles as advocates.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>-------------</td>
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<td>DISB2006</td>
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<td>DISB2008</td>
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<td>CBLE2010</td>
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<td>DISB2003</td>
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<td>DISB2100</td>
<td>DISB2100</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td>ELECTIVE</td>
</tr>
</tbody>
</table>
EARLY LEARNING AND CHILD CARE PROGRAM INFORMATION

Program Philosophy

The Early Learning and Child Care program is based on a culturally responsive pedagogical framework that focuses on the child and the co-creation of child-centred, play-based emergent curriculum. The program is grounded in the research and knowledge of how children grow and learn. The image of the child is one of the child as citizen: a competent, capable individual with their own areas of interest, strengths and growth. Students in the program will learn to be co-creators, co-facilitators and co-investigators with children to support learning and growth. In order to promote best practice in an early learning and child care setting, students in the program learn to identify the needs and interests of each child, and plan responsive curriculum based on observations and knowledge of each child and family. The importance of nature and natural materials and setting the environment to promote play is foundational. This philosophy encompasses an ecological perspective of respecting, understanding and supporting relationships between children, families and communities. The program aligns well with current Canadian Curriculum Frameworks for Early Learning and Child Care.

Program Outcomes

The primary outcomes of the Early Learning and Child Care program at NorQuest College are to graduate a student eligible to receive a qualification from Alberta Children’s Services and competent for entry to practice as outlined by the Occupational Standards for Child Care Workers.

Upon successful completion of the certificate program, students are prepared to:
1. Observe, document and assess children's dispositions, development and learning.
2. Use developmental knowledge and knowledge of individual children to co-create, implement and assess healthy, challenging, play-based learning environments and experiences based on observations.
3. Use observations and documentation to design emergent, child-centered play-based curriculum that supports the image of the child as capable and competent.
4. Build positive relationships and guide all children through supportive interactions.
5. Build respectful partnerships with children’s families and their communities.
6. Use reflective practice to demonstrate and build professionalism.
7. Identify and outline provincial child care legislation, regulation and policies.

Upon successful completion of the diploma, students are prepared to:
1. Model and support others to observe, document and assess children’s development and learning.
2. Model and support others to use developmental knowledge and knowledge of individual children to co-create, implement and assess healthy, challenging, play-based learning environments and experiences based on observations.
3. Model and support others to use observations and documentation to design emergent, child-centred, play-based curriculum that supports the image of the child as capable and competent.
4. Build positive relationships and guide all children through supportive interactions.
5. Build respectful partnerships with children’s families and their communities.
6. Build respectful partnerships with peers.
7. Use reflective practice to demonstrate learning and build professionalism.

Community Studies Student Handbook, 2019-2020
8. Demonstrate positive leadership skills.
9. Demonstrate effective communication and conflict resolution skills.
10. Demonstrate compliance with provincial child care legislation, regulation and policies.

College Wide Learning Outcomes

1. Creative and critical thinking
2. Inclusive Culture
3. Community Citizenship
4. Communication and Collaboration

Complete information about College Wide Learning Outcomes may be found at:

PROGRAM DELIVERY

The Early Learning and Child Care Program is comprised of:

- A certificate (YEAR 1) composed of 10 courses, 2 practicums, 38 credits and 950 hours.
- A diploma (YEAR 1 & 2) comprised of 20 courses, 4 practicums, 76 credits and 1900 hours.

Please note that the certificate and year 1 of the diploma are comprised of the same courses.

Students who have completed a certificate in Early Learning and Child Care at a public post-secondary institution may be admitted to the second year of the diploma program.

The Early Learning and Child Care Program is offered days and evenings and weekends (Face-to-Face).

- The day certificate program is completed in 2 semesters (Fall and Winter).
- The evening and weekend certificate program is completed in 3 semesters (Fall, Winter and Spring).
- The day diploma program is completed in 4 semesters (Fall and Winter over 2 years OR Winter, Spring, Fall and Winter). Both programs complete at the same time.
- The evening and weekend diploma program is completed in 6 semesters (Fall, Winter and Spring).

Please note, the evening and weekend program may be considered a full-time program load.

This program has been designed to give you the best possible education. The courses provide instruction that will increase your knowledge and skills within this field, as well as general studies that enable you to enhance your interdisciplinary understanding and communication. An embedded practicum allows students to integrate theory and practice in the moment.

To graduate from the Early Learning and Child Care Program, you must successfully pass all courses and have a GPA of 2.0 or higher. Upon graduation you will receive the following:

- A NorQuest College diploma
• An official transcript

Although you may have transfer credit from other post-secondary work, please note that to graduate from this program, at least 50% of your coursework must be obtained at NorQuest College.

GENERAL LAB POLICIES AND PROCEDURES

The ELCC Play and Documentation labs require that students respect the space and materials. Students will be expected to participate in keeping the Labs clean and organized.

