Social Work Diploma Program

2024-25 Student Handbook

NORQUEST COLLEGE

LAND ACKNOWLEDGEMENT

NorQuest College respectfully acknowledges that we are on the traditional lands, referred to as Treaty 6 Territory and the homeland of Metis Region District 9. This land is home to many diverse groups of Indigenous peoples including the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, Inuit, and Métis. NorQuest College also acknowledges that the City of Edmonton and all the people here are beneficiaries of Treaty Number 6, which encompasses the traditional territories of numerous western Canadian First Nations as well as the Métis people who have called these lands home since time immemorial. NorQuest acknowledges the treaty, the land and the territories of Indigenous peoples as a reminder of:

- Our responsibility and obligations to the land and to Indigenous peoples,

- Our accountability to addressing the ongoing impacts of colonization that are distinct to Indigenous peoples and communities,

- To work together in remembering the spirit and intent of the Treaty towards right relations.

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PROGRAM TEAM

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Academic Program Advisor	FOAS@norquest.ca	Book Appointment
Administrative Support(s)	socialwork@norquest.ca	780-644-6390
Retention & Financial Aid Advisor(s)	student.advisor@norquest.ca	780-644-6130
International Student Advisor(s)	international@norquest.ca	780-655-6128 or 1-866-534-7218
WIL Emergency/After Hours	*For use only during Workplace-Integrated Learning (WIL) placements for injuries, accidents, and other emergencies. Call only, texts not monitored.*	780-419-4607

MESSAGE FROM THE DEAN

Jeanette LaBrie, BPA, MA (she/her)

Welcome to the Faculty of Arts and Sciences! We are honoured to have you join our faculty where you will find a team that prioritizes your learning experience, ensuring you have the skills and knowledge for impactful careers and opportunities to further your education.

Your time at NorQuest in Social Work will include community and career-specific curriculum to prepare you to perform critical work that transforms people's lives and builds stronger communities.

Our faculty team is highly qualified and dedicated to providing an inclusive and supportive educational experience aligning with NorQuest's commitment to Indigenization, decolonization, anti-racism, and equity, diversity and inclusion. These values are reflected in our classrooms, curriculum, and practices.

At NorQuest, you will find a community eager to support you throughout your educational experience, empowering you to achieve your career and learning goals. This student handbook is one of the tools designed to provide you with information to guide your path to success in the program.

I wish you well as you begin this exciting academic journey and look forward to congratulating you at convocation.

MESSAGE FROM THE PROGRAM CHAIR

Magdalena Baczkowska, Ph.D. Social Work, R.S.W., C.C.C. (she/her)

Welcome to the Social Work Diploma Program and our Community of Learners at Norquest College!

Our Program is dedicated to fostering a supportive and inclusive learning environment where Students, Faculty, and Community Partners work collaboratively to promote social justice, equity, and well-being.

We are very pleased that you have chosen our institution as a starting point on your journey to becoming a Registered Social Worker (RSW).

During your time in the Program, you will be encouraged to engage deeply with both the theoretical foundations and practical applications of social work. You will develop the values, knowledge, and skills to build ethical, impactful and empathetic, connections with individuals and collectivities, understanding that caring relationships are the cornerstone of effective social work practice.

We look forward to accompanying you on this transformative path towards your chosen personal and professional future. Together, we will embrace the power of relational goods as well as critical hope and dialogue to make a positive difference in our society!

NORQUEST'S PURPOSE AND SKILLS OF DISTINCTION

Purpose

NorQuest's purpose inspires everyone, in all aspects of the college, to transform people's lives. It challenges us to continually ask, with everything we choose to do: How will this change people's lives for the better?

Perhaps there is nowhere in the college where this purpose is more compelling than in the programs we provide, the opportunities we open, and the outcomes we strive to achieve for each and every student who walks through our doors or connects with the college.

Skills of Distinction

NorQuest commits to a common set of outcomes we aspire to achieve with each and every student. We call these the Skills of Distinction:

- Resilience
- Inclusion
- New ways of thinking

For more information, please see: <u>Skills of Distinction.</u>

THE STUDENT HANDBOOK

This Handbook is designed to assist you in meeting your career goals and to help ensure that your learning experience at NorQuest College is a positive one.

We would appreciate any feedback that you can provide to your instructional team about your learning experience and about your program. Your comments will help us continue to provide quality education to our students.
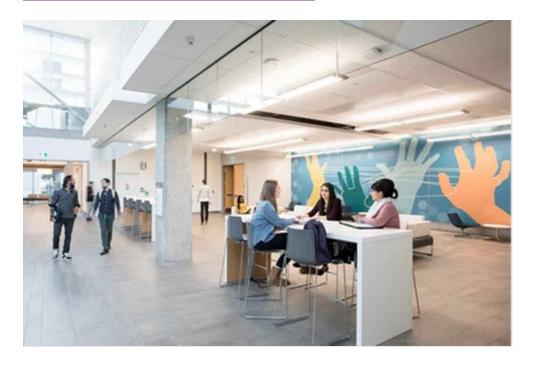
We wish you every success in achieving your career goals!

This Handbook is divided into three sections.

The first section reviews general information relevant to all students in the Faculty of Arts and Sciences (FOAS), including campus services, general information about various course policies, and strategies to support your success as a NorQuest College student.

The second section contains key information specific to your program and the third contains information about Work-Integrated Learning (or practicum).

Please note that students are responsible for awareness of information in this Handbook , and of all policies listed on the NorQuest College website. PHOTO MOVED DOWN – BRING IT UP

CAMPUS & COLLEGE INFORMATION

Campus Maps	The two main buildings on downtown campus where the majority of campus services are housed are: • Civic Employee Legacy Tower (CELT) - located at 10215-108 Street • Singhmar Centre for Learning (SCFL) - located at 10215-108 Street
Emergency Response Procedures	NorQuest College is committed to providing a safe environment for students, staff, faculty, and visitors in a variety of situations such as (i.e. evacuation, lockdown, and threats of violence). Please note that all of our campuses are non-smoking and scent-free. No scented products are permitted in the classrooms, labs, or clinical settings.
Lockers	A limited number of lockers on the Edmonton campus can be rented. Locker rentals are on a first-come, first-served basis. For more information, please see: Lockers

Parking	See Parking Services for information about parking on and near campus.
MyQuest	MyQuest is NorQuest's online Student Services Centre. Once you apply, you are issued your MyQuest username and password. • You can access MyQuest anywhere there is internet. Regularly update the details on your MyQuest account, including your phone number and your home address. • This will ensure that we can reach you and that your official documents are sent to the correct address.
MyMail	MyMail is the college e-mail used to communicate with you and is the official communication route for all student information. We encourage you to check MyMail daily. When communicating with the College: • Include your name and student ID number in all your e-mails/voice messages to instructors and support team. • Send all e-mails to the College using your MyMail email address (your @norquest.ca email).
Academic Schedule	The Academic Schedule provides important dates, schedules, closures, and deadline information for the college. Log into MyQuest to see precise dates for your classes.

Academic & Student Services

Centre for Growth and Harmony (Health and Wellness)	NorQuest College offers social work, counselling, and general health support for students. All services are professional, confidential, and at no cost to registered students.
Service Desk	Service Desk is responsible for assisting students who are having difficulties accessing the College Website, MyMail, MyQuest, Moodle, and more.
The Core (Bookstore)	You can purchase new and used books at The Core. Visit the website to learn more about the Core's buy-back program for sell back your used books.
Financial Aid	Connect with a Student Financial Aid Advisor who specializes in helping students identify their eligibility for several different financial resources that will assist with educational and/or living costs while they are attending NorQuest College.
Indigenous Student Services	NorQuest College provides learners with a complete education that attempts to balance strong academic foundations with Indigenous culture.
International Student Services	The International Student Office offers a wide range of support programs and services committed to the unique needs of our international students.
Learner Centre (Library)	NorQuest Library is dedicated to empowering students with strategies for finding, evaluating, and using research in their courses and in real life.

