Student Handbook

COMMUNITY STUDIES PROGRAMS
Community Support Worker
Early Learning and Child Care

2018-2019 ACADEMIC YEAR

Faculty of Health and Community Studies

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

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

https://www.norquest.ca/resources-services/student-life/student-policies.aspx
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MESSAGE FROM THE DEAN

Jackie Nelson, RN, MPH

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

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

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

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

Vision

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

Mission

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

Values

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

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

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

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

OUR COMMITMENT

The NorQuest Learning Experience

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

For more information on the NorQuest Learning Experience:
# OUR TEAM

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dean</strong></td>
<td>Jackie Nelson</td>
<td><a href="mailto:Jackie.Nelson@norquest.ca">Jackie.Nelson@norquest.ca</a></td>
<td>780-644-6445</td>
</tr>
<tr>
<td><strong>Associate Dean</strong></td>
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<tr>
<td><strong>Associate Dean</strong></td>
<td>Judith Anderson</td>
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<td></td>
</tr>
<tr>
<td><strong>Program Chair</strong></td>
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</tbody>
</table>

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CONTACT INFORMATION: AT A GLANCE

Program Office:

Monday-Friday: 8:00am- 4:30pm (There is a student drop box to the right of the reception desk)
**Location:** 6th Floor, CELT; 10215-108 Street, Edmonton, AB, T5J 1L6
**Phone:** 780.644.6520
**Fax:** 780.644.6529

Course Registrations (Office of the Registrar)

**Location:** Main floor, CELT
**Phone:** 780.644.6000 or Toll-free at 1.866.534.7218
**Email:** enrolment@norquest.ca
**Additional Info:** [https://www.norquest.ca/resources-services/college-services/office-of-the-registrar.aspx](https://www.norquest.ca/resources-services/college-services/office-of-the-registrar.aspx)

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

Bookstore

**Location:** Singhmar Centre
**Phone:** 780.644.6203 or Toll-free at 1.866.534.7218
**Email:** studentbookstore@norquest.ca
**Additional Info:** [https://www.norquest.ca/resources-services/facilities/bookstore.aspx](https://www.norquest.ca/resources-services/facilities/bookstore.aspx)

MyQuest/MyMail/Moodle Support & Password Retrieval

**Location:** Singhmar Centre
**Phone:** 780.644.6085
**Email:** computercommons@norquest.ca
**Additional Info:** [https://www.norquest.ca/resources-services/resources/student-tools-support/moodle-support.aspx](https://www.norquest.ca/resources-services/resources/student-tools-support/moodle-support.aspx)

Parking

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

**DAILY PARKING**
Lots E and G are designated for daily parking on a first come, first served basis. The parking rate is $15/day.
EVENING AND WEEKEND PARKING
A flat fee of $6 will be charged for parking weeknights (after 5:00 pm) and on weekends in Lots E and G (lots across from the main building on the west side of 108 Street). A flat rate of $12 will be charged for parking weeknights (after 5pm) and on weekends in the Singhmar Centre for Learning. Pay parking machines are located at the southeast corner of Building C at 10230 108 Street. The machine will accept coins or credit card payment (including "tap and go" feature) and you will need to key in your vehicle license plate number to purchase parking.

Counseling Services
Location: Centre for Growth and Harmony, Singhmar Centre
Phone: 780.644.6130
Email: counselling@norquest.ca
Additional Info: https://www.norquest.ca/resources-services/student-services/counselling-services.aspx

Health Services
Location: Centre for Growth and Harmony, Singhmar Centre
Phone: 780.644.6155
Email: healthservices@norquest.ca
Additional Info: https://www.norquest.ca/resources-services/student-services/safety-wellness/health-services.aspx

Library
The library provides a range of services including access to tutors, computers, media rooms, a writing centre and supports for students in all programs.
Hours: Monday-Thursday 7:30a.m-7:00p.m
       Friday 7:30a.m-5:00p.m
       Saturday 12:00p.m-4:00p.m
Location: Singhmar Centre for Learning- 2nd Floor
Phone: 780.644.6070 or Toll-free at 1.866.534.7218. Text questions to 587.600.0084
Email: library@norquest.ca
Additional Info: https://library.norquest.ca/services.aspx

Student Association
You are encouraged to become an active part of campus life at NorQuest College, by becoming involved in the Student Association. The office is located in the Singhmar Centre for Learning.
Phone: 780.644.6250
Email: students.association@norquest.ca
Additional Info: http://www.sanqc.ca/
OUR CAMPUS

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

- **Singhmar Centre for Learning** – which has the Early Learning and Child Care Labs (Play Lab and Documentation Lab) and the 1000 Women Child Care Centre.
- **Heritage Tower/CELT** (Room numbers beginning in A) – located at 10215-108 Street.
- **Health Education Centre 102** ("HEC 102", with room numbers beginning in B) – located at 10704-102 Avenue.
- **Health Education Centre 106** ("HEC 106", which has room numbers beginning in E) – located at 10232-106 Street.


