

# ***Student Manual***

***2014-15***





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# The Academic Calendar 2014-15\*

## September 2015

1	Monday	Labor Day (Institute Holiday)
2	Tuesday	Registration: returning full-time ECE and YW (Truro-only)
3	Wednesday	Registration: new full-time ECE and YW (Truro-only)
4	Thursday	First day 1 <sup>st</sup> semester classes: full-time ECE and YW (Truro-only) Registration: full-time ECE (Sydney location only)
9	Tuesday	First day of 1 <sup>st</sup> semester classes: full-time ECE (Sydney)

## October 2014

13	Monday	Thanksgiving (Institute Holiday)
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## November 2014

7	Friday	Last day 1st semester classes: full-time ECE (Truro) and YW
11	Tuesday	Remembrance Day (Institute Holiday)
10, 12-14		Exams: Full -Time ECE (Truro) and YW students
17	Monday	First day of 2 <sup>nd</sup> semester classes: FT ECE2 (Truro) and YW1 Full Time ECE1 (Truro) - Practicum (Nov. 17 - Dec. 12: 4 weeks) Full Time YW2- Practicum (Nov. 17 - Jan. 23: 8 weeks)
21	Friday	Last day of 1 <sup>st</sup> semester classes: Full Time ECE (Sydney)
24	Monday	Full Time ECE (Sydney) - Practicum (Nov. 24 - Dec. 19: 4 weeks)

## December 2014

15	Monday	First day of 2 <sup>nd</sup> semester classes: full - time ECE1 (Truro)
22	Monday	First day of Christmas break: all Full -Time programs (including Sydney)

## January 2015

1	Thursday	New Year's Day (Institute Holiday)
5	Monday	Second semester fees due for all full and part time programs Second semester classes resume for Full Time ECE (Truro), ECE (Sydney) and YW1. YW2- Practicum (continues until Jan. 23)
26	Monday	Second semester classes resume: YW2 Full -Time ECE1 (Truro) - Practicum (Jan. 26 - Feb. 20: 4 weeks)

## February 2015

3	Tuesday	Recognition & Awards Reception - full time students (Truro)
6	Friday	Last day of 2 <sup>nd</sup> semester classes: FT ECE2 (Truro) and YW1
9-13		Exams: Full Time ECE2 (Truro) and YW1
16	Monday	Viola Desmond Day (Institute Holiday)
16-20		Semester break: Full Time ECE2 (Truro) ECE (Sydney) and YW1
23	Monday	Full Time ECE2 (Truro) and YW1- Practicum (Feb. 23-April 17: 8 weeks) and Full Time ECE (Sydney) - Practicum (Feb. 23-March 20: 4 weeks)
23-27		Semester break: Full Time ECE1 (Truro)

Academic Calendar cont...

**March 2015**

9-13 Semester break: Full Time YW2  
23 Monday Second Semester classes resume for Full Time ECE (Sydney)

**April 2015**

3 Friday Good Friday (Institute Holiday)  
6 Monday Easter Monday (Institute Holiday)  
10 Friday Last day of 2<sup>nd</sup> semester classes: FT ECE1 (Truro) and YW2  
13-17 Exams: Full Time ECE1 (Truro) and YW2  
22 Wednesday Last day of second semester classes: Full Time ECE (Sydney)

**May 2015**

18 Monday Victoria Day (Institute Holiday)  
21 Thursday Graduation Banquet - 6:30 p.m. (Truro)  
22 Friday Convocation - 7:00 p.m. (Truro)

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

# ***Educational Programs***

## ***Diploma Programs:***

### ***Early Childhood Education Diploma (all courses are 30 credit hours)***

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

#### ***Courses: Year 1***

Introduction to Human Development	ECE 1014
Creative Experiences for Young Children	ECE 1023
Intro to Early Childhood Program Development	ECE 1033
Creating Appropriate Learning Environments	ECE 1053
Caring for the Caregiver	ECE 1063
Guiding and Understanding Behaviour	ECE 1073
Introduction to the E.C.E. Profession	ECE 1083
Nutrition for Young Children	ECE 1093
Movement Experiences	ECE 1103
Music Experiences for Young Children	ECE 1113
Intro. to Professional Reading & Writing 1	ENG 1033
Intro. to Professional Reading & Writing 2	ENG 1043

#### ***Courses: Year 2***

Human Development: Conception to Three	ECE 1013
Human Development: Preschool-School Age	ECE 2013
Observation and Assessment	ECE 2023
Play and Learning	ECE 2033
Language Development	ECE 2043
Working with Families	ECE 2053
Health & Safety in Early Childhood Settings	ECE 2063
Professional Research Methods	ENG 2023
Critical Reading & Professional Writing	ENG 2013
Introduction to Special Education 1	SPE 2013
Introduction to Special Education 2	SPE 2023
Methods in Child and Youth Guidance	YHW 1063

#### ***Delivery***

**2 years of full time study or 4 years of part time study\***

( Part-time Extension Locations: Bridgewater, Halifax, Sydney, New Glasgow, and Truro- **locations subject to change according to enrollment**)\* Part time study typically consists of 6.5 half credit courses per year and can be taken through a combination of day, evening and weekend classes.

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

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

#### ***Courses: Year 1***

Human Development: Conception to Three	ECE 1013
Introduction to Professional Reading and Writing 1	ENG 1033
Introduction to Professional Reading and Writing 2	ENG 1043
Introduction to Counselling	SPE 3083
Life Skills for Youth	YHW 1013
Youth and the Law	YHW 1023
Professional Issues	YHW 1033
Adolescent Program Development	YHW 1043
Introduction to Youth Care I	YHW 1053
Methods in Child and Youth Guidance	YHW 1063
Professional Certification 1	YHW 1073

#### ***Courses: Year 2***

Human Development: Preschool and School Age	ECE 2013
Critical Reading and Professional Writing	ENG 2013
Professional Research Methods	ENG 2023
Special Education in Youth Care 1	SPE 2033
Special Education in Youth Care 2	SPE 2043
Human Development: Adolescent	YHW 2013
Counselling and Treatment	YHW 2023
Prevention and Intervention Strategies	YHW 2033
Introduction to Youth Care 2	YHW 2043
Creative Experiences for Youth: Art & Drama	YHW 2053
Professional Certification 2	YHW 2063

#### ***Delivery***

**2 years of full time study**





## ***Special Education Diploma (courses are mix of 30 and 60 credit hours)***

This is a one year program which is available to those who possess the personal, professional and academic qualifications necessary to work with people of diverse abilities. It provides students with both theoretical and practical experiences which introduce them to a variety of intervention methods. Participants also acquire skills necessary to create and implement individual treatment and educational programs for exceptional children. Applicants must have acquired either the college's two year early childhood education or youth worker diploma, or their equivalent.

### ***Courses***

Introduction to Anatomy and Physiology	SPE 3233
Communication & Sensori-motor Disorders	PSA 1036
Individual Differences in Learning and Behavior	PSA 1046
Introduction to Counselling	SPE 3083
Observation, Screening and Assessment	SPE 3213
Working With Adults in Vocational and Residential Settings	SPE 3223
Early Intervention: Theory	SPE 3163
Early Intervention: Practical Application	SPE 3173

### ***Delivery***

**1 year full time**

**Public School Program Assistant Certificate (courses are mix of 30 and 60 credit hours)**

This program is an introduction to, and a comprehensive survey of, the field of special education. Special education is that branch of education responsible for meeting the needs of exceptional children - those who are gifted or who have impairments that affect intellectual, physical, emotional or sensory abilities. Students will examine a body of contemporary literature relating to special education and strive to develop an understanding of the developmental and learning characteristics of exceptional persons. Students will investigate the types of educational services and care that have been found to be effective in helping persons with special needs to reach their potential.

**Courses**

Foundations of Special Education	PSA 1016	Practicum - Foundations	PSP 1013
Physical & Developmental Conditions	PSA 1026	Practicum - Physical	PSP 1023
Communication & Sensory Disorders	PSA 1036	Practicum - Communication	PSP 1033
Individual Differences in Learning & Behavior	PSA 1046	Practicum - Individual Differences	PSP1043

**Delivery**

**1 year of full time study or 2 years of part time study\***

(Part-time extension locations: Bridgewater, Truro, Yarmouth, Port Hawkesbury- **locations subject to change according to enrollment**)

\*Part time study typically consists of two semesters per year which will each consist of one (60 hour) course held over 20 night classes plus approximately 125 hours of practicum.

# ***Course Descriptions***

## ***ECE 1013 ~ Human Development: Conception to Age Three***

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

## ***ECE 1014 ~ Introduction to Human Development***

Students will be introduced to the genetic and environmental factors that influence human development in all developmental domains. In addition they will begin to examine the norms of development from birth to age twelve. Students will also research and discuss the common theories relating to early human development.

