

Community Studies

2023-24 Student Handbook



TREATY ACKNOWLEDGEMENT

We would like to begin by acknowledging that we are on the traditional lands, referred to as Treaty 6 Territory and the homeland of Metis Region #4. This land is home to many diverse groups of Indigenous peoples including the Cree, Dene, Blackfoot, Saulteaux, Nakota Sioux, Métis, and, Inuit. We also acknowledge that the City of Edmonton and all the people here are beneficiaries of Treaty No. 6. which encompasses the traditional territories of numerous western Canadian First Nations as well as the Métis people who have called these lands home since time immemorial.

NorQuest acknowledges the treaty, the land and the territories of Indigenous peoples as a reminder of:

- Our responsibility and obligations to the land and to Indigenous peoples,
- Our accountability to addressing the ongoing impacts of colonization that are distinct to Indigenous peoples and communities,
- Our work together in remembering the spirit and intent of the Treaty towards right relations.



Table of Contents

| | |
|---|----|
| PROGRAM TEAMS..... | 4 |
| MESSAGE FROM THE DEAN..... | 7 |
| MESSAGE FROM THE CHAIRS | 8 |
| NORQUEST’S PURPOSE AND SKILLS OF DISTINCTION | 9 |
| THE STUDENT HANDBOOK..... | 10 |
| CAMPUS INFORMATION | 11 |
| ACCOMODATIONS FOR STUDENTS REGISTERED WITH ACCESIBILITY SERVICES..... | 16 |
| FOAS ESSENTIAL INFORMATION | 17 |
| PLANNING FOR YOUR SUCCESS | 22 |
| EXAMINATIONS..... | 28 |
| ACADEMIC PROGRESS | 33 |
| STUDENT RIGHTS & RESPONSIBILITIES | 36 |
| STUDENT REPRESENTATION | 38 |
| EVALUATION & FEEDBACK..... | 39 |
| APPLYING TO GRADUATE & CONVOCATION | 40 |

| | |
|--|----|
| WHAT'S NEXT? | 40 |
| SECTION TWO: PROGRAM-SPECIFIC INFORMATION..... | 42 |
| Community Studies Programs..... | 42 |
| Child and Youth Care Program Overview..... | 42 |
| Program Overview | 43 |
| Community Support Worker Program Overview | 47 |
| Program Overview | 48 |
| Disability Studies Program Overview | 50 |
| Program Overview | 52 |
| Educational Assistant Program Overview..... | 54 |
| Program Overview | 55 |
| Early Learning and Child Care Certificate Program Overview | 57 |
| Program Overview | 59 |
| Early Learning and Child Care Diploma Program Overview | 63 |
| Program Overview | 64 |
| WORK-INTEGRATED LEARNING (WIL)/PRACTICUM..... | 69 |
| REQUIREMENTS TO PASS WIL | 73 |
| Questions? | 81 |

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**Work-Integrated Learning
and Career Education Centre**

780-644-6160

careercentre@norquest.ca

Administrative Support(s)

780-644-6390

CommunityStudies@norquest.ca

Student Advisors

780-644-6130

Student.Advisor@norquest.ca

International Student Advisors

780-655-6128 or 1-866-534-7218

international@norquest.ca

MESSAGE FROM THE DEAN

Jeanette LaBrie, BPA, MA (she/her)

Welcome to the Faculty of Arts and Sciences! We are honoured to have you join NorQuest's newest faculty where you will find a pathway to in-demand, impactful careers and opportunities to further your education.



Our faculty team is highly qualified and dedicated to providing an inclusive and supportive educational experience aligning with NorQuest's commitment to Indigenization, decolonization, anti-racism, and equity, diversity and inclusion.

Your time at NorQuest in the Community Studies programs will include community and career-specific curriculum to set you up to perform critical work that transforms people's lives and builds stronger communities.

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

I wish you well as you embark on this next part of your journey and look forward to congratulating you on your success at the completion of your program.

MESSAGE FROM THE CHAIRS

CS Program Chair - Mary Stewart ECE, BSc., DipEd. MA. (she/her)

CYC Program Chair - Paula Cornell RSW, MSW, CYCC (she/her)

ELCC Program Chair - Janice Kraemer BEd; MEd (she/her)

Welcome to Community Studies at 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, Child and Youth Care, Disability Studies, Early Learning and Child Care or Education Assistant program, you will have a skill set that is in demand. In order to improve the lives of people, we recognize that we must learn about diversity and inclusion, recognize our own bias and develop a strong understanding of the field in which we study and plan to work.

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 Community Studies 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. Together, we can reach our goals!

This manual is intended to provide you with information to guide your success in the program.

NORQUEST'S PURPOSE AND SKILLS OF DISTINCTION

Purpose

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

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

Skills of Distinction

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

- Resilience
- Inclusion
- New ways of thinking

For more information, please see: [Skills of Distinction](#).



THE STUDENT HANDBOOK

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

We would appreciate any feedback that you can provide to your instructional team about your learning experience and about the program. Your comments will help us continue to provide quality education for our students.

We wish you every success in achieving your career goals!

This handbook is divided into two sections.

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

The section contains key information specific to your program.

Please note that students are responsible for awareness of information in this manual, and of all policies listed on the [NorQuest College website](#).



CAMPUS INFORMATION



The two main buildings on campus where the majority of campus services are housed are:

- Civic Employee Legacy Tower (CELT) - located at 10215-108 Street
- Singhmar Centre for Learning (SCFL) - located at 10215-108 Street

For a detailed look at all of our campus locations, please see: [Campus Map](#)

NorQuest College is committed to providing a safe environment for students, staff faculty, and visitors. Please review the [Emergency Response Procedures](#), which include instructions for a variety of situations including evacuation, lockdown, and threats of violence.

Please note that all of our campuses are non-smoking and scent-free. No scented products are permitted into the classroom, lab, or clinical setting.

Locker Rentals

A limited number of lockers on Edmonton campus can be rented. Locker rentals are on a first-come/first-served basis.

For more information, please see: [Lockers](#)

Parking



Click [Parking Services](#) for information about parking on and near campus.

MyQuest/MyMail

MyQuest is NorQuest's online student services centre.

Once you apply, you are issued your MyQuest username and password. You can access MyQuest anywhere there is internet. Regularly update the details on your MyQuest account, including your phone number and your home address. This will ensure that we can reach you and that your official documents are sent to the correct address.

For more information, please see: [MyQuest](#)

MyMail is the college e-mail used to communicate with your and is the official communication route for all student information. We encourage you to check MyMail daily.

When communicating with the College:

- Include your name and student ID number in your e-mail/voice messages to instructions and support team.
- Send all e-mails to the College using your MyMail email address (your @norquest.ca email).

For more information, please see: [MyMail](#)

Official Communication Methods

The official channel of communication with your instructor is through college email, Moodle, or talking to your instructor in person. Using MS Teams to communicate to your instructor in relation to your program or class progress is **not considered official notification**. Your instructor may have Teams notifications turned off. Informing your instructor about late or missed assignments, seeking assignment extensions, reporting class attendance issues and illness, and any other communication related to your class progress will be assumed as NOT communicated if you used MS Teams to communicate the message.

Academic Schedule

The [Academic Schedule](#) provides important dates, schedules, closures, and deadline information for the college. Log into MyQuest to see precise dates for your classes.

Academic & Student Services

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| Centre for Growth and Harmony (Health and Wellness) | NorQuest College offers social work, counselling, and general health support for students. All services are professional, confidential, and at no cost to registered students. |
| Service Desk | Service Desk is responsible for assisting students who are having difficulties accessing the College Website, MyMail, MyQuest, Moodle, and more. |
| The Core (Bookstore) | You can purchase your books at The Core. The store will have new and used books. Visit the website to learn more about a buy-back program to sell back your books. |

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| <p><u>Financial Aid</u></p> | <p>Student Financial Advisors specialize in helping students identify their eligibility for a number of different financial resources that will assist with educational and/or living costs while they are attending NorQuest College.</p> |
| <p><u>Indigenous Student Services</u></p> | <p>NorQuest College provides learners with a complete education that attempts to balance strong academic foundations with Indigenous culture.</p> |
| <p><u>International Student Services</u></p> | <p>The International Student Office offers a wide range of support programs and services committed to the unique needs of our international students.</p> |
| <p><u>Learner Centre (Library)</u></p> | <p>NorQuest Library is dedicated to empowering students with strategies for finding, evaluating, and using research in their courses and in real life.</p> |
| <p><u>Office of the Registrar</u></p> | <p>The OR is responsible for admission, advising prospective students, updating student information, maintaining student records, posting grades on PeopleSoft, managing course fees, and managing transfer credits and requests.</p> <p>To access forms and documents, including transcripts, please see: Forms and Documents</p> |
| <p><u>OSJA (Office and Student Judicial Affairs)</u></p> | <p>The Office of Student Judicial Affairs coordinates the administration of Student Judicial Affairs Policy. The Office oversees student academic and non-academic conduct, grade appeals, student complains, and provides a means for dispute resolution.</p> |

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| <p><u>Reflection Room</u></p> | <p>NorQuest College is a vibrant, inclusive and diverse community that recognizes the spiritual and religious aspects of our students and employees. We are committed to providing a neutral room that is accessible to members of all faiths within the College community.</p> |
| <p><u>SANQC (Student's Association)</u></p> | <p>All students are encouraged to get involved with your Students' Association. You can do this by running for a position in the Students' Council to represent your fellow NorQuest students, getting involved in a student club or by signing up for SANQC's volunteer program to help out with a variety of fun and exciting activities.</p> |
| <p><u>Accessibility Services</u></p> | <p>NorQuest College offers a wide range of services to support students with disabilities. Support services including assistive technology, academic coaching, accommodated exams, sign language interpreters, and instructional assistants.</p> |
| <p><u>Student Advisors</u></p> | <p>Advisors are your go-to people for everything from general inquiries to specific questions about your personal situation. If you need help or assistance navigating college services, policies, or processes, your Advisor can point you in the right direction.</p> |
| <p><u>Tutorial and Academic Coaching Services</u></p> | <p>Tutors and Academic Coaches work with you to review course content, guide you with homework and assignments, and build academic skills, such as time management and test-taking.</p> |
| <p><u>The Intercultural Child & Family Centre</u></p> | <p>The Intercultural Child & Family Centre opened in October 2017. The child care centre offers safe and accessible services to NorQuest students, employees, and the community. A total of 64 spaces are</p> |

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| | available for children who are twelve months to five years of age. |
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Further contact information for College Services can be found here: [College Directory](#).