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

**STUDENT INFORMATION ON WEBSITE**

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

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

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

The Associate Chair is responsible for the following items:
- Working with students to outline their program plan.
- Presenting various delivery options to students.
- Responding to student questions.
- Information about change of course registration.
- If you have failed, withdrawn, or need to take a break from the program.
- If you would like to transfer to another delivery option.
- Overseeing all student activities.

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

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

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

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

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

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

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

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

PROGRAM ADVISORY COMMITTEE (PAC)

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

OTHER INFORMATION

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

Orientation

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

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

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

Emergency Procedures


Scent-Free Environment

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

Lab Requirements

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

Lockers

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

Media Consents

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

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

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

YOUR SUCCESS IN THE PROGRAM

Practical Tips For Success:

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

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

**DISCLOSURE – ACCOMMODATIONS AND ALLERGIES**

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

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

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

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

**SCHOLARSHIPS, BURSARIES, AND AWARDS**

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

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

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

<table>
<thead>
<tr>
<th>Letter Grade (Post-secondary programs)</th>
<th>Grade Point Value (Post-secondary programs)</th>
<th>Percentage (Alberta Education courses/preparatory)</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-94</td>
<td>Excellent</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
<td>85-89</td>
<td>Very Good</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td>Very Good</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
<td>70-74</td>
<td>Very Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>67-69</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>64-66</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C−</td>
<td>1.7</td>
<td>60-63</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>0-59</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Grading Rubrics need to recognize the expectations below:

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

**Very good (B-, B, B+)**
- Has met all grading criteria as detailed in the assignment.
- Demonstrates good linking of theory and practice.
- Provides examples from practicum and life.
- Demonstrates reflective practice.
- Demonstrates standard English written conventions and uses APA formatting.
- Provides appropriate references.
Satisfactory
(C-, C, C+)
Has met all grading criteria as detailed in the assignment.
Demonstrates beginning linking of theory and practice.
Provides examples.
Standard English written conventions and APA formatting are used with minimal errors.
Provides references.

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

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

HONOURS STANDING

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

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

PUNCTUALITY

Please be aware of the course and instructor-specific expectations regarding being on time. Instructors are supported in helping you to develop habits that will serve you well as a future educator and creating an environment that minimizes disruptions to optimize learning.

ASSIGNMENTS

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

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

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

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

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

CODE OF CONDUCT

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

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

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

STUDENT CONDUCT IN ACADEMIC MATTERS

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

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

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

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

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

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

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

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

The Learner Centre offers regular tutorials regarding APA, and more information can be found at: http://libguides.norquest.ca/apa6.

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

ACADEMIC PROGRESS

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

Students must successfully complete all courses.

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

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

Continuing in the program may be allowed if the circumstances are ruled exceptional by the Program Chair.

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

ACADEMIC PROBATION

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

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

REPEATING A COURSE

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

SHARED RESPONSIBILITY AND LEARNER IMPROVEMENT PLANS

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

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

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

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

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

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

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

**STUDENT APPEALS**

Should you disagree with a decision, you have the right to appeal.

Information about appeals within the College can be found at: [https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs/academic-grade-appeal.aspx](https://www.norquest.ca/resources-services/student-services/office-of-student-judicial-affairs/academic-grade-appeal.aspx)

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


If you need assistance in the appeal process, the Office of Student Judicial Affairs can help.
EVALUATION AND FEEDBACK TO THE PROGRAM AREA AND COLLEGE

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

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

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

2. **Impromptu Feedback**: The Program Chair may make an impromptu visit to your classroom or do a brief survey on your experience in the program so far.

3. **Course evaluation**: This is a formal survey that will determine your satisfaction with each of your courses and instructors.

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

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

With the exception of the Class Pulse Checks, individual faculty members do not see the individual responses to the surveys listed. A summary of the results is compiled and provided to the Program Chair and to the instructor being surveyed.

Survey information is used by the College to continually assess and improve the program.
PRACTICUM

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

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

NorQuest College cannot guarantee students a practicum placement.

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

Mandatory Attendance Policy

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

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

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

- a) One absence requires instructor to have conversation/e-mail with student and remind them of the policy.
- b) Two absences require the instructor to send e-mail to student with copy to the Community Studies Program Chair to inform the student and state that a third absence will have a student meet with the Chair before returning to class.
- c) Three absences require a student to meet with the Program Chair to discuss student commitment to the program. Student to return to class only when this meeting is completed.
- d) Fourth absence, the instructor notes grade as incomplete for student and student would need to reapply for the course again.
e) **Two late and/or early leaving (greater than 15 minutes) will be considered as one unexcused absence. This includes the Integration Seminars that will take place on campus.**

Excused absences are the following:

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

**Police Intervention Check**

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

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

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

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

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

**Intervention Record Check**

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

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

**Other Requirements**

Please note that individual agencies and organizations may have additional requirements.
APPLYING TO GRADUATE & CONVOCATION

You must initiate the graduation process by applying to graduate.

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

STUDENT CAREER AND EMPLOYMENT SERVICES

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

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

ALUMNI ASSOCIATION

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

STAY IN TOUCH!