## ***ECE 1023 ~ Creative Experiences for Young Children***

Students participating in this course learn to be facilitators for the creative endeavors of the young child in the early learning environment. Students are expected to participate in process oriented endeavors such as weaving, painting and print making. Topics discussed include children's artistic development, line and color theory.

## ***ECE 1033 ~ Introduction to Early Childhood Program Development***

In this introductory level course students learn the basic principles necessary to develop programs and curriculum in the early learning environment. Students learn to consider and plan goals and objectives for the child as an individual and for the children as a group. Consideration is also given to integrating specific content areas into the daily plan as well as the need to be able to construct and use a variety of learning materials.

## ***ECE 1053 ~ Creating Appropriate Learning Environments***

Students will explore various aspects of creating appropriate physical environments for young children. Both indoor and outdoor environments will be examined and evaluated using the Early Childhood Environment Rating Scale. As well, students will gain an understanding of developmentally appropriate equipment and materials for various age groups. Methods of grouping young children and daily scheduling will also be addressed.

## ***ECE 1063 ~ Caring for the Caregiver***

Professional caregivers must have a knowledge of how a healthy lifestyle can improve their ability to care for others. In this course students are encouraged to make lifestyle choices which will positively affect their personal health and well being. Healthy behaviours and substance use are discussed.

## ***ECE 1073 ~ Guiding and Understanding Behavior***

Understanding the hows and whys of children's behavior is a critical skill. This course gives students an understanding of the possible causes of inappropriate behavior, as well

as, an appreciation of how the environment impacts on children's behavior. The role of the caregiver and teacher in using positive and pro-active methods to help children behave appropriately is a primary focus of the course. Students are introduced to many practical approaches to working positively with young children.

### ***ECE 1083 ~ Introduction to the Early Childhood Profession***

Students will examine the evolution of the early childhood profession in Canada. Students will learn about the historical and philosophical roots of the profession. They will also identify and assess current issues affecting professionals working in the field today. Various program models will be examined and critiqued. Students will develop a Professional Portfolio and examine their image of children and themselves as teachers.

### ***ECE 1093 ~ Nutrition for Young Children***

Good nutrition plays a critical role in the healthy development of young children. This course examines the positive effects of good nutrition on the growth and development of the child. Students become familiar with all aspects of Canada's Food Guide and learn how to design menus that meet the developmental needs of children.

### ***ECE 1103 ~ Movement Experiences***

In this interactive course students will be given the opportunity to study the basic movement concepts necessary to provide a balanced program for young children. Music is introduced as a means to enhance movement activities. This is a "hands on the equipment" course where students get to practice what is learned in theory.

### ***ECE 1113 ~ Music Experiences for Young Children***

An introductory course to the basic notions of providing music experiences to young children. Students will develop a collection of songs and activities for use in early childhood environments.

### ***ECE 2013 ~ Human Development: Preschool and School Age Children***

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

### ***ECE 2023 ~ Observation and Assessment***

The ability to observe and assess children's development is a necessary prerequisite to becoming an early childhood professional. In this course, students are introduced to good observational practice, as well as, methodology. The focus will be on the observation of children but staff and environmental observation will also be addressed.

### ***ECE 2033 ~ Play and Learning***

Play is a significant contributor to the emotional, cognitive, physical and social development of young children. Students need to understand the important role that child

care practitioners play in providing developmentally appropriate play spaces, experiences, materials and activities. Students will reflect on a variety of play experiences and, as a result, gain an understanding of the inherent value of play in the lives of young children.

***ECE 2043 ~ Language Development***

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

***ECE 2053 ~ Working with Families***

Early Childhood Educators must have an understanding of the value of family in a child's life in order to work most effectively with the children in their care. The focus of this course is to assist students in building their awareness of the complexities of family life and how they, as professionals, can work most effectively to provide optimal caring and learning environments for children.

***ECE 2063 ~ Health and Safety in Early Childhood Settings***

A review of the conditions required for maintaining a safe early childhood environment. Students will review policy and procedure dealing with child abuse, safety and hygiene. Common childhood diseases and conditions will be studied. All students will receive certification in St. John Ambulance Standard First Aid.

***ENG 1033 & ENG 1043 ~ Introduction to Professional Reading & Writing 1& 2***

A review of basic English grammar, and composition. Students will review academic library procedures for research purposes, as well as, develop analytical and critical thinking skills. ENG1033 is a pre-requisite for ENG1043.

***ENG 2013 ~ Critical Reading and Professional Writing***

Various topic areas are addressed with an aim to develop critical thinking skills. Students will examine topical issues and will write about their implication to youth and society in a critical manner. Cultural and lifestyle diversity will form the corner stones of prescribed readings.

***ENG 2023 ~ Professional Research Methods***

Students will be expected to develop the skills required to do accurate research. Students will research a topic related to children/youth using recognized methodology.

***PLA 1003 ~ Prior Learning Assessment Portfolio***

This non-credit course is designed for the student who wishes to challenge for credit using Prior Learning Assessment and Recognition (PLAR). This course gives individuals the opportunity to identify, articulate and document how the learning that they have acquired outside the classroom matches the learning outcomes for the courses for which they wish to gain credit.

***PSA 1016 ~ Foundations of Special Education***

Students will examine information critical to developing an understanding of all areas of special education. The basic principals of child development within the context of special education will be explored, as well, various professional matters will be investigated. All students will receive certification in St. John Ambulance Standard First Aid.

***PSA 1026 ~ Physical and Developmental Conditions***

Students will explore the various medical and personal care procedures that may be necessary for the educational and health needs of some individuals. The individuals enrolled will study various common physical disorders/conditions and reflect upon the educational ramifications of each.

***PSA 1036 ~ Communication and Sensory Disorders***

Students will examine communication and sensorimotor disabilities. Communication skills lie at the base of much of what is done in special education, and therefore must be fully understood. Students will discuss the significant impact hearing, vision and language disorders have on learning and development and the ways teachers can assist visual learners to attain maximum benefit from school and society. All students will have a basic understanding of computers in the classroom.

***PSA 1046 ~ Individual Differences in Learning and Behavior***

This course contains information on mental retardation, learning disabilities, and the gifted and talented. Educational services created should not be determined solely by the type of exceptionalness being addressed; therefore, there is an examination of the various categories of exceptionalness. All students will receive certification in Non-Violent Crisis Intervention.

***PSP 1013, PSP 1023, PSP 1033 & PSP 1043 ~ Practicum***

Each student is required to complete a minimum of 400 hours of practical experience within the public school system. Students are evaluated at spaced intervals throughout the program.

***SEI 3003 ~ Inclusion and Early Intervention***

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

***SEI 3013 ~ Inclusion and Early Intervention: Practical Application***

Making inclusive programs work involves many factors. Several of these factors will be addressed as will practical programming information.

***SEI 3006 ~ Communication Concerns***

Students will examine communication and sensorimotor concerns. Numerous communication problems will be examined with the aim to developing an understanding of each. Practical suggestions for assessment, programming and evaluation will be addressed.

***SEI 3016 ~ Learning and Behavior***

Conditions and disorders that affect children's ability to learn will be the focus of this course. Practical suggestions for assessment, programming and evaluation will be addressed.

***SEI 3026 ~ Physical Differences***

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

***SEI 3036 ~ Supervised Placement***

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

***SPE 2013 & SPE 2023 ~ Introduction to Special Education 1 & 2***

These courses are designed as an introduction to individuals having special needs. The effect of various environmental and physiological factors will be examined, along with the possible repercussions on behaviour, learning and general development. SPE2013 is a pre-requisite for SPE2023.

***SPE 2033 & SPE 2043 ~ Special Education in Youth Care 1 & 2***

These courses will introduce students to a wide cross section of diverse abilities, and in particular, to diversities commonly found in youth populations. The effects of environmental and physiological factors will be examined, as will, appropriate interventions and treatments. Both life long impairments and late onset conditions and disorders will be investigated. SPE2033 is a pre-requisite for SPE2043.

***SPE 3083 ~ Introduction to Counselling***

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

***SPE 3163 ~ Early Intervention: Theory***

The history and development of the Early Intervention will be reviewed. Students will look at current practice as it relates to children with diverse abilities due to developmental, genetic and environmental influences. Specific interventions will be explored in the areas of cognition, motor function, communication and self help.

***SPE 3173 ~ Early Intervention: Practical Application***

This course provides practical experience in understanding interdisciplinary approaches to intervention and the provision of treatment and educational plans. Students will take part in a home intervention service with opportunity to apply skills in observing, reporting, the

design of individual education plans and working with parents.

