



It's what's on the inside that counts

**2022-2023**  
**Student Manual**



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# Academic Calendar

\*Scheduled dates and times of all College events and courses are tentatively scheduled to best meet the needs of all students and participants. The College does reserve the right to make scheduling changes as deemed necessary. Students will be promptly notified of such changes via email.

| <b>2022-23</b>                                      |  |
|---|--|
| August 30 <sup>th</sup> - September 1 <sup>st</sup> | Registration for ECE 1 and YW  |
| August 8 <sup>th</sup> - 10 <sup>th</sup>           | Registration for TA  |
| August 15 <sup>th</sup>                             | First Day of Classes for New TA  |
| <b>September 2022</b>                               |  |
| September 5 <sup>th</sup>                           | Labour Day (Holiday)   |
| September 6 <sup>th</sup>                           | Registration for ECE2, Returning YW, and Returning TA  |
| September 7 <sup>th</sup>                           | First Day of 1 <sup>st</sup> Semester Classes for ECE & YW   |
| September 30 <sup>th</sup>                          | National Day for Truth and Reconciliation (Holiday)  |
| <b>October 2022</b>                                 |  |
| October 10 <sup>th</sup>                            | Thanksgiving Monday (Holiday)  |
| October 18 <sup>th</sup>                            | Practicum ECE 2 (October 18 <sup>th</sup> – November 12 <sup>th</sup> )  |
| <b>November 2022</b>                                |  |
| November 11 <sup>th</sup>                           | Remembrance Day (College Closed)   |
| November 23 <sup>rd</sup>                           | Practicum ECE 1 (Nov.22 <sup>nd</sup> -Dec.17 <sup>th</sup> ) YW (Nov.22 <sup>nd</sup> -Jan.28 <sup>th</sup> ) |
| <b>December 2022</b>                                |  |
| December 19 <sup>th</sup>                           | First day of Christmas Break for all Programs  |
| <b>January 2023</b>                                 |  |
| January 3 <sup>rd</sup>                             | Classes Resume for ECE and TA. Practicum Resumes for YW  |
|   | 2 <sup>nd</sup> Semester Fees Due for all Programs   |
| <b>February 2023</b>                                |  |
| February 20 <sup>th</sup>                           | Heritage Day (Holiday)   |

|  |   |
|--|---|
| February 16 <sup>th</sup>                      | Practicum ECE 2 (February 14 <sup>th</sup> – March 11 <sup>th</sup> ) |
| <b>March 2023</b>                              |   |
| March 13 <sup>th</sup> -17 <sup>th</sup>       | Semester Break ECE 2, YW & TA   |
| March 20 <sup>th</sup> - 24 <sup>th</sup>      | Semester Break ECE 1  |
| March 28 <sup>th</sup> -April 22 <sup>nd</sup> | Practicum ECE 1 (March 28th -April 22nd)                              |
| <b>April 2023</b>                              |   |
| April 7 <sup>th</sup>                          | Good Friday (Holiday)   |
| April 10 <sup>th</sup>                         | Easter Monday (Holiday)   |
| <b>May 2023</b>                                |   |
| May 19 <sup>th</sup>                           | Convocation (Truro)   |
| May 22 <sup>nd</sup>                           | Victoria Day (Holiday)  |

## Educational Programs

### **Early Childhood Education Diploma** (all courses are 45 credit hours)

The Early Childhood Education program is a two-year, full-time course which prepares graduates to work in a variety of early learning environments such as preschool, pre-primary, daycares, and family support programs. Students participating in this program will acquire an understanding of the theories of child development as well as the ability to plan, implement and administer a balanced early learning curriculum. The early childhood education program provides students with a balance of theoretical and practical experiences which give them the opportunity to develop caring, professionalism and integrity in their interactions with children, families and the larger community. The program includes 520 hours of supervised practicum.

#### Courses:

|   |        |
|---|--------|
| Visual and Tactile Experiences                | ECE100 |
| Early Childhood Program Development           | ECE101 |
| Promoting Social and Emotional Competence     | ECE102 |
| Health and Safety in Early Childhood Settings | ECE103 |
| The Early Childhood Profession                | ECE104 |
| The Emergent Classroom                        | ECE105 |
| Nutrition for Young Children                  | ECE106 |
| Movement and Music Experiences                | ECE107 |

*For more information on Practicum, skip to page 16!*

|   |  |
|---|--|
| Observation and Documentation               | ECE108                                 |
| Human Development: Theories and Trends      | HD100                                  |
| Professional Communication                  | COM100                                 |
| Professional Literature                     | COM101                                 |
| Play and Learning                           | ECE200                                 |
| Family Engagement Practices                 | ECE201                                 |
| Promoting Inclusion in the Early Years      | ECE202                                 |
| Child Guidance                              | ECE203                                 |
| Language and Literacy                       | ECE204                                 |
| Skills for Life and Work                    | ECE205                                 |
| Creating Inviting Learning Spaces           | ECE206                                 |
| Inclusive Practices in the Early Years      | ECE207                                 |
| Human Development: Conception – 3           | HD200                                  |
| Human Development: Preschool and School Age | HD201                                  |
| Professional Research Methods               | COM200                                 |
| Critical Issues                             | COM201                                 |
| ECE Supervised Practicums (1-4)             | ECE 1213, ECE 1223, ECE 2233, ECE 2243 |

**Youth Worker Diploma\*** (all courses are 30 credit hours)

The Youth Worker diploma is a two-year, full-time course which prepares graduates to work with youth in a variety of community-based settings such as juvenile justice, recreation, rehabilitation and residential youth care. Students participating in this program will acquire the knowledge, skills and experience to work effectively with youth and youth at risk for, or having, special emotional, behavioural and environmental needs. The youth worker program provides students a balanced course of theoretical studies as well as ample practical interactions in the community so that the student has the opportunity to develop into a caring professional. The program includes 500 hours of supervised practicum.

Courses:

|   |        |
|---|--------|
| Human Development: Conception to Three        | YHW100 |
| Life Skills for Youth                         | YHW101 |
| Restorative Practices                         | YHW102 |
| Professional Issues                           | YHW103 |
| Adolescent Program Development                | YHW104 |
| Standards for Working with Children and Youth | YHW105 |
| Child and Youth Guidance                      | YHW106 |
| Professional Certifications 1                 | YHW107 |
| Professional Literature                       | YHW108 |
| Professional Communication                    | YHW109 |
| Relational Skills                             | YHW110 |
| Practicum 1 (8 weeks/250 hours)               | YHW111 |

*For more information  
on Practicum, skip to  
page 17!*

|  |        |
|--|--------|
| Human Development: Preschool- School Age | YHW200 |
| Human Development: Adolescence           | YHW201 |
| Observation and Documentation            | YHW202 |
| Prevention and Intervention Strategies   | YHW203 |
| At-Risk Youth                            | YHW204 |
| Creative Experiences for Youth           | YHW205 |
| Professional Certifications 2            | YHW206 |
| Critical Issues                          | YHW207 |
| Professional Research Methods            | YHW208 |
| Studies in Exceptionalities              | YHW209 |
| Working with Exceptional Youth           | YHW210 |
| Practicum 2 (8 weeks/250 hours)          | YHW211 |

\* Pending Approval from Nova Scotia Department of Labour and Advanced Education (DLAE)

### **Teacher Assistant Certificate, Part-time Program** (courses are a mix of credit hours)

The Teacher Assistant Certificate program, delivered over three years, provides students with the necessary competencies and skills to deliver appropriate, respectful, inclusive support to students with learning differences within the classroom. Students will be able to work in Nova Scotia schools and within inclusive classrooms, promoting independence of all students. The program incorporates both theory and practice through the use of classroom learning and practicums. Included in the course is training in various certifications such as NVCI, First Aid, and Food Handlers. Practicums will occur within schools in Nova Scotia, with supervision and evaluation of skills, for a total of 220 hours.

#### Courses:

|  |         |        |
|--|---------|--------|
| Understanding the Role of the Teacher Assistant (Module 1) | 30hrs   | TAC101 |
| Introduction to Health, Personal Care & Safety (Module 2)  | 100 hrs | TAC102 |
| Overview of Accessible & Assistive Technology (Module 3)   | 60 hrs  | TAC103 |
| Overview of Child & Youth Growth & Development (Module 4)  | 60 hrs  | TAC104 |
| Learning Differences & Barriers to Learning (Module 5)     | 60 hrs  | TAC105 |
| Introduction to the Inclusive Classroom (Module 6)         | 60 hrs  | TAC106 |
| Overview of Behaviour Supports (Module 7)                  | 80 hrs  | TAC107 |
| Communication & Collaborative Skills for T.A.s (Module 8)  | 30 hrs  | TAC108 |
| Strategies for Seeking Employment (Module 9)               | 20 hrs  | TAC109 |
| Practicum 1  | 110 hrs | TAP101 |
| Practicum 2  | 110 hrs | TAP102 |

## Course Descriptions

**ECE100 Visual and Tactile Experiences** – Students participating in this course learn to create environments that are aesthetically inviting and encourage children to actively engage in creative endeavours. Topics discussed include children’s artistic development and artistic elements such as line and colour. Students are encouraged to experience art as children do and develop a comfort and aptitude to integrate creative experiences in the early learning environment.

**ECE101 Early Childhood Program Development** - In this course students will focus on building their curriculum toolbox and developing their skills as child-centred and relationship-based educators. They will explore theory and how it is reflected in best practice. They will also consider and practice how programs are developed through observation and inquiry. They will reflect on the implementation of programs and the importance of making learning visible through documentation

**ECE102 Promoting Social and Emotional Competence** – This course gives students a view into the developmental and environmental factors that impact children’s abilities to be socially and emotionally competent. The primary focus of the course will be the role of the early educator and how he/she will implement positive and proactive strategies to support children’s development of social and emotional competence.

**ECE103 Health and Safety in Early Childhood Settings** – This course is an investigation of the conditions required for maintaining a safe and healthy early childhood environment. Students will review policy and procedure dealing with child abuse, safety and hygiene. Students will discuss how to support emotional well-being in their practice for the educators and families they work with through the **Handle with Care Promoting Mental Health in Young Children** and the **Trauma Sensitive** approach. Common childhood diseases and conditions will be studied. All students will receive certification in St. John Ambulance Standard First Aid, WHIMIS, and Health and Safety for New Workers.

**ECE104 The Early Childhood Profession** – The main focus of this course will be to examine what it means to be a professional early childhood educator. Students will examine historical roots, as well as, quality, current beliefs and best practices relating to children, families and society. Policy and supports for children and families in Nova Scotia, Canada, and other jurisdictions will be researched and discussed.

**ECE105 The Emergent Classroom** – In this course students will take an in-depth look at Emergent Curriculum and how it relates to Nova Scotia’s curriculum framework, “Capable, Confident and Curious”. Students will examine the theories, the principles and how to put those theories and principles into practice. Students will have concrete opportunities to manipulate materials and practice various aspects of program delivery.



**ECE106 Nutrition for Young Children** – The purpose of this course is to prepare students to be a positive influence on the health of young children through the provision of healthy, safe and economical meals and snacks and nutrition education. Food Safety is integrated into the program.

**ECE107 Movement and Music Experiences** – This course is designed to expose students to the many ways music and movement can be integrated into early learning programs. In addition, students will reflect on and practice ways to incorporate music and movement in Reggio-inspired ways. Students will build a toolbox of ideas and strategies they may employ in their professional practice.