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

Program Overview

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

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

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

Program Outcomes

The Community Support Worker Program learning outcomes are the broad statements that describe the knowledge, skills, and attitudes that graduates should develop as a result of their studies. These learning outcomes frame curriculum development, and guide teaching, assessment, and are aligned with the NorQuest college learning outcomes.

Literature suggests that medicine, social work, and engineer programs have effectively framed and described their programs using 10 to 14 broad, flexible, user friendly, and achievable outcomes. Program learning outcomes should identify the key areas to be mastered by students and are considered benchmarks for program evaluation and accreditation.

“Learning outcomes [...] are broadly defined complex abilities that are demonstrable and focus on observable results. They force the teacher and student to think things through and be focused from the start on their achievements.”

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

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

**College Wide Learning Outcomes**

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

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

**PROGRAM DELIVERY**

The Program is offered days

- **Fall start**: Students complete two semesters of coursework in Fall and Winter, then complete a practicum in the Spring
- **Winter Start**: Students complete two semesters of coursework in Winter and Spring, then complete a practicum in the Fall.

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

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

- A NorQuest College diploma
- An official transcript

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

### Term 1

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Credits</th>
<th>Passing Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM1011</td>
<td>Interpersonal Communication for Health Care Professions</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>COLL1000</td>
<td>Enhancing Student Success</td>
<td>1</td>
<td>15</td>
<td>D</td>
</tr>
<tr>
<td>COSW1100</td>
<td>Introduction to Community Support Work</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>CRIS1040</td>
<td>Crisis Intervention</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>HEED1000</td>
<td>Health Education: Individual Health and Wellness</td>
<td>3</td>
<td>45</td>
<td>D</td>
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<tr>
<td>ONE OF:</td>
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</tr>
<tr>
<td>COSW1030</td>
<td>Helping Skills in the Immigrant and Refugee Context</td>
<td>3</td>
<td>45</td>
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<tr>
<td>COSW1050</td>
<td>Aboriginal History, Identity and Culture</td>
<td>3</td>
<td>45</td>
<td>D</td>
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<tr>
<td>COSW1070</td>
<td>Disability I: Challenges and Needs of the Physically Disabled</td>
<td>3</td>
<td>45</td>
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<tr>
<td>COSW1090</td>
<td>Emotional and Psychological Needs of Older Adults</td>
<td>3</td>
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### Term 2

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<tbody>
<tr>
<td>COMM1024</td>
<td>Observation, Documentation and Report Writing in Human Service Careers</td>
<td>3</td>
<td>45</td>
<td>D</td>
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<tr>
<td>COSL1100</td>
<td>Community Service Learning</td>
<td>3</td>
<td>60</td>
<td>D</td>
</tr>
<tr>
<td>COSW1011</td>
<td>Social Policy, Legislation and Government Systems</td>
<td>3</td>
<td>45</td>
<td>D</td>
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<tr>
<td>COSW1020</td>
<td>Leadership, Team Building and Organizational Behaviour</td>
<td>3</td>
<td>45</td>
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<tr>
<td>COSW1040</td>
<td>The Individual and Family in a Multicultural Context</td>
<td>3</td>
<td>45</td>
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<tr>
<td>COSW1060</td>
<td>Community Development in Urban and Non-Urban Aboriginal Communities</td>
<td>3</td>
<td>45</td>
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<tr>
<td>COSW1080</td>
<td>Disability II: Challenges of the Mentally Disabled and Those with Multiple Disabilities</td>
<td>3</td>
<td>45</td>
<td>D</td>
</tr>
<tr>
<td>COSW1095</td>
<td>Physical and Social Needs of Older Adults</td>
<td>3</td>
<td>45</td>
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### Term 3

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<th>Hours</th>
<th>Credits</th>
<th>Passing Grade</th>
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<tr>
<td>COSW1025</td>
<td>Community Support Worker Practicum</td>
<td>3</td>
<td>150</td>
<td>D</td>
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</table>