***SPE 3213 ~ Observation, Screening and Assessment***

Students must understand and apply observation and recording methods and testing instruments in the classroom, lab and clinical setting to obtain accurate assessments useful in the creation of intervention programs.

***SPE 3223 ~ Working With Adults in Vocational and Residential Settings***

This course is an introduction to the history, philosophy and acceptable practice in the fields of adult care and programming. An examination of those services available to adults with specialized needs, as well as the appropriate delivery of these services, will be a primary focus.

***SPE 3233 ~ Introduction to Anatomy and Physiology***

A study of human body systems, disabilities and health impairments which help us understand delays and exceptionalities in developmental progress and early learning.

***YHW 1013 ~ Life Skills for Youth***

Drug and alcohol abuse, sexually transmitted disease, human sexuality, anger management and communication skills are examined. The students are exposed to current information as well as how this information can be transferred to youth.

***YHW 1023 ~ Youth and the Law***

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

***YHW 1033 ~ Professional Issues***

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

***YHW 1043 ~ Adolescent Program Development***

Program development from a recreational perspective is addressed. Students are encouraged to address the positive attributes of this developmental phase and to make connections to various activities that might appeal to individuals of various backgrounds and abilities.

***YHW 1053 & YHW 2043 (advanced) ~ Introduction to Youth Care 1 & 2***

The intent of the course is to provide students with an overview of the field of Child and Youth Care. The course will explore interventions and strategies utilized when working



with children/youth at risk. The students are challenged to explore attitudes, knowledge, and skills that are required of competent youth workers. All students will receive certification in St. John Ambulance Standard First Aid. YHW1053 is a pre-requisite for YHW2043.

***YHW 1063 ~ Methods in Child and Youth Guidance***

Methodology to deal with and modify behavior will be the primary aim. Various strategies to deal with difficult behaviors at various stages of development will be examined. Issues of risk and culture as factors affecting behavior will also be addressed.

***YHW 1073 ~ Professional Certification 1***

Students will successfully complete;

MANDT: The focus of The Mandt System is on building healthy relationships between all the stakeholders in human service setting.

Non Violent Crisis Intervention: Training focuses on prevention and offers proven strategies for safely defusing anxious, hostile or violent behavior

Standard First Aid: Designed to meet industry, business and government requirements.

***YWH 2013 ~ Human Development: Adolescent***

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

***YHW 2023 ~ Counselling and Treatment Methods***

Students will gain an understanding of the assessment, treatment and ongoing evaluation of youth in residential, and day treatment programs. Strategies from various therapeutic milieu will be examined.

***YHW 2033 ~ Prevention and Intervention Strategies***

The course focus is on suicide prevention, dynamics of family violence and abuse prevention, detection and intervention. The students will be introduced to the principles of prevention and appropriate intervention. All students will be certified in Suicide Intervention.

***YHW 2053 ~ Creative Experiences for Youth: Art & Drama***

Students will explore various methods of self-expression in an interactive fashion. They will be challenged to explore their own creativity as well as develop an understanding of how to encourage and support creative expression in others.

***YHW 2063 ~ Professional Certification 2***

Students will successfully complete:

Applied Suicide Intervention Skills Training (ASIST): Designed for caregivers who want to feel more comfortable, confident and competent in helping to prevent the immediate risk of suicide

Mental Health First Aid (MHFA): MHFA is the help provided to a person developing a mental health problem or experiencing a mental health crisis.

# ***Practicum***

## ***Getting Work Experience***

All of the programs offered by the Institute for Human Services Education include practical work experience. Practicum, or work experience, is an integral and important part of course work. Practicum is the opportunity for students to test their knowledge and theories in real life, taking the classroom to the world.

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

Prior to registration a student would have submitted a successful Child Abuse Registry Check to the Student Services' Office. The Child Abuse Registry Check is required before students can commence placement opportunities. Students should also be aware that some practicum placements will require an additional Child Abuse Registry Check.

It is expected that students bring a completed Criminal Records Check to, or just prior to, registration. The requirement for both checks, and their submission to the college prior to registration, is clearly indicated on the student application.

## ***Public School Program Assistant Certificate - Part-time***

Each course of study is accompanied by a supervised practicum with a minimum of 100 hours, totaling a minimum of 400 hours before they can be considered for graduation. Practicum, or work practice, must be carried out in a public school. If a student in this program is currently employed, a supervised work practice can be set up through her/his regular position. A Criminal Record Check and a Child Abuse Registry Check are required to begin the process of practicum placement.

## ***Public School Program Assistant Certificate - Full-time***

There are seventeen weeks of practicum to be completed in the public school system during the one year of study. Students will complete a minimum of 400 hours of placement throughout the calendar year before they can be recommended for graduation. Two placements will be arranged by the coordinator at times that have been set out in the academic schedule. Due to limited placement opportunities in Truro, students should be prepared to complete placements in their home communities. Truro placements will be

scheduled on a first come first serve basis. A Criminal Record Check and a Child Abuse Registry Check are required to begin the process of practicum placement.

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

There are sixteen weeks of practicum during the two years of study. Students will complete a minimum of 500 hours before they can be recommended for graduation. Placements are scheduled in facilities approved by the coordinator. The timing of the practicum blocks is as set out in the Academic Schedule of the College. Students should be prepared to work shift work as many placements will require students to work a variety of shifts. Due to limited placement opportunities in Truro, students should be prepared to complete placements in their home communities. Truro placements will be arranged on a first come first serve basis. A Criminal Record Check and a Child Abuse Registry Check are required to begin the process of practicum placement.

### ***Early Childhood Education Diploma - Part-time***

Students are required to complete four placements with 125 hours of work practice for a minimum of 500 hours before they can be recommended for graduation. Practicum, or work experience, must be obtained in an approved licenced early childhood facility. A Criminal Record Check and a Child Abuse Registry Check are required to begin the process of practicum placement.

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

There will be sixteen weeks of practicum during the two years of study. Students must accumulate a minimum of 500 hours before they can be recommended for graduation. Placements will be arranged in facilities approved by the coordinator. Practicum, or work experience, must be obtained in an approved licenced early childhood facility. The timing of the practicum blocks will be as set out in the Academic Schedule of the College. Due to limited placement opportunities in Truro, students should be prepared to complete placements in their home communities. Truro placements will be arranged on a first come first serve basis. A Criminal Record Check and a Child Abuse Registry Check are required to begin the process of practicum placement.

### ***Special Education Diploma - Full-time***

There are eight weeks of practicum, or work experience, with exceptional children and adults in facilities approved by the coordinator. Students must accumulate a minimum of 250 hours before they can be recommended for graduation. Students should be prepared to work shift work as many placements will require students to work a variety of shifts. Students may also be required to participate in scheduled field trips to special facilities or to attend special lectures and presentations as required by the coordinator.

Attendance at all such events is required. Due to limited placement opportunities in Truro, students should be prepared to arrange placements in their home communities. Truro placements will be arranged on a first come first serve basis. A Criminal Record Check and a Child Abuse Registry Check are required to begin the process of practicum placement.

Book lists not yet available.

Book lists not yet available.

**Finances 2014-15** (I HSE reserves the right to make changes without notice in its published scale of charges for tuition and other fees.)

**Tuition and Mandatory Fees**

**Mandatory Fees Per Program and Year-see tables (Amount includes text books):** Tuition is based on \$450.00 per ½ credit for ECE full time, YW, PSPA and SE. Part time tuition rate per ½ credit for ECE is \$575.00 and \$500.00 for PSPA. The practicum rates are \$300.00 per four week ECE full time, YW, or SE placement, \$350.00 per four week ECE part time and \$375.00 per PSPA full or part time placement. A tuition deposit is required from all new and returning students, \$100.00 for full time<sup>1</sup> and \$50.00 for part time, in order to reserve their seat in the 2014-2015 class. The deposit is non-refundable and must be submitted by the deadline stated in either the acceptance letter or returning student registration information. Tuition and additional mandatory fees are listed in the following tables. Other fees are listed in the next section. ( <sup>1</sup>Students enrolled in at least 60% of a standard course load or 40% for students with disabilities.)