Laboratory Appearance and Demeanour

The following applies to all students participating in any activity in the ELCC Labs and in practicum courses (ELCC 1010, ELCC 1020, ELCC 2010, ELCC 2020) and may apply to any other ELCC course under certain circumstances, which will be outlined by your instructor. The purpose of these expectations is to foster a sense of professionalism while performing your duties as an ELCC student. Appearance and demeanour are an essential part of professionalism. Families must be confident in the care, commitment, and competency of the child care staff. If child care staff members do not appear professional in dress, cleanliness, or attitude, a parent may quickly lose confidence in the program staff’s ability to provide competent care. It is therefore very important that you are aware of your appearance and demeanour when conducting yourself in lab, practicum, and actual practice settings.

| Adaptability                  | • Adapt to new situations, people, procedures and ideas.  
|                              | • Display a willingness to approach situations in different ways to achieve better outcomes. |
| Appearance & Dress Code      | • Comply with NorQuest standards for appearance and dress code |
| Communication                | • Comply with provincial, federal and NorQuest standards for confidentiality.  
|                              | • Convey information in a clear, respectful and organized manner.  
|                              | • Demonstrate respect for the feelings and opinions of others.  
|                              | • Develop positive working relationships with others.  
|                              | • Use active communication skills that respect the learning environment. |
| Honesty & Integrity          | • Demonstrate honesty, integrity, and accountability.  
|                              | • Use college resources appropriately and responsibly. |
| Personal Growth & Continued Competence | Demonstrate a commitment to personal growth and continued competence.  
| | Demonstrate reflective practice in both written and verbal forms.  
| | Engage in lab activities, class work, practicum and other learning opportunities.  
| | Implement actions to improve performance and skills based on feedback.  
| | Respond maturely and positively to suggestions and constructive criticism. |
| Problem Solving & Critical Thinking | Analyze situations appropriately and carry out solution-oriented actions.  
| | Develop strong problem-solving and critical-thinking skills to work effectively in an independent capacity.  
| | Reflect on individual performance and recognize knowledge limits. |
| Teamwork | Engage in teamwork as an active, cooperative participant.  
| | Offer creative and appropriate ideas to further the goals of the team.  
| | Report pertinent information to the others, as appropriate, in a timely manner.  
| | Take responsibility for role and contribution to the team.  
| | Provide constructive feedback to classmates and instructional team.  
| | Share College resources (supplies, equipment, etc.) fairly |
| Work Habits | Adhere to attendance, punctuality, and absence notification requirements for classes, labs, assessments, practicums and other learning opportunities.  
| | Demonstrate preparedness for classes, labs, assessments, practicums and other learning opportunities.  
| | Follow all NorQuest College and program specific policies and procedures.  
| | Maintain a clean and safe working environment for self and others.  
| | Plan and organize to successfully complete work for classes, labs, assessments, practicums and other learning opportunities. |

Students are expected to conduct themselves in the following manner while participating in labs and practicum.
Appearance

Students must have a neat and tidy appearance for lab practicum.

- Students should be clean.
- Hair should be clean and long hair should be tied back. Facial hair is permitted but it must be kept neat and well-groomed.
- Nails must be kept short, clean and neat; long nails are not acceptable. Nail polish must not be chipped.
- Jewelry should be conservative and it should be noted that some work sites do not allow visible body piercings.
- Make-up should be conservative and used in moderation.

NorQuest College is a scent-free institution as are many child care facilities. Scented products may include but are not limited to:

- Perfumes and colognes
- Creams or lotions
- Hair products

Dress Code

Business casual dress is expected. All clothing must be in good repair and have a conservative- and professional-looking fit. It should be clean and free from wrinkles.

- You will use your student identification as a name tag which must be worn at all times in lab and on practicum.
- Conservatively-styled blouses, shirts or T-shirts are acceptable. Shoulders, cleavage, and midriffs must be covered. Examples of unacceptable shirts include:
  - Halter tops, or tops with spaghetti straps
  - Crop tops or midriff tops
  - Shirts with logos, slogans, or inappropriate or offensive terms
  - Sweatshirts or hoodies
- Dress pants made from wool, cotton, or synthetic material are acceptable. Examples of unacceptable pants include:
  - Athletic wear including yoga pants, sweat pants, spandex, and leggings
  - Leisure pants
  - Cargo pants
  - Pajama pants
- Shorts, skirts or dresses are acceptable as long as the length is sufficient to allow the student to reach up, sit, and bend over comfortably without exposing the upper thigh (approximately 2 inches above the knee) or undergarments.
- Walking shoes, casual shoes and runners are acceptable. Conservative colours and styles are preferred. Flip-flops are not permitted.
- No hats or head coverings are permitted; head coverings for religious reasons are acceptable.
- Outdoor clothing is required. In winter, a warm coat, boots, hat, scarves and gloves will be required and in summer a rain coat and sun hat will be required since children are expected to play outside in all weather.
- Students should have a pair of indoor shoes for labs and practicum.
Attitude

Students are expected to be prepared for lab and display a positive attitude at all times. Students must strive to be able to work competently in an independent capacity and must demonstrate a commitment to teamwork as well.

Students are expected to respond maturely and positively to suggestions and constructive criticism by implementing actions to improve performance.

Demeanour

Use of foul or disrespectful language will not be tolerated.