**ECE108 Observation and Documentation** – The ability to observe and assess children’s development is a necessary prerequisite to becoming an early childhood professional. In this course, students are introduced to good observational practice as well as methodology. Students will be required to use various tools to document children’s learning and behaviors. The focus will be on the observation of children, but staff and environmental observation will also be addressed.

**ECE1013 Human Development: Conception to Age Three** - The focus of this course is on the normal social, emotional, physical and cognitive development of infants and toddlers. Much discussion focused on the influence of environment and genetics on development and on how professionals can plan developmentally appropriate environments. Other topics examined include risk factors for growth and development as well as emotional and temperament development. Students will be challenged to connect current theory to their practice.

**ECE200 Play and Learning** – Students will examine play and discover the important role it has in the overall development of young children. Students will be able to recognize that children learn best in environments where children direct the learning, supported by informed adults who facilitate rather than teach. They will identify that child initiated; free play does indeed build an excellent foundation for current and future learning and success. Students will discuss the role of the early childhood educator in supporting children’s play experiences.

**ECE201 Family Engagement Practices** – Early childhood educators must understand the value of family in a child’s life in order to work most effectively with the children in their care. The focus of this course is to assist students in building their awareness of the complexities of family life and how they, as professionals, can work most effectively in partnership with families to provide an optimal caring and learning environment for children.

**ECE202 Promoting Inclusion in the Early Years** – This course is designed to help students identify their attitudes about inclusion. Inclusive programs support all children with varying abilities. This program teaches team building with families, professionals, fellow staff, and the community at large.

**ECE203 Child Guidance** – In this course students will explore their ideas about behaviour. Students will think about how development has a relationship to behaviour. Students will reflect on those behaviours that cause unhelpful responses. We will focus on how we can prevent and, when needed, best intervene to help children develop the skills they need to function in a way that will work for

them and those around them. Students will also look at specific environmental and biological factors that put children at risk for behavioural challenges. Students will focus on positive strategies to support competence development.

**ECE204 Language and Literacy** – Students will be introduced to the stages of language development and how they can most effectively foster the development of language, in children, as it emerges. Second language learning will also be addressed. Students will be given many practical methods to assist children in developing good language, early reading, and early writing skills.

**ECE205 Skills for Life and Work** – This course is designed to facilitate student recognition and examination of various lifestyle issues and the importance of self-care. In addition, students will discuss various professional responsibilities such as working as part of a team, creating budgets, and legal responsibilities pertaining to children and families.

**ECE206 Creative Inviting Learning Spaces** – In this course students will explore various aspects of creating appropriate environments for young children. Both indoor and outdoor environments will be examined and evaluated. Students will gain an understanding of developmentally appropriate equipment and materials for various age groups. Methods of grouping young children and daily scheduling will also be addressed. Students will analyze the role of an early childhood educator in creating appropriate learning environments, as well as regulatory obligations.

**ECE207 Inclusive Practices in the Early Years** – During this course students will explore various aspects of working with children who have developmental differences in an inclusive environment. These include sensory regulation, managing behaviors, facilitating motor growth, social and emotional growth, and cognitive growth. Students will also receive credit for the inclusion training program called Building Blocks.

**ECE1213, ECE1223, ECE2233 & ECE2243 Practicum** - Students are required to successfully complete 520 hours of placement. Each of the 4 placements are completed in four-week blocks. In cooperation with the placement Coordinator students select placements that provide them a variety of different learning opportunities, age groups and settings.

**HD100 Human Development: Theories and Trends** – Early childhood educators must understand and appreciate the theories that impact their practice. In this course students will look back and study the historical theories which influence current practice. Students will learn about the ideas of theorists like Freud, Gesell and Piaget. Students will also consider different theories about how children learn as well as the relationship between culture and theories, the relationship between heredity and environment and child development as well as how development across domains is connected. Finally, students will read and reflect upon how current trends like emergent curriculum are related to theories and ideas studied in class.

**HD200 Human Development: Conception to Three** – Children and people are fascinating. Human services professionals are curious about why and what makes children and adults behave as they do. Human services professionals are interested in understanding the behavior of children and how

children and adults grow and change throughout their lives. In this course students will be reading, writing and talking about some important and interesting questions regarding the development of children from conception to age three.

**HD201 Human Development: Preschool and School Age** – This course will examine the development of pre-school and school age children. Students will examine how children’s needs and abilities change as they grow and develop and how teachers must continually observe, document and adapt to support the child’s continued development.

**COM100 Professional Communication** – This course will focus on using proper spelling, grammar and formatting for commonly required communication and documentation in early learning. Students will practice various types of common communication.

**COM101 Professional Literature** – Students will improve professional research and writing skills by reviewing current literature on a specific topic. They will write summaries using correct grammar, spelling and formatting. Students will review academic library procedures for research purposes. They will develop their analytical and critical thinking skills to find and use credible information sources.

**COM200 Professional Research Methods** – Early childhood educators need to be able to communicate effectively in a variety of ways. It is also important for educators to be able to evaluate the many sources of information currently available in the field. In this course students will be given the opportunity to explore in-depth a particular topic in early childhood education and prepare a paper and presentation about the chosen topic. Students will learn how to evaluate professional journals, books and internet sites, to collect and organize research materials, write a short paper and present what was learned to the class. The skills and practice students acquire in this class will help future early childhood educators in their professional communication with co - workers, parents, board members, and other professional stake holders.

**COM201 Critical Issues** – Early childhood educators must be able to communicate clearly and appropriately in a variety of ways. In this course students will be given multiple experiences to develop and improve critical reading and writing skills. Students will also have opportunity to improve interpersonal communication skills of active, empathetic listening and demonstration of respect and sensitivity when differing opinions are expressed. Students will be exploring issues of sexism, gender identity and orientation, classism and cultural identity as they relate to and impact their practice as an early childhood educator.

**ENG1033 & ENG1043 Introduction to Professional Reading and Writing 1 & 2** – A review of basic English grammar and composition. Student will review academic library procedures for research purposes, as well as, develop analytical and critical thinking skills.

**ENG2013 Critical Reading and Professional Writing** – Various topic areas are addressed with an aim to develop critical thinking skills. Student will examine topical issues and will write about their

implication to youth and society in a critical manner. Cultural and lifestyle diversity will form the corner stones of prescribed readings.

**ENG2023 Professional Research Methods** – Students will be expected to develop the skills required to do accurate research. Students will research a topic related to children/youth using recognized methodology.

**SEI3003 Inclusion and Early Intervention** – An examination of the history and current status of inclusive early years programs. Students will study the various aspects of successful inclusion and the short and long term benefits of such programs.

**SEI3013 Inclusion and Early Intervention: Practical Application** – Making inclusive programs work involves many factors. Several of these factors will be addressed as will practical programming information.

**SEI3006 Communication Concerns** – Students will examine communication and sensorimotor concerns. Numerous communication problems will be examined with the aim of developing and understanding each. Practical suggestions for assessment, programming and evaluation will be addressed.

**SEI3016 Learning and Behavior** – Conditions and disorders that affect children’s ability to learn will be the focus of this course. Practical suggestions for assessment, programming and evaluation will be addressed.

**SEI3026 Physical Differences** - Students will study the physical conditions and disabilities that affect young children. Practical suggestions for assessment, programming and evaluation will be addressed.

**SEI3036 Supervised Placement** – Each student is required to complete 400 hours of placement in an early years inclusive setting. Placements are arranged and evaluated by the practicum supervisor.

**SPE2033 & SPE2043 Special Education in Youth Care 1 & 2** – These courses will introduce students to a wide cross section of diverse abilities and in particular, to diversities commonly found in youth populations. The effects of environmental and physiological factors will be examined, as will, appropriate interventions and treatments. Both lifelong impairments and late onset conditions and disorders will be investigated.

**SPE3083 Introduction to Counseling** – This course will focus on the development of skills necessary to counsel, one on one, and in small groups. Students will be invited to explore their individual beliefs regarding youth and/or persons having diverse needs. The role of counseling in the helping relationship will be addressed.

**TAC101 Understanding the Role of the Teacher Assistant (Module 1)** – Students will be introduced to the role of the TA within an inclusive education setting. Students will examine issues such as roles

and responsibilities, ethical standards, confidentiality, social media use and inclusive education policy.

**TAC102 Introduction to Health, Personal Care and Safety (Module 2)** – Students will explore the various elements of personal safety, as well as complete required training to meet the physical, medical and social emotional needs of the students they will be working with. They will gain an understanding of the Provincial guidelines, policies and protocols for safely administering medications, as well as how to follow Plans of Care. Students will acquire skills and competencies for maintaining their own health and well-being while working. Students will complete a certification in WHMIS, Standard First Aid/CPR (Level C) and Non-Violent Crisis Intervention Training.

**TAC103 Overview of Accessible and Assistive Technology to Reduce Barriers (Module 3)** – Students will investigate Universal Design for Learning, what Accessible and Assistive Technology is and what defines Assistive Technology Services. Students will obtain an overview of the SETT framework on how to identify and match appropriate Assistive Technology to the user.

**TAC104 Overview of Child Development (Module 4)** – This course provides an overview of the study of human development, learning about the transition from conception to birth, and the many milestones that cross the lifespan until adolescence. Students will examine physical, cognitive, linguistic, social, and emotional development, providing them with an understanding of the factors that influence each, and an appreciation of the importance of early foundational support.

**TAC105 Overview of Learning Differences and Barriers to Learning (Module 5)** - Students will investigate their own beliefs and attitudes regarding learning differences, evaluate changing attitudes for individuals with learning differences and analyze the Teacher Assistant's role in supporting students to access the curriculum and their peers within the classroom. Students will be introduced to various terms used in Nova Scotia education, and how these are used in programming.

**TAC106 Introduction to the Inclusive Classroom (Module 6)** - Students will examine the NS Inclusive Education Policy and Multi-Tiered Systems of Supports (MTSS), Universal Design of Learning (UDL), Culturally and Linguistically Responsive Pedagogy and the role of the TA within these.

**TAC107 Overview of Behaviour Supports (Module 7)** - This course focuses on constructing an understanding of what behavior is and its function. Students will learn how to objectively observe and record behaviors they may see in the classroom, using a variety of instruments commonly used in schools.

**TAC108 Communication and Collaborative Skills for Teacher Assistants (Module 8)** - Students will discuss and learn skills needed for communication and collaboration within an inclusive education setting. Students will learn how working collaboratively with other school team members will successfully support students.

**TAC109 Strategies for Seeking Employment (Module 9)** - This course provides students with an introduction to basic communication skills required by workplaces within schools. Students will be introduced to concepts in interpersonal communication, written communication and documentation, and basic computer applications used in today's workplace, with an examination of the role of social media in today's society and the implications. Students will also explore effective job search techniques.

**TAP101, TAP102: Practicum** - Each student is required to complete 220 hours of practical experience within the public-school system. Students are evaluated at spaced intervals throughout the program.

**YHW100 Human Development: Conception-3-** Children and people are fascinating. As human services professionals we are very curious about why and what makes children and adults behave as they do. As human services professionals we are interested in understanding the behavior of children and how children and adults grow and change throughout their lives. In this course Human Development: Conception - Three we will be reading, writing and talking about some important and interesting questions regarding the development of children from conception to age three.

**YHW101 Life Skills for Youth** – Working with youth presents an opportunity for us to explore diversity on all levels. Throughout this course, we will look at the various internal and external challenges that individuals and society place on youth. We will look at the exposure and effects of substance abuse, human sexuality, sexually transmitted infections, activities of daily living, anger management, self-esteem, stress management, family violence, and cultural diversity. Youth workers will also research and demonstrate employability and transition skills.