**TOTAL CREDITS/HOURS**  
33  630
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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</thead>
</table>
| COMM1011      | Explore the fundamentals of communication and interpersonal relationships. Examine effective communication, barriers to effective communication, and specific communication strategies that can improve interactions with others. Learn theories related to communication climate, groups, teams, conflict, and conflict management.  
**Prerequisite:** None |
| COLL1000      | This course will facilitate first-year students transition into the college and academic setting, assist them to establish academic routines, and provide them with knowledge about the College and its values, mission and vision.  
**Prerequisite:** None |
| COSW1100      | Learn the roles of support workers within diverse communities. Identify the skills, knowledge, and practices necessary to implement effective support interventions and service resources in the local community.  
**Prerequisite:** None |
| CRIS1040      | Explore the social issues of violence, abuse and addictions. Learn basic crisis intervention skills, including first aid, suicide intervention and applications to law enforcement.  
**Prerequisite:** None |
| HEED1000      | Gain an overview of the physical, social, psychological, environmental, and spiritual aspects of personal health and wellness within the context of the community, the Canadian health-care system, and the global environment. Lifestyle choices are introduced as physical and social determinants affecting personal health and the health of others. Learn how to take responsibility for your own health and to advocate for the health of others.  
**Prerequisite:** None |
| COSW1030      | Learn the skills required to support new Canadians in accessing resources and community services in order to meet settlement needs and function effectively in their effort to integrate successfully as members of their communities.  
**Prerequisite:** None |
| COSW1050      | Examine the historical foundations of Aboriginal culture. Study the key events that have impacted Aboriginal individuals, families, and communities. Focus on the application of Aboriginal cultural awareness and knowledge of Aboriginal history to community support practice.  
**Prerequisite:** None |
| COSW1070      | Focus on developing working knowledge and skills in supporting physically disabled individuals and their families. Develop your skills in interviewing, advocacy, supportive counselling, conflict resolution, information and referral and case management.  
**Prerequisite:** None |
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>COSW1090</td>
<td>Older adults often experience increasingly limited access to their communities that results in their emotional and psychological needs being unmet. Learn about the resources available to assist older adults to maintain their independence and their emotional and psychological well-being.</td>
<td>None</td>
</tr>
<tr>
<td>COMM1024</td>
<td>Create accurate and appropriate documentation and records and learn to prepare reports using the documentation.</td>
<td>None</td>
</tr>
<tr>
<td>COSL1100</td>
<td>Engage with your community through experiential learning. Apply theories learned in the classroom to real-life service projects. Learners will explore basic concepts and skills of experiential learning, including community benefit and community-based research methods. Projects will pair learners with community organizations for mutually beneficial outcomes.</td>
<td>COSW1100</td>
</tr>
<tr>
<td>COSW1011</td>
<td>Focus on developing an introductory working knowledge of laws, policies and government service-delivery agencies related to the community support practice in Indigenous, immigrant/refugee and the disabled communities.</td>
<td>COSW1100</td>
</tr>
<tr>
<td>COSW1020</td>
<td>Students examine and apply best practices of leadership in team and organizing work. Attention will be drawn to best practices specific to working in Aboriginal, immigrant/refugee, and the disabled communities.</td>
<td>COSW1100</td>
</tr>
<tr>
<td>COSW1040</td>
<td>Focus on the role of the community support worker in serving immigrant families as they deal with challenges in such areas as parenting, parent-child relationships, spousal relationships, schooling and role-reversals in the family. Learn the skills needed to assess, intervene and support the individual and family as they settle and integrate into their community.</td>
<td>None</td>
</tr>
<tr>
<td>COSW1060</td>
<td>Examine the concepts and lived realities of community and community development from an Aboriginal perspective. Focus on developing working knowledge and skills in organizing and building communities and resources in support of Aboriginal individuals and families in both urban and rural settings. Students learn to apply practice methods such as group work, community engagement, and organization.</td>
<td>None</td>
</tr>
<tr>
<td>COSW1080</td>
<td>Focus on developing working knowledge and skills in supporting mentally disabled individuals and those with multiple disabilities. Learn how to build communities, locate resources that support disabled individuals and their families.</td>
<td>None</td>
</tr>
<tr>
<td>Course Number</td>
<td>Description</td>
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<tr>
<td>COSW1095</td>
<td>Learn the skills required to support older adults as they interact with others in their daily lives. Tools will include person-centred activities and encouragement as a means of promoting older adults’ physical and social well-being. <strong>Prerequisite: None</strong></td>
<td></td>
</tr>
</tbody>
</table>
| COSW1025      | Gain comprehensive practical experience as you apply previously learned theory and practice in working with individuals, families, communities and organizations. **Prerequisites: COSL1100 AND**  
  - COSW1030/1040 OR  
  - COSW1050/1060 OR  
  - COSW1070/1080 OR  
  - COSW1090/1095 |
EARLY LEARNING AND CHILD CARE PROGRAM

INFORMATION

Program Philosophy

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

Program Outcomes

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

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

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

**College Wide Learning Outcomes**

5. Creative and critical thinking
6. Inclusive Culture
7. Community Citizenship
8. Communication and Collaboration

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

**PROGRAM DELIVERY**

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

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

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

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

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

- A NorQuest College diploma
- An official transcript

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

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

Laboratory Appearance and Demeanour

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

| Adaptable | • Adapt to new situations, people, procedures and ideas. • Display a willingness to approach situations in different ways to achieve better outcomes. |
| Appearance & Dress Code | • Comply with NorQuest standards for appearance and dress code |
| Communication | • Comply with provincial, federal and NorQuest standards for confidentiality. • Convey information in a clear, respectful and organized manner. • Demonstrate respect for the feelings and opinions of others. • Develop positive working relationships with others. • Use active communication skills that respect the learning environment. |
| Honesty & Integrity | • Demonstrate honesty, integrity, and accountability. • Use college resources appropriately and responsibly. |
| Personal Growth & Continued Competence | • Demonstrate a commitment to personal growth and continued competence. • Demonstrate reflective practice in both written and verbal forms. • Engage in lab activities, class work, practicum and other learning opportunities. • Implement actions to improve performance and skills based on feedback. • Respond maturely and positively to suggestions and constructive criticism. |
### Problem Solving & Critical Thinking
- Analyze situations appropriately and carry out solution-oriented actions.
- Develop strong problem-solving and critical-thinking skills to work effectively in an independent capacity.
- Reflect on individual performance and recognize knowledge limits.