ACCOMODATIONS FOR STUDENTS REGISTERED WITH ACCESSIBILITY SERVICES

Students with disabilities can receive accommodations after registering with Accessibility Services. Please visit the Accessibility Guide [here](#) for more information about the services available for accommodated students at NorQuest.

Students are not required to disclose their disability to instructors. However, students are responsible for providing instructors with information about their individual accommodations. This includes classroom, exam, and WIL/placement accommodations.

- If you have exam accommodations set up by Accessibility Services, you will write your exams with Testing Services.
- Please note that accommodations may not be permitted for any skills during practical labs that are considered essential for the workplace.

For more information, please refer to:

- [Accessibility Services](#)
- [Duty to Accommodate Students with Disabilities Policy](#)
- [Testing and Exam Accommodations](#)

FOAS ESSENTIAL INFORMATION



Technology Requirements for Success

NorQuest embeds technology throughout the learner experience. You will be required to use technology to complete online learning activities in order to be successful in your studies. This includes learning about different hardware and software used to complete your courses and/or hardware and software related to your field of study.

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

Basic technology skills for success during your program are:

- file management skills (managing files and folders, searching/finding documents, naming a document, downloading/uploading files, taking screen shots/snipping)
- basic keyboarding skills (i.e. type 30+ wpm – Words Per Minute). You can check your current speed at this [website \(Typing.com\)](#)

- basic Windows skills (navigation, open/close software/windows, file management)
- access and utilize email (must check daily)
- access, create and upload videos
- internet search skills and the ability to access other sites as required by your program
- find photos online for assignments
- basic understanding of word processing and presentation software
- able to print, scan and/or take pictures

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

Hardware

- A device that meets the basic standards listed on our [BYOD website](#) (Bring Your Own Device page)
- Peripheral devices such as a mouse, keyboard, camera and microphone
- A stable internet connection

Software

- Moodle (learning management system) including specific activities in Moodle (e.g. Assignments, Forums, Quizzes, VoiceThread, H5P, Blackboard Ultra, upload to Dropbox, follow instructions and links on assignments, understand icons and symbols)
- MyQuest (online registration system)
- MyMail (student email)
- Google Chrome (needed for Moodle) and other plugins as required

- [MS Office 365](#) (Free for students and includes Word, Excel, PPT) and other sites online (e.g. Program specific sites)
- Specific course or program-related software (your program area will provide the necessary information. Some software may have additional costs)
- Any additional software that may be required for students with accommodations. Please consult Accessibility Services for further information.

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

Transfer Credit

You may be eligible for credit for previous coursework at other post-secondary institutions. Students must apply for transfer credit to be assessed, and follow the policies outlined by the Office of the Registrar. More information and the Request Form can be found at: [Transfer Credit](#)

You must be admitted to your program prior to requesting transfer credit, and it is recommended that you submit your Transfer Credit Request form – found at: [Transfer Credit Form](#)-- at least one month prior to the start of term.

Prior Learning Assessment and Recognition

NorQuest College has a [Prior Learning Assessment and Recognition \(PLAR\) policy](#) that can help you earn college credits based on your current skills, competencies, knowledge, work, and experience if you are able to show that they relate to the learning outcomes of your courses. You can request an assessment once you are admitted or waitlisted. More information about the process can be found at: [Prior learning assessment and recognition](#)

Orientation

Please watch your @norquest.ca email for important details about your program orientation. Orientation provides you with an opportunity to get valuable information about your program, meet other students, and get your

initial questions answered. It is critical to start your program equipped with the right information and tools for success.

Allergies

Students with allergies should be aware that labs, demonstrations, field trips, and other experiential learning opportunities contain many types of materials. Please be aware of your environment, ask for clarification as required, and inform the instructional team of any concerns.

Course Outlines

You are provided with a course outline for each course. It contains valuable information about the learning outcomes, assessments, and expectations for the course. Please review it carefully and consult with your instructor if you have any questions. Please save your course outlines in case you are applying for transfer credit at another post-secondary institution in the future.

University Transfer

Please note that certain courses are administered by the University Transfer department. These include but are not limited to English, Sociology, Psychology and Health Education courses.

While taking these courses, you are subject to policies of the University Transfer department, which can be found on your course outlines for these courses. Any questions or concerns should be directed to your instructional team.

Open Studies

Some courses are designated as “Open Studies” (O). These courses are available to students from other programs and Open Studies students. Students might choose to take Open Studies as a pathway to a credit program, for general interest, or as a visiting student.

For more information, please see: [Open Studies](#)

Attendance

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

Although you are an adult learner and can choose whether or not to attend class, some learning experiences (e.g. labs, exams, clinical, practicum, and Workplace Integrated Learning (WIL)) may be mandatory. If you have questions regarding mandatory attendance days, please speak with your instructor or review the course outline.

The course outline will specify the attendance policy in each course. Take the time to learn the expectations regarding attendance in each of your courses.

In addition:

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

APA Format

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

The Learner Centre (Library) offers regular tutorials regarding APA.

For more information, please see: [APA 7th edition](#)

Late Assignments

Assignments are due on the date/time specified by your instructor/course outline. Assignments received after the scheduled due date/time will be penalized 5% per calendar day. Late assignments will not be accepted once the assignment set is marked and returned.

Pass/fail assignments not submitted by the scheduled due date/time will receive an automatic fail on that assignment.

Exceptions to the late assignment policy may be granted only in cases of extenuating circumstances, and appropriate documentation (e.g. medical note) may be requested.

Vacations are not considered an acceptable reason to hand in an assignment after the due date. Exams or assignments in other courses due at a similar time do not qualify as extenuating circumstances.

Olson Centre for Health Simulation

As part of your learning, you may be participating in activities at the Olson Centre for Health Simulation. Read more about it here: [Olson Centre](#)

PLANNING FOR YOUR SUCCESS

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

Adaptability

- 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 dress code, proactively discussing any concerns with instructor
- Use proper hand and personal hygiene

Communication

- Respect confidentiality of classmates
- Convey information in a clear, respectful 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 environments
- Proactively communicate concerns to instructor

Honesty & Integrity

- Demonstrate honesty, integrity, and accountability
- Inform instructor of any issues (equipment, academic integrity, inappropriate conduct)

Personal Growth & Continued Competence

- Demonstrate reflective practice in both written and verbal forms
- Actively engage in all activities
- Implement actions to improve performance and skills based on feedback

- Respond maturely and positively to suggestions and constructive criticism
- Demonstrate self-confidence in course work, assessments, and other learning opportunities

Problem Solving & Critical Thinking

- Identify problems and recognize risks to safety
- Analyze situations and carry out solution-oriented actions
- Demonstrate strong problem-solving and critical-thinking skills to work effectively in an independent capacity
- Use available resources as appropriate to solve problems

Collaboration & Teamwork

- Engage in teamwork as an active, cooperative participant
- Offer creative and appropriate ideas to further the goals of the team
- Report relevant information to others, as appropriate, in a timely manner
- Contribute equally to team learning activities
- Manage interpersonal conflict effectively
- Identify appropriate situations for collaboration
- Provide constructive feedback to classmates and instructional team

- Share College resources (supplies, equipment, etc.) fairly

Attendance & Punctuality

- Respect and follow attendance, punctuality, and absence notification requirements for courses and assessments

Work Habits

- Demonstrate preparedness for classes and assessments
- Follow all NorQuest College and program specific policies and procedures
- Maintain a clean and safe working environment
- Plan and organize to successfully complete work for the classroom and assessments
- Bring required materials & textbooks
- Manage time effectively

Practical tips

Your program is a fast-paced, demanding program designed to prepare you to enter a similar workplace and our instructional team is eager to assist you. Here are some tips for success:

- **Attend Orientation.** This session will provide important information about your program and the College 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/or lab.
- **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) are mandatory. Please treat your classroom as a workplace – let your instructor know if you cannot attend in advance and make a plan to complete missed coursework. Vacations should be planned for scheduled College breaks such as term break.
- **Engage and participate.** There is a difference between merely attending class as opposed to actively participating in your learning experience. Ask questions, engage in discussions, and reflect on your learning experiences. It is always best to arrive to class on time and stay to the end of the class period. Leaving midway impacts your learning, and that of others, in negative ways.
- **Communicate with your instructional team.** If you are concerned about your success, or need additional resources, initiate contact with your instructional team by emailing, dropping in during online office hours, or making an appointment.
- **Utilize your Student Advisor.** If you need assistance navigating College services, please see your Student Advisor.
- **Stay informed.** Please check your NorQuest email daily, as this is the only email address that your instructional team and College employees will use to contact you. Check the student website at norquest.ca, check your MyQuest page for mark information, and frequently check your course page on Moodle. As well, you will receive regular general communications by email from the program area.
- **Make a plan for success.** Maintain an up-to-date calendar of due dates, and create a plan to study, review, and prepare for assignments. Ensure that you are balancing your studies with other aspects of your

life to manage stress. If you need resources or assistance with time or stress management, seek out assistance from the Centre for Growth and Harmony. 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.