**YHW102 Restorative Practices** – This course provides an examination of the Canadian legal system as it pertains to youth. The various types of services, treatments and community-based programs will be identified and studied. The dynamics of youth involved in asocial behavior will provide a framework into which appropriate intervention could be introduced.

**YHW103 Professional Issues** – The focus of the course will be on skills and knowledge essential to good professional practice. Confidentiality, interpersonal communication, stress management, professional report writing and cultural sensitivity will be addressed. All student will receive certification in Non-violent Crisis Intervention.

**YHW104 Adolescent Program Development** – Program Development from a recreational perspective is addressed. Students are encouraged to consider the positive attributes of this developmental phase and to make connections to various activities that might appeal to youth of various backgrounds and abilities.

**YHW105 Standards for Working with Children and Youth-** The intent of the course is to provide students with an overview of the field of Child and Youth Care. The course will explore policies, standards and required record keeping in the youth worker field. The students are challenged to explore attitudes, knowledge, and skills that are required of competent youth workers.

**YHW106 Child and Youth Guidance** – In this course we will explore together our ideas about behaviour. We will think about how development has a relationship to behaviour. We will reflect on those behaviours that cause us to sometimes respond in unhelpful ways. We will focus on how we can prevent, and when needed, best intervene to help children and youth develop the skills they need to function in a way that will work for them and those around them. We will also look at specific environmental and biological factors that put children at risk for behavioural challenges. We will focus on positive strategies to support competence development and the importance of relationships.

**YHW107 Professional Certification 1** – Certificate programs, Non-Violent Crisis Intervention, First Aid, WHMIS. And Introduction to Occupational Health and Safety

**YHW108 Professional Literature** - Students will improve professional research and writing skills by reviewing current literature on a specific topic. They will write summaries using correct grammar, spelling and formatting. Students will review academic library procedures for research purposes. They will develop their analytical and critical thinking skills to find and use credible information sources.

**YHW109 Professional Communication**- This course will focus on using proper spelling, grammar and formatting for commonly required communication and documentation in Youth Work Settings. Students will practice various types of common communication and documentation.

**YHW110 Relational Skills** - Relationships are the key element in working effectively with others. Developing social and emotional competence is the best pathway to finding success in relationships and life. In this course, students will discuss and practice various strategies to support youth skills development. They also reflect on the importance of their relationships with youth. Students will examine their own beliefs, biases and communication styles as a means to improve their skills at listening, responding and supporting the clients in their care. They will examine various barriers that may exist in the lives of youth and how to utilize trauma-informed practice in their everyday work lives.

**YHW200 Human Development: Preschool-School Age** - The focus of the course is on typical development in the cognitive, physical, social, and emotional domains. The development of children between the ages of three and twelve is the primary focus of the course. Students are challenged to examine how children's needs and abilities change as they grow and develop and how they must, as quality care givers, adapt their programs to meet these needs

**YHW201 Human Development: Adolescence** – Course content will focus on the normative development of individuals through the transition years between childhood and adulthood. Autonomy, peer relationships, sexuality, morality and cognitive abilities will be addressed.

**YHW202 Observation and Documentation** – The ability to observe and assess children’s development is a necessary prerequisite to becoming a youth work professional. In this course, students are introduced to good observational practice, as well as, methodology. The focus will be on the observation of children, but staff and environmental observation will also be addressed.

**YHW203 Prevention and Intervention Strategies** – The course focus is on suicide prevention, dynamics of family violence and abuse prevention, detection and intervention. The students will be introduced to the principles of prevention and appropriate intervention. Students will also learn strategies to deal with the long-term effects of trauma on youth. Trauma informed practice is central to this course.

**YHW204 At-Risk Youth-** The intent of this course is to provide students with an overview of the field of Child and Youth Care. The course will explore interventions and strategies utilized when working with children/youth at risk. The students are challenged to explore attitudes, knowledge, and skills that are required of competent youth workers.

**YHW205 Creative Experiences for Youth–** Students will explore various methods of self-expression in an interactive fashion. They will be challenged to explore their own creativity as well as develop skills to encourage and develop creative expression in others. They will discover opportunities and resources that exist within their community that can be utilized to support creative programming.

**YHW206 Professional Certification 2** – Student will successfully complete Professional certifications, MANDT, Mental Health First Aid, Personality Dimensions

**YHW207 Critical Issues** - In this course students will be given multiple experiences to develop and improve critical reading and writing skills. Students will also have the opportunity to improve interpersonal communication skills of active, empathetic listening and demonstration of respect and sensitivity when differing opinions are expressed. Students will be exploring issues of sexism, gender identity and orientation, classism and cultural identity as they relate to and impact their practice as a youth worker.

**YHW208 Professional Research Methods** - As youth workers we need to be able to communicate effectively in a variety of ways. It is also important for us to be able to evaluate the many sources of information currently available in our field. In this course students will be given the opportunity to explore in-depth a particular topic in youth works and prepares a paper and presentation about that topic. You will learn how to evaluate professional journals, books and internet sites, to collect and organize research materials, write a short paper and present what you have learned to your classmates. The skills and practice you acquire in this class will help you in your professional communication with your co-workers, parents, board members and other professional stakeholders.

**YHW209 Studies in Exceptionalities-** Students will be introduced to a cross section of diverse abilities, particularly those commonly found in youth populations. The effects of environmental and physiological factors will be examined, as well, appropriate interventions and treatments. Both life-long impairments and late onset conditions and disorders will be investigated.



**YHW210 Working with Exceptional Youth-** Students will be introduced to a cross section of diverse abilities, particularly those commonly found in youth populations. The effects of environmental and physiological factors will be examined, as well, appropriate interventions and treatments. Both life-long impairments and late onset conditions, and disorders will be investigated.

## Practicum

### **Getting Work Experience: An Overview of Practicum**

All of the programs offered by Jane Norman College include practical work experience. Practicum, or work experience, is an integral and important part of course work. Practicum is the opportunity for students to test their knowledge and theories in real life, taking the classroom to the world. Practicum sites must be part of the College's approved list of sites or meet requirements as set out by the College and/or any governing regulatory bodies, prior to a student's placement.

The Practicum Coordinator will arrange all practicum placements. Satisfactory academic performance and professionalism must be demonstrated by the student in order to be considered for placement in a cooperating facility. Students are expected to attend all scheduled days of the practicum placements. Through classroom sessions, students are made aware of practicum policies and procedures to be followed. Placements are documented by a co-operating staff member, of the practicum site, and supervised by a College employee. Practicums are evaluated by the Practicum Coordinator. An overall satisfactory evaluation, covering all aspects of the practical component, with a minimum mark of 65%, per placement, is required before the student can be recommended for graduation.

### **Early Childhood Education Diploma – Full-time**

There are sixteen weeks (520 hours) of practicum during the two years of study. Students must accumulate a minimum of 520 successful hours before they can be recommended for graduation. Practicum, or work experience, must be obtained in an approved early learning environment. The timing of the practicum blocks will be as set out in the Academic Schedule of the College. Due to limited placement opportunities in Truro, students should be prepared to complete placements in their home communities. Truro placements will be arranged on a first come first serve basis.

### **Youth Worker Diploma – Full-time**

There are sixteen weeks (500 hours) of practicum during the two years of study. Practicum is separated into two, eight-week placements. One placement in first year and one placement in second year. Students must complete the minimum of 500 successful hours before they can be recommended for graduation. The timing of the practicum blocks is as set out in the Academic Schedule of the College. Students should be prepared to complete placements in their home

communities, as Truro placements will be arranged on a first come first serve basis. Students should also be prepared to work a variety of shifts, depending on the needs of the practicum site.

### **Teacher Assistant Certificate – Part-time**

Students must accumulate a minimum of 220 successful hours before they can be recommended for graduation. Practicum must be carried out in a public school. The student will be placed under the direction of the principal who will assign a classroom teacher or Learning Support teacher to supervise. If a student in this program is currently employed, a supervised work practice may be set up through her/his regular position.

## Book Lists

### **Early Childhood Education**

| <u>Course#</u> | <u>Book Title</u>  |
|----------------|--|
| ECE100         | Growing Artists  |
| ECE101         | Creative Resources for the Early Childhood Classroom<br>Learning Together with Young Children    |
| ECE102         | Constructive Guidance and Discipline: Preschool and Primary Education                            |
| ECE103         | Well Being: A Guide to Health in Child Care  |
| ECE104         | Essentials of Early Childhood Education  |
| ECE105         | Emergent Curriculum in Early Childhood Settings; From Theory to Practice 2 <sup>nd</sup> edition |
| ECE106         | Nova Scotia's Manual for Food and Nutrition in Regulated Child Care Settings                     |
| ECE107         | The Children's Music Studio; A Reggio-Inspired Approach  |
| ECE108         | Take a Look: Observation and Assessment in Early Childhood                                       |
| ECE200         | Play: The Foundation that Supports the House of Higher Learning                                  |
| ECE201         | Working with Families  |
| ECE202         | Inclusion in Early Childhood Programs: Children with Exceptionalities                            |
| ECE203         | Constructive Guidance and Discipline   |
| ECE204         | Early Childhood Experiences in Language Arts: Early Literacy                                     |
| ECE205         | No Text Book   |
| ECE206         | Early Childhood Rating Scale   |
| ECE207         | Inclusion in Early Childhood Programs: Children with Exceptionalities                            |
| HD100          | Children and Their Development   |
| HD200          | Children: A Chronological Approach   |
| HD201          | A Chronological Approach 5 <sup>th</sup> Edition   |
| COM100         | Handle with Care: Communicating in the Human Services Field in Canada                            |
| COM101         | The Cengage Guide to Research<br>Communication Circuit   |
| COM200         | The Cengage Guide to Research  |

Communication Circuit  
COM201 In Search of April Raintree

### Youth Worker

| <u>Course#</u> | <u>Book Title</u>   |
|----------------|---|
| YHW100         | Human Development: Conception to 3  |
| YHW101         | Child and Youth Care Across Sectors Canadian Perspectives                             |
| YHW102         | Youth in Conflict with the Law<br>Head for the Record: The Youth Criminal Justice Act |
| YHW103         | Taming Your Gremlin   |
| YHW104         | No Text   |
| YHW105         | At-Risk Youth   |
| YHW106         | Constructive Guidance and Discipline  |
| YHW107         | Certificate Training Materials  |
| YHW108         | The Cengage Guide to Research; Communication Circuit                                  |
| YHW109         | Handle with Care: Communicating in the Human Services Field in Canada                 |
| YHW110         | A Tapestry of Relational Child and Youth Care Competencies                            |
| YHW200         | A Chronological Approach  |
| YHW201         | Adolescence   |
| YHW202         | Take A Look: Observation & Portfolio Assessment in ECE                                |
| YHW203         | Crisis Assessment, Intervention and Prevention  |
| YHW204         | At Risk Youth   |
| YHW205         | Adolescence   |
| YHW206         | MANDT, Non-Violent Crisis Intervention, Standard First Aid, Personality Dimensions    |
| YHW207         | In Search of April Raintree   |
| YHW208         | The Cengage Guide to Research; Communication Circuit                                  |
| YHW209         | Children with Exceptionalities in Canadian Classrooms                                 |
| YHW210         | Children with Exceptionalities in Canadian Classrooms                                 |

### Teacher Assistant

| <u>Course#</u>     | <u>Book Title</u>   |
|--------------------|---|
| <b>All Courses</b> | The Role of an Education Assistant: Supporting Inclusion                      |
| TAC101             | The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms |
| TAC104             | The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms |
| TAC105             | Ensouling our Schools   |
| TAC106             | One Without the Other<br>Ensouling our Schools                                |

# Finances

Jane Norman College reserves the right to make changes without notice in its published scale of charges for tuition and other fees

## **Payment Information**

The registration fee is \$100.00 for full-time students and \$50.00 for part-time students. This fee is **non-refundable** and must be submitted by the deadline stated in either the acceptance letter or returning student registration information. The registration fee is paid towards total tuition. Tuition fees to Jane Norman College are due and payable on the day of registration, in full or in part, depending on the number of courses, student program and student status. The tuition registration fee is required from all new and returning students

Should a student make a partial payment on registration day, a schedule of fee payments and late payment penalties will be provided to students at the time of registration.