### Teamwork
- Engage in teamwork as an active, cooperative participant.
- Offer creative and appropriate ideas to further the goals of the team.
- Report pertinent information to the others, as appropriate, in a timely manner.
- Take responsibility for role and contribution to the team.
- Provide constructive feedback to classmates and instructional team.
- Share College resources (supplies, equipment, etc.) fairly

### Work Habits
- Adhere to attendance, punctuality, and absence notification requirements for classes, labs, assessments, practicums and other learning opportunities.
- Demonstrate preparedness for classes, labs, assessments, practicums and other learning opportunities.
- Follow all NorQuest College and program specific policies and procedures.
- Maintain a clean and safe working environment for self and others.
- Plan and organize to successfully complete work for classes, labs, assessments, practicums and other learning opportunities.

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

#### Appearance

Students must have a neat and tidy appearance for lab practicum.
- Students should be clean.
- Hair should be clean and long hair should be tied back. Facial hair is permitted but it must be kept neat and well-groomed.
- Nails must be kept short, clean and neat; long nails are not acceptable. Nail polish must not be chipped.
- Jewelry should be conservative and it should be noted that some work sites do not allow visible body piercings.
- Make-up should be conservative and used in moderation.
NorQuest College is a *scent-free* institution as are many child care facilities. Scented products may include but are not limited to:
- Perfumes and colognes
- Creams or lotions
- Hair products

**Dress Code**

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

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

**Attitude**

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

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

Use of foul or disrespectful language will not be tolerated.

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

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

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

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

The Early Learning and Child Care Program is comprised of:

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

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

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

Students admitted to the Early Learning and Child Care Day program complete the following courses:

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
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**TOTAL CREDITS/HOURS**  **38**  **950**
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**TOTAL CREDITS/HOURS**  
76 1900
Students admitted to the **Evening** and **Weekend** program complete courses in the following order:

Please note that students must complete 2 practicums for each year of the program. Students may enrol in practicum in any 2 of the 3 semesters.

### Fall Term, Year 1

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**TOTAL CREDITS/HOURS** 38 950

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**TOTAL CREDITS/HOURS** 76 1900

*Practicum is offered each semester. Students must take practicums in 2 of 3 semesters.*
## COURSE DESCRIPTION