Office of the Registrar	The OR is responsible for admission, advising prospective students, updating student information, maintaining student records, posting grades on PeopleSoft, managing course fees, and managing transfer credits and requests. To access forms and documents, including transcripts, please see: Forms and Documents
Office and Student Judicial Affairs	The Office of Student Judicial Affairs coordinates the administration of Student Judicial Affairs Policy. The Office oversees student academic and non-academic conduct student complaints, and provides a means for dispute resolution.
Reflection Room	NorQuest College is a vibrant, inclusive and diverse community that recognizes the spiritual and religious aspects of our learners and employees. We are committed to providing a neutral room that is accessible to members of all faiths within the College community.
Student's Association of NorQuest College) (SANQC)	All students are encouraged to get involved with the Students' Association. You can do this by running for a position on Students' Council to represent your fellow NorQuest students, getting involved in a student club or by signing up for SANQC's volunteer program to help out with a variety of fun and exciting activities.
Retention & Financial Aid Advisors	Retention and Financial Aid Advisors are your go-to people for everything - from specific questions about your personal situation to general inquiries. If you need help or assistance navigating college services, policies, or processes, your advisor can point you in the right direction.

Tutorial and Academic Coaching Services	Tutors and Academic Coaches work with you to review course content, guide you with homework and assignments, and build academic skills, such as time management and test-taking.
The Intercultural Child & Family Centre	The Intercultural Child & Family Centre opened in October 2017. The child care centre offers safe and accessible services to NorQuest students, employees, and the community. A total of 64 spaces are available for children who are twelve months to five years of age.
Student Career and Employment Services.	As you prepare for entering your chosen career, remember that our Work-Integrated Learning and Career Education Centre organizes a number of job fairs each year, and this is a valuable resource in preparing you for employment. Experts will review your resume, conduct mock job interviews with you, and assist you with effective job search techniques. This service is available to you free of charge for up to six months after you graduate from your program.
Transfer Credit	You 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. If you need assistance or support requesting transfer credit you can set up an appointment with your Academic Program Advisor.
Transfer Credit Form	You must be admitted to your program prior to requesting transfer credit, and it is recommended that you submit your Transfer Credit Form. Request at least one month prior to the start of term.

Prior Learning Assessment and Recognition (PLAR) policy	NorQuest College has a PLAR Policy that can help you earn college credits based on your current skills, competencies, knowledge, work, and experience if you are able to show that they relate to the learning outcomes of your courses.
Prior learning assessment and recognition	You can request an assessment once you are admitted or waitlisted. If you need assistance or support requesting Prior learning assessment and recognition you can set up an appointment with your Academic Program Advisor.
Continuing Your Education	Perhaps you see your credential as a stepping-stone for other educational goals. A number of NorQuest College courses have credit transfer agreements in place with other educational institutions. In some cases, you will be able to access block transfer agreements that give credit for the entire program of study. Please visit Transfer Alberta or consult the College Calendar for the most current transfer agreement information.
Common Courses with Other Programs	Please note that certain courses are administered by other program areas or faculties. These include but are not limited to English, Sociology, Psychology and Health Education courses. While taking these courses, you are subject to the policies of the faculty or program area administering them. Any questions or concerns should be directed to your instructional team.

Open Studies	Some courses are designated as "Open Studies" (O). These courses are available to students from other programs and Open Studies students. Students might choose to take Open Studies as a pathway to a credit program, for general interest, or as a visiting student.
Academic Council	The Academic Council is a group of students, faculty, and administrators who come together once a month to exchange information and viewpoints on academic affairs. Elected by the Students' Association, ten students represent their peers on this council. For more information please see: Academic Council
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.
Convocation	Once you complete all courses and other requirements of your program, you will have the opportunity to apply to graduate and attend convocation. Convocation is a ceremony celebrating the success of graduates from all programs. It takes place in May each year. Our instructional team looks forward to this event to recognize the hard work and success of our students.
Graduation	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 the NorQuest College website for important information about applying to graduate and planning for convocation. Please see: <u>Applying to Graduate.</u>

Further contact information for College Services can be found here: <u>College Directory.</u>

ACCOMODATIONS FOR STUDENTS

NorQuest College offers a wide range of services to support students with disabilities. Support services include assistive technology, academic coaching, accommodated exams, sign language interpreters, and instructional assistants. Please visit the Accessibility Guide below for more information about the services available for accommodated students.

<u>Accessibility Services</u>	Students with disabilities at NorQuest can receive accommodations after registering with Accessibility Services.
<u>Duty to Accommodate Students with Disabilities Policy</u>	Students are not required to disclose their disability to instructors. However, students are responsible for providing instructors with information about their individual accommodations. This includes classroom, exam, and WIL/placement accommodations.
<u>Testing and Exam Accommodations</u>	If you have exam accommodations set up by Accessibility Services, you will write your exams with Testing Services. Please note that accommodations may not be permitted for any skills during practical labs that are considered essential for the workplace.

PLANNING FOR YOUR SUCCESS

The following practical tips for success will help you with your demanding, fast-paced program. The following expectations may apply to courses, labs, and other learning environments in your program. The purpose of these expectations is to foster a sense of professionalism while performing your duties as a student and prepare you for your success in the workplace.

Adaptability	• Let your instructor know in advance if you cannot attend. You will need to plan to catch up on any missed learning. • Adapt to new situations, people, procedures and ideas. • Display a willingness to approach situations in different ways to achieve better learning outcomes.
Allergies	• Students with allergies should be aware that labs, demonstrations, field trips, and other experiential learning opportunities may lead to exposure to various types of substances.

	• Please be aware of your environment, ask for clarification as required, and inform the instructional team of any concerns.
American Psychological Association (APA) Citation Format	• All work is to be referenced in the APA format, unless otherwise indicated by the instructor. • The Learner Centre (Library) offers regular tutorials regarding APA. • For more information, please see: APA 7th edition
Appearance & Personal Hygiene	• Comply with dress code, proactively discussing any concerns with instructor. • Use proper hand and personal hygiene.
Communication	• Respect confidentiality of classmates. • Convey information in a clear, respectful, professional, and organized manner. • Use active communication skills that respect the learning environment. • Respond professionally and positively to suggestions and constructive criticism. • If you need assistance navigating College services, please see your Academic Program Advisor.
Course Outlines	• Course outlines are provided for each course and contain valuable information about the learning outcomes, assessments, and expectations for that course. • Please review the course outline carefully and consult with your instructor if you have any questions. • It is recommended to save your course outlines for future use when applying for

	transfer credits to another post-secondary institution.
Honesty & Integrity	• Demonstrate honesty, integrity, and accountability. • Inform instructor of any issues (equipment, academic integrity, inappropriate conduct)
Orientation	• Please watch your @norquest.ca email for important details about your program orientation. • Orientation provides you with an opportunity to get valuable information about your program, meet other students, and get your initial questions answered. It is critical to start your program equipped with the right information and tools for success.
Personal Growth & Continued Competence	• Demonstrate reflective practice in both written, verbal and non-verbal forms. • Actively engage in all learning activities. • Implement actions to improve academic performance based on feedback. • Respond maturely and positively to suggestions and constructive criticism. • Demonstrate self-confidence in course work, assessments, and other learning opportunities.
Problem Solving & Critical Thinking	• Identify problems and recognize risks to safety. • Use available resources as appropriate to solve problems. • Analyze situations and carry out solution-oriented actions.

	• Demonstrate strong problem-solving and critical-thinking skills to work effectively in an independent capacity.
Collaboration & Teamwork	• Engage in teamwork as an active, cooperative participant. • Offer creative and appropriate ideas to further the goals of the team. • Report relevant information to others, as appropriate, in a timely manner. • Contribute equally to team learning activities. • Manage interpersonal conflict effectively. • Identify appropriate situations for collaboration. • Provide constructive feedback to classmates and instructional team. • Share College resources (supplies, equipment, etc.) fairly. • 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. • It is important to note that collaborating on assessments that are assigned to be done individually could lead to an academic misconduct report.
Attendance & Punctuality	• Respect and follow attendance, punctuality, and absence notification requirements for courses and assessments. • Please treat your classroom as a workplace; let your instructor know if you cannot attend in advance and make a plan to complete

	missed coursework. Vacations should be planned for scheduled College breaks such as term break. • It is always best to arrive to class on time and stay to the end of the class period. Leaving midway impacts your learning, and that of others, in negative ways.
Respectful Learning Environment	• You will discuss many controversial subjects and you are free to disagree with views presented by your instructor and fellow students; however, you must do so respectfully. • Hands-on practice in labs and clinical settings requires students to be prepared to work with people of all cultures, religions, gender identities, sexual orientations, socio-economic status, and physical and mental disabilities. At NorQuest College, education is inclusive and our students are prepared to meet the needs of a diverse society.
Stay Informed	• Please check your NorQuest email daily, as this is the only email address that your instructional team and College employees will use to contact you. • Check the student website at norquest.ca, check your MyQuest page for more information, and frequently check your course page on Moodle. As well, you will receive regular general communications by email from the program area.
Work Habits	• Demonstrate preparedness for classes and assessments. Each instructor will outline a plan for pre-reading, assignment preparation, and other ways to maximize your time in the classroom and/or lab.