Respectful Learning Environments

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, you should read course materials before class and arrive with questions and ideas related to the topic to be taught.

Please respect your fellow students, faculty, and program staff. You will discuss many controversial subjects and you are free to disagree with views presented by your instructor and fellow students; however, you must do so respectfully.

As well, hands-on practice in labs and external settings require students to be prepared to work with people of all cultures, religions, gender identities, sexual orientations, socio-economic status, and physical and mental disabilities. A NorQuest College, education is inclusive and our students are prepared to meet the needs of a diverse society.

Please ask for clarification and initiate discussions with the instructor if expectations are not clear. For example, talk to your instructor if you are unsure whether a learning activity is meant to be collaborative (e.g. group work) or individual (e.g. a reflective practice journal). If you have concerns regarding participation, please consult with your instructor.

It is important to note that collaborating on assessments that are to be done individually could lead to an academic misconduct report.

EXAMINATIONS

Overview

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

Booking Exams

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

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

Exam bookings are available on a first come, first serve basis. You should book your exams as soon as possible in order to write on your preferred date/time. You are responsible for booking your exams well in advance (e.g. 1 month) of the exam due date and/or course end date. *Booking exams too close to the exam date may mean you are unable to write your exam, and may also result in additional costs to you.*

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

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

Missed Examinations

If you are going to be absent for the writing of a scheduled examination, you are required to notify the program office **prior to the exam writing time**. It is

important you make this notification to avoid receiving an exam grade of zero. Please see the section “Rescheduled Exams and Exam Deferrals” for more information.

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

Late Arrivals for Exams

If you will be late for an exam, please email your proctor and/or your instructor to inform them as soon as possible prior to the exam starting. It is important you make this notification to avoid receiving an exam grade of zero.

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

Rescheduled Exams and Exam Deferrals

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

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

1. Notify your instructor and exam proctor (if different) by email as soon as possible if you are going to be unable to write the exam as scheduled.
2. Ask your instructor if there is any documentation (e.g. medical note) required to support your request. Provide requested documentation as required.

3. The instructor, with the Program Chair's approval, will make a decision about your deferral.
4. Once a deferral is approved, you have two working days to contact your instructor to reschedule the exam. Deferred exams must be written within 5 days of the originally scheduled date. Program Chair approval is required for longer deferrals.
5. Please note that if you have already viewed the exam, it is considered an attempt at the exam and the exam has been written, as per the examination policy.

Writing Accommodated Exams

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

Release of Examination Marks

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

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

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

Examination Review

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

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

prohibited. You may ask your instructor questions about the exam during the meeting.

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

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

Exam-Writing Protocol

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

Academic Honesty

- You are expected to work on your own during an examination.
- Communicating with other students or sharing answers in any way is prohibited.
- You are expected to understand the [Academic Misconduct Policy](#).

Asking Your Instructor a Question During an Exam

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

Technology Use During an Exam

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

- Calculator use is not permitted unless specified in your exam instructions.
- Cell phones are to be **turned off** and stored with the rest of your belongings.
- If you lose connectivity during the exam, log back into the exam as soon as possible and alert your proctor as soon as you can.
- Online activity during exams may be monitored.

E-Proctored Exams

- You are expected to follow the [Student Guide - ProctorU](#)
 - Note: If you are in a HyFlex courses, this is an opt-in, pay-as-you-go service. More information is [here](#).

Washroom Breaks

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

Materials at Your Exam Location

- You are allowed writing materials (pen, pencil, eraser) and other materials only as specified in the exam instructions (i.e. a calculator may be permitted).
- Make sure to leave personal items in an area designated by the proctor, or, preferably, do not bring any items to an exam other than your ID and other items specifically specified in the exam instructions, such as a calculator.

- Clear/transparent water bottles will be permitted during exams unless location-specific restrictions apply.
- Special considerations need to be discussed with your instructor prior to the exam (i.e. snack for a diabetic student).

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

ACADEMIC PROGRESS



Overview

- You must successfully obtain credit by achieving the minimum passing grade for each course.
- In order to progress from one semester to another, you must attain a minimum 2.0 (C) grade point average (GPA). You must also meet all course pre-requisites.
- If you receive a grade of “F” or “WF” you will be required to repeat the course.

How to Calculate GPA

For information on how to calculate your GPA, and/or how to qualify for Honours distinction, please see here: [GPA](#)

Learning Improvement Plans (LIP)

The Learning Improvement Plan (LIP) is a collaboration between the program's instructional team and the student to identify pathways to improve student achievement in certain areas. You will identify and document the areas requiring improvement and discuss with your instructional team strategies to support you.

This process is guided by the foundational principle of collaborative goal setting between student and evaluator if and when it is required.

There will be an established date and time for reassessment (if applicable) included in the LIP as well as clearly stated consequences that will arise if and when you do not meet the course outcomes.

Grade Appeals or Complaints

If you disagree with a program decision regarding grades or conduct, you have the right to appeal.

- Students who disagree with a grade are asked to first speak with the instructor. If not satisfied after meeting with the instructor, they will then discuss with the Program Chair or designate.
- Students who have concerns about their program experience may meet with the Program Chair or Associate Chair.

The appeal process for grades, academic misconduct, and non-academic misconduct are all handled by the [Office of Student Judicial Affairs](#). Information about Academic Grade Appeals, as well as forms and procedures documents, can be found here.

If you need assistance in this process, you may contact:

- The Office of Student Judicial Affairs at: OSJA@norquest.ca
- Student Advisor at Student.Advisor@norquest.ca

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

Repeating a Course

If you are unsuccessful in a course you will be required to repeat all parts of the course. This includes all examinations, assignments, or lab assessments required for that course. In a second attempt of the course, you cannot re-use assignments from the first attempt.

Students who are required to repeat a course must pay the tuition for that course.

You may only enroll in other courses if you have met all of the pre/co-requisites.

Academic Probation

Academic Probation (AP) is a means of identifying students at risk in their program. A student who has failed a course or failed to maintain a GPA of 2.0 in a semester will be placed on AP.

You will be automatically put on Academic Probation under the following circumstances:

- You committed an act of academic dishonesty but are allowed to remain in the program as per the [Academic Misconduct Procedure](#)
- You fail two courses (receiving a mark of F or WF) while in the program
- Your GPA falls below 2.0 (64%) in any term

While on AP, you must maintain a 2.0 GPA in each of your courses. If you fail a course while on AP, you may not be able to continue in the program.

Removal of the AP indicator is determined by each program area. See the program-specific information section for details.

Note: There may be additional requirements that need to be met while on academic probation. These requirements will be outlined by the Chair/Associate Chair or designate in the program area. Students on academic probation may require Chair approval or a permission number in order to register for future courses.

Program Withdrawal

Program and Course withdrawals may be initiated by the student, the program, or the College.

After the drop period has elapsed, you may withdraw from any credit course at any time prior to completion; however, academic and/or financial penalties may apply.

For general information, please see: [Withdrawals](#)

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

If a program initiates a program withdrawal due to Academic or Non-Academic reasons, you may request a meeting with the Program Chair or designate to discuss future options.

Re-admission following Program Withdrawal

Re-admission to a program after a program-initiated withdrawal is determined by the Program Chair or designate. In addition, you will need to re-apply and meet the current admission requirements for the program.

STUDENT RIGHTS & RESPONSIBILITIES

NorQuest College is committed to maintaining high standards of non-academic conduct and academic performance and integrity, in order to foster a learning environment conducive to the personal, educational, and social development of its students. This commitment is founded upon the principles of fairness, trustworthiness, honesty, respect, and responsibility.

The college expects that its students will be guided at all times by these principles in the work that they submit and the behaviour in which they engage. As members of this learning community, students have both

[fundamental rights and consequential responsibilities](#) that NorQuest commits to protect and enforce for the benefit of the entire college community.

It is your responsibility to read and ensure you understand your program's and the College's rules regarding student conduct.

Code of Conduct

Please familiarize yourself with the college's Code of Conduct, which applies to all members of the college community.

You are expected to uphold a high standard of personal conduct during your time at NorQuest in preparation for your work in your chosen field.

For more information on the Code of Conduct, please see: [Code of Conduct](#)

Academic Misconduct

NorQuest College is committed to maintaining high standards of academic performance and integrity, in order that all students may benefit equally from the opportunity to pursue their education in a learning environment that is characterized by high levels of fairness, trustworthiness, honesty, respect, and responsibility.

All members of the NorQuest community must uphold these standards by ensuring that they inform themselves and others of the fundamental importance of these standards.

Academic misconduct occurs when an individual or group uses information dishonestly in order to improve their own academic standing. Common examples include, but are not limited to, plagiarism and cheating.

For more information, please see: [Academic Misconduct](#)

Non-Academic Misconduct

NorQuest College is committed to maintaining high standards of non-academic conduct and it is important all members of the NorQuest community to uphold these standards.

Non-academic misconduct may be defined broadly as any behaviour that:

- negatively affects the learning of others or the college’s educational mission
- violates civil or criminal statutes
- threatens the safety or well-being of members of the NorQuest community

For more information, please see: [Non-Academic Misconduct](#).