<b>Early Childhood Education Full Time Truro - Year One</b>	
Start: <u>Sept. 4/14</u> End: <u>April 17/15</u> Twelve 1/2 credits and 2 Practicum (20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 <sup>st</sup> Semester Tuition (includes text books ) due at September registration	\$ 2900.00
2 <sup>nd</sup> Semester Tuition (includes text books ) due on Jan. 5, 2015	\$ 3000.00
<b>TOTAL TUITION DUE FOR 2014/15 ACADEMIC YEAR</b>	<b>\$ 6000.00</b>
Student Administrative Fee due at September registration	\$ 242.00
<b>Summary</b>	
<b>Total 2014/15 Fees (1<sup>st</sup> semester: \$3242.00 + 2<sup>nd</sup> semester:\$3000.00 )</b>	<b>\$ 6242.00</b>



<b>Early Childhood Education Full Time Truro - Year Two</b>	
Start: <u>Sept. 4/14</u> End: <u>April 17/15</u> Twelve 1/2 credits and 2 Practicum (20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 <sup>st</sup> Semester Tuition (includes text books ) due at September registration	\$ 3500.00
2 <sup>nd</sup> Semester Tuition (includes text books ) due on Jan. 5, 2015	\$ 2170.00
<b>TOTAL TUITION DUE FOR 2014/15 ACADEMIC YEAR</b>	<b>\$ 5770.00</b>
Student Administrative Fee due at September Registration	\$ 140.00
Graduation Fee due in January 2015	\$ 60.00
<b>Summary</b>	
<b>Total 2014/15 Fees (1<sup>st</sup> semester: \$3740.00 + 2<sup>nd</sup> semester:\$2230.00 )</b>	<b>\$ 5970.00</b>

<b>Early Childhood Education Full Time Sydney - Year Two</b>	
Start: <u>Sept. 4/14</u> End: <u>April 24/15</u> Twelve 1/2 credits and 2 Practicum (20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 <sup>st</sup> Semester Tuition (includes text books ) due at September registration	\$ 2785.00
2 <sup>nd</sup> Semester Tuition (includes text books ) due on Jan. 5, 2015	\$ 2885.00
<b>TOTAL TUITION DUE FOR 2014/15 ACADEMIC YEAR</b>	<b>\$ 5770.00</b>
Student Administrative Fee due at September Registration	\$ 140.00
Graduation Fee due in January 2015	\$ 60.00
<b>Summary</b>	
<b>Total 2014/15 Fees (1<sup>st</sup> semester: \$3025.00 + 2<sup>nd</sup> semester:\$2945.00)yr</b>	<b>\$ 5970.00</b>

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<b>Early Childhood Education Part Time - New Students</b>	
Start: <u>Sept. 6/14</u> End: <u>May 23/15</u> Six 1/2 credits and 1 Practicum	
Tuition deposit required upon acceptance	\$ 50.00
1 <sup>st</sup> Semester Tuition (includes text books ) due Registration	\$ 1450.00
2 <sup>nd</sup> Semester Tuition (includes text books ) due January 5/15	\$ 2300.00
<b>TOTAL TUITION DUE FOR 2014/15 ACADEMIC YEAR</b>	<b>\$ 3800.00</b>
Student Administrative Fee due at Registration	\$ 204.00
<b>Summary</b>	
<b>Total 2014/15 Fees (1<sup>st</sup> sem.: \$1704.00 + 2<sup>nd</sup> sem.: \$2300.00)</b>	<b>\$ 4004.00</b>

<b>Early Childhood Education Part Time - Returning Students</b>	
Start: <u>Sept. 6/14</u> End: <u>May 23/15</u> Six 1/2 credits and 1 Practicum	
Tuition deposit required upon acceptance	\$ 50.00
1 <sup>st</sup> Semester Tuition (includes text books ) due Registration	\$ 1450.00
2 <sup>nd</sup> Semester Tuition (includes text books ) due January 5/15	\$ 2200.00
<b>TOTAL TUITION DUE FOR 2014/15 ACADEMIC YEAR*</b>	<b>\$ 3700.00</b>
Graduation Fee (students completing by May 2015) due in January 2015	\$ 20.00
<b>Summary</b>	
<b>Total 2014/15 Fees (1<sup>st</sup>sem.: \$1500.00 + 2<sup>nd</sup> sem.: \$2200.00)</b>	<b>\$ 3700.00</b>
<b>Grads: Total 2014/15 Fees (1<sup>st</sup> sem.: \$1500.00 + 2<sup>nd</sup> sem.: \$2220.00)</b>	<b>\$ 3720.00</b>

<b>Public School Program Assistant Full Time</b>	
Start: <u>August 25/14</u> End: <u>May 1/15</u> Eight 1/2 credits and Four Practicum (20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 <sup>st</sup> Semester Tuition (includes text books ) due at September registration	\$ 2450.00
2 <sup>nd</sup> Semester Tuition (includes text books ) due on Jan. 5, 2015	\$ 2550.00
<b>TOTAL TUITION DUE FOR 2014/15 ACADEMIC YEAR</b>	<b>\$ 5100.00</b>
Student Administrative Fee due at September Registration	\$ 184.00
Graduation Fee due in January 2015	\$ 60.00
<b>Summary</b>	
<b>Total 2014/15 Fees (1<sup>st</sup> semester:\$2734.00 + 2<sup>nd</sup> semester:\$2610.00 )</b>	<b>\$ 5344.00</b>

<b>Public School Program Assistant Part Time - Year One</b>	
Start: <u>Sept. 2014</u> End: <u>June 2015</u> Four 1/2 credits and Two Practicum (each semester is two 1/2 credits and one practicum)	
Tuition deposit required upon acceptance	\$ 50.00
1 <sup>st</sup> Semester Tuition (includes text books )due September Registration	\$ 1325.00
2 <sup>nd</sup> Semester Tuition (includes text books ) due February 2015	\$ 1375.00
<b>TOTAL TUITION DUE FOR 2014/15 ACADEMIC YEAR</b>	<b>\$ 2750.00</b>
Student Administrative Fee due at Registration	\$ 118.00
<b>Summary</b>	
<b>PSPA1: Total 2014/15 Fees (1<sup>st</sup> sem :\$1493.00 + 2<sup>nd</sup> sem :\$1375.00)</b>	<b>\$ 2868.00</b>

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<b>Youth Worker Full Time - Year One</b>	
Start: <u>Sept. 4/14</u> End: <u>April 17/15</u> Eleven 1/2 credits and Two Practicum ( 20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 <sup>st</sup> Semester Tuition (includes text books ) due at September registration	\$ 3120.00
2 <sup>nd</sup> Semester Tuition (includes text books ) due on Jan. 5, 2015	\$ 2330.00
<b>TOTAL TUITION DUE FOR 2014/15 ACADEMIC YEAR</b>	<b>\$ 5550.00</b>
Student Administrative Fee due at September Registration	\$ 251.00
<b>Summary</b>	
<b>Total 2014/15 Fees (1<sup>st</sup> semester:\$3471.00 + 2<sup>nd</sup> semester:\$2330.00 )</b>	<b>\$ 5801.00</b>

<b>Youth Worker Full Time - Year Two</b>	
Start: <u>Sept. 4/14</u> End: <u>April 17/15</u> Eleven 1/2 credits and Two Practicum ( 20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 <sup>st</sup> Semester Tuition (includes text books ) due at September registration	\$ 2785.00
2 <sup>nd</sup> Semester Tuition (includes text books ) due on Jan. 5, 2015	\$ 2450.00
<b>TOTAL TUITION DUE FOR 2014/15 ACADEMIC YEAR</b>	<b>\$ 5335.00</b>
Student Administrative Fee due at September Registration	\$ 140.00
Graduation Fee due in January 2015	\$ 60.00
<b>Summary</b>	
<b>Total 2014/15 Fees (1<sup>st</sup> semester:\$3025.00 + 2<sup>nd</sup> semester:\$2510.00 )</b>	<b>\$ 5535.00</b>

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<b>Special Education Full Time</b>	
Start: <u>Sept. 4/14</u> End: <u>April 17/15</u> Ten 1/2 credits and Two Practicum (20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 <sup>st</sup> Semester Tuition (includes text books ) due at September registration	\$ 2450.00
2 <sup>nd</sup> Semester Tuition (includes text books ) due on Jan. 5, 2015	\$ 2550.00
<b>TOTAL TUITION DUE FOR 2014/15 ACADEMIC YEAR</b>	<b>\$ 5100.00</b>
Student Administrative Fee due at September Registration	\$ 183.00
Graduation Fee due in January 2015	\$ 60.00
<b>Summary</b>	
<b>Total 2014/15 Fees (1<sup>st</sup> semester:\$2733.00 + 2<sup>nd</sup> semester:\$2610.00 )</b>	<b>\$ 5343.00</b>

**Professional Development - Part Time:**

Students who have not been accepted into a certificate or diploma program are considered Professional Development students and are subject to a \$575.00\* tuition fee per ½ credit course (tuition includes books). Payment in full is required no later than two weeks prior to the commencement of classes. Payments are to be mailed directly to the Institute. (\*This fee includes a non-refundable \$50.00 tuition deposit.)