	- Follow all relevant NorQuest Policies and Procedures. - Maintain a clean and safe working environment. - Bring required materials and textbooks. - Manage time effectively. Maintain an up-to-date calendar of due dates, and create a plan to study, review, and prepare for assignments. 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.

Technology Requirements for Success

NorQuest embeds technology throughout the learner experience. You will be required to use technology to complete online learning activities in order to be successful in your studies. This includes learning about different hardware and software used to complete your courses and/or hardware and software related to your field of study. (NorQuest College offers a range of computer services to students, staff and faculty. More information can be found at Computer Services and Technology)

Some courses are designated as BYOD (Bring Your Own Device) where you will be required to bring a compatible device to class. ***Please note that certain devices (e.g. Chromebooks, MACs) are not currently supported and will require additional user skills and adaptions to use.*** Please refer to the technical requirements found on our BYOD website for complete information.

Basic technology skills for success during your program are:

- File management skills (managing files and folders, searching/finding documents, naming a document, downloading/uploading files, taking screen shots/snipping).

- Basic keyboarding skills (i.e. type 30+ wpm – Words Per Minute). You can check your current speed at this website (Typing.com).

- Basic Windows skills (navigation, open/close software/windows, file management).

- Access and utilize email (must check daily).

- Access, create and upload videos.

- Internet search skills and the ability to access other sites as required by your program.

- Able to properly reference online sources and materials as per course requirements.

- Find photos online for assignments.

- Basic understanding of word processing and presentation software.

- Able to print, scan and/or take pictures.

Some software and hardware that may be required for your program include:

Hardware

- A device that meets the basic standards listed on our [BYOD website](#) (Bring Your Own Device page).

- Peripheral devices such as a mouse, keyboard, camera and microphone.

- A stable internet connection.

Software

- Moodle (learning management system) including specific activities in Moodle (e.g. Assignments, Forums, Quizzes, VoiceThread, H5P, Kaltura, upload to Dropbox, follow instructions and links on assignments, understand icons and symbols).

- [MyQuest](#) (online registration system).

- [MyMail](#) (student email).

- Google Chrome (needed for Moodle) and other plugins as required.

- [MS Office 365](#) (Free for students and includes Word, Excel, PPT) and other sites online as required by your program.

- Specific course or program-related software (your program area will provide the necessary information. Some software may have additional costs).

- Any additional software that may be required for students with accommodations. Please consult Accessibility Services for further information.

Additional training and resources can be found in [Online Learning Resources](#).

EXAMINATIONS

Overview

Examinations are used to assess mastery of course outcomes in many courses. Each course outline specifies the examinations you will be required to write and the passing grade you need to meet course requirements.

Booking Exams

Many courses require students to write an exam(s) to demonstrate that they have met the course outcomes.

Although not all exams are proctored (supervised), many exams must be. You must write your exam using the process determined by your instructor. In-person classes will have a predetermined date, time, and location set by your instructor and will be shared with the class. For other exams, you may need to book a date/time to write your exam.

Exam bookings are available on a first come, first served basis. You should book your exams as soon as possible in order to write on your preferred date/time. You are responsible for booking your exams well in advance (e.g. one month) of the exam due date and/or course end date. *Booking exams too close to the exam date may mean you are unable to write your exam, and may also result in additional costs to you.*

If you are unable to attend the exam, please refer to the section entitled "Rescheduled Exams and Exam Deferrals". You should try to cancel your exam booking as far in advance as possible. *You will also need to notify the proctor in order to avoid additional costs to you.*

Please review your course outline for specific details about your exam and check with your instructor (or on Moodle) if you have any questions about how and when your learning will be assessed.

Missed Examinations

If you are going to be absent for the writing of a scheduled examination, you are required to notify the program office **prior to the exam writing time**. It is important you make this notification to avoid receiving an exam grade of zero. Please see the section "Rescheduled Exams and Exam Deferrals" for more information.

Please do not plan vacations during exams. A vacation is not an acceptable reason for exam deferral.

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. It is important you make this notification to avoid receiving an exam grade of zero.

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 start the exam, 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:

1. 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.

2. Submit a "Request for Deferral – Examination" form online and provide documentation (e.g. medical note) if required to support your request. You can access the form in Moodle.

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

4. Once a deferral is approved, you have two working days to work with your instructor to reschedule the exam. You may need to re-write the exam through Testing Services, which your instructor will help arrange. Deferred exams must be written within 5 days of the originally scheduled date. Program Chair approval is required for longer deferrals.

5. 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.

Writing Accommodated Exams

Instructions on how to book your exams and what to expect when writing exams with Testing Services can be found here.

Release of Examination Marks

While each program may have specific guidelines regarding the release of examination marks, typically, your examination marks will be released within 10 business days of writing your exam.

Your instructor will advise you should there be a delay in the release of marks. Please contact your instructor about your exam results *only after* the marks have been released.

Individual exam results will be discussed with students *only after* all class exam marks are released.

Examination Review

You may request an exam review with your instructor within 5 business days of the exam marks being released. Exams may only be reviewed privately, between the instructor and the student, and outside of class time.

For exams written on paper in-class, you may request a meeting with your instructor to review the exam. The exam and all exam materials must remain with the instructor following the meeting; likewise, taking notes or pictures is prohibited. You may ask your instructor questions about the exam during the meeting.

For exams written online, you may request an exam review from your instructor that will consist of a discussion of overall performance. Exams will not be shared online, via screen-share, between instructor and students, in order to protect exam integrity. If it is possible to arrange a face-to-face meeting, online exams may be printed and reviewed as per the paper exam review procedure.

Each program may have further specific guidelines for exam review that may replace these guidelines. Please contact your program area for further information.

Exam-Writing Protocol

In addition to the following your program may have other policies and procedures with respect to exam writing. It is your responsibility to review and follow all rules and expectations. Please contact your instructor if you have questions about the rules and expectations.

Academic Honesty

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

- Communicating with others or sharing answers in any way is prohibited.

- You are expected to understand the [Academic Misconduct Policy](.).

Asking Your Instructor a Question During an Exam

- Asking questions is discouraged as your proctor may not be your instructor or a subject matter expert.

Technology Use During an Exam

- Opening additional windows and/or programs is not permitted unless specified in your exam instructions.

- Calculator use is not permitted unless specified in your exam instructions.

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

- If you lose connectivity during the exam, log back into the exam as soon as possible and alert your proctor as soon as possible.

- Online activity during exams may be monitored.

E-Proctored Exams

- You are expected to follow the Student Guide - ProctorU

  - Note: If you are in a HyFlex courses, this is an opt-in, pay-as-you-go service. More information is available here

Washroom Breaks

- It is highly recommended that you remain in the room until you complete the examination.

- If you must leave the room to go to the washroom, you must obtain permission from the proctor. All examination materials must be left in the exam location.
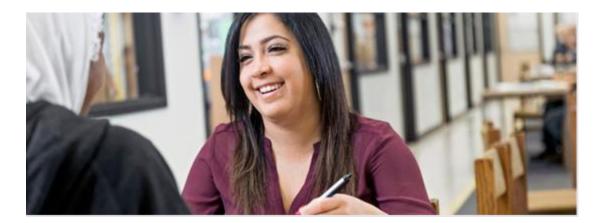
- Please check with your proctor prior to writing the exam, especially if an existing medical condition exists affecting the need for washroom breaks.

Materials at Your Exam Location

- You are allowed writing materials (pen, pencil, eraser) and other materials only as specified in the exam instructions (i.e. a calculator may be permitted).

- Make sure to leave personal items in an area designated by the proctor or preferably, do not bring any items to an exam other than your ID and other items specifically specified in the exam instructions such as a calculator.

- Clear/transparent water bottles will be permitted during exams unless location-specific restrictions apply.

- Special considerations need to be discussed with your instructor prior to the exam (i.e. snack for a diabetic student).

Be sure you understand and follow examination policies and procedures to avoid severe penalties with respect to your exam marks as well as an academic misconduct report.

ACADEMIC PROGRESS

Overview

- You must successfully obtain credit by achieving the minimum passing grade for each course.

- In order to progress from one term to another, you must attain a minimum 2.0 (C) grade point average (GPA). You must also meet all course pre-requisites.