STUDENT REPRESENTATION



Academic Council

The Academic Council is a group of students, faculty, and administrators who come together once a month to exchange information and viewpoints on academic affairs. Elected by the Students’ Association, ten students represent their peers on this council. For more information please see: [Academic Council](#)

Program Advisory Committee (PAC)

Each program in the Faculty of Arts and Sciences has an active Program Advisory Committee, made up of students, educators, practitioners, industry leaders, and alumni.

The purpose of this committee is to provide guidance to the program area to ensure the curriculum and its delivery is current and workforce relevant.

Students' Association

The NorQuest Students' Association advocates on behalf of students to the College, government, Student Finance Board, and other organizations regarding issues that concern students. The Students' Association also organizes a variety of social and cultural events within the College. You are encouraged to become involved in the Student Association.

More information on events, services, and opportunities can be found at: [SANQC](#).

EVALUATION & FEEDBACK

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 will have a number of opportunities to provide feedback on your time at NorQuest. This will primarily be done through surveys, but other formats may also be used.

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

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

APPLYING TO GRADUATE & CONVOCATION



Once you complete all courses and other requirements of your program, you will have the opportunity to apply to graduate and attend convocation.

Convocation is a ceremony celebrating success of graduates from all programs. It takes place in May each year at the Winspear Centre in downtown Edmonton. Our instructional team looks forward to this event each year to recognize the hard work and success of our students.

Regardless of whether or not you attend Convocation, you must apply to graduate in order to receive your credential.

Please monitor your student email and the NorQuest College website for important information about applying to graduate and planning for convocation. Please see: [Applying to Graduate](#).

WHAT'S NEXT?

Student Career and Employment Services

As you prepare for entering your chosen career, remember that our WIL and Career Education Centre organizes a number of job fairs each year, and is a valuable resource in preparing you for employment. Experts will review your resume, conduct mock job interviews with you, and assist you with effective

job search techniques. This service is available to you free of charge for up to six months after you graduate from your program.

For more information, please see: [Student Career and Employment Services](#).

Continuing Your Education

Perhaps you see your credential as a stepping-stone for other educational goals. A number of NorQuest College courses have credit transfer agreements in place with other institutions. In some cases, you will be able to access block transfer agreements that give credit for the entire program of study.

Please visit [Transfer Alberta](#) or consult the College Calendar for the most current transfer agreement information.

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.

Learn more at: [Alumni](#)

Stay in Touch!

Your instructional team have 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 or Associate 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 to speak about your experience in the program at a recruitment event or participate in a focus group.

SECTION TWO: PROGRAM-SPECIFIC INFORMATION

Community Studies Programs

Child and Youth Care Program Overview

Program Roles and Responsibilities

Students in the Child and Youth Care Program will work with the following instructional team members:

Instructors

Instructors are responsible for:

- Distributing course outlines, schedules, materials, assignments, and exams
- Monitoring and recording student progress
- Grading student assignments and providing feedback to the student

The Chair, Associate Chair, or designate

The Chair and/or Associate Chair is responsible for:

- Working with students to outline their program plan
- Providing information if:
 - You want to change course registration
 - You have failed, withdrawn, or need to take a break from the program
 - You would like to transfer to another delivery option
- Approving final course grades

Administrative Support

Business Operations team provides support to students, instructors, and Program Chairs. When other areas of the College advise you to contact a program area, this team can support you. You can reach them by e-mailing the program specific inbox listed in this handbook.

Business Operation team members work closely with program areas. Some of their responsibilities include:

- Responding to student inquiries
- Booking appointments to see the Associate Chair or Program Chair
- Supporting organization of events, including orientation
- Issuing permission numbers granted by program areas
- Coordinating communication with students (sending newsletters, updates on behalf of the program, etc.)

Program Overview

Program Outcomes

Graduates from the program will:

- Identify professional literature, professional associations and issues.
- Demonstrate reflect practice as a child and youth care professional.
- Describe and model professional ethics and decision making according to the professional Code of Ethics of the Child and Youth Care Association of Alberta
- Build and maintain respectful relationships (children, youth, colleagues, community agencies and services if applicable) through using interpersonal and written communication skills.
- Apply foundational skills and knowledge utilizing technology.
- Demonstrate professional skills and behaviours appropriate to working in a range of child and youth care settings.

- Demonstrate a knowledge of the relevant local, provincial and federal laws, licensing regulations and public policies guiding child and youth care practices.
- Utilize developmental and ecological models to connect the principles of development for supporting children, youth and families to promote optimal development
- Apply knowledge and skills to plan, implement and evaluate respectful services and programs to meet the needs of children, youth and families.

Program Delivery

<https://www.norquest.ca/cal/current/program/child-and-youth-care/program-deliveries.aspx>

This program is offered full-time in-person. You must complete the 20 courses for the CYC program to graduate. Courses are listed by term to show the recommended path to completing the program in two years as a full-time student. To complete the program in two years you will need to take 5 courses per term for four terms. Students who wish to take less than 5 courses per term should speak with a Student Advisor for advice on the best order to take classes in order to complete the program in the least amount of time at a part time pace.

Lab Requirements

Your instructional team will provide you with an orientation to lab requirements for your program. These may include expectations with respect to dress code, required materials to bring to the lab, strategies to prepare for lab experiences, and a code of conduct for the labs.

Learning and following program lab requirements prepares students to succeed in labs and future practice.

Failing a Course and/or Practicum

Students who are unsuccessful in four courses, or unsuccessful twice in the same course, may not be allowed to continue in the program. Students may

need to meet with the Chair/ Associate Chair in order to plan for successful program completion.

Open Studies students who fail program courses and later apply to the program may need to meet with the Program Chair or designate to plan their program completion.

Accreditation

Child and Youth Care in Alberta is in the process of being accredited by The Association of Counselling Therapy of Alberta (ACTA). ACTA is the organization established because of legislation and is **the precursor organization to the College of Counselling Therapy of Alberta (CCTA)**. Further information is available on the ACTA website: <https://www.acta-alberta.ca/>

Course of Study by Terms

You will be **most successful** in the Child and Youth Care Program if you register for courses in the **following order**:

Term 1 (offered in Fall or Winter)

- CYCD1000- Child and Adolescent Development
- CYCD 1002- Introduction to Child and Youth Care Practice
- CYCD 1010- Practicum Preparation
- COMM1007- Written Communication
- COMP1016- Utilizing Technologies

Term 2 (Offered in Winter or Spring/Summer)

- CYCD1003- Activity Planning
- CYCD1004- Trauma Informed Practice
- DISB1005- Exceptionalities I
- CYCD1200- CYC Practicum I
- COMM1001- Introduction to Communications

Term 3 (Offered in Fall only)

- CYCD2002- Family Dynamics
- CYCD2000- Diversity and Difference in Child and Youth Care
- CYCD2004- Mental Health and Addictions
- CYCD2003- Supporting Self-Regulation and Neuro Diversity
- CYCD2100- CYC Practicum II

Term 4 (Offered in Winter only)

- CYCD2006- Promoting Well-Being and Resiliency
- CYCD2007- Working with Groups
- CYCD2005- Ethics, Law, Observation and Documentation
- CYCD 2008- Relational Practice with Families
- CYCD2200- CYC Practicum III

Please note not all courses are offered each semester.

Some courses may only be offered once a year.

If you are considering studying Part Time (Less than 5 courses per term), the following is the recommended order of study:

| Part Time Suggested Schedule for September Start Students | Part Time Suggested Schedule for January Start Students |
|---|---|
| Term 1 (Fall) CYCD 1000 CYCD 1002 COMM 1007 | Term 1 (Winter) COMP 1016 CYCD 1000 CYCD 1002 |
| Term 2 (Winter) CYCD 1003 CYCD 1004 CYCD 1010 | Term 2 (Spring/Summer) CYCD 1003 CYCD 1004 DISB 1005 |
| Term 3 (Spring/Summer) COMM 1001 CYCD 1200 DISB 1005 | Term 3 (Fall) COMM 1007 CYCD 2003 CYCD 2002 |
| Term 4 (Fall) CYCD 2003 CYCD 2002 COMP 1016 | Term 4 (Winter) CYCD 1010 CYCD 2005 CYCD 2006 |
| Term 5 (Winter) CYCD 2005 CYCD 2006 CYCD 2007 | Term 5 (Spring Summer) COMM 1001 CYCD 1200 |
| Term 6 (Fall) CYCD 2100 | Term 6 (Fall) CYCD 2100 CYCD 2000 |

| | |
|---|---|
| CYCD 2000 CYCD 2004 Term 7 (Winter) CYCD 2008 CYCD 2200 | CYCD 2004 Term 7 (Winter) CYCD 2007 CYCD 2008 CYCD 2200 |
|---|---|

Program Completion

You must successfully pass all courses and practicums listed above with a GPA of 2.0 or higher to complete this program.

Community Support Worker Program Overview

<https://www.norquest.ca/cal/current/program/community-support-worker/>

Program Roles and Responsibilities

Students in the Community Support Worker Program will work with the following instructional team members:

Instructors

Instructors are responsible for:

- Distributing course outlines, schedules, materials, assignments, and exams
- Monitoring and recording student progress
- Grading student assignments and providing feedback to the student

The Chair, Associate Chair, or designate

The Chair and/or Associate Chair is responsible for:

- Working with students to outline their program plan
- Providing information if:
 - You want to change course registration

- You have failed, withdrawn, or need to take a break from the program
- You would like to transfer to another delivery option
- Approving final course grades

Administrative Support

Business Operations team provides support to students, instructors, and Program Chairs. When other areas of the College advise you to contact a program area, this team can support you. You can reach them by e-mailing the program specific inbox listed in this handbook.