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<th>Description</th>
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<tbody>
<tr>
<td>COMP 1003</td>
<td><strong>Basic Computer Skills:</strong> This course provides learners with the skills they need to create the documents, spreadsheets, and presentations needed in college human services programs and employment in human services. <em>Prerequisite: None</em></td>
</tr>
<tr>
<td>COMM1007</td>
<td><strong>Written Communication:</strong> This course focuses on the development and practice of writing skills and forms of written communication required for success in educational and human services settings. Topics include an overview of the process, using correct grammar, developing writing strategies, writing essays, writing for business, and proofreading. <em>Prerequisite: None</em></td>
</tr>
<tr>
<td>COMM 1008</td>
<td><strong>Interpersonal Relationships and Communication:</strong> Effective communication, including mindful listening, conflict resolution, non-verbal communication, managing emotions, and perception checking are critical for successful interpersonal relationships. This course will assist students to develop the strategies they need to communicate with others accurately and effectively, whether the relationships with others exist in a work place, a family, a friendship or a classroom. <em>Prerequisite: None</em></td>
</tr>
<tr>
<td>ELCC1000</td>
<td><strong>Child Growth and Development:</strong> This course focuses on the development of children from conception to twelve years of age, including the physical child, the thinking child, the social child and the whole child, as well as introducing atypical development. Students will study key theories and theorists in child development. <em>Prerequisite: None</em></td>
</tr>
<tr>
<td>ELCC1002</td>
<td><strong>Introduction to Early Learning and Child Care:</strong> This survey course focuses on understanding the goals and essential components of developing successful early childhood programs. By studying the role of early childhood professionals, students will gain insights into their own philosophy of early learning and child care. <em>Prerequisite: None</em></td>
</tr>
<tr>
<td>ELCC1006</td>
<td><strong>Play:</strong> Students will develop an understanding of the role of play in a child’s growth and learning. They will also learn about the role of the environment and the early childhood practitioner in enhancing children’s play. This course focuses on the planning of inclusive and appropriate play environments, including indoor and outdoor play experiences. Students will explore a variety of play situations and materials used in child care settings. <em>Prerequisite: None</em></td>
</tr>
<tr>
<td>ELCC 1007</td>
<td><strong>Literacy:</strong> This introductory course will provide students with an understanding of early literacy. Students will learn strategies that can be used to develop a child’s interest and skills related to listening, speaking, reading and writing that form the foundation of a language arts curriculum. Students will also explore the effective use of children’s literature, storytelling, puppetry, and dramatic play, and the importance of cultural considerations and individual differences. <em>Prerequisite: None</em></td>
</tr>
<tr>
<td>Course Number</td>
<td>Description</td>
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</tbody>
</table>
| ELCC1008      | **Guiding Children’s Behaviour:** This introductory course provides an understanding of children’s behaviour in a developmental context, and the importance of realistic expectations of children in various stages. The social development of the young child will be examined in the context of positive guidance to support self-regulation. Appropriate strategies to help children develop positive self-esteem and develop appropriate behaviour will be discussed. The prevention of behaviour problems through developmentally appropriate practices and interventions will be emphasized.  
*Prerequisite: None* |
| ELCC1010      | **Appropriate Practice in Child Care:** Basic health, safety, and nutrition, observation and documentation, and appropriate practice with children across curricular areas are linked to practice through this seminar.  
*Prerequisite: None
Co-requisite: ELCC 1015* |
| ELCC1015      | This practicum is designed to provide students with an opportunity to apply acquired skills and knowledge from a play-based perspective in appropriate child-care settings under the supervision of the College practicum supervisor and a designated mentor.  
*Prerequisite: None
Co-requisite: ELCC 1010* |
| ELCC 1020     | Working with diverse families and communities, the role of the educator in observation, documentation, the child’s voice, and play and working as a team member are linked to practice through this seminar.  
*Prerequisite: ELCC 1010/ 1015
Co-requisite: ELCC 1025* |
| ELCC 1025     | This practicum provides students with an opportunity to apply their skills and knowledge of the role of the educator in appropriate child-care settings under the supervision of the College practicum supervisor and a designated mentor.  
*Prerequisite: ELCC 1010/ 1015
Co-requisite: ELCC 1025* |
| ELCC 2000     | This course will focus on the needs of children whose development is atypical. Students will explore a range of exceptionalities and gain an understanding of strategies to support all children within the child care setting, as well as examine the values and philosophy of inclusion in child care.  
*Prerequisites: ELCC1000 Child Growth and Development* |
| ELCC2002      | **Working with Families:** This advanced course will focus on building skills for working cooperatively with other significant adults in the child’s environment and will cover diverse family structures and relationships in addition to examining issues that confront families today. Students will explore, plan and implement curriculum to gain an understanding of how diversity impacts the importance of play, active exploration, the construction and representation of knowledge and social interactions.  
*Prerequisites: ELCC1020/1025* |
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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</thead>
</table>
| ELCC2003      | **Infants and Toddlers:** This course focuses on the development of appropriate strategies and skills to provide good care for infants and toddlers. An understanding of infant and toddler development, as well as the central role of the caregiver, relationships, and daily routines will be established. The importance of effective communication will also be addressed.  
*Prerequisite: ELCC1000* |
| ELCC2004      | **School-age Children** This course covers the goals and essential components of programs for school-age children. The historical and social influences of such programs in Canada will be examined. Students will gain insight into the role of caregivers for school-age children while examining their own personal qualities and philosophy for working in this field.  
*Prerequisites: ELCC1000* |
| ELCC 2005     | **Social Contexts in ELCC:** This course will focus on an examination of critical social contexts and issues in the field such as interdisciplinary practices, technology, advocacy, mentorship, related research topics, assessment, early intervention, poverty, and ethics. Students will examine these issues and their impact on practice in a child care setting.  
*Prerequisites OR Co-requisite: ELCC2010/2015 Collaborations in ELCC and Practicum III* |
| ELCC2006      | **Play and Creativity:** This course will focus on supporting creative activities within play. Included are theories of creative development and ideas for the development of two and three-dimensional activities, creative language experiences, science and mathematics, music and movement, indoor and outdoor play, dramatic play, and media.  
*Prerequisites: ELCC1006 Play* |
| ELCC2007      | **Leadership and Management in ELCC:** In this course students will develop organizational skills and leadership styles necessary for the effective management of early child care programs. The focus will be on skills for managing group child care and early education facilities. Topics such as program philosophy and policy design, financial management, staff development, and relationships with families and community will be highlighted. Child care regulations and licensing policy for the Province of Alberta will also be covered.  
*Prerequisites: ELCC2010/2015 Collaborations in ELCC and Practicum III* |
| ELCC2008      | **Play, Spaces and Planning:** This course presents a further examination of key processes in emergent programming including the use of the environment and responsive planning of play opportunities for children, as well as the development of the concept of children and teachers working as co-researchers to create curriculum.  
*Prerequisites: ELCC2006* |
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Description</th>
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</table>
| ELCC2010      | **Collaborations in ELCC Settings:** This practicum seminar is designed to provide concrete skills and an opportunity to reflect on the application of skills and knowledge acquired in the courses taken before or during Practicum III.  
**Prerequisites:** ELCC1020/1025 Role of the Educator and Practicum II  
**Co-requisite:** ELCC 2015 |
| ELCC2015      | **Practicum III:** This practicum provides students with an opportunity to apply their skills and knowledge of the role of the educator in appropriate child care settings under the supervision of the College practicum supervisor and a designated mentor in the child care setting. This practicum builds on the skills of Practicums I and II and focuses on working with diverse families and communities, the role of the educator in observation, documentation, the child's voice and play, and working as a team member. During this practicum, students will apply knowledge and skills learned in program coursework.  
**Prerequisites:** ELCC1020/1025 Role of the Educator and Practicum II  
**Co-requisite:** ELCC 2010 |
| ELCC 2020     | **The Role of the Educator:** This practicum seminar is designed to provide concrete skills and an opportunity to reflect on the application of skills and knowledge acquired in the courses taken before or during Practicum IV.  
**Prerequisites:** ELCC 2010/ 2015  
**Co-requisite:** ELCC 2025 |
| ELCC 2025     | This practicum provides students with an opportunity to apply their skills and knowledge of the role of the educator in appropriate child care settings under the supervision of the College practicum supervisor and a designated mentor. This practicum builds on the skills of Practicum III and focuses on working with diverse families and communities, the role of the director in observation, documentation, the child's voice and play, and working as a team member and leader. During this practicum, students will apply knowledge and skills learned in program coursework.  
**Prerequisites:** ELCC 2010/ 2015  
**Co-requisite:** ELCC 2020 |
FORMS