All students in diploma or certificate programs must be paid up to date before entry into the next semester of study or before release of diplomas or certificates. Professional development students or students engaged in prior Learning Recognition will not have their work assessed until fees are paid in full.

Text books are included in the cost of tuition (full-time, part-time or professional development) and will only be issued if a sufficient amount of tuition has been paid. The books will be reserved for release at a later date only if sufficient payment is received before the end of the current academic year.

The College accepts cash, cheques, money orders, debit, credit (Visa and Mastercard), and electronic fund transfers (EFT).

Credit card payments are accepted on site at the College, not over the telephone, e-mail, or text.

Details on EFT are available by contacting the Registrar or Associate Registrar.

Receipts for all payments will be given.

Tax receipts (T2202A) for all tuition paid will be available to students via the Campus Login System by the end of February the following year.

All cheques (postdated cheques are not accepted) and money orders must be made payable to Jane Norman College.

**Tuition – College Programs**

|  |                    |
|--|--------------------|
| <b>Early Childhood Education – Full-time**</b> (new students starting in September 2022) |                    |
| <b>Academic Year 2022-23:</b> Sept. 7, 2022 to April 22, 2023 (33 weeks)                 |                    |
| Tuition due at September registration (includes \$100.00 registration fee)               | \$ 3325.00         |
| Tuition due in January   | \$ 3325.00         |
| <b>Total Due for 2022-23 Academic Year</b>   | <b>\$ 6650.00</b>  |
| <b>Academic Year 2023-24:</b> Sept. 2023 to April 2024 (33 weeks)                        |                    |
| Tuition due at September registration  | \$ 3325.00         |
| Tuition due in January   | \$ 3325.00         |
| <b>Total Due for 2023-24 Academic Year</b>   | <b>\$ 6650.00</b>  |
| <b>Grand Total for Both Academic Years</b>   | <b>\$13,300.00</b> |

|   |                    |
|---|--------------------|
| <b>Youth Worker – Full-time**</b> (new students starting in September 2022) |                    |
| <b>Academic Year 2022-23:</b> Sept. 7, 2022 to April 22, 2023 (33 weeks)    |                    |
| Tuition due at September registration (includes \$100.00 registration fee)  | \$ 3150.00         |
| Tuition due in January  | \$ 3150.00         |
| <b>Total Due for 2022-23 Academic Year</b>                                  | <b>\$ 6300.00</b>  |
| <b>Academic Year 2023-24:</b> Sept. 2023 to April 2024 (33 weeks)           |                    |
| Tuition due at September registration                                       | \$ 3150.00         |
| Tuition due in January  | \$ 3150.00         |
| <b>Total Due for 2023-24 Academic Year</b>                                  | <b>\$ 6300.00</b>  |
| <b>Grand Total for Both Academic Years</b>                                  | <b>\$12,600.00</b> |

|   |                   |
|---|-------------------|
| <b>Teacher Assistant – Part-time** (new students starting in August 2022)</b> |                   |
| <b>Academic Year 2022-23: August 2022 to May 2023 (33 weeks)</b>              |                   |
| Tuition due at August registration (includes \$50.00 registration fee)        | \$ 1350.00        |
| Tuition due in January  | \$ 1350.00        |
| <b>Total Due for 2022-23 Academic Year</b>                                    | <b>\$ 2700.00</b> |
| <b>Academic Year 2023-24 August 2023 to May 2024 (33 weeks)</b>               |                   |
| Tuition due at August registration  | \$ 1600.00        |
| Tuition due in January  | \$ 1600.00        |
| <b>Total Due for 2023-24 Academic Year</b>                                    | <b>\$ 3200.00</b> |
| <b>Academic Year 2024-25: August 2024 to May 2025 (31 weeks)</b>              |                   |
| Tuition due at August registration  | \$ 1600.00        |
| Tuition due at January registration   | \$ 1600.00        |
| <b>Total Due for 2023-24 Academic Year</b>                                    | <b>\$ 3200.00</b> |
| <b>Grand Total for all Academic Years</b>                                     | <b>\$ 9100.00</b> |

\* Text books are included in the cost of tuition and will only be issued if a sufficient amount of tuition has been paid. The books will be reserved for release at a later date only if sufficient payment is received before the end of the current academic year.

\*\* Full time enrollment is at least 60% of a standard course load or 40% for students with disabilities.

## **Other Fees**

### Professional Development

Students who have not been accepted into a certificate or diploma program are considered Professional Development students and are subject to a \$625.00 tuition fee (this fee includes a non-refundable \$ 50.00 tuition deposit) per ½ credit course (tuition includes books). Tuition is due at registration for each course.

### Recognized Prior Learning

The tuition fee per course or practicum awarded through Recognized Prior Learning is dependent upon enrollment status. Contact Jane Norman College's Registrar for more information on the fees for Recognized Prior Learning. Please see p. 26 for more information on Recognized Prior Learning under Course Exemptions.

### Administrative Fees

- Late Payment Fees

A late payment fee of \$ 25.00 may be assigned to certificate and diploma students with outstanding fees thirty days after the end date of the current academic year (applies to outstanding fees in excess of \$100.00)

- Financial Services Fees

An administration fee of \$ 20.00 will be charged for each cheque returned by the bank unpaid or for the reissue of refund cheques.

- Official Transcripts Fees

Students requesting an official copy of their marks be sent to another institution must either fill out a transcript request form (available from the College's main office or web site) or submit a letter of request which includes all information requested on the form. The cost of each transcript prepared is \$10.00 for transcripts sent within Canada and \$25.00 if sent outside Canada. Most transcripts are sent to the designated institution within two to three weeks of receipt of the request.

Students currently enrolled in the College may request official transcripts at no cost.

## Provincial and Canada Student Loans

Students accepted in College full time programs can apply for government student loans if they meet the eligibility requirements. Nova Scotia students wishing to apply for student loans can complete an application online at <http://novascotia.ca/studentassistance>.

Students who are not residents of NS can obtain government student loan applications by contacting their provincial department of education.

**Please note that government student loan regulations state that students must maintain their full-time student status throughout the academic year. Students who drop courses may be ineligible to receive student loans or keep their interest-free status under the Canada Student Loan Program.**

## Refunds

Students who have decided to withdraw from their program may be eligible for a refund of tuition. Refunds from the full-time and the part-time diploma and certificate programs are regulated by the *Private Career Colleges Act* under *General Regulations* and calculated using the *Act's* Tuition Refund Policy found on p. 44. Procedures for withdrawal can be found on p. 34 under Withdrawal Policy.

**Amounts for refunds are date/time specific so the Withdrawal Policy must be followed to ensure that a student receives (if applicable) the most refund possible.**



# Technology Requirements for Remote/Online Learning

## Minimum Technical Requirements

Jane Norman College has identified the following minimum technical requirements needed for students to successfully access remote/online learning:

|                         |   |
|-------------------------|---|
| <b>Operating System</b> | PC/Laptop (Windows 10 or higher)<br>Chromebook (OS version 97 or higher)<br>Mac (iOS version) |
| <b>Web Browser</b>      | Google Chrome (recommended)<br>Firefox<br>Microsoft Edge                                      |
| <b>Internet speed</b>   | 10MB or higher download, 5MB or higher upload   |

## Required Accessories

Video Camera, Microphone and Speaker (headset recommended)

Each module features synchronous (live) online meetings using webinar software. While many PCs are equipped with video cameras, speakers and a microphone, using headphones with an attached microphone for these sessions is recommended if there may be distractions in your environment.

## Scanner or Camera

Students may need to provide images of physical work completed. A compatible scanner or a mobile device equipped with a camera may also be acceptable.

## Google Email Account

Students will be assigned a Jane Norman College Google account. This is to be used for all College correspondence and to access the Google Classroom.

# Course Exemptions

## **Transfer of Credit**

Students who have attended a postsecondary program prior to their enrollment at Jane Norman College may apply to the Admissions and Academic Review Committee for transfer of credit. A Transfer of Credit application may be obtained at the College's administrative offices or online at [www.janenorman.ca/forms/](http://www.janenorman.ca/forms/).

Any student applying for transfer of credit must provide course descriptions/outlines and official transcripts for any course he/she wishes to have considered. Courses considered for transfer credit must have a minimum grade of 65.

Students must complete a minimum of 50% of the course work required for any program at the College and meet all academic requirements.

## **Recognized Prior Learning**

### What is RPL?

Recognized Prior Learning (RPL) is a means of awarding college credit using a variety of tools to help learners reflect on, identify, articulate and demonstrate past learning acquired through study, work and other life experiences. RPL allows the evaluation of relevant college level past learning against established academic standards so that credit can be awarded by trained RPL assessors. In order to be eligible for RPL, students must be accepted into the program of their choice at the College.

### Rationale

Jane Norman College recognizes that adults have significant relevant prior learning experiences. The RPL process allows students to receive credit for college level learning that has been gained outside the traditional classroom, such as work experience, life experience, volunteering, self-study, and work-related courses.

### Who should apply for RPL?

RPL is available to all accepted students, in any program at the College, who have a minimum of five years relevant experience.

### How will the Jane Norman College assess my learning?

A student's prior learning will be assessed through Portfolio Assessment. A Student must complete an educational portfolio to identify and articulate past learning and to collect materials to demonstrate and document what he/she has learned from experience. Other assessment tools may include challenge exams, essays, interviews, demonstrations or projects.

### How many courses can be gained through RPL?

It is possible to complete one half of a program through RPL. One half of the practicum requirement may also be completed through RPL. Jane Norman College has the right to have students complete a minimum of one half of course/program requirements at the College.

### Sources of Prior Learning

#### Credit Transfer

- formal post-secondary credit courses

### Recognized Prior Learning

- on- the- job training
- self training
- seminars/conferences/workshops
- non-credit courses
- learning from life experiences
- volunteer activities
- family responsibilities

### Criteria for Challenging for Credit:

- Credit is awarded for learning, not experience;
- Learning must be at college level;
- The learning must be relevant to the course being challenged;
- The learning must be equivalent to the learning outcomes for the course(s) being challenged;
- The learning must be verifiable;
- The learning must be clearly demonstrated and documented.

### Guidelines for Applying for RPL:

- Apply for the program of choice through the College's application process;
- Contact the Student Success Coordinator (902-893-3342) to request an interview;
- Request course outline(s) and learning outcomes for the course(s) to challenge for credit from previous educational institutions;
- Students will be required to complete an educational portfolio. Students can complete this independently, with the help of the Student Success Coordinator;
- A fee equal to the cost of the course must be paid for each course being challenged. This fee must be paid prior to the RPL assessment;
- Student portfolios will be assessed by RPL assessors using your educational portfolio and any combination of assessment tools. Students will be contacted by an assessor to give you feedback on assessment results.