It is expected that students will arrive on time for labs and practicum.

Cell phones, backpacks and personal items are not permitted in labs or practicum.

Any equipment which is used must be returned in the same working condition as when it was acquired by the student. Any deficiencies in equipment functioning must be reported to the laboratory instructor(s) immediately upon their discovery.

Laboratory supplies, equipment, inventory, and reference materials SHALL NOT be removed from lab. In certain circumstances, instructional staff may grant permission to remove certain items from the lab. Prior written approval and documentation is required.
## COURSE OF STUDY

### CERTIFICATE AND DIPLOMA YEAR 1: Term 1

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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<th>Credits</th>
<th>Passing Grade</th>
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<td>ELCC 1000</td>
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<td>ELCC 1002</td>
<td>Introduction to Early Learning and Child Care</td>
<td>3</td>
<td>45</td>
<td>D</td>
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<td>COMP 1016</td>
<td>Utilizing Technology</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>COMM 1007</td>
<td>Written Communication</td>
<td>3</td>
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<td>ELCC 1100</td>
<td>ELCC Practicum I</td>
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### CERTIFICATE AND DIPLOMA YEAR 1: Term 2

<table>
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<th>Hours</th>
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<td>ELCC 1007</td>
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<td>ELCC 1008</td>
<td>Guiding Children’s Behaviour</td>
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<td>COMM 1001</td>
<td>Introduction to Communication</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 1200</td>
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<td>7</td>
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</tbody>
</table>

**TOTAL CREDITS/HOURS**  38 950

### DIPLOMA YEAR 2: Term 3

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
<th>Passing Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCC 2000</td>
<td>Development and Inclusion</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 2006</td>
<td>Play and Creativity</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 2002</td>
<td>Working with Families</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 2003</td>
<td>Infants and Toddlers</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 2100</td>
<td>ELCC Practicum III</td>
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### DIPLOMA YEAR 2: Term 4

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
<th>Passing Grade</th>
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</thead>
<tbody>
<tr>
<td>ELCC 2008</td>
<td>Play, Spaces and Planning</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 2007</td>
<td>Leadership and Management in ELCC</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 2005</td>
<td>Social Contexts in ELCC</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 2004</td>
<td>School-age Children</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 2200</td>
<td>ELCC Practicum IV</td>
<td>7</td>
<td>245</td>
<td>P</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS/HOURS**  76 1900

Community Studies Student Handbook, 2019- 2020
Please note that students must complete 2 practicums for each year of the program. Students may enrol in practicum in any 2 of the 3 semesters.

Students admitted to the Evening and Weekend program complete courses in the following order:

**CERTIFICATE and DIPLOMA YEAR 1**

### Fall Term, Year 1

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
<th>Passing Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCC 1000</td>
<td>Child Growth and Development</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 1002</td>
<td>Introduction to Early Learning and Child Care</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>COMM 1007</td>
<td>Written Communication</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 1100</td>
<td>ELCC Practicum I</td>
<td>7</td>
<td>245</td>
<td>P</td>
</tr>
<tr>
<td>ELCC 1200</td>
<td>ELCC Practicum II</td>
<td>7</td>
<td>245</td>
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</table>

### Winter Term, Year 1

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ELCC 1006</td>
<td>Play</td>
<td>3</td>
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<tr>
<td>ELCC 1008</td>
<td>Guiding Children’s Behaviour</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>COMP 1016</td>
<td>Utilizing Technology</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 1100</td>
<td>ELCC Practicum I</td>
<td>7</td>
<td>245</td>
<td>P</td>
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<tr>
<td>ELCC 1200</td>
<td>ELCC Practicum II</td>
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<td>245</td>
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### Spring Term, Year 1

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
<th>Passing Grade</th>
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</thead>
<tbody>
<tr>
<td>ELCC 1007</td>
<td>Literacy</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>COMM 1001</td>
<td>Introduction to Communication</td>
<td>3</td>
<td>45</td>
<td>D</td>
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<tr>
<td>ELCC 1100</td>
<td>ELCC Practicum I</td>
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<td>P</td>
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<tr>
<td>ELCC 1200</td>
<td>ELCC Practicum II</td>
<td>7</td>
<td>245</td>
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</tbody>
</table>

**TOTAL CREDITS/HOURS** 38 950

*Elective* Practicum is offered each semester. Students must take practicums in 2 of 3 semesters.
## DIPLOMA YEAR 2

### Fall Term, Year 2

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
<th>Passing Grade</th>
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</thead>
<tbody>
<tr>
<td>ELCC 2002</td>
<td>Working with Families</td>
<td>3</td>
<td>45</td>
<td>D</td>
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<tr>
<td>ELCC 2006</td>
<td>Play and Creativity</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 2003</td>
<td>Infants and Toddlers</td>
<td>4</td>
<td>60</td>
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<tr>
<td>ELCC2100</td>
<td>ELCC Practicum III</td>
<td>7</td>
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</tr>
<tr>
<td>ELCC 2200</td>
<td>ELCC Practicum IV</td>
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### Winter Term, Year 2