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

Student Name: ____________________________________________________________________________
Student ID: ______________________________________________________________________________

By providing this signed form, I acknowledge that:

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

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

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

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

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

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

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

_________________________________________  ________________________________
Student Signature                          Date Signed

_________________________________________  ________________________________
Instructor Signature                       Date Signed
Performance Improvement Plan

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

**Part One**

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

_____________________________________________________________________________________________________________________________________________________________

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

_____________________________________________________________________________________________________________________________________________________________

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

_____________________________________________________________________________________________________________________________________________________________

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

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

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Signature ___________________________ Date: ________________

Instructor Signature ___________________________ Date: ________________

Follow-up Date: ___________________________ Copies: Student, Instructor, Chair, PS Comment.
Request for Deferral – Assignments

Faculty of Health and Community Studies

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

Student’s Name: ___________________________ Date: __________________________

ID Number: ___________________________ Academic Year: __________

Course name, number, and assignment number: ___________________________

Instructor’s Name: ___________________________

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

________________________________

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

Student Name: ___________________________ Signature: ___________________________

Instructor Name: ___________________________ Signature: ___________________________

Approval by Associate Chair: ___________________________

Date: ___________________________

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

**Faculty of Health and Community Studies**

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student Number</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Date of Request</th>
<th>Dates/Period of Absence Requested</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reason for Absence</th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

*Pending approval granted by instructor

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

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

Student Signature ________________________________

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Community Studies Student Handbook, 2018-2019

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Permission to Use Student Work
Faculty of Health and Community Studies

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

Name: _____________________________ Signature: _____________________________

Date: ________________ Student ID: ________________ Email: _________________@mynorquest.ca

Class title: __________________________________________________________________________

Instructor: __________________________________________________________________________

Description of work: __________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Permission:

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

Scope of permission:

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

Length of permission:

☒ Only this semester
☒ Only this Academic Year
☒ No limit

Credit:

☒ Identify me by name
☒ Remove my name before using it
CSW Practicum Information Form

Name: __________________________

Address: ________________________

Phone: __________________________ Email: ______________________

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

All students are expected to research their preferred agency by visiting the agency website or the physical location, to try determine what the agency does, if they are a good fit in terms of area of specialization, interest, location, available time, etc.

NOTE: Practicum placements are not guaranteed
NOTE: Some agencies have other specific requirements which may be a cost to students.

BACKGROUND INFORMATION:

Previous/current employment or volunteer work:
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

List any special abilities, training and relevant courses that may be useful in making a selection (example: suicide prevention; first aid; second language; drama; specific classes such as support work in Health Care Settings, etc.):
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

WISHTS FOR YOUR PLACEMENT/PRACTICUM:

Name/type of agency/ primary client groups you would like to learn with:
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

Reasons for your first choice, and what you hope to learn in your field placement/practicum:

________________________________________________________________________
________________________________________________________________________

Location Preference: ______________________________________________________

Transportation (check one): _____ Own Vehicle _____ Public Transit

______________________________________________

Community Studies Student Handbook, 2018-2019
Any potential conflict of interest?

______________________________________________________________________

What will be your biggest challenge in completing your placement/practicum?

_________________________________________________________________________________
_________________________________________________________________________________

Your choices are linked to your learning and skill development goals and the following conditions:

- Criminal Record Check, Child Welfare Intervention Check and resume must be completed and submitted to instructor before confirmation of placement/practicum. Criminal Record Check, Child Welfare Intervention Check, Learning contract and resume must be completed and presented to Agency Field Supervisors at time of interview or first day of placement/practicum.

- While your choices will be taken into account, the final decision as to where you do your placement/practicum will be largely determined by availability of practicum/placement opportunities.

- The program has entered into the yearly timeline of student practicum placement. The placement/practicum process is organized in order to ensure practicums commence and conclude as planned. Students who choose to work outside this placement process (for example: missing mandatory meetings; submitting documents past due; negotiating their own practicum placement for the Program’s Confirmation and etc.) may do so at the risk of a delayed start date.