Business Operation team members work closely with program areas. Some of their responsibilities include:

- Responding to student inquiries
- Booking appointments to see the Associate Chair or Program Chair
- Supporting organization of events, including orientation
- Issuing permission numbers granted by program areas
- Coordinating communication with students (sending newsletters, updates on behalf of the program, etc.)

Program Overview

Program Outcomes

Graduates from the program will:

- Identify 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.
- Identify strategies and appropriate practices to support diverse individuals and communities.
- Recognize and locate resources available to meet the needs of individuals and communities.

- Interpret and apply agency policies and procedures.
- Demonstrate the roles and responsibilities of Community Support Workers.

Program Delivery

Please read more about program delivery here:

<https://www.norquest.ca/cal/current/program/community-support-worker/program-deliveries.aspx>

Lab Requirements

Your instructional team will provide you with an orientation to lab requirements for your program. These may include expectations with respect to dress code, required materials to bring to the lab, strategies to prepare for lab experiences, and a code of conduct for the labs.

Learning and following program lab requirements prepares students to succeed in labs and future practice.

Failing a Course and/or Practicum

Students who are unsuccessful in four courses, or unsuccessful twice in the same course, may not be allowed to continue in the program. Students may need to meet with the Chair/ Associate Chair in order to plan for successful program completion.

Open Studies students who fail program courses and later apply to the program may need to meet with the Program Chair or designate to plan their program completion.

Course of Study by Terms

The CSW certificate is comprised of 9 3-credit courses and 1 7-credit practicum. In order to complete this program in 2 semesters you must take 5 courses in the first semester and 4 courses and practicum in the second semester.

Course descriptions are found at the following link:

<https://www.norquest.ca/cal/current/program/community-support-worker/courselist.aspx>

You will be **most successful** in the Community Support Worker Program if you complete courses in the following order:

Term 1

- COSW1100- Introduction to Community Support Work
- COSW1005- Introduction to Indigenous World Views
- CBLE1010- Understanding Community I
- COMM1007- Written Communication
- COMP1016- Utilizing Technologies

Term 2

- COSW1006- Working with Older Adults
- SETT1000- Introduction to Settlement Work I: Global Perspectives
- DISB1002- Introduction to Disability Studies
- COMM1001- Introduction to Communications
- DISB1200- Community Support Worker Practicum

Program Completion

You must successfully pass all courses and practicums listed above with a GPA of 2.0 or higher to complete this program.

Disability Studies Program Overview

<https://www.norquest.ca/cal/current/program/disability-studies/>

Program Roles and Responsibilities

Students in the Disability Studies Program will work with the following instructional team members:

Instructors

Instructors are responsible for:

- Distributing course outlines, schedules, materials, assignments, and exams
- Monitoring and recording student progress

- Grading student assignments and providing feedback to the student

The Chair, Associate Chair, or designate

The Chair and/or Associate Chair is responsible for:

- Working with students to outline their program plan
- Providing information if:
 - You want to change course registration
 - You have failed, withdrawn, or need to take a break from the program
 - You would like to transfer to another delivery option
- Approving final course grades

Administrative Support

Business Operations team provides support to students, instructors, and Program Chairs. When other areas of the College advise you to contact a program area, this team can support you. You can reach them by e-mailing the program specific inbox listed in this handbook.

Business Operation team members work closely with program areas. Some of their responsibilities include:

- Responding to student inquiries
- Booking appointments to see the Associate Chair or Program Chair
- Supporting organization of events, including orientation
- Issuing permission numbers granted by program areas
- Coordinating communication with students (sending newsletters, updates on behalf of the program, etc.)

Program Overview

Program Outcomes

Graduates from the Disability Studies program will:

- Demonstrate interpersonal and written communication skills
- Demonstrate foundational skills and knowledge in disability studies
- Describe historical and political social contexts in disability studies
- Describe social contexts in relationships and environments in disability studies
- Explain how to engage family and other supports
- Demonstrate responsive planning
- Develop professional practice and philosophy

Program Delivery

<https://www.norquest.ca/cal/current/program/disability-studies/program-deliveries.aspx>

Lab Requirements

Your instructional team will provide you with an orientation to lab requirements for your program. These may include expectations with respect to dress code, required materials to bring to the lab, strategies to prepare for lab experiences, and a code of conduct for the labs.

Learning and following program lab requirements prepares students to succeed in labs and future practice.

Failing a Course and/or Practicum

Students who are unsuccessful in four courses, or unsuccessful twice in the same course, may not be allowed to continue in the program. Students may need to meet with the Chair/ Associate Chair in order to plan for successful program completion.

Open Studies students who fail program courses and later apply to the program may need to meet with the Program Chair or designate to plan their program completion.

Course of Study by Terms

The DS diploma is comprised of 18 3-credit courses and 2 7-credit practicums. A full-time course load is 9 credits. In order to complete the program in 4 semesters you must take 5 courses in two semesters and 4 courses and 1 practicum in two semesters.

Course descriptions are found at the following link:
<https://www.norquest.ca/cal/current/program/disability-studies/courselist.aspx>

You will be **most successful** in the Disability Studies Program if you register for courses in the **following order**:

Full-time Days (4 semesters):

Term 1- Fall 2021

- DISB 1000- Human Development
- DISB1002- Introduction to Disability Studies
- COMM1007- Written Communication
- COMP1016- Utilizing Technologies
- CBLE1010- Understanding Communities I

Term 2- Winter 2022

- DISB1003- Positive Behaviour
- DISB1005- Exceptionalities I
- DISB1004- Person-Centred Planning
- DISB1100- Disability Studies Practicum I
- COMM1001- Introduction to Communications

Term 3- Fall 2022

- DISB2005- Exceptionalities II
- DISB2002- Working with Families
- DISB2006- Planning Responsive Environments
- DISB2008- Community Alliances
- CBLE2010- Understanding Communities II

Term 4- Winter 2023

- DISB2003- Social Contexts in Disability Studies
- DISB2000- Intercultural Perspectives on Mental Health and Complex Needs
- DISB2007- Leadership
- DISB2100- Practicum II
- Elective

Program Completion

You must successfully pass all courses and practicums listed above with a GPA of 2.0 or higher to complete this program.

Educational Assistant Program Overview

<https://www.norquest.ca/cal/current/program/educational-assistant/>

Program Roles and Responsibilities

Students in the Educational Assistant Program will work with the following instructional team members:

Instructors

Instructors are responsible for:

- Distributing course outlines, schedules, materials, assignments, and exams
- Monitoring and recording student progress
- Grading student assignments and providing feedback to the student

The Chair, Associate Chair, or designate

The Chair and/or Associate Chair is responsible for:

- Working with students to outline their program plan
- Providing information if:
 - You want to change course registration

- You have failed, withdrawn, or need to take a break from the program
- You would like to transfer to another delivery option
- Approving final course grades

Administrative Support

Business Operations team provides support to students, instructors, and Program Chairs. When other areas of the College advise you to contact a program area, this team can support you. You can reach them by e-mailing the program specific inbox listed in this handbook.

Business Operation team members work closely with program areas. Some of their responsibilities include:

- Responding to student inquiries
- Booking appointments to see the Associate Chair or Program Chair
- Supporting organization of events, including orientation
- Issuing permission numbers granted by program areas
- Coordinating communication with students (sending newsletters, updates on behalf of the program, etc.)

Program Overview

Program Outcomes

Graduates from the program will:

- Build and maintain respectful relationships (children, teachers, peers, community agencies and services if applicable) through using interpersonal and written communication skills.
- Apply foundational skills and knowledge utilizing technology.
- Demonstrate professional skills and behaviour in working in an educational setting.
- Demonstrate an understanding of and describe the complexity of the role of the educational assistant within the context of the

classroom in relation to the teacher, students and other colleagues within the educational setting.

- Connect the principles of development to supporting student learning in educational settings.
- Apply knowledge of key concepts, processes and instructional methods in literacy and numeracy when implementing strategies, materials, and activities to support learners.
- Identify and apply the components of a positive behaviour support plan.

Program Delivery

<https://www.norquest.ca/cal/current/program/educational-assistant/program-deliveries.aspx>

This program is offered full-time in-person and part-time on-line in the evenings.

Lab Requirements

Your instructional team will provide you with an orientation to lab requirements for your program. These may include expectations with respect to dress code, required materials to bring to the lab, strategies to prepare for lab experiences, and a code of conduct for the labs.

Learning and following program lab requirements prepares students to succeed in labs and future practice.

Failing a Course and/or Practicum

Students who are unsuccessful in four courses, or unsuccessful twice in the same course, may not be allowed to continue in the program. Students may need to meet with the Chair/ Associate Chair in order to plan for successful program completion.

Open Studies students who fail program courses and later apply to the program may need to meet with the Program Chair or designate to plan their program completion.

Course of Study by Terms

The EA certificate is comprised of 9 3-credit courses and 1 7-credit practicum. In order to complete this program in 2 semesters you must take 5 courses in the first semester and 4 courses and practicum in the second semester.

Course descriptions are found at the following link:

<https://www.norquest.ca/cal/current/program/educational-assistant/courselist.aspx>

You will be **most successful** in the Education Assistant Program if you complete courses in the following order:

Term 1- Fall 2021

- ELCC1000 Child Growth and Development
- EDAS1000 Role of the Education Assistant
- EDAS1002 Universal Design and Adaptive Instruction
- COMM1007 Written Communication
- COMP1016 Utilizing Technology

Term 2- Winter 2022

- DISB1005 Exceptionalities I
- EDAS1003 Fostering Positive Behaviour and Self-Regulation
- EDAS1004 Supporting Literacy, Numeracy and Science
- COMM1001 Introduction to Communication
- EDAS1200 Education Assistant Practicum

Program Completion

You must successfully pass all courses and practicums listed above with a GPA of 2.0 or higher to complete this program.