### Initial Interview Questions

Student will be expected to briefly describe their prior learning as it relates to Curriculum Requirements in the program for which they are applying (Specific Curriculum Requirements) under the following headings:

- Work experience (including on-the-job training)
- Workshops/Seminars/Conferences/Non-Credit Courses
- Self-Training
- Volunteer Work/Family Responsibilities/Other Life Experiences

## Graduation

### Graduation criteria

In order for a student to be awarded a certificate or diploma she/he must:

- have received passing grades (50% or greater) in all required courses as outlined in the specific program of study (including successful completion of all required certifications) **and** attended a minimum of 90% of total program course hours;
- have satisfactorily completed all practicum requirements with a minimum grade of 65% per placement and successfully completed the minimum hour requirement for each program (520 hours for ECE, 500 hours for YW, 220 hours for TA, or 250 hours for Inclusion and Intervention);
- have satisfactorily completed the occupational health and safety training required by clause 22(a) of the ***Occupational Health and Safety Act***, including an evaluation of the student;
- have attained a minimum cumulative grade point average of 2.0 at the end of the final year of program (see Academic Standards Evaluations p. 30);
- have removed all financial indebtedness to Jane Norman College and associated library fees.

### Distinction

Graduation with Distinction is conferred when a student has met all the requirements for graduation and has achieved a cumulative grade point average of 3.5 or higher. To graduate with distinction, no more than 20% of program requirements can be completed through RPL and/or transfer credits (or through Jane Norman College courses completed prior to 1992-93; 1993-94 PSPA). In addition, students will not be eligible for top academic awards at graduation if more than 20% of program requirements are transfer and/or RPL credits.

### Graduation Information Package

Potential graduates will be issued a Graduation Information Package in the month prior to their expected graduation date from the College. The package will include information on the Graduation Banquet, the Convocation Ceremony, rehearsal, all dates and times, as well as a Gradation Information Form. **All potential graduates must return the Graduation Information Form prior to the completion of their graduation criteria requirements.** The information submitted on this form is necessary for the printing of diplomas and/or certificates and the reservation of banquet and convocation tickets.

### **Graduation List**

The official Graduation List is posted at the College one week prior to the Convocation ceremonies. Only those students who have met all graduation criteria will appear on the list. The names of graduates with outstanding fees will not be printed in the Convocation program and they will not be allowed to participate in the ceremonies, or receive their official final transcripts or diplomas, unless all fees are paid in full.

## Admissions and Academic Review Committee

The Admissions and Academic Review Committee is a group of faculty and staff who meet on a regular basis to:

- review all student applications;
- monitor student progress (academic and practical) and advise students experiencing difficulties of alternative measures available;
- approve all applicants for graduation;
- ensure that all students follow the academic and professional expectations outlined in this manual;
- review written submissions from students, under the Student Request Resolution Policy, and make recommendations on requests;
- meet with students individually (if necessary) regarding written submissions and concerns arising.

The Committee has the authority to put students on Academic Review, to suspend students, or dismiss students from the College. Students have the right to appeal any decisions made by the Committee and should do so in writing, using the Student Request Resolution Policy procedures (p. 39), within one week of notification from the Committee.

The Committee comprises the following positions: Executive Director, Program Director, Registrar, Associate Registrar, Student Success Coordinator, Practicum Coordinator, and one Faculty member.

## Academic Standards and Evaluation

Student progress in credit courses is indicated by honor points achieved in each semester according to the grading system scale below. The student's grade point average is calculated at the end of each semester by dividing total honor points earned by the total number of credits completed to date. A cumulative grade point average is calculated from semester to semester with a final grade point average at the end of the last semester of study. Transfer credits from other Institutions will not be entered into the cumulative grade point average, nor any courses taken at the College that have received failing grades and have been repeated. See grading system scale below:

| Honor Points | Letter Equivalent | Numerical Equivalent |
|--------------|-------------------|----------------------|
| 4.00         | A                 | 90-100               |
| 3.50         | B+                | 85-89                |
| 3.00         | B                 | 80-84                |
| 2.75         | B-                | 75-79                |
| 2.50         | C+                | 70-74                |
| 2.00         | C                 | 65-69                |
| 1.75         | C-                | 60-64                |
| 1.50         | D+                | 55-59                |
| 1.00         | D                 | 50-54                |
| 0.00         | F                 | Below 50             |

## Transferring Credits to MSVU

Jane Norman College and Mount Saint Vincent University have an agreement for transfer credit from Early Childhood Education diploma to the MSVU Child and Youth Study BA(CYS).

In the spirit of cooperation between Jane Norman College and MSVU and in the interest of providing further education opportunities for participating students at both MSVU and Jane Norman College, the two institutions agree to the following principles for transfer credit:

- Students who have completed the Early Childhood Education diploma are eligible for admission to the BA(CYS) degree at MSVU. Students must meet the requirements for admission for transfer students described in the MSVU calendar;

- Graduates of the Early Childhood Education diploma who are admitted to MSVU will be granted a maximum of 50 % of degree requirements as transfer credit toward the Child and Youth Study, BA(CYS) degree at MSVU;
- Students wishing to complete specific options in the Child and Youth Study program may be required to complete additional courses. Students must fulfill all requirements for graduation as listed in the MSVU Undergraduate Academic Calendar;
- MSVU and Jane Norman College agree that the above credential awarded by Jane Norman College to students who began the diploma program as of September 2019 onward will be subject to the transfer credit arrangements noted above. Students who began the program prior to September 2019 will receive the block transfer credits in effect at the time of their program entry. Students who pass individual courses but do not graduate with the diploma will have their credits assessed on an individual basis.
- MSVU and Jane Norman College agree to inform the respective departments and Registrars of proposed and approved revisions to program requirements to enable timely revisions to transfer of credit arrangements. Curriculum changes that substantially alter the terms of this agreement will be communicated to the partner institution at least one year prior to implementation. If twenty-five per cent or more of the programs covered by this agreement change, an automatic agreement review will occur.
- This articulation agreement also applies to students from MSVU transferring to Jane Norman College. Students may apply for transfer credits from MSVU to the Early Childhood Education diploma program at Jane Norman College and will receive credits as per the same schedule. Students must meet the requirements for transfer students described in the Jane Norman College calendar.

## Jane Norman College Statement on Policies, Expectations, and Responsibilities

The policies, expectations, and responsibilities outlined in this section have been established by Jane Norman College for the benefit and guidance of students, instructors, and administration in fulfilling their obligations to the College and its programs. We trust that if all follow these policies, expectations, and obligations, in good faith and to the best of their abilities, that the College, and its programs, will be able to operate efficiently and students, faculty and administration will be treated fairly.

# Academic Policies

## Attendance Policy

Attendance is necessary for successful participation in the program. As per the *Private Career Colleges Act Operational Regulations*, a student must be immediately dismissed from their program of study if he/she has missed 3 consecutive weeks of classes or 10% of the total hours of the program, whichever occurs first unless the missed hours fall into one of the following:

- Medical exemptions as explained in medical documentation submitted by students.
- A formal arrangement to make up missed hours is made between the student and the college as per the procedures stated below;

Administration will notify students of attendance concerns as follows:

- When a student begins to exhibit a poor attendance record, they will receive written notification to meet with the Student Success Coordinator. During this meeting a plan to improve attendance and maintain course requirements will be determined. The student will be given a copy of the expectations.
- If the student is not meeting attendance expectations, they will receive written notification that once they have missed 10% or 3 weeks of the program they will be dismissed.
- When the student has missed 10% or 3 weeks of the program, they will be issued written notification of dismissal which will include the reason for dismissal and the effective time and date of the dismissal. **The option to negotiate a new student contract may be possible in certain situations.**
- If a student **must** miss a class, this should be discussed with the individual instructor. If a student **must** be absent for an extended period, the student **must** notify the Student Success Coordinator (902-893-3342) and provide **necessary** supporting documentation such as a doctor's certificate. It is the responsibility of the student to contact individual instructors regarding missed work. Students who are late for class will lose participation points at the instructor's discretion.

The College administration recognizes that adult learners may be managing busy, complex lives and encourages students who have challenges attending regularly to contact the Student Success Coordinator who will help identify ways to meet the attendance requirements.

## Make-up Test Policy

In the case of missed tests, make-up tests may be given at the discretion of the individual instructor. Arrangements for make-up tests are the responsibility of the student and, when possible, must be made in advance. If advance arrangements cannot be made (i.e., because of unexpected illness) the



student **must** contact the college office (902-893-3342) on the morning of the test day. All make-up tests will be administered at a time selected by the Registrar.

### **Exam Policy**

Exams will be written on the scheduled dates only. Official examination regulations will be reviewed prior to the commencement of exams. Exams will proceed even on snow days when classes may otherwise be canceled. Exams will not proceed on System-Wide Shutdown days when the building is closed due to extreme conditions. Exceptions to the Exam Policy will be made only under extreme circumstances and with the approval of the Admissions and Academic Review Committee after receipt and review of a student letter outlining circumstances.

### **Incomplete Status and Extension Policy**

Students may be granted 'incomplete status' when illness or absence for reasons beyond their control prevents completion of course requirements. To be granted an incomplete status, and the extension for completion of course work, the student must write to the Admission and Academic Review Committee, using the Student Request Resolution Policy procedures, p. 37, to request consideration and to provide the appropriate documentation (e.g. doctor's note). The actual grade to date will appear on their transcript until they have completed all course requirements by the approved deadline. An Incomplete Status is indicated on the transcript until the extension deadline has passed at which time the student may receive a revision to their final grade. Additional administrative fees for academic support may apply.

### **Academic Review Policy**

Students receiving failing grades, or cumulative grade point averages below 2.0 will automatically be placed on Academic Review. Students on Academic Review will receive a letter from the Admissions and Academic Review Committee that outlines the steps necessary to come off Academic Review. Students on review may be dismissed from diploma or certificate programs if significant improvement is not obtained during the next semester of study. Should students not take the necessary steps to be removed from Academic Review they will be notified in writing of dismissal decisions which will include the reason for dismissal and the effective time and date of dismissal.

A student may appeal a decision made by the Admissions and Academic Review Committee. The appeal must be made, in writing, using the Student Request Resolution Policy procedures, p. 37, within one week from the date of notification of the Committee's decision.

### **Suspension Policy**

Any student found plagiarizing, cheating or being involved in behavior considered to be unprofessional (bullying, harassment, use of drugs and/or alcohol on premises, willful ignorance of Practicum Guidelines – as found in the Practicum Handbook) may be subject to an immediate suspension, until such time as the student’s case can be brought before the Admissions and Academic Review Committee. Depending upon the Committee’s judgment, one or more of the following penalties may be imposed:

- a mark reduction on an assignment or examination which could include a mark of 0;
- a grade of F in a course;
- a written reprimand on the student’s transcript;
- annulment of a diploma.

A student may appeal a decision made by the Admissions and Academic Review Committee. The appeal must be made, in writing, using the Student Request Resolution Policy procedures, p. 37, within one week from the date of notification of the Committee's decision.

### **Dismissal Policy**

A student may be dismissed should the student conduct, under the Attendance Policy, Bullying and Harassment Policy, Plagiarism and Cheating Policy, Drug and Alcohol Policy, Academic Review Policy or the Practicum Guidelines:

- Be found to be ongoing without effort to correct (after being placed on Academic Review or on Suspension, or not maintain attendance) on the part of the student, or;
- Be found to be so egregious that immediate action is taken;

Dismissal will be determined by the Admissions and Academic Review Committee using the relevant policy/guideline.