- If you receive a grade of F or WF you will be required to repeat the course. Students must receive a passing grade in each course to progress through the program.

How to Calculate GPA

For information on how to calculate your GPA, and/or how to qualify for Honours distinction, please see here: GPA.

Grade Appeals

Understanding the grade appeal process.

1. Student has reasonable cause to question a grade of an assignment, a test/quiz, an examination received in a class.
2. Within 5 working days of receiving the grade, the student should meet with the instructor to discuss. The student may be accompanied by an attendant for any meeting.
3. You can appeal for 3 reasons:

- error in calculation
- inconsistency with syllabus
- final grade does not contain all assignments
4. Unresolved?
  - Appeal to the Program Chair. **The decision of the Program Chair is final.**

If the grade appeal results in a changed grade, the instructor will initiate the grade change.

You can contact your Academic Program Advisor to help you book a meeting with the Program Chair.

The Office of Student Judicial Affairs (OSJA) can help you prepare an appeal but it is up to you to bring the concern forward to the instructor and/or Program Chair.

A member of the OSJA can accompany you to a meeting; however they are not able to advocate on your behalf. The OSJA has no position in a Grade Appeal.

More information about Grade Appeals can be found here.

Non-Academic Grade Appeal Procedure

Information about appeals relating to admissions, transfer credit, enrolment and finances is provided by the Office of the Registrar.

Course Withdrawal

You may withdraw from any credit course at any time prior to completion; however, academic and/or financial penalties may apply.

Please see Changes to Enrolment for additional information.

Repeating a Course

If you are unsuccessful in a course you will be required to repeat all parts of the course. This includes all examinations, assignments, or lab assessments required for that course.

In subsequent attempts of the course, you cannot re-use assignments from previous attempts. Students are only permitted to attempt a course three (3)

times as per the [Repeat Course Procedure](). Additional attempts require program authorization.

Students who are required to repeat a course must pay the tuition for that course. You may only enroll in other courses if you have met all of the pre/co-requisites.

Academic Standing

As outlined in the [Academic Standing Policy](), academic standing is a learner's academic status based on a calculation of Grade Point Average (GPA) at the end of each term and the completion of Pass/Fail (P/F) courses.

To remain in good academic standing in the program, a minimum term grade point average (GPA) of 2.0 and a passing grade in all Pass/Fail courses (no WF or F) is required.

For information on how to calculate your GPA, please see here: [GPA]()

Please refer to the [Academic Standing Procedure]() for more information, including details on:

- the four categories of academic standing,

- the college's response to a student's academic standing,

- the appeal processes, and

- returning to the program after withdrawal due to poor academic performance.

Academic Warning

After the term is graded, if you do not meet the requirements for Good Standing in the program, you will receive an Academic Warning (AW) status.

The Office of the Registrar communicates the AW status in writing before the add/drop deadline of the subsequent term. Students with an AW status will be given the option to co-develop an individualized Learner Success Plan with their Academic Program Advisor.

Please see the [Academic Standing Procedure]() for additional details.

Program Withdrawal

Program withdrawals may be initiated by the student, the program, or the College. Please see Changes to Enrolment for additional information.

If you are initiating a program withdrawal for any reason, you are advised to discuss this decision with the Academic Program Advisor to map out a plan prior to completing the withdrawal forms. Students who withdraw from the program need to re-apply and meet the current admission requirements for the program.

Required to Withdraw from Program

Students who receive an Academic Warning (AW) status in two subsequent graded terms or repeated failure (WF or F grades) of the same required Pass/Fail (P/F) course will be Required to Withdraw (RTW) due to unsatisfactory academic performance.

The Office of the Registrar communicates the RTW decision in writing before the add/drop deadline of the subsequent term and will record the RTW decision on the student transcript.

Students who meet the RTW criteria may appeal the withdrawal within five (5) business days of receiving the RTW notification from the Office of the Registrar.

Please see the Academic Standing Procedure for more details.

Re-admission Following Program Withdrawal

Students wishing to return to the program after a Required to Withdraw (RTW) decision must submit a new application. If 12 months have passed since the withdrawal decision, the student is required to meet the program's current admission requirements.

Please see the Academic Standing Procedure for more details.

STUDENT RIGHTS & RESPONSIBILITIES

Student Rights	NorQuest College is committed to maintaining high standards of non-academic conduct and academic performance and integrity, in order to foster a learning environment conducive to the personal, educational, and social development of its students. • This commitment is founded upon the principles of fairness, trustworthiness, honesty, respect, and responsibility.
Student Responsibilities	Students are expected that they will be guided at all times by these principles in the work that they submit and the behaviour in which they engage. • As members of this learning community, students have both fundamental rights and consequential responsibilities that NorQuest commits to protect and enforce for the benefit of the entire college community. • **It is your responsibility to read and ensure you understand your program's and the College's rules regarding student conduct.**
Academic Misconduct	NorQuest College is committed to maintaining high standards of academic performance and integrity, in order that all students may benefit equally from the opportunity to pursue their education in a learning environment that is characterized by high levels of fairness, trustworthiness, honesty, respect, and responsibility.

	All members of the NorQuest community must uphold these standards by ensuring that they inform themselves and others of the fundamental importance of these standards. Academic misconduct occurs when an individual or group uses information dishonestly in order to improve their own academic standing. Common examples include, but are not limited to, plagiarism and cheating. For more information, please see: [Academic Misconduct](#)
Non-Academic Misconduct	It is important that all members of the NorQuest community uphold high standards of non-academic misconduct. Non-academic misconduct may be defined broadly as any behaviour that: • negatively affects the learning of others or the college's educational mission • violates civil or criminal statutes • threatens the safety or well-being of members of the NorQuest community For more information, please see: [Non-Academic Misconduct](#).
Student Complaint Procedure	Occasionally, the values that sustain a healthy learning community fall out of alignment. In these instances, Students have a right to seek advice, guidance and support from the [OSJA](#) to rectify the alignment of values. • Students may pursue the complaint process with the OSJA in relation to a college policy, an administrative process,

	or a community member where unfair, biased, racist, disrespectful or discriminatory treatment is experienced. • The OSJA provides dedicated **office hours** for students to reach out for guidance, advice and information. Office hours are: Confidential – we won't talk to anyone without your authorization. • Designed to provide support, advice, and guidance. • **Book an appointment with Student Judicial Affairs**.

PROGRAM EVALUATION & FEEDBACK

It is important to NorQuest College that you receive quality education and services and are able to find a job related to your studies post-graduation. .

In order to determine if the College is successful in meeting both goals, you will have a number of opportunities to provide feedback during your time at NorQuest. This will primarily be done through surveys, but other formats may also be used.

Survey information is used by the College to continually assess and improve its programs. Individual faculty members do not see the individual responses to the surveys. A summary of the results is compiled and provided to the Program Chair and to the instructor being surveyed.

Evaluation information is also collected for accreditation reporting purposes. This information is compiled with student names removed to ensure confidentiality.

SECTION TWO: PROGRAM-SPECIFIC INFORMATION

SOCIAL WORK DIPLOMA PROGRAM

Program Staff Roles and Responsibilities

The Social Work Diploma Program consists of Core Staff (Academic Program Manager, Program Chair, Practicum Coordinator, and Instructors) and Support Staff (Business Operations Specialist Academic Program Advisor, Academic Coach/Tutor, and Career Coach (Work-Integrated Learning (WIL)). Each team member has specific roles and responsibilities. They are briefly described in the Table below.

Core Staff	
Academic Program Manager	- Works across NorQuest College to establish, implement, and monitor FOAS goals and objectives, focusing on enrolment management, academic policy implementation and monitoring, academic appeals, faculty development and recruitment, and Program and curriculum quality. - Assists in managing Program's operations, provides leadership to the Program and ensures that an effective learning environment is maintained
Program Chair	- Provides academic leadership and management to promote effective learning in the Program. - Carries responsibilities pertaining to Program and curriculum quality assurance, Student access, and support of the instructional team.
Practicum Coordinator	- Coordinates various aspects of the Practicum experience (see Practicum

	Handbook, section Practicum Roles and Responsibilities, for more information).
Instructors	- Responsible for teaching preparation, instruction, Student assessment, Student assistance including remediation and consultation, course and Program development, and other related activities which are assumed as professional responsibilities, or which are assigned by NorQuest College.