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

- Hours of placements may vary and some may be evening and weekend commitments.

- You are responsible for making your own child care and any caregiver arrangements in such a way that they do not adversely impact attendance and successful completion of your practicum/placement.

- Practicum is a 3rd semester course and as such requires another registration with payment.

- Attendance is mandatory for practicum course. SEE MANDATORY ATTENDANCE POLICY

- It is recommended (but not required) that students do not work at outside jobs during the full-time 150-hours practicum course.

- Placements/practicums are **not** paid employment opportunities.

Student Signature: ___________________________ Date: ___________________________

This information is collected under the authority of section 33(c) of the Freedom of Information and Protection of Privacy Act (FOIP). Your personal information is protected under FOIP. You don’t need to answer any of the questions if you don’t want to.
ELCC Practicum Information Form

Name: ____________________________________________________________
Address: __________________________________________________________________________
Phone: ___________________________ Email: __________________________

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

- Age group
- Location
- Type of early childhood setting
- Student requests
- Student strengths and challenges

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

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

The form will provide us with additional details to assist in your selection. Once you have completed the form submit it to Marlene, (Instructor/Practicum Coordinator) in person or by email, marlene.phillips@norquest.ca.

EMPLOYMENT/PLACEMENT HISTORY:
Previous/current practicum placement/employment/volunteer work in an ELCC setting:

Name of ELCC setting(s):
1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________

Age group:
1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________

Preference for your current Practicum Placement:
Age group:
1. ___________________________ 2. ___________________________ 3. ___________________________

Types of ELCC setting (i.e. Preschool, Daycare setting, Parent Link Centre, Out of School Care Program, Inclusive Care Setting, etc.).

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________
Transportation (check one):  ______ Own Vehicle  ______ Public Transit

Any potential conflict of interest? _______________________________________________________

What will be your biggest challenge in completing your placement/practicum?
_________________________________________________________________________________
_________________________________________________________________________________

Tips for a successful practicum:

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

Student Signature: _____________________________________________ Date: ____________________

This information is collected under the authority of section 33(c) of the Freedom of Information and Protection of Privacy Act (FOIP). Your personal information is protected under FOIP. You don’t need to answer any of the questions if you don’t want to.
IMPORTANT DATES FOR 2018-2019 ACADEMIC YEAR
*some dates subject to change

August 27, 2018  Return to Work Day/ FHCS Team Learning Day
August 28, 2018  Community Studies Team Meeting
August 29, 2018  CSW Student Orientation
August 30, 2018  ELCC Student Orientation
September 3, 2018  Labour Day
September 4, 2018  Fall semester starts
September 10, 2018  Last day to add classes
September 13, 2018  Drop Deadline and fee payment deadline
September 24, 2018  Last day for partial tuition refunds
October 8, 2018  Thanksgiving
October 26, 2018  Last day to withdraw from classes
November 11, 2018  Remembrance Day
November 12, 2018  Remembrance Day statutory day
November 30, 2018  FHCS Team Learning Day (no classes)
December 19, 2018  Last day of fall semester
January 7, 2019  Winter semester starts
January 11, 2019  Last day to add classes
January 16, 2019  Drop deadline and fee payment deadline
January 28, 2019  Last day for partial tuition refunds
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 18, 2019</td>
<td>Family Day</td>
</tr>
<tr>
<td>February 15-22, 2019</td>
<td>Reading Week (no classes)</td>
</tr>
<tr>
<td>March 2, 2019</td>
<td>Last day to withdraw from classes</td>
</tr>
<tr>
<td>March 15, 2019</td>
<td>College Wide Learning Day (no classes)</td>
</tr>
<tr>
<td>March 19, 2019</td>
<td>Good Friday</td>
</tr>
<tr>
<td>March 22, 2019</td>
<td>Easter Monday</td>
</tr>
<tr>
<td>April 26, 2019</td>
<td>Last day of winter semester</td>
</tr>
<tr>
<td>May 6, 2019</td>
<td>Spring semester starts (Evening/ Weekend ONLY)</td>
</tr>
<tr>
<td>May 9, 2019</td>
<td>Last day to add classes</td>
</tr>
<tr>
<td>May 15, 2019</td>
<td>Drop deadline and fee payment deadline</td>
</tr>
<tr>
<td>May 20, 2019</td>
<td>Victoria Day</td>
</tr>
<tr>
<td>TBD</td>
<td>Convocation</td>
</tr>
<tr>
<td>May 24, 2019</td>
<td>Last day for partial tuition refunds</td>
</tr>
<tr>
<td>June 21, 2019</td>
<td>National Indigenous Peoples Day</td>
</tr>
<tr>
<td>June 28, 2019</td>
<td>Last day to withdraw from classes</td>
</tr>
<tr>
<td>July 1, 2019</td>
<td>Canada Day</td>
</tr>
<tr>
<td>August 5, 2019</td>
<td>Heritage Day</td>
</tr>
<tr>
<td>August 23, 2019</td>
<td>Last day of spring/summer semester</td>
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</tbody>
</table>