A student will receive a notification of dismissal, one week after the Admission and Academic Committee has met and reviewed the situation. In cases of Academic Review or Suspension there will be a decision date indicated in correspondence from the Admission and Academic Review Committee.

In the case that mediate action needs to be taken the Admission and Academic Review Committee will convene no later than one week from the Committee receiving notification of the action/incident. The student will be made aware that the Committee is meeting and that the decision will be communicated to the student within one week after the Committee has met.

A student may appeal a decision made by the Admissions and Academic Review Committee. The appeal must be made, in writing, using the Student Request Resolution Policy procedures, within one week from the date of notification of the Committee's decision.

### **Withdrawal Policy**

A student may officially withdraw from their program of study or the College at any time.

A student who wishes to withdraw should do so as soon as possible and must inform the College in writing (letter or email) as the withdrawal date may affect the amount of tuition refunded and may affect the student's ability to access student loans in the future.

The written submission must include:

- the student's name;
- address;
- phone number;
- email address;
- current program of study; and
- reason for withdrawal (i.e., medical, financial or personal reasons).

The last day a student can withdraw from a course without receiving a grade on their transcript is the day before 50% of the scheduled classes have been held. The student would receive a "withdrawal" indication on their transcript.

Should a student withdraw after 50% of scheduled classes have been held the student will receive the actual grade at the time of withdrawal.

A student may appeal the final grade status to the Admissions and Academic Review Committee. The appeal must be made, in writing, using the Student Request Resolution Policy procedures, p. 37, within one week of receiving final grade.

### **Plagiarism and Cheating Policy**

#### Plagiarism

To plagiarize is to deliberately copy and pass off as your own, without quotation marks or acknowledgement with proper citation, the words of books and writing by other people. It is a serious offense in both student and professional writing of any kind. When in doubt about the way to use material from print resources, you should seek the advice of the course instructor.

## Cheating

Cheating is the attempt to secure a grade by unethical means. Knowingly assisting someone to cheat is itself cheating. Cheating includes, but is not limited to:

- procuring of a copy of an exam or test without the explicit consent of the instructor;
- possessing unauthorized materials at an exam or test;
- requesting, providing or accepting unauthorized assistance at an exam or test;
- arranging for someone to impersonate oneself at an examination, or the impersonation of another at an examination;
- improperly obtaining academic materials belonging to another person;
- submitting work for which you will receive, or have already received, academic credit, unless your instructor permits you to do so;
- submitting a false medical or other certificate, in order to obtain special consideration for one's academic work;
- falsifying any documents or evaluation reports with regard to any assignments, including practicum.

## **Class Cancellation Policy**

Instructors will make every effort to reschedule classes due to circumstances beyond their control but should an instructor need to cancel a class, students will have as much notice as possible via email or class Facebook notifications. Should a cancellation arise the class will be made up during the semester.

Jane Norman College will not hold classes on those days that the Chignecto Central Regional Centre for Education cancels classes in the Truro area due to weather. These days will be considered independent study days. It is the responsibility of the student to check the College's Facebook site, or the Chignecto Central Centre for Education's website under "Cancellations" or listen for cancellations on the local radio stations to ensure that classes are canceled. The College will be open on snow days for use of the library, resource center, classrooms, or to speak with administrative personnel, however if the Chignecto Central Centre for Education issues a "system-wide shutdown" the building may be closed. This information will also be found on the College's Facebook site, the Chignecto Central Centre for Education's website under "Cancellations", or broadcast on local radio stations

**Please note: with the exception of a "system-wide shutdown" This policy does not apply to exam weeks, exams and tests scheduled during this period will not be canceled when public schools close due to weather conditions.**

# Student Conduct Policies

## **Drug, Alcohol and Cannabis Use Policy**

Students are expected to act in a professional manner at all times while in attendance of the Jane Norman College, including any off-campus program requirements, i.e. practicum, field trips or professional certification training. This expectation applies to the use of drugs, alcohol, and cannabis. The use of drugs, alcohol, or cannabis, on the College site or during practicum placements is prohibited. If drug, alcohol, cannabis use is evident the Academic Admission Review will contact the student. Ongoing use of drugs, alcohol or cannabis, either on site at the College or practicum placement may lead to suspension or dismissal.

## **Bullying and Harassment Policy**

\*\*\*\*A charge of harassment is serious, any individual that levies such a charge cannot rescind the charge once it has been made. This is noted not to discourage any individual from coming forward when there has been harassment but to make the individual aware of the gravity of the situation and to know that any charge will have documented and lasting consequences\*\*\*\*

The College is committed to providing an environment which is supportive of the dignity and self-esteem of all employees, students and clients involved in the College. All employees and students are responsible to contribute to a respectful workplace and safe learning environment both at the College and at outside sites used for practicum, other mandatory training sessions and field trips. The College will neither condone nor tolerate such behavior that is likely to undermine the dignity or self-esteem of an individual, or create an intimidating, hostile or offensive environment. This policy applies to all students, staff and clients at Jane Norman College.

“Harassment” is commonly defined as vexatious comments or conduct that is known, or ought reasonably to be known, to be unwelcome. Harassment includes, but is not limited to intimidation, hurtful comments or malicious behavior. Harassment also comprises any objectionable act(s), comment(s), or display(s) that demean, belittle, or cause personal humiliation or embarrassment, and any act of intimidation or threat. It includes harassment within the meaning of the *Canadian Human Rights Act*. (i.e. based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status, disability and pardoned conviction).

Discrimination includes intentional or unintentional differential treatment for which there is no bona fide or reasonable justification. Such discrimination imposes burdens, obligations or disadvantages on specific individuals or groups. Examples of conduct that might constitute discrimination include providing a more welcoming environment to one gender over another; use of racially derogatory words; demonstrating a bias toward an individual because of their mental or physical impairment; displaying pictures or cartoons that would offend a particular racial or ethnic group; and differential treatment based on family status.

A hostile work and/or learning environment is created when an employee or student feels uncomfortable or scared to be in his or her work or learning space due to offensive behavior, intimidation or abuse by a staff member, instructor or student.

Complainant is the person(s) who considered himself or herself to have been the subject of bullying, harassment or discrimination, and who brings an informal or formal complaint under this policy.

This Policy on Personal Harassment includes harassment on the basis of all categories prohibited under the Nova Scotia Human Rights Act 1991, as amended from time to time.

- No person shall suffer harassment because of age, race, color, religion, creed, sex, sexual orientation, physical or mental disability, an irrational fear of contracting an illness or disease, ethnic, national or aboriginal origin, family status, marital status, source of income, political belief, affiliation or activity, or an individual's association. With another individual or class of individuals having any of these characteristics mentioned above.
- Sexual Harassment is commonly defined as unwanted sexual attention of a persistent or abusive nature, made by a person who knows, or ought reasonably to know, that such attention is unwanted; or
- Implied or expressed promise of reward for complying with a sexually oriented request; or
- Implied or expressed threat or reprisal, in the form either of actual reprisal or the denial of opportunity, for refusal to comply with a sexually-orientated request; or
- Sexually oriented remarks and behavior which may reasonably be perceived to create a negative, intimidating, hostile or offensive environment;
- Unwanted sexually-directed behavior can include: assault, physical abuse (touching, pinching, cornering, leering), verbal abuse (propositions, lewd comments, sexual insults), visual abuse (display of pornographic material designed to embarrass or intimidate).
- Racial, Ethnic, Religious, or Associative Harassment may include, but is not limited to: unwelcome remarks, jokes, innuendoes, or taunting about the above; displays of racist, derogatory or offensive pictures, cartoons or materials; insulting gestures or practical jokes based on above because of his/her background or association; refusing to converse, serve or work with a person because of his/her background or association; implied or expressed threats or physical assault based on the above categories.
- Harassment based on Sexual Orientation, Sex, Age, Physical or Mental Disability, Irrational Fear or Illness, Family or Marital Status, Source of Income, Political Belief, Affiliation or Activity may include but is not limited to:
- Unwelcome remarks, jokes, innuendoes or taunting about the above; displays of derogatory or offensive pictures, cartoons, or materials regarding the above categories; insulting gestures or practical jokes based or implied on the above categories; refusing to converse, serve or work with a person based on the above categories; implied or expressed threats or physical assault based on the above categories.

Disciplinary Actions:

- Individuals are encouraged to address alleged incidents of bullying or harassment internally. A person who believes that they have been subjected to bullying or harassment is encouraged to clearly and firmly make it known to the alleged bully/harasser that the bullying/harassment is objectionable and must stop.
- Where circumstances prevent the person from taking action or the action taken is unsuccessful, or if the individual feels it is not in their best interest to take personal action, the person should report the alleged bullying/harassment to the Executive Director who is designated by the College to receive complaints of personal bullying/harassment.
- The Executive Director will notify the alleged bully/harasser of the complaint, provide the alleged bully/harasser with the information concerning the circumstances of the complaint, and undertake a confidential investigation. This policy is based upon the desire to mediate resolutions to the complaints in an amicable matter. If no resolution is found at this stage, a formal investigation will proceed. The Executive Director will inform the complainant and the alleged bully/harasser that an investigation into the bullying/harassment complaint will be undertaken. The complainant and the alleged bully/harasser will be kept advised of what steps are being taken to deal with the bullying/harassment complaint.
- When a personal bullying/harassment complaint has been substantiated, the College will take immediate corrective action to resolve the bullying/harassment complaint. The College will, if deemed necessary, take appropriate disciplinary action against the bully/harasser up to and including dismissal.
- Where personal bullying/harassment has not been substantiated, no action will be taken against an individual who made a bullying/harassment complaint in accordance with this Policy and in good faith.
- If either the complainant or the alleged bully/harasser is not satisfied with the decision of the Executive Director, the dissatisfied party has the right to appeal the decision to the full Admissions and Academic Review Committee using the Student Request Resolution Policy procedures, p. 37.
- The personnel in charge of the bullying/harassment investigation will keep the identity of the complainant completely confidential, and the College shall not disclose this information to anyone except where disclosure is necessary for the purpose of investigating or taking disciplinary action in relation to the complaint, or where disclosure is required by law.
- Withdrawal from the program prior to discovery of an offense does not restrict the College's right to take action.
- In an academic offense, consideration of a request to withdraw from the program will not be given until the case is resolved.

### **Practicum Conduct Policy**

Students spend considerable time with the Practicum Coordinator going over practical issues to ensure that students get the most out of their practicum and that each partner practicum site is getting the best efforts of a student. Each practicum site will have its own internal rules and regulations along with provincial and/or federal regulations with which the site must comply. Students also receive a Student Practicum Handbook that outlines many useful practices while on practicum. Students must comply with all practicum partner sites rules and regulations to ensure the health and safety of those at the site, and the compliance

of any legal requirements the practicum site may follow. Failure to meet and/or maintain these requirements while on practicum may lead to a lowered or failing practicum grade, suspension from the program, or dismissal from the program.

### **Student Request Resolution Policy**

A student may seek help, clarification, or respond to writing a letter to the Admissions and Academic Review Committee. This process is expected to be used in cases:

- where individual students have exhausted all regular avenues to clarify their situation or find a resolution to their particular concern. For example, if a student is having a problem with an instructor, staff or another student he or she must first attempt to mediate the issue with the individual, or; where the student is responding to the Admissions and Academic Review Committee in cases of student conduct or student academics that have potential for failing courses or dismissal.