Support Staff	
Business Operations Specialist	- Provides operational support to the Program which includes organization of Program-related events and collaboration with various areas of NorQuest College. *Can be reached by emailing the Social Work Diploma Program Inbox.
Academic Program Advisor	- Assists Students with Program specific academic inquiries and serves as the first point of contact for the Program. - Provides individualized advice to Students on their academic progress and performance in the Program.
Academic Coach/Tutor	- Supports Students with their academic experience, including understanding course content and assignments as well as developing academic strategies needed to build academic skills, confidence, and independence.
Career Coach (WIL)	- Supports Students with their pre-, Practicum and post-Practicum experiences, including employability knowledge and skills.

Program Overview

NorQuest College offers a two-year, full-time, in-person Social Work Diploma Program that is approved by the Alberta College of Social Workers (ACSW). ACSW serves as the regulatory college for the profession of social work in the province. Its mandate and purpose, as legislated by the *Health Professions Act (HPA)*, is to serve and protect the public interest by working to ensure that social workers provide safe, ethical, and competent services to Albertans.

The Social Work Diploma is a generalist social work degree, that is, it prepares learners to engage in generalized professional social work practice. They can work in governmental/public and non-governmental (largely third/non-profit community sector) settings that involve child welfare, education, health, immigration, and justice systems. Graduates can also continue their academic career in social work or a related field at the university level.

The Social Work Diploma Program has one intake per year with 65 available seats:
   o Fall Start: September 3, 2024

Program Mission

The Social Work Diploma Program focuses on the value of human diversity in the context of Indigenous and multicultural knowledge and practices within an anti-oppressive and ethical framework that is supportive and empowering. This is aligned with the broader mandate, mission, and vision of NorQuest College: to transform lives, communities, the world and thus the future.

Program Learning Objectives

Social Work Diploma graduates acquire the values, knowledge and skills needed to think, feel, act, and relate holistically in the complex dynamics of person and environment interconnections. They do so through course/class-based learning and two Practicums.

The Social Work Diploma aims to provide a learning environment where Students can cultivate the following core learning objectives:

- A professional identity as active participants in social work practice, along with an understanding of the responsibility that comes with their social work activities, including a commitment to ongoing learning and reflective practice.

- Social work values, ethics, and principles that shape social work practice and all aspects of professional conduct/interactions.

- Social work knowledge concerning the history, theory (i.e., frameworks, concepts, models), practice (i.e., approaches, methods), policies and research that impact the delivery of social services.

- Social work skills in recognized methods of practice with individuals, dyads, families, groups, organizations, and communities.

- An understanding of the processes and dynamics that form and govern social policy in Canada, and the values, knowledge, and skills to work towards or advocate for policy changes that promote social justice, equity, and the well-being of all concerned.

- An understanding of Indigenous knowledges and perspectives, acknowledging the impact of colonization and contributing to reconciliation efforts.

- An awareness of various dimensions of diversity and how they intersect in an increasingly heterogeneous society and a commitment to an anti-oppressive social work practice that addresses the ways in which social and cultural structures and power relations contribute to the oppression of marginalized and underrepresented social groups.

Practicum:

During each Practicum Students will develop six Core Competencies:

| Competency 1: Organizational context | Demonstrate an understanding of the social service delivery system and an ability to work within it. |
| Competency 2: Community Context | Demonstrate an understanding of and an ability to use a wide range of formal and informal community |

	resources to the benefit of social service users.
Competency 3: Social Work values, principles, and ethics	Demonstrate a consistent use of social work principles, values, and ethics in professional interactions.
Competency 4: Social Work knowledge and skills	Demonstrate an ability to work effectively with social service user systems (individual, dyad, family, group, organization, and/or community) and specific populations as well as make use of social work theories, concepts, models, and approaches and consider the reciprocal connections between theory and practice or abstraction and application.
Competency 5: Social Worker identity development	Demonstrate a proactive and open approach to self-awareness, self-reflection, and self-regulation as well as an ability to make constructive use of supervision, consultation, and other available and/or relevant resources that benefit one's development as a social worker.
Competency 6: Employability knowledge and skills	Demonstrate general employability knowledge and skills that will augment one's future employment opportunities.

Program Architecture and Delivery

The Social Work Diploma Program consists of six academic terms spread across two consecutive years or three terms per academic year. Except for Practicum terms (Term 3/Year 1 and Term 6/Year 2), Students are expected to take a combination of required social work and non-social work courses in order to develop an interdisciplinary lens.

Courses must be taken in order listed to complete the Program within two years. There are prerequisite courses to advance term to term and course to course. All social work courses are delivered in-person (Monday through Friday, between 8:00 am and 6:30 pm). In addition, Practicums are in-person and typically full-time or 5 days a week (schedule is based on the Practicum Site's arrangements with the Practicum Student).

Social Work Practicum: SOWK 1100/2100 (Practicum I/II)

The Social Work Diploma Program includes two Practicums which amount to a minimum of 700 hours (or a minimum of 350 hours per Practicum – Spring-Summer or May-July Term) as required by the ACSW. Each Practicum course (SOWK 1100/Term 3 and SOWK 2100/Term 6) is preceded by a Practicum Lab course (SOWK 1023/Term 1 and SOWK 2023/Term 4) which prepares Students for the Practicum experience. SOWK 2023 allows Students to consolidate their learning from SOWK 1100 and prepare for the second Practicum.

Each Practicum course (SOWK 1100/2100) focuses on the application of course/class-based learning and invites Students to integrate theory into practice and practice into theory. The Program also collaborates with WIL to enhance learners' post-graduation employability readiness.

A successful Practicum experience includes a strong and meaningful partnership between the Practicum Student, Practicum Site and NorQuest College. Each Practicum Student is assigned a Practicum Supervisor(s) at the Practicum Site who directly oversees their Practicum, a Practicum Instructor who assesses emerging learning, and a Career Coach who monitors progress and assists with employability-related matters. The Practicum Instructor uses feedback from the online Mid-term and End-term Evaluation (completed by the Practicum Supervisor(s)), Self-Assessment (completed by the Practicum Student) and an in-person Site Visit to determine a grade of PASS or FAIL for SOWK 1100/2100. There is also a mandatory participation in two Integration Seminars and Professional Supervision sessions (if needed) to pass the course. Please refer to the WIL-SWDP Practicum Handbook for more information about Practicums, including specific pre-Practicum requirements.

Social Work Academic and Professional Expectations

The Social Work Diploma Program aims to prepare and graduate generalist social workers who display a dedicated commitment to the core values, principles, and ethics of the social work profession. As Students progress through the Program, they will be held accountable to exhibit positive academic and professional behaviours that align with and/or reflect those values, principles, and ethics (see below).

Adapted from the **Core Social Work Values and Guiding Principles (Canadian Association of Social Workers (CASW) 2024)** (Please note that the ACSW currently uses the CASW 2005 Code of Ethics):

1. **Respecting the Dignity and Worth of All Persons**

As a Social Work Student, you can demonstrate this value/principle by:

- **Creating an inclusive environment:** Actively contribute to a classroom atmosphere where everyone feels valued, regardless of their background, identity, or personal experiences. Embrace and celebrate diversity.

- **Communicating respectfully:** Engage in respectful and empathetic communication with peers and NorQuest College staff. Practice active listening and strive to understand and appreciate different perspectives.

- **Participating equitably:** Ensure that all classmates have the opportunity to participate and engage in classroom activities. Support and include peers with different learning styles and needs.

- **Engaging in ethical discussions:** Participate in discussions on values, principles and ethics emphasizing the importance of respecting each individual's dignity and worth in social work practice.

- **Providing supportive feedback:** Offer constructive and supportive feedback to peers and NorQuest College staff, recognizing and valuing

their efforts and contributions. Help build a positive and encouraging learning environment.

2. **Promoting Social Justice**

As a Social Work Student, you can demonstrate this value/principle by:

- **Advocating for equity:** Stand up for equitable treatment and opportunities for all classmates, ensuring that everyone has access to the resources and support they need to succeed.

- **Challenging social injustice:** Speak out against discrimination, prejudice, and inequity in the classroom. Encourage discussions that address and challenge social injustices.

- **Supporting marginalized voices:** Amplify the voices of marginalized and underrepresented peers. Ensure their perspectives and experiences are heard and respected in class discussions.

- **Engaging in critical reflection:** Critically examine your own biases and assumptions. Reflect on how social in/justice issues impact your own life and the lives of others.

- **Collaborating for social change:** Work together with classmates on projects and initiatives that promote social justice. Support efforts to create a more equitable and just learning environment.