Early Learning and Child Care Certificate Program Overview

<https://www.norquest.ca/cal/current/program/early-learning-and-child-care/>

Program Roles and Responsibilities

Students in the Early Learning and Child Care Certificate Program will work with the following instructional team members:

Instructors

Instructors are responsible for:

- Distributing course outlines, schedules, materials, assignments, and exams
- Monitoring and recording student progress
- Grading student assignments and providing feedback to the student

The Chair, Associate Chair, or designate

The Chair and/or Associate Chair is responsible for:

- Working with students to outline their program plan
- Providing information if:
 - You want to change course registration
 - You have failed, withdrawn, or need to take a break from the program
 - You would like to transfer to another delivery option
- Approving final course grades

Administrative Support

Business Operations team provides support to students, instructors, and Program Chairs. When other areas of the College advise you to contact a program area, this team can support you. You can reach them by e-mailing the program specific inbox listed in this handbook.

Business Operation team members work closely with program areas. Some of their responsibilities include:

- Responding to student inquiries
- Booking appointments to see the Associate Chair or Program Chair
- Supporting organization of events, including orientation
- Issuing permission numbers granted by program areas

- Coordinating communication with students (sending newsletters, updates on behalf of the program, etc.)

Program Overview

Program Outcomes

NorQuest course work promotes relationship building and relational practice, observation, documentation, reflection, and collaboration in practicum. This practicum approach will include developing relationships, exchanging ideas, challenging one another, as well as maximizing teaching and learning opportunities.

Upon successful completion of the **certificate and/or diploma**, students are prepared to demonstrate ELCC specific competencies aligned with our Program outcomes listed below.

| ELCC Specific Competencies | Certificate Outcomes (Practicum 1 & 2) | Diploma Outcomes (Practicum 3 & 4) |
|--|---|---|
| Professionalism | <ul style="list-style-type: none"> • Use reflection to strengthen practice and build professionalism. | <ul style="list-style-type: none"> • Use reflective practice as a tool to support professional and personal growth and development as an Early Childcare Educator. • Model practices that promote professional and personal integrity. • Model effective communication abilities and demonstrate conflict resolution skills. |
| Leadership in Early Childhood Education | <ul style="list-style-type: none"> • Uphold indoor and outdoor environmental health and safety according to provincial regulations and guidelines. | <ul style="list-style-type: none"> • Demonstrate positive leadership skills: building professional relationships with colleagues; welcoming multiple perspectives; and recognizing the scope of team roles. • Assess and maintain indoor and outdoor environmental health |

| | | |
|---|---|--|
| | | and safety according to provincial regulations and guidelines. |
| Learning Environments and Curriculum | <ul style="list-style-type: none"> Design and assess emergent, child-centred, play-based curriculum based on children’s interests. | <ul style="list-style-type: none"> Use the model of co-inquiry and knowledge of children and families, to co-construct emergent, child-centered, play-based curriculum and responsive learning environments for individual children and for groups. |
| Observation & Documentation | <ul style="list-style-type: none"> Use observation, documentation, and planning as a tool to support child development and learning. | <ul style="list-style-type: none"> Use observation, documentation, reflection, and interpretation as opportunities to support child development and learning and to inform planning. |
| Child Development, Learning and Care | <ul style="list-style-type: none"> Use developmental knowledge and knowledge of individual children to support children’s healthy development and learning. | <ul style="list-style-type: none"> Demonstrate knowledge and model skills to support all children’s healthy development and learning, including the primary role of families and the essential value of play. |
| Relationship Based Practice & Guidance | <ul style="list-style-type: none"> Support the image of the child as capable and competent, building respectful and nurturing relationships and providing positive guidance. | <ul style="list-style-type: none"> Build close, nurturing relationships with children and families and regard the child from a strength-based perspective of capable and competent. Support the child’s sense of well-being through positive guidance within |

| | | |
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| | | a respectful, responsive relationship. |
| Family & Community Engagement | <ul style="list-style-type: none"> • Build strength-based relationships with families and actively welcome families into the child care community. | <ul style="list-style-type: none"> • Build respectful and reciprocal relationships with families and encourage family’s active participation within the child care community. • Build relationships within multiple learning communities. |
| Diversity, Equity, and Inclusion | <ul style="list-style-type: none"> • Respect family diversity and identify strategies to support inclusive environments. | <ul style="list-style-type: none"> • Demonstrates understanding of own biases and creates inclusive environments that supports the full participation of all children and families |

Program Delivery

<https://www.norquest.ca/cal/current/program/early-learning-and-child-care/program-deliveries.aspx>

Lab Requirements

Your instructional team will provide you with an orientation to lab requirements for your program. These may include expectations with respect to dress code, required materials to bring to the lab, strategies to prepare for lab experiences, and a code of conduct for the labs.

Learning and following program lab requirements prepares students to succeed in labs and future practice.

Failing a Course and/or Practicum

Students who are unsuccessful in four courses, or unsuccessful twice in the same course, may not be allowed to continue in the program. Students may need to meet with the Chair/ Associate Chair in order to plan for successful program completion.

Open Studies students who fail program courses and later apply to the program may need to meet with the Program Chair or designate to plan their program completion.

Course of Study by Terms

The ELCC certificate is comprised of eight 3-credit courses and two 7-credit practicums. Course descriptions are found at the following link:

<https://www.norquest.ca/cal/current/program/early-learning-and-child-care/courselist.aspx>

You will be **most successful** in the Early Learning and Child Care Program if you complete courses in the following order:

To complete the certificate program in 1 year, students should register for courses as follows:

To complete in 2 semesters

Term 1

ELCC1000 Child Development
ELCC1002 Intro to ELCC
ELCC1100 ELCC Practicum I
COMM1007 Written Communication
COMP1016 Utilizing Technology

Term 2

ELCC1006 Play
ELCC1007 Literacy
ELCC1008 Guiding Children's Behaviour
ELCC1200 ELCC Practicum II
COMM1001 Intro to Communication

To complete in 3 semesters

Term 1

ELCC1000 Child Development
ELCC1002 Intro to ELCC
COMM1007 Written Communication
*OPTIONAL- Practicum

Term 2

ELCC1006 Play
ELCC1008 Guiding Children's Behaviour
COMP1016 Utilizing Technology
*OPTIONAL- Practicum

Term 3

ELCC1007 Literacy
COMM1001 Introduction to Communication
*OPTIONAL- Practicum

**Must complete 2 practicums*

Program Completion

You must successfully pass all courses and practicums listed above with a GPA of 2.0 or higher to complete this program.

Early Learning and Child Care Diploma Program Overview

Program Roles and Responsibilities

Students in the Early Learning and Child Care Diploma Program will work with the following instructional team members:

Instructors

Instructors are responsible for:

- Distributing course outlines, schedules, materials, assignments, and exams
- Monitoring and recording student progress
- Grading student assignments and providing feedback to the student

The Chair, Associate Chair, or designate

The Chair and/or Associate Chair is responsible for:

- Working with students to outline their program plan
- Providing information if:
 - You want to change course registration
 - You have failed, withdrawn, or need to take a break from the program
 - You would like to transfer to another delivery option
- Approving final course grades

Administrative Support

Business Operations team provides support to students, instructors, and Program Chairs. When other areas of the College advise you to contact a program area, this team can support you. You can reach them by e-mailing the program specific inbox listed in this handbook.

Business Operation team members work closely with program areas. Some of their responsibilities include:

- Responding to student inquiries
- Booking appointments to see the Associate Chair or Program Chair
- Supporting organization of events, including orientation
- Issuing permission numbers granted by program areas
- Coordinating communication with students (sending newsletters, updates on behalf of the program, etc.)

Program Overview

Program Outcomes

NorQuest course work promotes relationship building and relational practice, observation, documentation, reflection, and collaboration in practicum. This practicum approach will include developing relationships, exchanging ideas, challenging one another, as well as maximizing teaching and learning opportunities.

Upon successful completion of the **certificate and/or diploma**, students are prepared to demonstrate ELCC specific competencies aligned with our Program outcomes listed below.

| ELCC Specific Competencies | Certificate Outcomes (Practicum 1 & 2) | Diploma Outcomes (Practicum 3 & 4) |
|----------------------------|--|---|
| Professionalism | <ul style="list-style-type: none"> • Use reflection to strengthen practice and build professionalism. | <ul style="list-style-type: none"> • Use reflective practice as a tool to support professional and personal growth and development as an Early Childcare Educator. |

| | | |
|--|---|--|
| | | <ul style="list-style-type: none"> • Model practices that promote professional and personal integrity. • Model effective communication abilities and demonstrate conflict resolution skills. |
| Leadership in Early Childhood Education | <ul style="list-style-type: none"> • Uphold indoor and outdoor environmental health and safety according to provincial regulations and guidelines. | <ul style="list-style-type: none"> • Demonstrate positive leadership skills: building professional relationships with colleagues; welcoming multiple perspectives; and recognizing the scope of team roles. • Assess and maintain indoor and outdoor environmental health and safety according to provincial regulations and guidelines. |
| Learning Environments and Curriculum | <ul style="list-style-type: none"> • Design and assess emergent, child-centred, play-based curriculum based on children’s interests. | <ul style="list-style-type: none"> • Use the model of co-inquiry and knowledge of children and families, to co-construct emergent, child-centered, play-based curriculum and responsive learning environments for individual children and for groups. |
| Observation & Documentation | <ul style="list-style-type: none"> • Use observation, documentation, and planning as a tool to support child development and learning. | <ul style="list-style-type: none"> • Use observation, documentation, reflection, and interpretation as opportunities to support child development and learning and to inform planning. |
| | <ul style="list-style-type: none"> • Use developmental knowledge and | <ul style="list-style-type: none"> • Demonstrate knowledge and model skills to |

| | | |
|---|---|---|
| Child Development, Learning and Care | knowledge of individual children to support children’s healthy development and learning. | support all children’s healthy development and learning, including the primary role of families and the essential value of play. |
| Relationship Based Practice & Guidance | <ul style="list-style-type: none"> • Support the image of the child as capable and competent, building respectful and nurturing relationships and providing positive guidance. | <ul style="list-style-type: none"> • Build close, nurturing relationships with children and families and regard the child from a strength-based perspective of capable and competent. • Support the child’s sense of well-being through positive guidance within a respectful, responsive relationship. |
| Family & Community Engagement | <ul style="list-style-type: none"> • Build strength-based relationships with families and actively welcome families into the child care community. | <ul style="list-style-type: none"> • Build respectful and reciprocal relationships with families and encourage family’s active participation within the child care community. • Build relationships within multiple learning communities. |
| Diversity, Equity, and Inclusion | <ul style="list-style-type: none"> • Respect family diversity and identify strategies to support inclusive environments. | <ul style="list-style-type: none"> • Demonstrates understanding of own biases and creates inclusive environments that supports the full participation of all children and families |