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ELCC 2000</td>
<td>Development and Inclusive Care</td>
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<tr>
<td>ELCC 2007</td>
<td>Leadership and Management in ELCC</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC 2008</td>
<td>Play, Spaces and Planning</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>ELCC2100</td>
<td>ELCC Practicum III</td>
<td>7</td>
<td>245</td>
<td>P</td>
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<td>ELCC Practicum IV</td>
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### Spring Term, Year 2

<table>
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<tr>
<th>Course Number</th>
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<th>Passing Grade</th>
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<tbody>
<tr>
<td>ELCC 2004</td>
<td>School-age Children</td>
<td>3</td>
<td>45</td>
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<tr>
<td>ELCC 2005</td>
<td>Social Contexts in ELCC</td>
<td>3</td>
<td>45</td>
<td>D</td>
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<td>ELCC2100</td>
<td>ELCC Practicum III</td>
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</table>

**Total Credits/Hours**: 76 / 1900

Elective* Practicum is offered each semester. Students must take practicums in 2 of 3 semesters.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
</tr>
</thead>
</table>
| **COMP 1016** | **Utilizing Technology:** This course provides learners with the skills they need to create the documents, spreadsheets, and presentations needed in college human services programs and employment in human services.  
**Prerequisite:** None |
| **COMM1007** | **Written Communication:** This course focuses on the development and practice of writing skills and forms of written communication required for success in educational and human services settings. Topics include an overview of the process, using correct grammar, developing writing strategies, writing essays, writing for business, and proofreading.  
**Prerequisite:** None |
| **COMM 1001** | **Introduction to Communication:** Explore the fundamentals of communication and interpersonal relationships. Examine effective communication, barriers to effective communication, and specific communication strategies that can improve interactions with others and enhance critical thinking skills. Learn and apply theories related to communication climate, groups, teams, conflict management and problem solving.  
**Prerequisite:** None |
| **ELCC1000** | **Child Growth and Development:** This course focuses on the development of children from conception to twelve years of age, including the physical child, the thinking child, the social child and the whole child, as well as introducing atypical development. Students will study key theories and theorists in child development.  
**Prerequisite:** None |
| **ELCC1002** | **Introduction to Early Learning and Child Care:** This survey courses focuses on understanding the goals and essential components of developing successful early childhood programs. By studying the role of early childhood professionals, students will gain insights into their own philosophy of early learning and child care.  
**Prerequisite:** None |
| **ELCC1006** | **Play:** Students will develop an understanding of the role of play in a child’s growth and learning. They will also learn about the role of the environment and the early childhood practitioner in enhancing children’s play. This course focuses on the planning of inclusive and appropriate play environments, including indoor and outdoor play experiences. Students will explore a variety of play situations and materials used in child care settings.  
**Prerequisite:** None |
| **ELCC 1007** | **Literacy:** This introductory course will provide students with an understanding of early literacy. Students will learn strategies that can be used to develop a child’s interest and skills related to listening, speaking, reading and writing that form the foundation of a language arts curriculum. Students will also explore the effective use of children’s literature, storytelling, puppetry, and dramatic play, and the importance of cultural considerations and individual differences.  
**Prerequisite:** None |
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
</tr>
</thead>
</table>
| ELCC1008      | **Guiding Children’s Behaviour:** This introductory course provides an understanding of children’s behaviour in a developmental context, and the importance of realistic expectations of children in various stages. The social development of the young child will be examined in the context of positive guidance to support self-regulation. Appropriate strategies to help children develop positive self-esteem and develop appropriate behaviour will be discussed. The prevention of behaviour problems through developmentally appropriate practices and interventions will be emphasized.  
**Prerequisite:** None |
| ELCC1100      | **ELCC Practicum I:** This practicum is designed to provide students with an opportunity to apply their skills and knowledge from a play-based perspective in appropriate childcare settings under the supervision of the practicum supervisor and a designated mentor. Students are expected to practise observation skills and plan provocations based on observations of children’s interests. In the lecture portion, students will discuss basic health, safety, nutrition, observation, and documentation, as well as appropriate practice with children across curricular areas.  
**Prerequisite:** None |
| ELCC1200      | This practicum provides students with an opportunity to apply skills and knowledge of the role of the educator in appropriate child care settings under the supervision of the practicum supervisor and a designated mentor. In addition to engaging with children and participating in the routine each day, students are expected to observe, reflect and plan with their site mentor over five weeks to act as the lead educator in the room for five days including transitions, play based activities, provocations, outdoor play and meals. In the lecture portion students will discuss working with diverse families and communities, the role of the educator in observation, documentation the child’s voice and how working as a team member links to practice.  
**Prerequisite:** ELCC1100 |
| ELCC 2000     | This course will focus on the needs of children whose development is atypical. Students will explore a range of exceptionalities and gain an understanding of strategies to support all children within the child care setting, as well as examine the values and philosophy of inclusion in child care.  
**Prerequisites:** ELCC1000 Child Growth and Development |
| ELCC2002      | **Working with Families:** This advanced course will focus on building skills for working cooperatively with other significant adults in the child’s environment and will cover diverse family structures and relationships in addition to examining issues that confront families today. Students will explore, plan and implement curriculum to gain an understanding of how diversity impacts the importance of play, active exploration, the construction and representation of knowledge and social interactions.  
**Prerequisites:** ELCC1020/1025 |
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
</tr>
</thead>
</table>
| ELCC2003      | **Infants and Toddlers:** This course focuses on the development of appropriate strategies and skills to provide good care for infants and toddlers. An understanding of infant and toddler development, as well as the central role of the caregiver, relationships, and daily routines will be established. The importance of effective communication will also be addressed.  
*Prerequisite: ELCC1000* |
| ELCC2004      | **School-age Children** This course covers the goals and essential components of programs for school-age children. The historical and social influences of such programs in Canada will be examined. Students will gain insight into the role of caregivers for school-age children while examining their own personal qualities and philosophy for working in this field.  
*Prerequisites: ELCC1000* |
| ELCC2005      | **Social Contexts in ELCC:** This course will focus on an examination of critical social contexts and issues in the field such as interdisciplinary practices, technology, advocacy, mentorship, related research topics, assessment, early intervention, poverty, and ethics. Students will examine these issues and their impact on practice in a child care setting.  
*Prerequisites OR Co-requisite: ELCC2010/2015 Collaborations in ELCC and Practicum III* |
| ELCC2006      | **Play and Creativity:** This course will focus on supporting creative activities within play. Included are theories of creative development and ideas for the development of two- and three-dimensional activities, creative language experiences, science and mathematics, music and movement, indoor and outdoor play, dramatic play, and media.  
*Prerequisites: ELCC1006 Play* |
| ELCC2007      | **Leadership and Management in ELCC:** In this course students will develop organizational skills and leadership styles necessary for the effective management of early child care programs. The focus will be on skills for managing group child care and early education facilities. Topics such as program philosophy and policy design, financial management, staff development, and relationships with families and community will be highlighted. Child care regulations and licensing policy for the Province of Alberta will also be covered.  
*Prerequisites: ELCC2010/2015 Collaborations in ELCC and Practicum III* |
| ELCC2008      | **Play, Spaces and Planning:** This course presents a further examination of key processes in emergent programming including the use of the environment and responsive planning of play opportunities for children, as well as the development of the concept of children and teachers working as co-researchers to create curriculum.  
*Prerequisites: ELCC2006* |
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
</tr>
</thead>
</table>
| ELCC 2100     | **ELCC Practicum III:** This practicum provides students with the opportunity to apply their skills and knowledge of working collaboratively in appropriate child care settings under the supervision of the practicum supervisor and a designated mentor in the child care setting. In addition to engaging with children and participating in the routine each day, students are expected to expand their understanding of the various roles in a child care program such as lead educator, associate director, program director, as well as working as a member of a team. In the lecture portion, students will discuss working with diverse families and communities, the role of the educator in observation and planning, documentation, the child’s voice and play, and working as a team member.  
*Prerequisites: ELCC1200* |
| ELCC 2200     | **ELCC Practicum IV:** This practicum provides students with an opportunity to apply their skills and knowledge of the role of the director in appropriate child care settings under the supervision of the College practicum supervisor and a designated mentor. In addition to engaging with children and participating in the routine each day, students are expected to demonstrate an understanding of the complex role of the director in a child care program from menu planning to government requirements and community resources, and are expected to interview the director on their role. In the lecture portion, students will discuss the director’s role in working with diverse families and communities, the role of the director in observation, documentation and planning, the child’s voice and play, and working as a team member and leader.  
*Prerequisites: ELCC 2100* |