3. **Pursuing Truth and Reconciliation**

As a Social Work Student, you can demonstrate this value/principle by:

- **Educating yourself:** Take the initiative to learn about the historical and ongoing impacts of colonization and systemic injustices on Indigenous peoples. Engage with diverse sources and perspectives to deepen your understanding.

- **Acknowledging history:** Recognize and acknowledge the truths about past and present injustices faced by Indigenous communities. Bring these discussions into the classroom to foster awareness and understanding.

- **Listening with respect:** Listen actively and respectfully to the stories and experiences of Indigenous classmates and guest speakers. Validate their experiences and honour their contributions to the learning environment.

- **Promoting Indigenous knowledge:** Advocate for the inclusion of Indigenous knowledge, perspectives, and practices in the curriculum. Support the integration of culturally relevant materials and teachings.

- **Engaging in reconciliation efforts:** Participate in and support initiatives that promote reconciliation, such as community projects, events, and discussions. Work collaboratively to address and heal the impacts of historical and systemic injustices.

4. Valuing Human Relationships:

As a Social Work Student, you can demonstrate this value/principle by:

- **Building trust:** Foster trust and mutual respect with classmates and NorQuest College staff. Be reliable, open, and honest in your interactions to create a supportive learning environment.

- **Collaborating effectively:** Engage collaboratively in group projects and discussions. Recognize the strengths and contributions of each group member and encourage teamwork.

- **Providing support:** Offer emotional and academic support to peers. Be attentive to classmates' needs and provide encouragement and assistance when needed.

- **Engaging actively:** Participate actively in classroom activities and discussions. Show genuine interest in the ideas and experiences of others and contribute thoughtfully to shared learning.

- **Practicing empathy:** Demonstrate empathy and understanding in your interactions. Acknowledge the feelings and perspectives of others and strive to build meaningful connections.

5. **Preserving Integrity in Professional Practice**

As a Social Work Student, you can demonstrate this value/principle by:

- **Adhering to ethical standards:** Follow the ethical guidelines and standards set by the CASW and the ACSW in all your academic work and interactions. Uphold honesty, fairness, and responsibility in your conduct.

- **Maintaining academic honesty:** Ensure all your work is original and properly cited. Avoid plagiarism and cheating and respect the intellectual property of others.

- **Being accountable:** Take responsibility for your actions and decisions. Admit to and learn from mistakes and strive to improve continuously.

- **Respecting confidentiality:** Protect the privacy of your classmates and any sensitive information shared in the classroom. Ensure discussions about real-life cases respect confidentiality agreements.

- **Seeking guidance:** When in doubt about ethical dilemmas or professional conduct, seek guidance from Instructors, mentors, or ethical resources. Engage in discussions to clarify and understand ethical practices.

6. **Maintaining Privacy and Confidentiality**

As a Social Work Student, you can demonstrate this value/principle by:

- **Respecting personal information:** Handle classmates' and social service users' (Practicum) personal information with care. Share details only with those who have a legitimate need to know and ensure sensitive information is kept secure.

- **Keeping discussions confidential:** Maintain confidentiality in classroom discussions, especially when sharing personal stories or case studies. Do not disclose identifying details outside the learning environment.

- **Practicing discretion:** Be mindful of your surroundings when discussing sensitive topics. Ensure conversations about confidential matters take place in private, appropriate settings.

- **Using secure tools:** Use secure methods of communication and storage of information, such as encrypted emails or password-protected files, to protect privacy.

- **Understanding limits:** Recognize the limits of confidentiality and privacy, such as mandatory reporting requirements. Know when and how to appropriately disclose information in a way that respects ethical guidelines.

7. Providing Competent Professional Services

As a Social Work Student, you can demonstrate this value/principle by:

- **Engaging fully in learning:** Commit to fully engaging with the curriculum and classroom activities. Attend all classes, complete assignments diligently, and actively participate in discussions to build your knowledge and skills.

- **Seeking continuous improvement:** Strive for continuous improvement by seeking feedback and reflecting on your performance. Use constructive criticism to enhance your competencies and address any areas of weakness.

- **Staying informed:** Keep up-to-date with the latest research, best practices, and developments in social work. Read relevant literature, attend workshops, and engage with professional resources.

- **Applying theory to practice and practice to theory**: Make connections between theoretical knowledge and practical application. Use classroom learnings to inform your practice in Practicums and other professional experiences.

- **Collaborating with peers:** Work collaboratively with classmates to share knowledge and skills. Support each other in learning and practicing competencies essential for effective social work practice.

Attendance and Participation Expectations

NorQuest College understands that adult college learners often balance multiple responsibilities, including work, family, and other personal commitments and that these obligations may impact their attendance and participation patterns. Moreover, its Faculty members know that attendance and participation do not necessarily correlate with academic achievement or mastery of course material, that is, other factors may be at play such as the quality of instruction. At the same time, they recognize that attendance and participation remain important aspects of a meaningful education .

The Social Work Diploma Program's Attendance and Participation Expectations depart from the premise that there is no education without relationships: we must learn to meet because we must meet to learn. They highlight the importance of a Community of Learners and acknowledge that attendance is not just about being physically present but about actively contributing to and engaging with the learning community in caring ways.

Although adult college learners can choose whether or not to attend class, regular, punctual and full attendance fosters a thorough engagement with the course material, participation in collective discussions and activities, and the development of the values, knowledge, and skills necessary for employability and professional social work practice. Specifically, in social work education, Students begin to develop professionalism, including the ability to be present and prepared in the workplace.

Below are the Attendance and Participation Expectations:

- **Attendance regularity:** Students are expected to attend all scheduled classes. While regular attendance is not used for evaluation, it will be recorded by Instructors at the beginning of each class for accountability purposes so that they can provide accurate feedback and/or relevant support to Students, if needed. Attendance tracking will also be used to get insight into Students' readiness for Practicum. In the case of low attendance records, Students will be required to meet with a Career Coach pre-Practicum to discuss and address time management and/or other related issues and how they are going to set

themselves up for success for Practicum and establish a mutually respectful relationship with the Community Partner/ Practicum Site.

- **Punctuality and full attendance:** Students are expected to arrive on time for each class and stay for the entire class unless they have a valid reason to leave earlier. Late arrivals and early departures disrupt the learning environment for all who are present.

- **Participation:** Students are expected to actively participate in every course and contribute to interactive course components to enhance their and their peers' learning experience. Instructors may choose to assign grades to in-class participation in learning activities such as small group discussions, think/pair/shares, quick write activities, peer-teaching, case studies, debates, collaborative work on shared documents and other active learning activities. Students are responsible for checking this information by reviewing all course documents (Course Outline, Assignments, Rubrics), accessing Moodle, and/or consulting their Instructor and/or peers.

- **Absence notification:** Students are expected to notify Instructors (via their NorQuest College email account) as soon as possible if they are unable to attend a class, preferably before the class begins. Advance notice is appreciated as it allows for planning to mitigate the impact of absence(s) on learning activities.

- **Excused absences:** Absences may be excused for valid reasons such as illness, family emergencies, or other extenuating circumstances. Documentation (e.g., medical note) may be required for verification in the case of graded in-class learning activities.

- **Unexcused absences:** Unexcused absences are those not communicated to Instructors and/or lacking valid reasons. These will be noted and may affect the final grade since Studentsdid not participate in graded in-class learning activities and/or may have missed important assignment-related explanations.

- **Make-up course work:** Students are expected to catch up on missed course work due to any absence. Students are responsible for obtaining the missed information by reviewing all course documents (Course

Outline, Assignments, Rubrics), accessing Moodle and/or consulting their peers. They can reach out to the Instructor only if necessary.

- **Excessive absences:** More than three consecutive unexcused absences during the academic term will result in a meeting with the Instructor, Academic Program Advisor and/or Career Coach to discuss the impact of these absences on performance and any other potential consequence(s), which may include a reduction in the final grade. This meeting aims to be preventative and will thus explore the resources/supports needed for Students to succeed and a Learning Improvement Plan (LIP) will be co-developed.

- **Communication:** Students are expected to maintain an open and timely communication with Instructors and peers (especially in collective assignments) regarding any attendance and/or participation issue. Early and proactive communication can help address potential problems. Any challenging peer-based interaction in a collective assignment that impacts attendance and/or participation needs to be addressed as soon as it arises and in a respectful manner. Students are urged to signal the issue(s) to their Instructor as soon as possible if they are unable to resolve the situation on their own.

Overall, by adhering to these Attendance and Participation Expectations, Students will maximize their learning experiences in the Program as well as contribute positively to the learning environment and the quality of their relationships with their Instructors and peers.