**Prior Learning and Recognition:**

The rate per course or practicum awarded through Prior Learning and Recognition is dependent upon enrollment status. Contact IHSE main office for applicable rates.

**Student Administrative Fees:**

All full and part time students are required to pay student administrative fees at registration. These fees cover a variety of administrative costs associated with enrollment in a certificate or diploma program. These fees are non-refundable thirty days after registration.

**Graduation Fees:**

Students are required to submit a graduation information form and the applicable fee to the Institute's main office during their final semester of study prior to graduation. This fee only partially covers the many expenses associated with graduation: certificate/diploma covers, printing costs for certificates/diplomas, banquet & convocation tickets/programs, convocation awards, gifts for guest speakers, graduation banquet and convocation reception, gown maintenance, and rental fee for convocation ceremonies.

Full and part time students attending on campus programs (must be submitted with 2<sup>nd</sup> semester tuition fees during year of graduation) ..... \$ 60.00  
Part Time Students in Extension program (must be submitted with tuition fees for final semester

of study prior to graduation) ..... \$ 20.00

## **Other Fees**

### **Residence Fees**

The Institute has an agreement with the Nova Scotia Community College-Truro Campus which allows our students to apply for rooms in their residence when vacancies exist. The 2013/14 double room and meals rate is \$ 5700.00. New students requiring an application must contact IHSE at 902-893-3342. Second year full time and Special Education students who wish to apply, and were not living in residence last year, should also contact IHSE.

### **Administrative Fees**

#### **Late Payment Fees:**

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

#### **Financial Services Fees:**

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

#### **Official Transcripts:**

See Post Graduate Fees section for official transcript fee. (Current students will not be charged for a replacement copy of their unofficial transcript.)

## **Post Graduate Fees**

#### **Certificate or Diploma in Absentia Fees:**

This fee only applies to graduates who do not attend the convocation ceremonies. These graduates may choose to either pick up their certificate or diploma at the Institute or have it shipped registered mail to their home address. The fee is necessary because of the additional processing services required for storage and maintenance of records.

Basic Handling Charge to Pick up Certificate or Diploma at Institute ..... \$ 5.00

Additional Charge for Shipping ..... \$ 15.00

Graduates must complete a Certificate or Diploma in Absentia form and submit it, along with the applicable fee, to the Institute's main office in Truro. Certificates and diplomas cannot be released until after the Convocation ceremonies.

#### **Official Transcripts:**

Students wishing an official copy of their marks sent to another institution must either fill out a transcript request form (available from the main office or on web site) or submit a letter of

request. The cost of each transcript prepared is \$10.00 for transcripts sent within Canada and \$20.00 if sent outside Canada. The transcripts are sent to the designated institute within two weeks of receipt of the request.

## **Payments**

**Full Time Students:** At registration students must make payment by cash, cheque\*, money order, Debit (not available at Sydney Campus) VI SA or MasterCard for their total tuition, student and/or graduation fees due at that time.

**Part Time Students:** Tuition, student and/or graduation fees due at registration should be forwarded to the Institute no later than the day of registration. Payment may be made by cash, cheque\*, money order, Debit (not available at Sydney Campus) VI SA or MasterCard for the total tuition, student and/or graduation fees due at that time.

\*All cheques (post dated cheques are not accepted) and money orders must be made payable to the Institute for Human Services Education.

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

## **Provincial and Canada Student Loans**

Students accepted in our full time programs can apply for government student loans. Nova Scotia students wishing to apply for student loans can complete an application on line at <http://novascotia.ca/studentassistance>.

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

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

## **Withdrawal Procedures**

Students who have decided to withdraw must submit written notification to the Institute. All fees are due and payable based upon the date written notification is received at the IHSE Truro office. Refund amounts adhere to the standards outlined in the Private Training Schools Act and Regulations. The last day a student can withdraw from a course without receiving a failing grade is the fifth week of classes for ten week courses and the tenth week of classes for twenty week courses.

### Refund Schedule 2014-15

Refunds are determined per 1/2 credit of current enrollment + practicum. Based on 10 weeks=70 days or 20 weeks=140 days  
Certificate/Diploma Tuition per 1/2 credit = \$450.00 for ECEft, YW, PSPA & SE (PSPA=\$500.00 and ECEft & PD=\$575.00)  
Practicum per 4 week placement = \$300.00 (ECEft = \$350.00 & PSPA=\$375.00)

#### 10 week courses (see info below for alternate delivery schedules)

Notice of withdrawal submitted in writing prior to commencement:  
All fees refunded except registration fee of 5% per 1/2 credit of tuition.



Notice of withdrawal submitted in writing after commencement of course, but within the first 7 days: All fees refunded except registration fee and \$45.00 (\$30\*)(\$57.50\*\*\*)(\$35.00<sup>1</sup>)(37.50<sup>2</sup>)  
(Books not returned in as new condition will be charged to account.)



Notice of withdrawal submitted in writing after commencement of course, but within the first 14 days: All fees refunded except \$ 21.75 registration fee and \$90.00 (\$60.00\*)(\$115.00\*\*\*)(\$70.00<sup>1</sup>)(75.00<sup>2</sup>)  
(Books not returned in as new condition will be charged to account.)



Notice of withdrawal submitted in writing after commencement of course, but within the first 20 days: All fees refunded except \$ 21.75 registration fee and \$135.00 (\$90.00\*)(\$172.50\*\*\*)(\$105.00<sup>1</sup>)(112.50<sup>2</sup>)  
(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in fourth week:  
All fees refunded except \$ 21.75 registration fee and \$207.00 (\$138.00\*)(\$264.50\*\*\*) (\$161.00<sup>1</sup>)(172.50<sup>2</sup>)  
(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in fifth week:  
All fees refunded except \$ 21.75 registration fee and \$247.50 (\$165\*)(\$316.25\*\*\*) (\$192.50<sup>1</sup>)(198.75<sup>2</sup>)  
(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in sixth week:  
All fees refunded except \$ 21.75 registration fee and \$288.00 (\$192.00\*)(\$368.00\*\*\*) (\$224.00<sup>1</sup>)(240.00<sup>2</sup>)  
(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in seventh week:  
All fees refunded except \$ 21.75 registration fee and \$328.50 (\$219\*)(\$419.75\*\*\*)(\$255.50<sup>1</sup>)(273.75<sup>2</sup>)  
(Books not returned in as new condition will be charged to account.)

#### No Refunds after the seventh week.

\* Breakdown amount for ECEft, YW and SE Practicum of \$300.00

\*\*\* Breakdown amount for ECEft & PD Tuition of \$575.00

Breakdown Practicum: <sup>1</sup> ECEft \$350.00/ <sup>2</sup> PSPA \$375.00

**Example:** An ECE student is normally enrolled in 6 half credits (6 X \$450.00) + 1 practicum (\$300.00) per semester, so amount owing if withdrew during 3<sup>rd</sup> week: (22.50 X 6[max:100.00]=100.00) + (\$135.00 X 6 = \$810.00) + \$90.00= \$1000.00 plus the cost of any texts not returned in as new condition.

One Week Courses or Other Delivery Options - the refund schedule for 10 week courses will be applied as follows: the first 7 days is equivalent to the first 3 hour session, the first 14 days is equivalent to the second 3 hour session, the first 20 days is equivalent to the third 3 hours session, the 4<sup>th</sup> week is equivalent to the fourth 3 hour session, the 5<sup>th</sup> week is equivalent to the fifth 3 hour session, the 6<sup>th</sup> week is equivalent to the sixth 3 hour session and the 7<sup>th</sup> week is equivalent to the seventh 3 hour session. A \$20.00 admin fee will be charged for the reissue of a refund cheque. If a

student has received financial assistance from the government or another organization, refunded fees will be returned directly to the lender and/or sponsor.

#### 20 week courses

Notice of withdrawal submitted in writing prior to commencement: All fees refunded except registration fee of 5% per 1/2 credit of tuition.



Notice of withdrawal submitted in writing after commencement of course, but within the first 7 days: All fees refunded except registration fee and \$25.00 (\$18.75\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal submitted in writing after commencement of course, but within the first 14 days: All fees refunded except registration fee and \$50.00 (\$37.50\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal submitted in writing after commencement of course, but within the first 20 days: All fees refunded except registration fee and \$75.00 (\$56.25\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in fourth week: All fees refunded except registration fee and \$140.00 (\$105.00\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in fifth week: All fees refunded except registration fee and \$162.50 (\$121.88\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in sixth week: All fees refunded except registration fee and \$185.00 (\$138.75\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in seventh week: All fees refunded except registration fee and \$207.50 (\$155.62\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in eighth week: All fees refunded except registration fee and 230.00 (\$172.50\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in ninth week: All fees refunded except registration fee and \$252.50 (\$189.37\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in tenth week: All fees refunded except registration fee and \$275 (\$206.25\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in eleventh week: All fees refunded except registration fee and \$297.50 (\$223.12\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in twelfth week: All fees refunded except registration fee and \$320.00 (\$240.00\*\*\*)(Books not returned in as new condition will be charged to account.)