Student letters must:

- be dated
- include a full explanation of the situation, including the date the student tried to resolve the issue with the other party (if applicable)
- be in paper form, sealed and signed by the author or email will be received and
- reviewed if received from the student's email and the procedure is otherwise followed
- be addressed to the Executive Director if it is alleged that a member of the Admissions and Academic Review Committee is involved in a complaint

The Committee will:

- review all letters received
- notify student, with their response (generally 1-3 weeks dependent on the number of issues on the agenda)
- copy all letters of complaint and committee responses to the individual student file
- seek additional information if necessary or may wish to meet with the individual student

Any issue that comes to the committee is confidential. It is the expectation of the College that students maintain the same level of professionalism in their dealing with the Admission and Academic Review Committee, faculty, staff and other students.

Students are required to represent themselves in all communications with the Committee. The Committee will not communicate with third party spokesperson(s) unless special circumstances dictate.



A student complaint that is not successfully resolved may be the substance of a complaint made to the Director of Private Career Colleges, Nova Scotia Department of Labour and Advanced Education (pcc.ednet.ns.ca)

## Other Policies

### **Students with Diverse Abilities Policy**

#### Purpose

Jane Norman College wants to support students with diverse learning abilities who are enrolled in our programs. The college recognizes that all students are unique and that they have diverse needs. The College also recognizes that many individuals and agencies must work cooperatively to provide students with the additional supports they may require. The purpose of this policy statement is to help clarify the role of everyone involved in the educational process of students with diverse learning abilities. It is also critical for all involved to understand that while support is available, students with diverse learning abilities must meet the same academic standards as all other students. It is the overall goal of our program to foster and promote academic and professional independence for all students.

#### Role of the Student is to:

- inform the administration of his/her additional supports needed during the application process;
- inform the instructor of his/her additional supports needed at the beginning of the term;
- update the instructor on any changes in his/her supports needed;
- provide the administration with documentation concerning his/her specific disability so that the administration and faculty can help to provide services needed. This documentation should be provided no later than registration;
- take initiative to discuss any special arrangements needed for modification to instruction, testing, seating arrangements or any other situations that may occur;
- secure funding for any special materials and support services (i.e.; tutor, note-taker) as required.

#### Role of Support Staff (accompanying student but not an employee of the College) is to:

- obtain and fulfill a job description as outlined by his/her employer and as agreed upon by the Jane Norman College;
- provide a copy of that job description to administration and faculty so that all partners in the process are clear about their roles and relationships;
- identify themselves to administration and to instructors at the beginning of the term;
- update administration and faculty on any changes in the conditions of their employment;

- comport him/herself in a professional, unobtrusive way in the classroom and in the facility
- promote the academic independence of the students in his/her instruction;
- help students improve their skills so that students can work independently;
- ensure that all assignments handed in by students are a true reflection of the student's own abilities;
- uphold the Jane Norman College code of confidentiality;
- contact administration to determine College policy regarding use of photocopiers and other office policies.

Role of Instructors is to:

- provide reasonable modification to the delivery of the course so that students can achieve as much as they are able. Some examples of reasonable modification would be to speak directly to a student who is lip reading, allow a student with a visual impairment to record a lecture, provide physical space for a student with a mobility impairment and allow a student with a learning disability to use spell check on a computer. Instructors are not expected to prepare special instructional materials like a taped text or special notes or outlines of course content;
- provide reasonable modification to the delivery of tests and assignments. Some examples of a reasonable modification would be giving a student with a learning disability an extended period of time to write an exam, allowing a student with a visual impairment to tape responses to an exam or writing exam instructions on the board for students with hearing impairments. It would not be reasonable to allow a student with a learning disability to take an exam home to write or an interpreter to define key terms for a student with a hearing impairment;
- respond to questions of support staff as they relate to the curriculum and the delivery of instruction and to work cooperatively with the support staff in helping the student achieve academic independence;
- work to promote the academic and professional independence of students with diverse abilities.

Role of Admissions and Academic Review Committee is to:

- recommend academic alternatives to students, i.e. remedial instruction in English;
- review the progress of students with diverse abilities and make recommendations as needed.

Role of Administration is to:

- communicate, cooperate and coordinate services as much as staffing, funding and time restraints will allow
- provide a list of tutors who may be interested in providing academic support services – the student will be responsible for the cost of tutorial fees.

**Risk Assessment Policy**

Part of each diploma and certificate program is the practicum placement component along with other required training sessions and field trips. During the practicum, each student is expected to work in a setting (“site”), chosen in consultation with their Practicum Coordinator, that helps to enhance the student’s practice and to introduce the student to potential employers and the field in general. In addition, students will also be required to attend other mandatory program requirement training sessions and/or field trips at outside sites. To ensure that students and our community partners (where students complete practicums, training sessions or field trips) understand our mutual obligations the following Risk Assessment Policy (Pursuant to section 36 of the *Private Career Colleges Operational Regulations*) will apply.

- In a risk assessment policy context, “outside site” means any site outside Jane Norman College where a student is required to attend for work placements or other activities related to the program the student is enrolled in.
- The policy ensures that all of the following requirements are met with respect to a student attending an outside site:
  - an instructor, member of the personnel, operator, or agent of the college will inspect the outside site before sending the student to the outside site, or be in attendance with the student while the student is at the outside site;
  - a written risk assessment will be made of the outside site, including any college-organized travel to or from the outside site and the student activities proposed to take place at the outside site;
  - a copy of the written risk assessment (under Section 36 of the *Private Career Colleges Act*) and any risk management requirements must be provided to the student before the student attends the outside site;
  - the student will sign an acknowledgement on the copy of the written risk assessment provided (under Section 36 of the *Private Career Colleges Act*) and the copy will be kept in the student’s file;
  - a person at the outside site will be designated and identified as the contact for the student when college personnel are not present;
  - the student must receive an orientation to health and safety requirements appropriate to the outside site before or as soon as possible after the student arrives at the outside site.

### **Russell Resource Library Policy**

Borrowing from the Russell Resource Library is a privilege. Patrons must agree to all of the rules outlined below or their borrowing privileges may be suspended. If you have any questions or concerns about your library account, please discuss it immediately with the Associate Registrar.

- Patrons are requested to use consideration in their activities and try to maintain a quiet atmosphere.

- The regular loan period of resources is three weeks; special loan periods may be arranged by the patron, if approved by the library staff.
- The patron is responsible for all material signed out in their name.
- All material must be returned on or before their due date. Fines are charged on all overdue material and charges accumulate daily; patrons will be charged for lost or damaged items.
- It is the patron's responsibility to check with the library staff to make sure all material signed out in his/her name is checked in and that his/her fines are paid.

### **Tuition Refund Policy**

All private colleges in Nova Scotia must follow the province's Tuition Refund Policy as set out in the *Private Career Colleges Act*. The policy can be found at the link below and the College's Policy, as set out below, is directly from the Act.

(Reprinted from following link at

[https://novascotia.ca/just/regulations/regs/pccops.htm#TOC2\\_34](https://novascotia.ca/just/regulations/regs/pccops.htm#TOC2_34) )

#### ***Tuition refund policy***

**34 (1)** *A college must have a tuition refund policy to ensure that the requirements of this Section are met.*

**(2)** *In this Section, "tuition" includes payment for instruction and any other cost not otherwise excluded from the refund by these regulations.*

**(3)** *Except as otherwise provided in the Act or these regulations, neither of the following is refundable:*

*(a) a student application fee;*

*(b) a student registration fee.*

**(4)** *A tuition refund is subject to all of the following conditions:*

*(a) the student registration fee credited to the student's tuition fee under subsection 51(2) must be deducted from the refund;*

*(b) the college may deduct from the refund non-recoverable fees already paid by the college on behalf of the student;*

(c) except as provided in subsection (5), the college may deduct from the refund the cost of any program material provided to the student, in an amount not exceeding the cost to the college of the material.

(5) Clause (4)(c) does not apply to a refund payable to a student who returns all of the program material to the college unopened or as issued no later than 5 business days after their end of enrolment.

(6) For a student whose end of enrolment occurs before the program begins, the college must refund to the student or third-party sponsor all tuition paid.

(7) Unless otherwise provided in the Act or these regulations, for a student whose end of enrolment occurs after the program begins but before the program ends, the operator must refund tuition to the student or third-party sponsor in accordance with the following table:

| Percentage of Hours of Program Delivered to End of Enrolment | Refund<br>(minus any registration fee credited to tuition under subsection 51(2)) |
|--|---|
| <b>Program under 12 weeks</b>                                |   |
| 0-50%  | Any tuition paid for 2nd half of program  |
| >50%–100%  | None  |
| <b>Program 12 weeks or longer</b>                            |   |
| 0–25%  | Any tuition paid for the 2nd, 3rd, or 4th quarters of the program                 |
| >25%–50%   | Any tuition paid for the 3rd or 4th quarters of the program                       |
| >50%–75%   | Any tuition paid for the 4th quarter of the program                               |
| >75%   | None  |

(8) A tuition refund referred to in subsection (7) must be calculated in accordance with all of the following:

(a) the total tuition amount for the program must be divided by the number of hours in the program as approved, and the amount of paid tuition must be calculated beginning with the first hour of the program as delivered and then counting forward;

*(b) the number of hours of the program as delivered must be counted as the program or module hours delivered according to the attendance register for the program as at the end of enrolment, not the number of hours the student actually attended;*

*(c) the number of hours of the program as delivered must include all of the following:*

*(i) the theoretical, practical and experiential instruction approved for the program,*

*(ii) any allotted time included in the program for lab work or additional training such as on-the-job-training, skills training or experiential learning, as specified in the program approval;*

*(d) any rounding of the number of hours of the program as delivered must favour the student or third-party sponsor.*

**(9)** *A college, at the operator's discretion, may refund tuition in an amount higher than the amount calculated under subsections (7) and (8).*

**(10)** *No later than 30 days after the end of enrolment of a student to whom a tuition refund is payable, the refund must be paid and a copy of the calculation made under these regulations provided to the student.*

**(11)** *A disagreement between the college and student with respect to the calculation of a tuition refund must be referred to the Director for a final decision.*

## **Privacy Policy**

### Privacy Statement

Privacy of personal information is an important principle to Jane Norman College. The College is committed to collecting, using and disclosing personal information responsibly and only to the extent necessary for the services we provide. The College is open and transparent in its handling of personal information.

### Information Inventory

Information collected on prospective students includes: name, address, telephone number, primary language, last high school attended, graduation date, e-mail address, country of citizenship, date of birth, special service needs (i.e. learning or physical conditions), high school marks (grade 10,11 and 12), post-secondary credentials and marks, student/school activities, community involvement, and evaluation of overall high school performance. This information is collected on the Application for Admission form and is used for identification purposes and assessment for educational program suitability and potential entry scholarships.

Information collected on students includes: social insurance number, contact name and number of next of kin (in case of emergency), campus or local address, campus or local phone number, campus or local fax number, campus or local e-mail address, health card number (in case of medical emergency), medical/health information (i.e., in case absences, etc.), attendance records, academic

performance information (i.e., test marks, exams, projects, assignments, overall course/program grades, etc.) and practicum performance information (i.e., attendance, performance, etc.). This information is collected from students on their contracts; from instructors through internal reporting mechanisms, and from practicum supervisors, cooperating practicum sites, and practicum coordinator. This information is used for identification purposes and academic and practicum assessment of students. All registered students also have the following information imported to the Russell Resource Library database: name, address, phone number and student number. This is used to identify students and to set up lending accounts at the library. The Associate Registrar and Library Assistant(s) have access to this information.