Learning Improvement Plan (LIP)

A *Learning Improvement Plan (LIP)* is a Program-level academic document that aims to identify and address a specific learning issue(s) faced by a Student in a Social Work Course. It intends to boost their academic engagement through targeted/personalized support and assist them to overcome difficulties and succeed.

A LIP is grounded in shared responsibility, that is, it recognizes that learning requires a commitment from all learning participants – the academic team members and the Student. While it is initiated by the Instructor, it is co-

developed by all relevant parties, as needed. The Student is especially expected to be an active contributor in this process.

The Student may contact the Program Chair and the [Office of the Student Judicial Affairs (OSJA)](#) should they believe that the processes used and/or the decision(s) made in the LIP have been unfair to them.

A completed, signed, and dated LIP will be stored in the Student's file until graduation and may be used as evidence in other academic situations that arise in the Program.

STEPS:
1. The Instructor will initiate the co-development of the LIP with the Student and involve any relevant party, as needed.
2. Once finalized, the Instructor will email an electronic copy of the LIP to the Student for review within 24 hours (work days only).
3. The Student will review, that is, carefully read the LIP, comment on its content (if needed) as well as sign and date it. By signing and dating the LIP, the Student is confirming the LIP is accurate and that they will follow the plan to support their academic progression.
4. The Student will email a copy of the completed, signed, and dated LIP to the Instructor and any relevant party as well as to the Program Chair. Failure to do so may result in [academic consequences](#).
5. The Program Chair will ask the Academic Program Advisor to store the LIP in the Student's file to track progress and for any future reference or need for evidence.

Late Academic Assignment Policy

Academic assignments are due on the day and time specified by the Instructor/Course Outline. Assignments received after the indicated due day and time will be penalized with a grade deduction per calendar day which will be outlined in your course. This includes weekends (please check each Course Outline for the specific percentage). Late assignments will not be accepted once the assignment set is marked and returned.

The academic performance in SOWK 1100/2100 (Practicum I/II) is evaluated on a Pass/Fail scale. In order to receive a Pass, the Practicum Student needs to fulfill various course components (as described in the Practicum Course

Outline). Any course component not submitted by the indicated due date and time will receive a Fail.

Exceptions to the Late Academic Assignment Policy may be granted only in cases of extenuating circumstances, and appropriate documentation (e.g., medical note) may be requested. In the case of Practicums, exceptions may also be made with prior arrangement with the assigned Practicum Instructor and Practicum Coordinator. These requests must be made in writing (via NorQuest College email) and as soon as possible.

Vacations or other personal leaves are not considered an acceptable reason to hand in an assignment late. Exams or assignments in other courses due at a similar or same time do not qualify as extenuating circumstances.

Course and/or Practicum Failure Policy

If you are unsuccessful in at least two theoretical Social Work courses, or unsuccessful twice in the same Social Work course, you will not be allowed to continue in the Social Work Diploma Program.

If the Student fails SOWK 1100/2100, they may have the opportunity to complete another Practicum. The Program Chair will assess each case taking into consideration the feedback from the assigned Practicum Instructor and the Practicum Coordinator. The final decision remains with the Program Chair. If the Student is unsuccessful in the same Practicum twice, they will not be allowed to continue in the Program.

Open Studies Students who fail Program courses and later apply to the Social Work Diploma Program may need to meet with the Program Chair (or designate) and the Academic Program Advisor to plan their academic progress and Program completion.

Course Evaluations

Course Evaluations are conducted at the end of each term for the purpose of collecting feedback from Students about their experiences in their courses. This anonymous feedback will assist with course improvement. Course Evaluations survey links are sent directly to Students and will close on the last day of the term. The results are kept by the College and distributed to

Instructors by the Program Chair AFTER the final course grades have been submitted and approved, also by the Program Chair. Students are expected to provide constructive, accurate and respectful feedback.

Approved Social Work Education

Under the *Health Professions Act*, the ACSW Council is authorized to approve social work education, ensuring that graduates will meet the established qualifications for professional registration (i.e., Registered Social Worker (RSW) protected title). There are twelve Social Work Diploma Programs delivered by post-secondary educational institutions throughout Alberta, including eight colleges, three universities, and one polytechnic. NorQuest College is one of the eight colleges.

The Professional Social Work Education Committee (PSWEC) is the regulatory committee established under the ACSW Bylaws to advise and make recommendations to ACSW regarding social work education standards, policies, the program review process, and approval status of new and established Social Work Programs in the province. ACSW consults with both the Minister of Health and the Minister of Advanced Education to inform program approvals. The PSWEC protects the public interest by establishing standards to ensure the delivery of high-quality social work education.

Please visit the [Alberta College of Social Workers'](#) website for more information and attend informational sessions organized by the college, when available.

Program Advisory Committee (PAC)

Each Program in the Faculty of Arts and Sciences (FOAS) has an active Program Advisory Committee (PAC) made up of current and/or past Students, Instructors and Community Partners. There are typically two PAC meetings per academic year.

The purpose of this committee is to provide guidance to the Program area to ensure the curriculum is workforce relevant. The Program Chair (or designate) reserves the right to invite selected Students to PAC based on consultations with/recommendations from Instructors. The Program Chair will ensure a

diverse Student representation. The same Students may or may not be asked to participate twice.

Dean's Student Advisory Council (DSAC)

Students in the FOAS are welcome to join the Dean's Student Council (DSAC), made up of Student Representatives for each Faculty of Arts and Sciences Programs. Interested candidates may apply to be the Student Representative for their Program. A selection process will take place if there are multiple Students interested in acting as a Representative.

The purpose of DSAC is to increase awareness and understanding of diverse perspectives, challenges and opportunities within the FOAS, and to promote transparency, increased communication and feedback between staff and learners. The Council's meetings serve as a forum for sharing ideas about improving academic programs and the overall NorQuest College learning experience.

The role of the Council is to provide information, advice, and feedback to the Dean on important matters to Students (including policies, practices, curriculum, and student engagement). The intent is to encourage and promote communication between the Dean and Faculty of Arts and Sciences learners. This council will take a solution-focused approach to ideas and issues brought forward.

Course of Study by Terms

Year 1	Year 2
Term 1 – September-December	**Term 4 – September- December**
ENGL 2550 (O)*: Introduction to Composition **HEED 1000 (O):** Health Education Individual Health and Wellness **PSYC 1040 (O):** Introduction to Psychology I **SOWK 1010:** Introduction to Social Work **SOWK 1020:** The Helping Process **SOWK 1023:** Social Work Practicum Laboratory I	**POLS 1010 (O):** Canadian Politics: Institutions and Issues **PYSC 2010 (O):** Developmental psychology: Human Life Span **SOWK** 2010: Community Development **SOWK 2020:** Social Work with Groups **SOWK 2023:** Social Work Practicum Laboratory II **SOWK 2030:** Social Work with Families
Term 2 – January- April	**Term 5 – January- April**
ENGL 1011: Introduction to Literary Analysis **PSYC 1050:** Introduction to Psychology II **SOCI 1000:** Introduction to the Study of Society **SOWK 1030:** Assessment and Interviewing **SOWK 1040:** Models and Practice from an Anti-Oppressive Perspective	**INST 1000 (O):** Indigenous Studies I **SOWK 2040:** Social Policy **SOWK 2050:** Mental Health: A Multicultural Perspective **SOWK 2060:** Violence and Addictions: Issues in Social Work **SOWK 2070:** Social Work in Organizations
Term 3 – May- July	**Term 6 – May- July**
SOWK 1100: Social Work Practicum I	**SOWK 2100:** Social Work Practicum II

* (O) – Open Studies Course

All course descriptions can be found at SWDP Course Descriptions.

Program Completion

To graduate from the Social Work Diploma Program, Students must successfully pass all core courses with 60 % or C-. University Transfer courses are at 50% for a Pass. To remain in good academic standing in the program, a minimum term grade point average (GPA) of 2.0 and a passing grade in all Pass/Fail courses (no WF or F) is required.

Upon graduation, Students will receive the following:
• A NorQuest College Diploma
• An official transcript of their academic record

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

In order to assist Students with their transition into the workforce, the Student Career and Employment Services organizes a number of job fairs each year, and is a valuable resource in preparing for employment. Employability experts will support Students with resume reviews, mock job interviews and effective job search techniques. This service is available to Students up to one-year post-graduation.