Notice of withdrawal in writing and submitted in thirteenth week: All fees refunded except registration fee and \$342.00 (\$256.88\*\*\*)(Books not returned in as new condition will be charged to account.)

#### No Refunds after thirteenth week.



\*\* Breakdown amount for PSPA-PT Practicum Tuition of \$375.00

**Example:** One semester is 2 half credits (\$500.00 X 2) + 1 practicum (\$375.00) so amount owing if withdrew during 3rd week:  $(25 \times 2[\text{max:}50.00]=\$50.00) + (\$75.00 \times 2 = \$150.00) + \$56.25 = \$256.25$  plus the cost of any texts not returned in as new condition.

## ***Schedule "A" - Tuition Refund Policy***

### ***Private Career Colleges Regulation Act***

1. Pursuant to Section 11 of the regulations, the operator of a Private Career College may charge a student registration fee for each program in an amount not to exceed 5% of the tuition or \$100.00, whichever is the lesser amount.
2. Pursuant to Section 11 of the regulations, the student registration fee paid by a student or a third party sponsor shall be credited to the tuition fee for the program.
3. Where a student gives a Private Career College notice prior to the commencement date of a program of the student's intention not to commence the program, the operator of the Private Career College shall refund to the student or third party sponsor all fees paid except the student registration fee referred to in Section 1.
4. Where a student gives a Private Career College notice after the commencement of a program, but within the first 20 school days, of the student's intention to cease taking the program, the operator of the Private Career College shall refund to the student or third party sponsor all fees paid except
  - (a) the student registration fee referred to in Section 1; and
  - (b) the proportion of the tuition instalments paid that the part of the program taken to the date of termination bears to the part of the program that is covered by the paid instalments.

**Clause 4(b) replaced: O.I.C. 2002-363, N.S. Reg. 106/2002.**
5. Where a student gives a Private Career College notice after the first 20 school days have been completed of the student's intention to cease taking the program, the operator of the Private Career College shall refund to the student or third party sponsor all fees paid except
  - (a) the student registration fee referred to in Section 1; and
  - (b) the proportion of the tuition instalments paid that the part of the program taken to the date of termination bears to the part of the program that is covered by the paid instalments; and

**Clause 5(b) replaced: O.I.C. 2002-363, N.S. Reg. 106/2002.**
- (c) 10% of the difference between the tuition fee for the whole program and the amount calculated under clause (b).
6. Despite Section 5 where a student completes 2/3 or more of a program in accordance with the terms of a student contract, the operator of the Private Career College is not required to refund

any fee or part thereof.

7. Where an operator of a Private Career College provides material to a student for a program and the Private Career College receives a notice under Sections 3, 4 or 5, or the operator dismisses a student, the operator of the Private Career College may charge the student for the material and deduct it from the amount of any refund otherwise payable in an amount not exceeding the cost to the Private Career College of the material, except where the student returns all of the material to the Private Career College unopened or as issued.

8. Where an operator of a Private Career College dismisses a student and the operator satisfies the Minister that the dismissal is for just cause, the operator of the Private Career College may retain a portion of the fees calculated in the following manner:

(a) the student registration fee referred to in Section 1;

(b) the proportion of the tuition instalments paid that the part of the program taken to the date of dismissal bears to the part of the program that is covered by the paid instalments; and  
**Clause 8(b) replaced: O.I.C. 2002-363, N.S. Reg. 106/2002.**

(c) 10% of the difference between the tuition fee for the whole program and the amount calculated under clause (b).

9. All refunds are to be made 30 days after receiving notice in writing from the student or dismissal.

10. Pursuant to Section 45 of the regulations, notice shall be in writing and by

(a) mail, postage prepaid; or

(b) courier or other means of hand delivery.

# ***Graduation***

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

1. have received passing grades (a grade below 50 is a fail) in all required credit courses as outlined in the specific program of study
2. have satisfactorily completed all practicum requirements
3. have attained a minimum cumulative grade point average of 2.0 at the end of the final year
4. have removed all financial indebtedness to the Institute for Human Services Education and associated libraries and residence organizations.

Graduation with Distinction is conferred when a student has met all the requirements for graduation and has achieved a cumulative grade point average of 3.50 or higher. In addition, no more than 20% of program requirements can be completed through PLAR and/or transfer credits (or through IHSE courses completed prior to 1992-93; 1993-94 PSPA) plus student will not be eligible for top academic awards at graduation.

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

## ***Graduation Information Forms***

All potential graduates must submit a Graduation Information Form, along with the applicable fee (please see Tuition and Other Fees), at least six weeks prior to the completion of their academic requirements. The information submitted on these forms is necessary for the printing of diplomas and certificates, and reservation of banquet and convocation tickets. Full time students may pick up forms at the main office of the Institute. Part time students will receive forms in the mail during their final year of study. All students will have their name added to the official graduation list for the convocation, either spring or fall, immediately following the completion of their program requirements.

# ***Policies***

## ***Privacy Policy***

### ***Privacy Statement***

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

### ***Information Inventory***

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

Information collected on **students** includes: social insurance number, contact name and number of next of kin (in case of emergency), campus or local address, campus or local phone number, campus or local fax number, campus or local e-mail address, health card number (in case of medical emergency), medical/health information (i.e., in case absences, etc.), attendance records, academic performance information (i.e., test marks, exams, projects, overall course/program grades, etc.), and practicum performance information (i.e., attendance, performance, etc.). This information is collected from students on their contracts; from instructors through internal reporting mechanisms, and from practicum supervisors, cooperating practicum sites, and practicum coordinator. This information is used for identification purposes and academic and practicum assessment of student. All registered students also have the following information imported to the Russell Resource Library data base: name, address, phone number and student number. This is used to identify students and to set up lending accounts at the library. The Library Coordinator and Library Assistant(s) have access to this information. Registered students will be required to participate in a child abuse registry check prior to practicum placements. This information is kept in the student file.

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

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

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

All student information is made available to the Academic and Admissions Review Committee of the Institute for Human Services Education. Hardcopy information is stored in individual student files and kept in cabinets within the Main Office. The Main Office is always locked when no staff are present. Student information is also transferred to a computer network system. The Executive Director, Student Services Coordinator, Student Services Administrative Assistant, and clerical support staff have access to this system. The network system is secured with individual security codes.

Hardcopy files for applicants who did not become students, current students, and graduates of the Institute, are filed alphabetically in filing cabinets and stored in a separate storage room at the Institute. This room remains locked at all times. The Academic and Admissions Review Committee, the clerical support staff, and janitorial staff have access to this room. This information is kept and accessed when graduates, or current students, request transcript information, verification of attendance/performance, etc. In the case of applicants, files will be re-activated if applicants request to re-enter the admission process.

All staff and faculty of the Institute for Human Services Education are made aware of the Institute's privacy policy through monthly staff/faculty meetings. All staff and faculty have copies of the Privacy Policy. Any issues or concerns are dealt with on an on-going basis through regular meetings. Particular issues or concerns can be brought directly to the Privacy Officer (Executive Director).

### ***Third Parties***

As a registered private college in the province of Nova Scotia, and in the course of delivering our various educational programs, it is necessary other agencies and/or individuals have access

to varying amounts of personal information. For internal, day-to-day operations these would include computer consultants, accountant, Board of Governors, IHSE Student Council, and NSCC Truro Campus Residence. From a government perspective, included are: The Department of Education (Private Career Colleges Division and Student Assistance Division), Statistics Canada, The Department of Community Services (for bursary purposes), and the Child Abuse Registry. We restrict their access to any personal information we hold based on the legislative requirements and their authority to collect. We may also be requested to give varying amounts of information to individual sponsorship agencies (i.e., program funders, scholarship and bursary distributors, etc.) and other educational institutions (i.e., transcripts). In order for this information to be distributed, signed permission must be given by the individual student. Individual student information is not given to parents or guardians without the signed permission of the student.

### ***Consent***

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

All **students** must sign a contract with the Institute for Human Services Education upon registering for their respective programs. By signing the contract, students acknowledge that they have received a copy of the Privacy Policy and understand the context in which their information is utilized.

All **past-students** are asked to provide follow up information through an annual survey. By returning such survey to the Institute for Human Services Education, consent to use the requested information in the context described is acknowledged.