Program Delivery

<https://www.norquest.ca/cal/current/program/early-learning-and-child-care-diploma-full-program/program-deliveries.aspx>

Lab Requirements

Your instructional team will provide you with an orientation to lab requirements for your program. These may include expectations with respect to dress code, required materials to bring to the lab, strategies to prepare for lab experiences, and a code of conduct for the labs.

Learning and following program lab requirements prepares students to succeed in labs and future practice.

Failing a Course and/or Practicum

Students who are unsuccessful in four courses, or unsuccessful twice in the same course, may not be allowed to continue in the program. Students may need to meet with the Chair/ Associate Chair in order to plan for successful program completion.

Open Studies students who fail program courses and later apply to the program may need to meet with the Program Chair or designate to plan their program completion.

Course of Study by Terms

The ELCC diploma is comprised of sixteen 3-credit courses and four 7-credit practicums.

Course descriptions are found at the following link:

<https://www.norquest.ca/cal/current/program/early-learning-and-child-care-diploma-full-program/courselist.aspx>

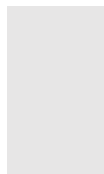
You will be **most successful** in the Early Learning and Child Care Program if you complete courses in the following order:

To complete the diploma program in 2 years, students should register for courses as follows, however please be aware that courses may not be offered each term:

To complete in 4 semesters

Term 1

ELCC1000 Child Development
ELCC1002 Intro to ELCC



To complete in 6 semesters

Term 1

ELCC1000 Child Development
ELCC1002 Intro to ELCC

ELCC1100 ELCC Practicum I
COMM1007 Written Communication
COMP1016 Utilizing Technology

Term 2

ELCC1006 Play
ELCC1007 Literacy
ELCC1008 Guiding Children's Behaviour
ELCC1200 ELCC Practicum II
COMM1001 Intro to Communication

Term 3

ELCC2000 Development and Inclusive Care
ELCC2002 Working with Families
ELCC2003 Infants and Toddlers
ELCC2006 Play and Creativity
ELCC2100 ELCC Practicum III

Term 4

ELCC2004 School-age Children
ELCC2005 Social Contexts in ELCC
ELCC2007 Leadership and Management in ELCC
ELCC2008 Play, Spaces and Planning
ELCC2200 ELCC Practicum IV

COMM1007 Written Communication
*OPTIONAL- Practicum

Term 2

ELCC1006 Play
ELCC1008 Guiding Children's Behaviour
COMP1016 Utilizing Technology
*OPTIONAL- Practicum

Term 3

ELCC1007 Literacy
COMM1001 Introduction to Communication
*OPTIONAL- Practicum

Term 4

ELCC2002 Working with Families
ELCC2003 Infants and Toddlers
ELCC2006 Play and Creativity
*OPTIONAL - Practicum

Term 5

ELCC2000 Development and Inclusive Care
ELCC2007 Leadership and Management in ELCC
ELCC2008 Play, Spaces and Planning
*OPTIONAL- Practicum

Term 6

ELCC2004 School-age Children
ELCC2005 Social Contexts in ELCC
*OPTIONAL- Practicum

**Must complete all 4 practicums*

Program Completion

You must successfully pass all courses and practicums listed above with a GPA of 2.0 or higher to complete this program.

WORK-INTEGRATED LEARNING (WIL)/PRACTICUM

Overview

Work Integrated Learning involves work experience under the supervision of an experienced registered or licensed professional or qualified mentor/preceptor in any discipline that requires practice-based work experience for professional licensure or certification or for program completion. Work Integrated Learning experiences are generally unpaid and the work is done in a supervised setting.

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

Each student is supervised by a mentor at the site, who will provide informal and formal feedback and a NorQuest instructor who monitors the student progress.

WIL Experience Outcomes

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

- Demonstrate the program outcomes listed above.
- Demonstrate critical thinking through innovative application of theory, reflective practice, and decision-making.
- Recognize expectations, workplace culture, and professional accountability while experiencing and participating in diverse workplaces.

- Reflect on future goals in relation to personal values, educational interests, and previous experience in order to develop social responsibility.
- Develop and practice competencies in professional communication, collaboration, and conflict management.
- Build confidence and workforce readiness by identifying and utilizing transferable skills.

Requirements for WIL Participation

For complete details, please consult the WIL Handbook for your program. Generally speaking, in order to participate in a work integrated learning experience, you must:

1. Successfully pass all prerequisite courses and obtain the required grade.
2. Complete all To-Do List items as listed on MyQuest. For detailed information about each program, please see: [Program Details](#)
3. Complete any additional requirements as stipulated by your program.

Police Information Check

This program requires that you submit a clear PIC prior to attending WIL. Any fees required to get a Police Information Check are your responsibility. For more information, please see: [Police Information Check](#).

After you submit your Police Information Check, you must report any changes (e.g. criminal convictions or charges) to your program area immediately. Any change to your PIC may affect your ability to attend your WIL experience.

Intervention Record Check

An Alberta Children and Youth Services Intervention Record Check must be submitted prior to WIL. The Intervention Record Check must meet the criteria specified by the practicum sponsors. Your WIL experience 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 wait until you are advised to do so. For more information, please see: [Work, Practicum and Clinical Requirements](#)

Additional WIL Requirements for International Students

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

The Process

Potential WIL sites are contacted and coordinated by the College.

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

WIL experiences will be coordinated by the College.

The steps are as follows:

1. Complete the To Do List items.
2. Complete a WIL/Practicum Request Form to initiate the WIL process.

OR

You will enter the required information into WILWorks.

3. Complete and sign the WIL Student Agreement and any other required documentation.
4. You will be notified of the WIL site that you have been assigned to once the arrangements have been finalized.

5. Read all information found in the WIL handbook and/or the Moodle WIL/practicum course including the course outline, prior to starting the WIL experience.
6. Track hours, follow the attendance policy, and complete evaluation forms and any required assignments during your WIL experience according to stated deadlines.

WIL Student Responsibilities

1. Review the information contained in this handbook and the course outline.
2. Review Moodle information regularly as per program requirements.
3. Continue to check MyMail regularly.
4. Read, accept and sign the WIL Student Agreement and submit to their program area. Located in your Programs WIL Handbook.
5. Complete an information release form as required by the college to allow information to be released by college staff to facilitate the WIL experience.
6. Submit all required documentation, and incur all costs to obtain documentation by the due dates.
7. Attend all WIL meetings as requested, including the practicum information meeting and pre-practicum orientations.
8. Demonstrate professional expectations as outlined by the regulatory/professional body in the designated field of study.
9. Display appropriate professional behaviour during the WIL experience, including good attendance, punctuality, appropriate attire and grooming. Except where required by the preceptor/mentor/supervisor/instructor, use of personal cell phones during placement hours is strictly prohibited, as is use of worksite computers or other office equipment for anything other than assigned duties (i.e. social media, internet sites, apps).
10. Immediately inform NorQuest College staff of any accidents, incidents/injuries, sudden illness, or unusual occurrence according to the requirements of the college/program.
11. Sign a confidentiality agreement as per program requirements.
12. Attend the provided WIL site; regardless of location, student is responsible for transportation and associated cost.

13. Participate in evaluative WIL surveys if requested.
14. Develop and discuss learning goals with the preceptor.
15. Initiate conversation with the primary preceptor regarding concerns achieving goals due to the setting and/or the preceptor(s) relationship. Involve your NorQuest Instructor as needed.
16. Recognize her/his knowledge, skills and abilities, limits of responsibilities, legislative authority and supervision requirements, and act to obtain appropriate supervision if necessary.
17. Enter practicum hours worked on the log sheet and have the log initialed by the supervising physical therapist at the end of the work.
18. Participate with the primary preceptor in midterm and final evaluations.
19. Upload Midterm and Final Evaluations (self-evaluation and preceptor evaluation), Log Sheet, and Skills Checklist into Moodle, submitted within 1 business day of practicum completion.

REQUIREMENTS TO PASS WIL

All students must complete the following in order to successfully pass their WIL experience.

1. Submit/Complete a signed final evaluation that meets program requirements.
2. Complete the required WIL experience hours as per program requirements. Hours must be verified by the preceptor.
3. Complete the learning activities as outlined in course outline/Moodle.