More information on their services can be found at:
[Student Career & Employment Services - NorQuest College - Edmonton, Alberta](#)

Other Program Specific Information

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP):
[Freedom of Information Act - NorQuest College - Edmonton, Alberta](#)

STUDENT JUDICIAL AFFAIRS POLICY
https://www.norquest.ca/about-us/policies-procedures/academic/student-judicial-affairs-policy.aspx

REQUEST FOR A NORQUEST TRANSCRIPT
[NorQuest College Transcripts - NorQuest College - Edmonton, Alberta](#)

Stay in Touch!

The instructional team is invested in every learner's educational and professional success. NorQuest College would love to hear how graduates are doing in the workforce or in furthering their studies. Graduates are thus encouraged to keep in touch with the Program area via the Program Chair and inform them of how they are doing! As Norquest College is continually seeing to ensure that Programs are meeting the needs of the workforce, graduates might be asked to speak about their experiences in the Program at a recruitment event or participate in a focus group.

Questions?

Please feel free to contact any of your Instructors, the Program Chair, or other College staff who may be able to help with any question or need you may have.

Have a great academic year 2024-2025!

WORK-INTEGRATED LEARNING (WIL)

Overview

Work-Integrated Learning (WIL) involves work experience under the supervision of either an experienced registered or licensed professional or a qualified preceptor/supervisor/instructor in any discipline that requires practice-based work experience for professional licensure or certification or for program completion. WIL experiences are generally unpaid and the work is done in a supervised setting. WIL is also sometimes referred to as practicums or field experiences.

The WIL component of the program is vital to your overall learning experience. The experience allows for hands-on practice in your chosen discipline and provides opportunities for self-reflection. A successful WIL experience includes a strong partnership between the student, the College, and the WIL site.

Each student is supervised by a preceptor/supervisor or instructor at the site, who will provide informal and formal feedback and a NorQuest instructor/college representative who monitors the student progress.

WIL Experience Outcomes

Upon successful completion of the WIL Experience students will be able to:

- Demonstrate the program outcomes listed above.

- Demonstrate critical thinking through innovative application of theory, reflective practice, and decision-making.

- Recognize expectations, workplace culture, and professional accountability while experiencing and participating in diverse workplaces.

- Reflect on future goals in relation to personal values, educational interests, and previous experience in order to develop social responsibility.

- Build confidence and workforce readiness by identifying and utilizing transferable skills.

- Develop and practice employability skills and competencies in adaptability, critical thinking, problem solving, communication, professionalism, inclusion, resilience, and new ways of thinking.

Requirements for WIL Participation

In order to participate in a WIL experience you must successfully pass all prerequisite courses and obtain the required grade, and complete all To-Do List items as listed on MyQuest. For detailed information about each program's To-Do-List, please see: Work, practicum, and clinical requirements. More details are also included below about specific program requirements. Police Information Check with Vulnerable Sector Check, Intervention Record Checks and Co-op Work Permit are all due no later than 45 days prior to the start of the WIL term.

Police Information Check

This program requires that you submit a clear Police Information Check (PIC) prior to attending WIL. Vulnerable Sector Check is required as apart of the Police Information Check. All fees required to obtain a Police Information Check are your responsibility. For more information, please see: Police Information Check.

After you submit your Police Information Check, you must report any changes (e.g. criminal convictions or charges) to your program area immediately. Any change to your PIC may affect your ability to attend your WIL experience. See this webpage for more information about the process to support learners with an unclear PIC.

Intervention Record Check

This program requires that you obtain and submit an Intervention Record Check. All fees required to obtain a Intervention Record Check are your responsibility.

For more information, please see: Intervention Record Check.

Additional WIL Requirements for International Students

International students are required to have a Co-op Work Permit in order to participate in their WIL experience in the community. Students are responsible for ensuring that they have a valid Co-op Work Permit prior to the WIL experience start date. This permit must be valid for the duration of the WIL experience. Further information is available from NorQuest International.

The Process

Potential WIL sites are contacted and coordinated by the College.

You will be provided with detailed information, including an orientation/ meetings/ workshops, as you prepare for your WIL experience.

The steps are as follows:

1. Complete the To-Do-List items and submit all required documentation by the due dates. You can find your personal 'To Do' list and due dates in **MyQuest**. Learn more about 'To Do' lists here.

   Students must bring copies or originals of these items with them to the site in case they are asked to provide them.

2. Complete a WIL (Practicum/Field Experience) Digital Information Survey to indicate your preferences for placement. **Please note: there is no guarantee for specific sites or locations.** Please reach out to your instructor/program if you are not sure where to find the Qualtrics Survey.

3. You will be notified of the WIL site that you have been assigned to once the arrangements have been finalized.

4. Read all information found in the WIL handbook found in your CareerQuest website, and/or the Moodle WIL/practicum course including the course outline, prior to starting the WIL

experience. Review Moodle information regularly throughout as per program requirements.

5. Continue to check MyMail regularly.

6. Complete an information release form as required by the college to allow information to be released by College staff to facilitate the WIL experience.

7. Attend all WIL meetings as requested.

8. Demonstrate professional expectations as outlined by the regulatory/professional body in the designated field of study.

9. Display appropriate professional behaviour during the WIL experience, including good attendance, punctuality, appropriate attire and grooming. Except where required by the preceptor/supervisor/instructor, use of personal cell phones during placement hours is strictly prohibited, as is use of worksite computers or other office equipment for anything other than assigned duties (i.e. social media, internet sites, apps).

10. Immediately inform NorQuest College staff of any accidents, incidents/injuries, sudden illness, or unusual occurrence according to the requirements of the college/program. See the WIL Health and Safety section for more information.

11. Sign a confidentiality agreement and WIL Student Agreement as per program requirements.

12. Attend the provided WIL site; regardless of location, student is responsible for transportation and associated cost.

13. Participate in evaluative WIL surveys if requested.

14. Track hours, follow the attendance policy, and complete evaluation forms and any required assignments during your WIL experience according to stated deadlines.

WIL Handbook

Each program has its own WIL handbook which is updated yearly. This section of the Student Handbook is only for general information and only covers general information regarding beginning the process to join WIL for your program.

For full details regarding your WIL experience please review your program WIL Handbook located in the resource section of the [CareerQuest Hub](#). For any questions, please contact careercentre@norquest.ca

WIL LIMITATIONS AND DISCLAIMER

Please note the following:
1. Due to circumstances beyond our control, **NorQuest College cannot guarantee students a WIL experience**.

2. Every effort is made to place students within their requested area, but **students may be placed in other areas, depending on the availability of sites. Students may be required to travel or relocate for their WIL experience up to 100km.** Students are responsible for these associated costs.

3. Students in mentorship/preceptorship will work the same hours as the supervising preceptor/supervisor/instructor and this **may include day, early morning, evening, nights, weekend, split shifts and holidays. Shifts will vary in length.** Students in group placements **may work days, evenings or weekends**.

4. Students must ensure that they have adequate transportation and childcare for the duration of the WIL experience. Students are responsible for these costs.

5. Students are **not to contact** potential WIL sites, as these **must** be arranged by the College.

6. Students must complete To-Do-List items by the deadline indicated by the program. Students who do not complete the To-Do-List items by

the deadline may not attend the WIL experience. Students are responsible for associated fees in obtaining To-Do-List items.

7. If students are unsuccessful in any course twice, including the WIL experience, the student will be withdrawn from the program and/or will face academic penalties as per academic and program policies. Please see the Academic Standing Policy [here](#) for more information.

8. Students with an unclear Police Information Check are at risk of **NOT** being able proceed with the following:
   o acceptance for a WIL experience

   o completing the program

   o finding employment

   o registering with their professional regulatory body

   Please see further information regarding Unclear PIC [here](#).

9. International students must have a valid Co-op Work Permit to participate in a WIL experience outside of NorQuest College property. Please see further information on Co-op Work Permits [here](#).

10. Students must have permission from the program area to complete their WIL experience at their place of work.

11. In rare circumstances, students **may** receive permission from the program area to complete their WIL experience at the same location where a relative works.

12. Students under the age of 18 may not be able to be placed in a WIL experience due to the requirements and regulations and the ability to obtain a Police Information Check.

13. A WIL experience is generally unpaid.

14. College and program policies will apply throughout the WIL experience. The student is also governed by the policies of the site during the time the student is engaged in the WIL experience.

QUESTIONS?

Please feel free to contact any of your instructors, the Chair, or other College staff listed in the Program Team chart at the beginning of this handbook for help with any question or need you have.

Have a great term!

Developed by the **Social Work Program**, NorQuest College. Last revised August 2024.

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