### ***Prohibitions***

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

### ***Accuracy***

IHSE needs to retain personal information indefinitely, in order to ensure accuracy of student records, ability to generate transcripts, verification of student enrolment, and other purposes as described in this privacy policy. It is important that personal information be as accurate as possible so when the Institute becomes aware of name changes, address changes, and other contact information such as telephone numbers, we note such information on both hardcopy files and computer data files. A student has the right to see her/his personal information. Proper identification will be required in order to access this information and the request must be made in writing. If access cannot be given, notification will be given within 30 days if at all possible, with the reason why access is denied.

If an individual believes there is a mistake in the information, she/he has the right to ask for it to be corrected. This applies only to factual information and not to any professional

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

***Do you have a question?***

The Privacy Officer for the Institute for Human Services Education is the Executive Director, Kimberly Elliott, who can be reached at:

60 Lorne Street, Suite 1

Truro, Nova Scotia

B2N 3K3

Telephone: 902-893-3342

Fax: 902-895-4487

e-mail: [elliottk@inst-hse.ca](mailto:elliottk@inst-hse.ca)

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

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

112 Kent Street

Ottawa, ON

K1A 1H3

Telephone: 613-995-8210

Toll Free: 1-800-282-1376

Fax: 613-947-6850

[www.privcom.gc.ca](http://www.privcom.gc.ca)

# ***Codes of Conduct***

## ***Full-Time and Extension Divisions***

### ***Introduction***

The Policies and Codes of Conduct for the Institute of Human Services Education are those rules and regulations established for the guidance of students, instructors, and administration in fulfilling their obligations to the Institute and its programs so that they will operate efficiently and fairly.

### ***Admissions and Academic Review Committee***

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

- ! review all student applications
- ! monitor student progress (academic and practical) and advise students experiencing difficulties of alternative measures available
- ! approve all applicants for graduation
- ! ensure that all students follow the academic and professional guidelines outlined in the codes of conduct
- ! administer disciplinary actions to any students who do not follow the academic and professional guidelines of the Codes of Conduct

The Review Committee has the authority to put students on academic probation or if necessary to suspend them from the College. Students have the right to appeal any decisions made by the Committee and should do so in writing within one week of their notification.

The committee is comprised of the following individuals:

Kimberly Elliott, Executive Director  
Anna MacDonell, Program Director  
Debbie Connolly, Student Services Coordinator  
Sandra Muir, Assessment Coordinator  
Cheryl Taylor, Practicum Coordinator



## ***Codes of Conduct***

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

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

- a) unauthorized procurement of a copy of an exam or test;
- b) possession of unauthorized materials at an exam or test;
- c) requesting, providing, or accepting unauthorized assistance at an exam or test;
- d) arranging for someone to impersonate oneself at an examination, or the impersonation of another at an examination;
- e) improperly obtaining academic materials belonging to another person;
- f) submitting work for which you will receive, or have already received, academic credit, unless your instructor permits you to do so;
- g) submitting a false medical or other certificate, in order to obtain special consideration in one's academic work;
- h) falsifying any documents or evaluation reports with regard to any assignments, including practicum.

Any student found plagiarizing, cheating or being involved in behavior considered to be unprofessional will be subject to an immediate suspension, until such time as the student's case can be brought before the Academic and Admissions Review Committee. Depending upon the Committee's judgement, the following penalties may be imposed:

- a) a mark reduction on the assignment or examination which could include a mark of 0;
- b) a grade of F in the course;
- c) a written reprimand on the student's transcript;
- d) suspension from the program;
- e) annulment of a diploma.

A student may appeal any penalty imposed to the Academic and Admissions Review Committee. The appeal must be made, in writing, within one week from date of notification of the Academic Review Committee's decision.

Personal Harassment–IHSE is committed to providing an environment which is supportive of the dignity and self-esteem of every person involved in the College. The College will neither condone nor tolerate such behavior that is likely to undermine the dignity or self-esteem of an individual, or create an intimidating, hostile or offensive environment.

“Personal Harassment” is commonly defined as vexatious comments or conduct that is known, or ought reasonably to be known, to be unwelcome. Harassment includes, but is not limited to intimidation, annoying, hurtful comments or malicious behavior.

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

1 No person shall suffer harassment because of age, race, color, religion, creed, sex, sexual orientation, physical or mental disability, an irrational fear of contracting an illness or disease, ethnic, national or aboriginal origin, family status, marital status, source of income, political belief, affiliation or activity, or an individual's association with another individual or class of individuals having any of these characteristics mentioned above.

2 Sexual Harassment is commonly defined as unwanted sexual attention of a persistent or abusive nature, made by a person who knows, or ought reasonably to know, that such attention is unwanted; or

Implied or expressed promise of reward for complying with a sexually oriented request; or

Implied or expressed threat or reprisal, in the form either of actual reprisal or the denial of opportunity, for refusal to comply with a sexually-oriented request; or

Sexually oriented remarks and behavior which may reasonably be perceived to create a negative, intimidating, hostile or offensive environment;

Unwanted sexually-directed behavior can include: assault, physical abuse (touching, pinching, cornering, leering), verbal abuse (propositions, lewd comments, sexual insults), visual abuse (display of pornographic material designed to embarrass or intimidate).

- 3 Racial, Ethnic, Religious, or Associative Harassment may include, but is not limited to: unwelcome remarks, jokes, innuendoes, or taunting about the above; displays of racist, derogatory or offensive pictures, cartoons or materials; insulting gestures or practical jokes based on above because of his/her background or association; refusing to converse, serve or work with a person because of his/her background or association; implied or expressed threats or physical assault based on the above categories.
- 4 Harassment based on Sexual Orientation, Sex, Age, Physical or Mental Disability, Irrational Fear or Illness, Family or Marital Status, Source of Income, Political Belief, Affiliation or Activity may include, but is not limited to:

Unwelcome remarks, jokes, innuendoes or taunting about the above; displays of derogatory or offensive pictures, cartoons, or materials regarding the above categories; insulting gestures or practical jokes based or implied on the above categories; refusing to converse, serve or work with a person based on the above categories; implied or expressed threats or physical assault based on the above categories.

## Disciplinary Actions

- 1 Individuals are encouraged to address alleged incidents or harassment internally. A person who believes that they have been subjected to harassment is encouraged to clearly and firmly make it known to the alleged harasser that the harassment is objectionable and must stop.
- 2 Where circumstances prevent the person from taking action or the action taken is unsuccessful, or if the individual feels it is not in their best interests to take personal action, the person should report the alleged harassment to the Executive

Director who is designated by the College to receive complaints of personal harassment

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

- 3 The Executive Director will notify the alleged harasser of the complaint, provide the alleged harasser with the information concerning the circumstances of the complaint, and undertake a confidential investigation. This policy is based upon the desire to mediate resolutions to the complaints in an amicable manner.
- 4 If no resolution is found at this stage, a formal investigation will proceed. The Executive Director will inform the complainant and the alleged harasser that an investigation into the harassment complaint will be undertaken. The complainant and the alleged harasser will be kept advised of what steps are being taken to deal with the harassment complaint.
- 5 When a personal harassment complaint has been substantiated, IHSE will take immediate corrective action to resolve the harassment complaint. IHSE will, if deemed necessary, take appropriate disciplinary action against the harasser up to and including dismissal.
- 6 Where personal harassment has not been substantiated, no action will be taken against an individual who made a harassment complaint in accordance with this Policy and in good faith.
- 7 If either the complainant or the alleged harasser are not satisfied with the decision of the Executive Director, the dissatisfied party has the right to appeal the decision to the full Management Committee.
- 8 The personnel in charge of the harassment investigation will keep the identity of the complainant completely confidential, and the College shall not disclose this information to anyone except where disclosure is necessary for the purpose of investigating or taking disciplinary action in relation to the complaint, or where disclosure is required by law.

Withdrawal from the program prior to discovery of an offense does not restrict the College's right to take action.

In an academic offense, consideration of a request to withdraw from the program will not be given until the case is resolved.

### ***Student Issues/Concerns***

If for any reason a student requires assistance or has a concern and has been unable to get clarification, or find a solution, the individual may seek help by **writing a letter** to the Academic and Admissions Review Committee.

- This process is expected to be used in cases where individual students have exhausted all regular avenues to clarify their situation or find a resolution to their particular concern.  
For example, if a student is having a problem with an instructor, staff or another student he or she must first attempt to mediate the issue with the individual involved.