**FORMS**

Sample forms for the Community Studies Programs can be found on the following pages.
Agreement Regarding Audio Recording of Lectures

Student Name: ____________________________  Student ID: ____________________________

By providing this signed form, I acknowledge that:

• The recordings are for my personal use and no one else’s.
• I will respect and protect the privacy of the instructor and my classmates.
• The recordings are to be kept only until the course is over and then must be destroyed.
• Under no circumstance will I post the recordings on an internet site (i.e., Facebook, YouTube, etc.).

I am responsible for providing adequate security to protect the recording from loss or theft by:

• Not leaving the recording lying around
• Storing the files on a password protected computer
• Protecting USB Flash Drive, CDs, or diskettes at all times

Information is intended for me only – it is not to be broadcast to anyone.

**I understand that the misuse of information will result in termination of this accommodation.**

**I understand that this agreement is for the duration of my program.**

My signature indicates that I have read this document and agree to the above-noted terms.

_________________________________________   ______________________________
Student Signature                               Date Signed

_________________________________________   ______________________________
Instructor Signature                            Date Signed
## Performance Improvement Plan

<table>
<thead>
<tr>
<th>Student Name (Print):</th>
<th>Instructor Name (Print):</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM:</th>
<th>COURSE:</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

### Part One

**Area of Concern:** (To be completed by the instructor or other program representative. Include objective observations/assessments related to the concern).

---

**Expected Standard:** (To be completed by instructor or other program representative. Include related assessment standards, learning objective/outcome or section of Student Code of Behaviour).