WIL Hours

Hours will be assigned according to the policy for each site, in addition to College and Employment Standards. The student will work the same shifts as the preceptor, but may be supervised by another person in that role. Students may be required to work weekends, evenings, nights, holidays, or a combination of shifts. Note that statutory holidays do not need to be made up and will be factored into the hour requirements. The site may be responsible for choosing one or more WIL preceptor(s).

When calculating hours, do not deduct time for breaks or lunch. For example, working 0700-1900 would be a 12-hour shift and recorded as such. Round time to the nearest 15 minutes.

WIL Assignments and Evaluations

All WIL assignments should be submitted in Moodle by the deadline indicated. Failure to do so may result in a grade of zero.

It is the **student's responsibility** to submit the final evaluation (and hour log) by the deadline indicated by the program. Students will submit the documentation as per the program instructions. See instructions on Moodle and in the course outline. Failure to submit the required documents on time may cause the student to fail the WIL experience, regardless of the final evaluation results and hour log total.

Please ensure all pages in the WIL experience Final Evaluation are filled in completely and initialled where indicated. The final page must be signed and dated by both the student and the Preceptor(s) to be valid.

The hour log must also be signed and dated by both the Preceptor(s) and the student to be valid.

Scanned copies of the documents are accepted. Multiple individual files, or pictures will not be accepted. Please ensure all pages are complete and visible in the scan.

WIL Evaluation

The WIL Evaluation provides feedback to the student regarding their performance throughout a WIL experience and helps College staff assess the student's overall competency in the course. WIL site feedback is solicited for the purpose of obtaining information that the student can use in future WIL experiences or other self-development opportunities.

When to Complete

The WIL evaluation will be completed by the midpoint and the end of the WIL experience. The purpose of the midpoint evaluation is to ensure that the

applicable skills are being covered and that any areas in need of further development are identified. A final evaluation is completed at the end of the practicum experience.

Who Completes the Evaluation

The preceptor that supervised the student for the most hours should complete the midpoint and final evaluation. All evaluators must initial and sign the evaluation where indicated. It is recommended that the evaluation is discussed and completed with the student. The student is also to complete their own self-evaluation for midpoint and final prior to the meeting with the preceptor, these self-evaluations should be used to guide discussions with preceptors. The student is responsible for submitting the midpoint and final evaluations (self-evaluation and preceptor evaluation) to their instructor in Moodle. If a therapy assistant was the main preceptor, the lead therapist must also sign off on the evaluation.

What information should be provided

The preceptor/mentor/supervisor/instructor will evaluate the student's overall performance against specific performance objectives using the following rating scale:

| | |
|-----|--|
| 4 | The student is able to perform this task competently or demonstrates this behaviour consistently; the student is able to work independently. |
| 3 | The student meets expectations in this area, but requires more experience and/or confidence. The student sometimes requires assistance or direction, but commonly shows skill in this area. |
| 2 | The student consistently performs below expectations in this area and/or requires significant support to complete the task or demonstrate the behaviour. The student requires further training and/or experience to be competent in this area. |
| 1 | The student has not learned or attempted to learn the skills required for this task or behaviour. The student requires significant further training/experience and is <u>not</u> workplace-ready in this area. |
| n/a | This task or behaviour does not apply to this area. |

Specific examples should be provided if a performance objective is rated at a performance objective is not met or requires more experience. If there are any concerns regarding the student's skills or progress, the preceptor/mentor/supervisor/instructor should notify the site supervisor and designated NorQuest staff as soon as possible.

ATTENDANCE DURING WIL

All scheduled work experience days/practicum are compulsory. Student absence may jeopardize meeting WIL hour requirements and being able to demonstrate competencies. If a student does miss time at a WIL site, there may be non-academic penalties as stipulated by the program area up to and including withdrawal from the WIL experience. Students who miss time from their WIL experience may be required to meet with the Chair or Associate Chair prior to continuing.

Depending on specific program requirements, students may be required to make up/reschedule the time missed. However, students cannot work more than what the site allows within Labour Standards and students cannot work without supervision.

In some circumstances students may also be required to provide a medical documentation to support their absence.

Reporting an Absence during WIL

If you will be absent from a scheduled work experience day, you are required to notify your preceptor by phone or email (depending on the agreed upon method) at least 1 hour prior to the start of your shift.

You must phone or email the following information to **BOTH the WIL site and NorQuest program**:

- Student Name
- Student ID

- Program/Course
- Facility/Unit
- Instructor/Preceptor/Supervisor's Name

Students will email or phone their practicum instructor to report your absence to NorQuest College.

Students should use the process and the contact information provided by the WIL site to report absences.

Successful completion of the WIL experience

In order to be successful in the WIL experience:

1. Students must consistently demonstrate the competencies and the knowledge identified in the evaluation.
2. Students must successfully complete the required assignments.
3. Students must complete the required hours.

Students will receive a Pass/Fail grade for their WIL experience. Final grades are assigned by NorQuest staff and not the site.

WIL HEALTH AND SAFETY

NorQuest strives to provide safe WIL opportunities for students. Sites participating in WIL experiences must meet safety standards and have adequate supervision as well as policies related to health and safety.

Should there be an incident that requires emergency care, call 911.

If a student is injured during their shift, both the student and the site are required to immediately inform the NorQuest College practicum instructor.

WCB Coverage (NorQuest Alberta Students)

NorQuest College is responsible under the Worker's Compensation Act for determining a students' WCB eligibility prior to the WIL experience and for informing the student if eligibility is not available.

There is no cost for sites participating in the WIL experience. NorQuest students are considered workers of the Government of Alberta and are covered through the Workers' Compensation Board-Alberta while in class and while placed with Alberta employers for a WIL experience. A student coverage fact sheet can be found [here](#) on the WCB-Alberta website.

WCB Coverage (NorQuest Out of Province Students)

NorQuest College may purchase other student accident /injury coverage for students who do not qualify for Alberta WCB student coverage.

Students that are not eligible for WCB Alberta coverage may need to make alternate arrangements (added to the students' To-Do-List). **A WIL experience may not proceed until WCB eligibility is determined.**

What to do in case of an injury or other medical situation

NorQuest College is responsible under the Worker's Compensation Act for reporting a student injury/incident and must provide students with information regarding the reporting requirements in the event that an injury/incident should occur. This applies to all students, full time and part time, credit and non-credit, who are registered and/or attending post-secondary studies in Alberta.

The Incident/Injury reporting process is as follows:

1. Immediately seek medical attention to get the aid you require.
2. Report the incident/injury to your preceptor/mentor/supervisor/instructor and program area as soon as possible.
3. Student must complete the Worker's Compensation Board (WCB) – [Alberta Worker Report of Injury Form](#) and submit to program area within 24 hours. NorQuest staff will complete the Employer Report of Injury Form and submit both forms to WCB within 48 hours.

**Assistance for completing the Worker Report of Injury form is available from the Centre for Growth & Harmony at NorQuest College, by calling 780.644.6155 or contacting wellness@NorQuest.ca.*

In addition to following NorQuest process for injury list above, students should check with their preceptor/mentor/supervisor/instructor regarding any

other site requirements for injury reporting (e.g. needle stick injury or twisted ankle).

What to do in the event of an emergency (Fire, etc.)

During the first day of your WIL experience, students should be informed with regards to emergency procedures for the facility and what actions to take.

Mental Health & Support

Student health and wellness is very important during practicum. Students are encouraged to contact the Centre for Growth and Harmony at wellness@norquest.ca if they require support or resources relating to mental health needs or previously defined accommodations.

Resources are also available at: [Centre for Growth and Harmony](#)

Fitness to Practice

In order to participate in the WIL experience, students are expected to meet bona fide occupational requirements. Students who are unable to meet the occupational requirements may be removed from the WIL experience and asked to provide proof of fitness to practice or other documentation from a physician or other licensed professional.

For more information about occupational requirements please contact the program area.

WIL LIMITATIONS AND DISCLAIMER

Please note the following:

1. Due to circumstances beyond our control, **NorQuest College cannot guarantee students a WIL experience.**
2. Every effort is made to place students within their requested area, but **students may be placed in other areas, depending on the availability of sites. Students may be required to travel or relocate for their WIL experience.** Students are responsible for these associated costs.
3. Students will work the same hours as the supervising preceptor/mentor/supervisor/instructor and this **may include day, early**

morning, evening, nights, weekend, split shifts and holidays. Shifts will vary in length.

4. Students must ensure that they have adequate transportation and childcare for the duration of the WIL experience. Students are responsible for these costs.
5. Students are **not to contact** potential WIL sites, as these **must** be arranged by the College.
6. Students must complete To Do List items by the deadline indicated by the program. Students who do not complete the To Do List items by the deadline may not attend the WIL experience. Students are responsible for associated fees in obtaining To Do List items.
7. As per the program policies, if students are unsuccessful in any course twice, including the WIL experience, the student will be withdrawn from the program as per academic and program policies.
8. Students with a positive Police Information Check/Vulnerable Sector Search are at risk of NOT being able to do the following:
9. go out on a WIL experience
10. complete the program
11. find employment
12. register with their professional regulatory body
13. International students must have a valid Co-op Work Permit to participate in a WIL experience outside of NorQuest College property.
14. Students must have permission from the program area to complete their WIL experience at their place of work.
15. Students must have permission from the program area to complete their WIL experience at the same location where a relative works.
16. Students under the age of 18 may not be able to be placed in a WIL experience due to the requirements and regulations and the ability to obtain a Police Information Check.
17. A WIL experience is unpaid.
18. College and program policies will apply throughout the WIL experience. The student is also governed by the policies of the site during the time the student is engaged in the WIL experience.

Questions?

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

Have a great term!

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