Student letters should be

- Dated
- A **full** explanation of the situation
- Signed by the author
- Sealed and addressed to the Academic and Admissions Review Committee
- Left with the receptionist

The Committee will:

- Review all letters received
- Notify students, with their response (generally 1-3 weeks dependant on the number of issues on the agenda)

(The Committee may ask for additional information or may wish to meet with the individual student)

- Any issue that comes to the committee is **completely confidential**. It is the expectation of the administration that students maintain the same level of professionalism in their dealings with the committee, faculty, staff and other students.
- Students are required to represent themselves in all communications with the committee. The committee will not communicate with third party spokesperson(s) unless special circumstances dictate.

### ***Academic Policies***

Attendance - Attendance is necessary for successful participation in the program.

A minimum of 10% of the evaluation of any course will be based on attendance, and in some cases attendance may account for a higher portion of the grade. If a student **must** be absent for an extended period, the student should notify the IHSE office (893-3342) and provide necessary support documentation such as a doctor's certificate, etc. If a student **must** miss a class, this should be discussed with the individual instructor. It is the responsibility of the student to contact individual instructors regarding missed work. Unsatisfactory attendance may lead to academic probation, disqualification of a student from practicum placement, and possible dismissal.

Students who are late for class will also lose participation points at the instructor's discretion.

Make-up Tests - In the case of missed tests, make-up tests may be given at the discretion of the individual instructor. Arrangements for make-up tests are the responsibility of the student and, when possible, **must** be made in advance. If advance arrangements cannot be made (i.e., because of unexpected illness) the student **must** contact the IHSE office (893-3342) on the morning of the test day. All make-up tests will be administered at a time selected by the Student Services Coordinator.

Exams - Exams will be written on the **scheduled dates only**. Exceptions to this rule will be made only under extreme circumstances and with the approval of the Academic and Admissions Review Committee. Official examination regulations will be reviewed prior to the commencement of exams.

Incomplete Status - Students may be granted "incomplete status" when illness or absence for reasons beyond their control prevents completion of course requirements. The actual grade to date will appear on their transcript until they have completed all course requirements by an approved deadline. Additional administrative fees for academic support may apply.

Probation - Students receiving failing grades, or cumulative grade point averages below 2.0 will automatically be placed on probation. Students on probation may be dismissed from diploma or certificate programs if significant improvement is not obtained during the next semester of study.

### ***Program Policies***

- a) Information bulletin boards are located in the Student Lounge. **It is the responsibility of each student** to check the board for notices, messages and schedule changes.
- b) Classes may be scheduled Monday to Friday, at times between 8:15 am and 10:00 pm. There may be weekend workshops which will be posted at least one week in advance. The Institute reserves the right to make schedule changes whenever necessary. **SCHEDULES CANNOT BE CHANGED TO ACCOMMODATE INDIVIDUAL STUDENTS, OR GROUPS.\***
- c) During class time, instructors will not discuss any student concerns which are not directly related to the course curriculum and/or assignments. A student having an academic or personal problem is advised to make arrangements at the Main Office, either in person, by letter, or by calling 893-3342, to discuss the matter with a member of the Academic and Admissions Review Committee or, **whenever possible, with the individual instructor during a non-class time.**
- d) Students with serious medical conditions should notify the Student Services Coordinator at the time of registration.
- e) Appointments with the Student Services Coordinator can be made at the Main Office (893-3342), Monday to Friday, from 8:30 am to 11:50 am, and 1:15 pm to 4:30 pm.
- f) Students should store personal belongings in lockers located in the hallway, and are responsible for providing their own locks. Students are **not** permitted to leave personal belongings in the Main Office.\*
- g) Students are **not** permitted to use office telephones at the Institute for personal calls. There is a payphone located in the hall running toward the back of the building.
- h) There is a place in the Main Office where students can leave assignments and other information for instructors. Students are advised to give such items to individual instructors whenever possible. It is advisable to keep a copy of all assignments in the event that they are not received by the instructor.
- i) IHSE will not hold classes on those days that the Chignecto Central Regional School Board cancels classes due to weather. These announcements will be made on the local radio station. These days will be considered independent study days. **Please note: This policy does not apply to exam weeks; exams and tests scheduled during this period will not be cancelled when public schools close due to weather conditions.\***

- j) Students should keep a record of their student number as they may be required to know it on certain occasions.
- k) Fees to The Institute for Human Services Education are due and payable on the day of registration, in full or in part, dependent on the number of courses, student program and student status. A schedule of fee payments and late payment penalties will be provided to students at the time of registration. Students (including extension students and those who are out on practicum assignments when payments are due) must either forward their payments by mail or make other arrangements for payment. All outstanding fees must be paid before marks or diplomas can be released.
- l) Tuition deposits for all returning students **must** be paid by the date specified in the student registration information package.
- m) Students must make arrangements to pick up assignments and/or projects left at the Main Office by August 1. Unclaimed material will not be held after this date.
- n) Students withdrawing from any Institute program must fill out the proper withdrawal form, available in the Main Office. Outstanding fees and/or refunds are based on the date this form is received at the Institute.
- o) The 60 Lorne Street building and property is a non-smoking environment.
- p) Parking for students is only available on Lorne Street or at the Colchester Legion Stadium. Student vehicles parked anywhere in the school board parking lot, or at the curb next to the Food Bank, may be towed at the owner's expense.
- q) Students are not permitted to bring guests with them to classes without prior permission from the class instructor and the administration.

### ***Facilities at the Truro Campus-NSCC***

- a) The Wellness Centre - Access to the Wellness Centre is available only through a membership plan. Full-time IHSE students should contact the Wellness Centre at 893-5399 for information on Individual User Memberships and fees as discounted rates may apply to IHSE students.\*
- b) Centennial Pool - Rates for the pool are posted. Students should check at the pool for times and costs.\*
- c) Library - The NSCC library and resources may be available to IHSE students.\*



- d) Athletics - IHSE students living at the NSCC Truro Residence are not eligible to play on the NSCC sports teams. NSCC teams are registered only to play in the Inter-Community College League and league rules limit players to Community College students only.\*
  
- e) Residence Concerns - IHSE Students living at the NSCC Truro Residence enter into contracts directly with the NSCC and IHSE is not responsible for any aspect of this contract. Resident Assistants are assigned to each floor of the residence to deal with individual student concerns. If students are having problems they should report these to the R.A. (please refer to NSCC Residence contract and policies for details).\*
  
- f) Students who have concerns regarding any of the NSCC programs or policies as listed above, after following the prescribed grievance procedure outlined by NSCC, are asked to talk with the Executive Director or the Student Services Coordinator, who will work with the NSCC Administration to attempt to reach a solution.

**\*Applies only to the Full-Time Division Students**

## ***Academic Standards and Evaluation***

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

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

### ***Release of Marks***

Students with outstanding tuition, library and/or residence fees will not receive first semester or final transcripts unless fee payments are up to date.

# ***Policy for Teaching Students With Diverse Abilities***

## ***Purpose***

The I.H.S.E. wants to support students with special needs who are enrolled in our programs. The College recognizes that all students are unique and that they have different strengths and confront different challenges. The College also recognizes that many individuals and agencies must work cooperatively to provide students with the special services they need. The purpose of this policy statement is to help clarify the role of everyone involved in the educational process of students with special needs. It is also critical for all involved to understand that while support is available students with disabilities must meet the same academic standards as all other students. It is also the overall goal of our program to foster and promote academic and professional independence for all students.

## ***Role of the Student is to***

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

## ***Role of Support Staff is to***

- obtain and fulfill a job description as outlined by his/her employer and as agreed upon by the I.H.S.E.
- provide a copy of that job description to administration and faculty so that all partners in the process are clear about their roles and relationships
- identify themselves to administration and to instructors at the beginning of the term
- update administration and faculty on any changes in the conditions of their employment
- comport him/herself in a professional, unobtrusive way in the classroom and in the facility
- promote the academic independence of the students in his/her instruction
- help students improve their skills so that students can work independently
- ensure that all assignments handed in by students are a true reflection of the student's own work abilities
- uphold the I.H.S.E. code of confidentiality
- contact administration to determine College policy regarding use of phone, photocopier and other office policies

***Role of Instructors is to***

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

***Role of Review Committee is to***

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

***Role of Administration is to***

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

## ***Russell Resource Library Policy***

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

- Patrons are requested to use consideration in their activities and try to maintain a quiet atmosphere, especially in the study areas.
- The regular loan period for resources is two weeks; special loan periods may be arranged by you, if approved by the library staff.
- You are responsible for all material signed out in your name.
- All material must be returned on or before their due date. Fines are charged on all overdue material & charges accumulate daily; you will be charged for lost or damaged items.
- It is the patron's responsibility to check with the library staff to make sure all material signed out in his/her name is checked in and that his/her fines are paid.