---

**Consequences for not meeting Program Objectives:** (To be completed by instructor or other program representative in consultation with the Program Chair. Include only the consequences related to the unsuccessful completion of the course involved).

---

**Student comments:** (The student may meet with the Program Chair, or designate, to discuss options for completion of the course/program and/or the student may begin an informal appeal through the Program Chair, should he/she believe that the decisions made or processes used have been unfair).
### Part Two:

**Action Plan for Learning Improvement:** (To be completed by the student after due consideration and/or consultation with the instructor, Program Chair, and other relevant parties such as a medical doctor. Include specific actions and expected timelines).

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Instructor Signature</th>
<th>Date:</th>
</tr>
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<tbody>
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</table>

**Follow-up Date:**

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<tr>
<th>Date:</th>
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</table>

**Copies:** Student, Instructor, Chair, PS

Comment.
Request for Deferral – Assignments

Faculty of Health and Community Studies

(Complete a separate application form for each deferral being requested.)

Student’s Name: ______________________________ Date: ____________________

ID Number: ______________________________ Academic Year: __________

Course name, number, and assignment number: ____________________________

Instructor’s Name: _______________________________________________________

What is the reason for the request for a deferral? (If illness is the reason, a medical note is to be presented to the Practical Nurse Program office after the illness.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

When will the course work be turned in to the instructor? _______________________________

Student Name: ______________________________ Signature: _______________________

Instructor Name: ______________________________ Signature: _______________________

Approval by Associate Chair: __________________________________________________

Date: ______________________________________________________________________

Note: Please submit this original to the Practical Nurse Program office E220, HEC 106.
Request for Absence from Course(s)

Faculty of Health and Community Studies

**PART A:** Request must be submitted to Instructor(s) at least two weeks prior to period requested, when possible.

Student Name ______________________  Student Number __________________

Date of Request _____________  Dates/Period of Absence Requested _________________

Reason for Absence ________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

<table>
<thead>
<tr>
<th>Course</th>
<th>Date(s) to be Missed*</th>
<th>To be Completed by Instructor of Each Applicable Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Absence approved?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Y/N</td>
</tr>
</tbody>
</table>

*Pending approval granted by instructor

**PART B:** Responsibilities of Student in response to approved absence. E.g., exam to be written prior to absence on <date>. There is an administrative fee. To be signed and dated by Instructor and Student for each course that student was absent for a lab or exam.

<table>
<thead>
<tr>
<th>Course</th>
<th>Student Responsibilities</th>
<th>Instructor Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Student Signature ____________________________________________________________

Community Studies Student Handbook, 2019-2020
Permission to Use Student Work
Faculty of Health and Community Studies

The CSW and ELCC programs sometimes makes available examples of student work to assist others in understanding an assignment. Instructors may ask students to share their work and complete this form. As the author/creator of the materials you have the right to grant permission for the college to use your work, and you are under no obligation to do so. You can withdraw permission at any time.

Name: ___________________________   Signature: ____________________________
Date: ______________   Student ID: ____________   Email: _____________@mynorquest.ca
Class title: ________________________________________________________________
Instructor: ________________________________________________________________
Description of work: __________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Permission:

☐ I give permission for my work to be used
☐ I do not give permission for my work to be used

Scope of permission:

☐ Make available to view in hard copy
☐ Make available to view online for general access (e.g. on NorQuest website)
☐ Make available to view online with restrictions (e.g. in Moodle)

Length of permission:

☐ Only this semester
☐ Only this Academic Year
☐ No limit

Credit:

☐ Identify me by name
☐ Remove my name before using it

Community Studies Student Handbook, 2019-2020
CSW Practicum Information Form

Name: 

Student ID: 

Address: 

Phone: Email: 

If you intend to take practicum at the next semester, complete the form below. The form will provide us with additional details to assist in your selection. Once you have completed the form, submit it to Nadine, (Practicum Coordinator) in person or by email: nadine.konyk@norquest.ca

When we work on placing students, the instructor/practicum coordinator look at many components which include:

Area of focus Location
Student requests Student strengths and challenges

*Please remember that by filling out this form your wishes are noted but not guaranteed*

*Note that some centres have other specific requirements which may be a cost to students.*

The form will provide us with additional details to assist in your selection. Once you have completed the form submit it to your practicum instructor.

BACKGROUND INFORMATION:
Previous/current employment or volunteer work:

1. __________________________________________________________
2. __________________________________________________________
3. __________________________________________________________

Please check any special abilities, training, and relevant courses that may be useful in making a selection.

☐ Suicide Prevention ☐ First Aid ☐ Mental Health First Aid
☐ Knowledge in Harm Reduction ☐ Additional Language(s): _____________________
☐ Other (such as classes in support work in Health Care settings, Drama, etc.):
WISHES FOR YOUR PLACEMENT/PRACTICUM:
Please check your preferred area of focus:

☐ Aboriginal/Indigenous  ☐ Disabilities  ☐ Immigrant/Newcomer  ☐ Older Adults

Transportation to get to practicum (check one):  _____Own vehicle  _____Public Transit

Any potential conflict of interest?