Students also, from time to time, have the opportunity to apply for scholarships and bursaries while studying at Jane Norman College. Additional information collected during this process may include: financial statements (including income and expenses), and student loan assessments.

Professional Development students are those students who are not registered in credit programs, but are taking courses for personal or professional upgrading. This includes workshops, in-class courses, and video courses. Information collected from these students during the application process include: name, address, telephone number, fax number, e-mail address, country of citizenship, date of birth, special service needs (i.e., learning or physical conditions), and primary language. This information is collected on the Application for Admission form and is used for identification purposes and assessment for educational program suitability. Information collected on professional development students while studying includes: attendance records and academic performance information (i.e., test marks, exams, projects, overall course/program grades, etc.). This information is collected from instructors through internal reporting mechanisms. This information is used for academic assessment of students.

Information collected on past students includes: name changes, current address, current phone number, work experiences, and additional studies. This information is collected through a follow-up survey of graduates, up to two-years past graduation. This information is used to create employment and educational statistics on College graduates.

All student information is made available to the Academic Admissions Review Committee of Jane Norman College. Hardcopy information is stored in individual student files and kept in cabinets within the Main Office. The Main Office is always locked when no staff are present. Student information is also transferred to a computer network system. The network system is secured with individual security codes, and the Academic and Admissions Review Committee along with Administration Staff have access to this system.

Hardcopy files for applicants who did not become students, current students, and graduates of the College, are filed alphabetically in filing cabinets and stored in a separate storage room at the College. This room remains locked at all times. The Academic and Admissions Review Committee, the clerical support staff and janitorial staff have access to this room. This information is kept and accessed when graduates, or current students, request transcript information, verification of attendance/performance, etc. In the case of applicants, files will be reactivated if applicants request to re-enter the admission process. All staff and faculty of Jane Norman College are made aware of the College's privacy policy through monthly staff/faculty meetings. All staff and faculty have copies of the Privacy Policy. Any issues or concerns are dealt with on an on-going basis through regular

meetings. Particular issues or concerns can be brought directly to the Privacy Officer (Executive Director).

### Third Parties

As a registered private college in the province of Nova Scotia, and in the course of delivering our various educational programs, it is necessary that other agencies and/or individuals have access to varying amounts of personal information. For internal, day-to-day operations these would include computer consultants, accountants, Board of Governors, and Jane Norman College's Student Committee. From a government perspective, included are: The Department of Labour and Advanced Education (Private Career Colleges Divisions and Student Assistance Division), Statistics Canada, The Department of Community Services (for bursary purposes), and the Child Abuse Registry. We restrict their access to any personal information we hold based on the legislative requirements and their authority to collect. We may also be requested to give varying amounts of information to individual sponsorship agencies (i.e., program funders, scholarship and bursary distributors, etc.) and other educational institutions (i.e., transcripts). In order for this information to be distributed, signed permission must be given by the individual student. Individual student information is not given to parents or guardians without the signed permission of the student.

### Consent

All student applicants must sign and date the application form. By signing, consent is given to have the requested information reviewed for the purpose of assessing enrollment eligibility.

All students must sign a contract with Jane Norman College upon registration for their respective programs. By signing the contract, students acknowledge that they have received a copy of the Privacy Policy and understand the context in which their information is utilized.

All past students are asked to provide follow up information through an annual survey. By returning such survey to Jane Norman College, consent to use the requested information in the context described is acknowledged.

### Prohibitions

The personal information collected from potential, current, and past students at Jane Norman College is used only for the specific purposes listed. Under no circumstance is personal information sold or given to individuals or agencies that do not have a legitimate and specific purpose that is directly connected to the educational services of students.

### Accuracy

Jane Norman College needs to retain personal information indefinitely, in order to ensure accuracy of student records, ability to generate transcripts, verification of student enrolment, and other purposes as described in this Privacy Policy. It is important that personal information be as accurate as possible so when the College becomes aware of name changes, address changes, and other contact such as telephone numbers, we note such information on both hardcopy files and computer data files. A student has the right to see her/his personal information. Proper identification will be required in order to access this information and the request must be made in writing. If access cannot be given, notification will be given within 30 days if at all possible, with the reason why access is denied. If an individual believes there is a mistake in the information, she/he has the right to ask for it to be corrected. This applies only to factual information and not to any professional



opinions/assessment made by the college or academic marks and credentials that have been issued and recorded. Individuals may be asked to provide documentation that supports the claim that the College files are wrong. Where there is agreement that a mistake has been made, the College will make the correction and notify anyone to whom this information was sent. If there is no agreement that a mistake has been made, Jane Norman College will agree to include in the file a brief statement from the individual on the point.

**Do you have a question?** The Privacy Officer for Jane Norman College is the Executive Director, Kimberly Elliott, who can be reached at:

60 Lorne Street, Suite 1

Truro, NS

B2N 3K3

Telephone: 902-893-3342

Fax 902-895-4487:

e-mail: kim.elliott@janenorman.ca

The Privacy Officer will attempt to answer any questions or concerns you might have. Anyone wishing to make a formal complaint about JANE NORMAN COLLEGE privacy practices, may do so by writing to the Privacy Officer. The Privacy Officer will acknowledge receipt of the complaint, ensure that it is being investigated promptly, and provide a formal decision and reasons in writing.

This policy is made under the Personal Information Protection and Electronic Documents Act. For more general inquiries, the Information and Privacy Commissioner can be reached at:

112 Kent Street

Ottawa, ON

K1A 1H3

Telephone: 613-995-8210

Toll Free: 1-800-282-1376

Fax: 613-947-6850

## Student Expectations and Responsibilities

- It is the responsibility of each student to check the email they have provided to the College for announcements and/or schedule changes. Students may also refer to the closed Student Facebook page. During the week of registration all registered students are sent an invitation to join this group. Classes may be scheduled Monday to Friday, at times between 9:00 am and 10:00 pm. There may be weekend workshops which will be posted at least one week in advance. The college reserves the right to make schedule changes whenever necessary.

## **SCHEDULES CANNOT BE CHANGED TO ACCOMMODATE INDIVIDUAL STUDENTS, OR GROUPS.**

- During class time, instructors will not discuss any student concerns which are not directly related to the course curriculum and/or assignments. It is the responsibility of any student who is having an academic or personal problem to make arrangements either in person, by letter/e-mail/text, or by calling 902-893-3342, to discuss the matter with the individual instructor or with the Registrar during non-class time.
- It is the responsibility of students with serious medical conditions arising, that may affect the student's ability to complete their course or practicum work, after registration to notify the Registrar. Medical conditions, present at the time of registration, that may affect the student's ability to complete their course or practicum work must be identified on the Student Contract.
- Appointments with the Registrar can be made at the Main Office (902-893-3342), Monday to Friday, from 10:00 – 11:30 am and 1:30 – 4:30 pm.
- Students may store personal belongings in lockers located in the hallway, and are responsible for providing their own locks. Please ensure that all food is removed from lockers at the end of each semester of study. Graduating students should remove all belongings no later than the day of graduation. At the end of each Academic Year the lockers are emptied and any items found in the lockers will be removed. If a lock remains on a locker at the end of the year it will be cut off the locker and items will be removed. Students are not permitted to leave personal belongings in the Main Office.
- Students are advised to give all required assignments to individual instructors whenever possible, however, students may turn in assignments to the Main Office to be given to the Instructor. Students are responsible to ask that a date stamp be put on any assignment left at the Main Office.
- It is the responsibility of the student to keep a copy of any assignment should the original be lost or misplaced so as not to incur loss of marks for late submissions or a zero for a disputed submission.
- It is a requirement of the *Private Career Colleges Act* that Jane Norman College keep all student assignments for one year after the end date of the student's program of study, therefore it is the responsibility of the student to keep a copy of any assignment should the student wish to create/maintain a portfolio.
- It is the responsibility of the student to contact individual instructors regarding missed work during absences from class.

## Premises

- The 60 Lorne Street building and property is a non-smoking environment.
- Smoking is permitted at the front of the building near the sidewalk.
- Entrance to the building is through the front doors only.
- Parking for students is available on Lorne Street, or at the Colchester Legion Stadium (however not in the spaces designated for Stadium or Cougar Dome use). Student vehicles parked anywhere in the school board parking lot where the signs indicate staff parking, of any organization, or visitor parking, is prohibited and may be towed at the student's expense.
- It is the responsibility of students with outstanding tuition and/or library fees to have these fees paid in full or access to current academic marks and official transcripts will not be available.
- Students are not permitted to bring guests with them to classes without prior permission from the class instructor and the administration.

-Emergency Management Codes: (see APPENDIX)

# Appendix

## Emergency Management Code

During an evacuation students and staff will assemble at the front driveway of 60 Lorne Street, next to the CCRCE sign. Those needing assistance leaving the building must go to the marked area for Point of Refuge located at the 2<sup>nd</sup> floor stairwell next to the Jane Norman College’s administrative office.



### EMERGENCY MANAGEMENT CODES 60 Lorne Street, Truro

*Revised October 2017*

|   |  |
|---|--|
| <b>CODE RED:</b><br>Fire                      | <b>For emergencies such as Fire, Smoke or Suspected Fire</b> <ul style="list-style-type: none"> <li>Activate alarm.</li> <li>Evacuate staff and visitors.</li> <li>Do a sweep of the area.</li> <li>Close windows and doors.</li> <li>Confirm attendance once outside.</li> <li>Advise security of any missing staff or visitors; or staff or visitors requiring assistance with evacuation or other concerns.</li> </ul>  |
| <b>CODE BLUE:</b><br>Hold & Secure            | <b>For emergencies such as Animal Threat, Altercation Involving Staff or Visitors, Threat Outside Building, Custody Dispute Concern, Police Action in Community or Medical Emergency in Building.</b> <ul style="list-style-type: none"> <li>Follow directions of supervisor or CCRSB staff.</li> <li>Confirm attendance.</li> <li>Keep windows and doors closed.</li> <li>In event fire alarm is pulled during a Hold &amp; Secure, staff shall only leave their location if smoke or fire is evident.</li> </ul> |
| <b>CODE BLUE:</b><br>Lockdown                 | <b>Used for emergencies such as Unauthorized Visitor with Unknown Intent, A Violent or Potentially Violent Incident Inside the School.</b> <ul style="list-style-type: none"> <li>Move staff or visitors into safe area.</li> <li>Secure doors and rooms; try to avoid detection.</li> <li>Prohibit cell phone use.</li> <li>Confirm attendance.</li> <li>Remain in area until released by police.</li> </ul>  |
| <b>CODE BLACK:</b><br>Evacuation & Relocation | <b>Used for emergencies such as Fire, Bomb Threat, Chemical Release in Community, Police Action in Community, Flood or Other Disaster Related Event.</b> <ul style="list-style-type: none"> <li>Evacuate building and confirm attendance.</li> <li>Relocate to off-site location.</li> <li>Confirm attendance.</li> <li>Ensure plan for staff or visitors requiring assistance because evacuation is initiated.</li> </ul>   |

## R

**Remove persons in immediate danger.**

- Remain calm and be alert for signs of fire.

## A

**Activate the fire alarm system using the nearest pull station.**

- Designated person contacts 911

## C

**Contain smoke and fire**

- Occupants shall close doors and windows prior to evacuating the building, if safe to do so.

## E

**Evacuate the building using the nearest exit.**

- Conduct a sweep of your area including corridors and washrooms to confirm occupants have evacuated.
- Evacuate to the exterior designated meeting area.
- Conduct roll call and do not leave the meeting point until instructed to do so.