_________________________________________________________________________________
_________________________________________________________________________________

Is there other information that will impact successful completion of your practicum?

_________________________________________________________________________________
_________________________________________________________________________________

Tips for a successful practicum:

▪ Upon being assigned to a centre, all students are expected to research their assigned centres by visiting the centre website or calling the centre, to determine schedule, dress code, specific location directions, etc.

▪ Students must submit a current Criminal Record Check with a vulnerable sector check. A Child Intervention Check may be requested by some centres.

▪ A Criminal Record Check with a vulnerable sector check must be presented to the centre director on the first day of practicum.

▪ The final decision as to where you do your practicum will be largely determined by availability of practicum opportunities. Students should be prepared to travel outside of their community for practicum.

▪ Students who do not submit required documents in a timely manner do so at the risk of a delayed start date.

▪ Please consider location and available parking, bus routes, and/or walking to your practicum. Also, plan for alternative transportation if your first mode of transportation does not work due to circumstances such as car repairs/accidents.

▪ Hours of practicum may vary and students need to make necessary arrangements to be present at practicum.

▪ Students are responsible for making their own child care and any caregiver arrangements in such a way that they do not adversely impact attendance and successful completion of practicum.

▪ Practicum requirements:
  ▪ Consistent attendance is mandatory for practicum seminar and practicum at centres.
  ▪ Students should not schedule outside jobs to interfere with attendance at practicum or other classes.

▪ Practicum is not paid employment opportunities.

Student Signature: ___________________________ Date: ____________________________

Community Studies Student Handbook, 2019-2020
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**DS Practicum Information Form**

Name: 

Student ID: 

Address: 

Phone: Email: 

If you intend to take practicum at the next semester, complete the form below. The form will provide us with additional details to assist in your selection. Once you have completed the form, submit it to Nadine, (Practicum Coordinator) in person or by email: nadine.konyk@norquest.ca

When we work on placing students, the instructor/practicum coordinator look at many components which include:

- Area of focus
- Location
- Student requests
- Student strengths and challenges

*Please remember that by filling out this form your wishes are noted but not guaranteed*

*Note that some centres have other specific requirements which may be a cost to students.*

The form will provide us with additional details to assist in your selection. Once you have completed the form submit it to your practicum instructor.

**BACKGROUND INFORMATION:**

Previous/current employment or volunteer work:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

Please check any special abilities, training, and relevant courses that may be useful in making a selection.

- [ ] Suicide Prevention
- [ ] First Aid
- [ ] Mental Health First Aid
- [ ] Knowledge in Harm Reduction
- [ ] Additional Language(s): __________________________

Community Studies Student Handbook, 2019-2020
□ Other (such as classes in support work in Health Care settings, Drama, etc.):
________________________________________________________________________________

Transportation to get to practicum (check one):  ____Own vehicle  ____Public Transit

Any potential conflict of interest?
_________________________________________________________________________________
_________________________________________________________________________________

Is there other information that will impact successful completion of your practicum?
_________________________________________________________________________________
_________________________________________________________________________________

_________________________________________________________________________________

Tips for a successful practicum:

- Upon being assigned to a centre, all students are expected to research their assigned centres by visiting the centre website or calling the centre, to determine schedule, dress code, specific location directions, etc.
- Students must submit a current Criminal Record Check with a vulnerable sector check. A Child Intervention Check may be requested by some centres.
- A Criminal Record Check with a vulnerable sector check must be presented to the centre director on the first day of practicum.
- The final decision as to where you do your practicum will be largely determined by availability of practicum opportunities. Students should be prepared to travel outside of their community for practicum.
- Students who do not submit required documents in a timely manner do so at the risk of a delayed start date.
- Please consider location and available parking, bus routes, and/or walking to your practicum. Also, plan for alternative transportation if your first mode of transportation does not work due to circumstances such as car repairs/accidents.
- Hours of practicum may vary and students need to make necessary arrangements to be present at practicum.
- Students are responsible for making their own child care and any caregiver arrangements in such a way that they do not adversely impact attendance and successful completion of practicum.
- Practicum requirements:
  - Consistent attendance is mandatory for practicum seminar and practicum at centres.
  - Students should not schedule outside jobs to interfere with attendance at practicum or other classes.
- Practicum is not paid employment opportunities.
Student Signature: ____________________________ Date: ____________________________

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ELCC Practicum Information Form

Name:__________________________

Student ID: ____________________________

Address: ____________________________

Phone: ____________________________    Email: ____________________________

Instructor: ____________________________

I am a **daytime** student applying to (please check):

☐ Practicum I ○ Practicum II ○ Practicum III ○ Practicum IV

I am an **evening/weekend** student applying to (please check):

☐ Practicum I ○ Practicum II ○ Practicum III ○ Practicum IV

☐ Workplace Practicum (Please provide name of Centre, Director, and phone number below)

When we work on placing students, the instructor/practicum coordinator look at many components which include:

<table>
<thead>
<tr>
<th>Age group</th>
<th>Location</th>
<th>Type of early childhood setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student requests</td>
<td>Student strengths and challenges</td>
<td></td>
</tr>
</tbody>
</table>

*Please remember that by filling out this form your wishes are noted but not guaranteed*

*Note that some centres have other specific requirements which will be communicated to students*

The form will provide us with additional details to assist in your selection. Once you have completed the form submit it to your practicum instructor.

**PRACTICUM HISTORY:**
Previous or current practicum placement in an ELCC setting:

Community Studies Student Handbook, 2019-2020
### Name of ELCC setting(s):

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>______________________________________________________</td>
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### Age Group(s):

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<th>3.</th>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Transportation to get to practicum (check one):

- [ ] Own vehicle  
- [ ] Public Transit

Any potential conflict of interest? (e.g. does your child(ren) or family member attend a centre?) If yes, provide name of centre and location.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Is there other information that will impact successful completion of your practicum?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

### Tips for a successful practicum:

- Upon being assigned to a centre, all students are expected to research their assigned centres by visiting the centre website or calling the centre, to determine schedule, dress code, specific location directions, etc.
- Students must submit a current Criminal Record Check with a vulnerable sector check. A Child Intervention Check may be requested by some centres.
- A Criminal Record Check with a vulnerable sector check must be presented to the centre director on the first day of practicum.
- The final decision as to where you do your practicum will be largely determined by availability of practicum opportunities. Students should be prepared to travel outside of their community for practicum.
- Students who do not submit required documents in a timely manner do so at the risk of a delayed start date.
- Please consider location and available parking, bus routes, and/or walking to your practicum. Also, plan for alternative transportation if your first mode of transportation does not work due to circumstances such as car repairs/accidents.
- Shift hours of practicum may vary and students need to make necessary arrangements to be present at practicum. Hours of practicum do **not** include ½ hour lunch. Students are expected to reach **200 hours** including **four seminar workshop days**.
- Students are responsible for making their own child care and any caregiver arrangements in such a way that they do not adversely impact attendance and successful completion of practicum.
- Consistent and punctual attendance is mandatory for practicum seminar and practicum at centres.
- Students should not schedule outside jobs to interfere with attendance at practicum or other classes.
- Practicums are *not* paid employment opportunities.

Student Signature: ____________________________ Date: ____________________________

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ACADEMIC SCHEDULE FOR 2019-2020

*Dates subject to review and possible change

August 30, 2019  Community Studies Student Orientation (Centre 102)
                 Students Services Fall Orientation Fair (Atrium)

September 2, 2019  Labour Day

September 3, 2019  Fall semester starts
                 Students Services Fall Orientation Fair (Atrium)

September 13, 2019  Last day to add classes
                    Drop Deadline – last day to drop classes
                    Fee payment deadline (late fee of $100 charged on any outstanding balance
                    after this date)

September 23, 2019  Last day for partial tuition refunds

October 14, 2019  Thanksgiving

October 25, 2019  Last day to withdraw from classes

November 11, 2018  Remembrance Day

November 12, 2018  Remembrance Day statutory day

November 29, 2019  FHCS Team Learning Day (no classes)

December 18, 2019  Last day of fall semester

January 6, 2020  Winter semester starts

January 16, 2020  Last day to add classes
                    Drop Deadline- last day to drop classes

January 17, 2020  Fee payment deadline (late fee of $100 charged on any outstanding balance
                    after this date)

January 27, 2020  Last day for partial tuition refunds

February 17, 2020  Family Day

February 14-21, 2020  Reading Week (no classes)

February 28, 2020  Last day to withdraw from classes

Community Studies Student Handbook, 2019-2020
<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 13, 2020</td>
<td>College Wide Learning Day (no classes)</td>
</tr>
<tr>
<td>April 10, 2020</td>
<td>Good Friday</td>
</tr>
<tr>
<td>April 13, 2020</td>
<td>Easter Monday</td>
</tr>
<tr>
<td>April 24, 2020</td>
<td>Last day of winter semester</td>
</tr>
<tr>
<td>May 4, 2020</td>
<td>Spring semester starts</td>
</tr>
<tr>
<td>May 14, 2020</td>
<td>Last day to add classes</td>
</tr>
<tr>
<td></td>
<td>Drop Deadline – last day to drop classes</td>
</tr>
<tr>
<td></td>
<td>Fee payment deadline (late fee of $100 charged on any outstanding balance</td>
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<td>...after this date)</td>
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<tr>
<td>May 18, 2020</td>
<td>Victoria Day</td>
</tr>
<tr>
<td>TBD</td>
<td>Convocation</td>
</tr>
<tr>
<td>May 22, 2020</td>
<td>Last day for partial tuition refunds</td>
</tr>
<tr>
<td>June 21, 2019</td>
<td>National Indigenous Peoples Day</td>
</tr>
<tr>
<td>June 26, 2020</td>
<td>Last day to withdraw from classes</td>
</tr>
<tr>
<td>July 1, 2020</td>
<td>Canada Day</td>
</tr>
<tr>
<td>August 3, 2020</td>
<td>Heritage Day</td>
</tr>
<tr>
<td>August 21, 2020</td>
<td>Last day of spring/summer semester</td>
</tr>
</tbody>
</table>