

Table of Contents

Institute for Human Services Education

History	3
Philosophy	4
Mission Statement	4
Board of Governors	5
Personnel	6

Academic Calendar	9
--------------------------------	----------

Admissions

Admission Requirements	13
Mature Student Status	14
Application Process	14
Admissions and Academic Review	15
Transfer of Credit	16
PLAR	16
Registration	18

Educational Programs

Diploma Programs:	
Early Childhood Education Diploma	21
Youth Worker Diploma	23
Special Education Diploma	24
Public School Program Assistant Certificate	25
Continuing Education	
Teaching Adults	26
Early Childhood Inclusive Education	27
Workshops	27

Course Descriptions	29
----------------------------------	-----------

Practicum	39
------------------------	-----------

Book Lists	43
-------------------------	-----------

Finances

Tuition and Additional Fees	47
Provincial and Canada Student Loans	53
Withdrawal Procedures	54
Refund Schedule	55
Tuition Refund Policy	56

Services for Students

Student Council	59
Housing	59
Food Services	59
Alumni Association	60
Career Services	60
Employment Statistics	60
IHSE Questionnaire	60

Educational Resources and Facilities

Tutorial Service	63
Laboratory Settings:	
Dr. Jane Norman Child Study Center	63
The Colchester Community Daycare Center	63
Colchester East Hants Early Intervention	63
Russell Resource Library-Truro	64
Early Childhood Resource Center-Sydney	68

Graduation	69
-------------------------	----

Scholarships and Awards

Entrance Scholarships	71
Graduation Scholarships	71
Honor and Merit Awards	72
Graduation Awards	72

Policies

Privacy Policy	75
Codes of Conduct	80
Academic Standards	91
Policy for Students with Diverse Abilities	92
Russell Resource Library Policy	94

Institute for Human Services Education

History

The Institute is a registered private non profit college whose mission is to deliver top quality educational programs to those persons wishing to work in the human services field in a variety of professional settings. IHSE was originally founded in 1976 and was known as Child Development Services. Child Development Services was a joint project of the Nova Scotia Departments of Education and Community Services (formerly Social Services), and was housed at the Nova Scotia Teachers College in Truro. In 1992, we incorporated as a private college under the name of the Institute for Early Childhood Education and Developmental Services. In June of 2002, the Board of Governors decided to rename our college the INSTITUTE FOR HUMAN SERVICES EDUCATION. It is felt that this name is more inclusive of our diverse programs and the types of services we offer.

The first program offered by the Institute provided education for day care personnel. By 1980, the enrollment had increased from an original class of fourteen to over four hundred students studying in both full and part-time programs throughout Nova Scotia and the rest of Atlantic Canada. In order to house its expanding student population, a second building known as the Froebel Centre in Princeport, NS was acquired for Institute use. The Institute became recognized both nationally and internationally and continued to grow and develop its programs to include Special Education, Public School Program Assistant and Youth Worker. In 1992, IHSE was removed from under the auspices of the NSTC and the provincial government, and became a private, non-profit, college, which is now registered with the Department of Education Private Career Colleges Division. In 1996, in an effort to accommodate its ever growing programs, faculty and staff, the Institute consolidated its two campuses (NSTC and Froebel Centre) and relocated its entire operation to 60 Lorne Street, Truro. This move, in addition to allowing IHSE to even better meet the needs of its students, has provided the opportunity to expand its playschool, early intervention program and library services. Today, we proudly take with us our history of delivering quality programs to our students. We consider our heritage a firm foundation on which we can continue to design, build and deliver human services programs that will continue to meet the ever-changing needs of the students and communities we serve.

Philosophy

The Institute for Human Services Education believes that graduates must:

- have an understanding of the theories of human growth and development;
- have an ability to plan, implement and administer a balanced curriculum and/or program;
- have a variety of practical experiences;
- display integrity, caring and professionalism in all interactions with children, youth, families, professionals and the larger community.

In our programs we endeavor to provide students with a balance of theoretical and practical experiences to prepare them to work in many different environments. We are committed to lifelong learning and we are ***advocates for change through education.***

Mission Statement

The Institute for Human Services Education is committed to quality education and social advancement to enhance the lives of children, youth and adults.

Board of Governors 2008-2009

Chair Mitch Whalen
Vice-Chair Susan Henderson

Governors

Sharon Avery
Sunshine Bernard
Kimberly Elliott
Susan Henderson
Carmel French
Mary Jess MacDonald
Anna Parks
Sylvia Parris
Margaret Swan
Donna MacGillivray
Mitch Whalen

Recording Secretary - Kim Tanner

Personnel

Faculty - Full Time Programs

John Atwater, Dip. Comm. Ser.

Youth Worker

Carolyn Glasgow, B.Ed.

Special Education

Sarah Hazelton, B.Ed (Music)

Early Childhood Education

Diane Laking, B.A., M.A.

Public School Program Assistant

Joan MacAulay, B.H.S. (Nursing)

Special Education

Priscilla MacDonald, B.Ed.

Early Childhood Education & Special Education

Angie MacIntyre, B.Sc., P.Dt.

Early Childhood Education

Jane MacKenzie, CDSA IV

Early Childhood Education

Rod MacKinnon, B.Kin.

Early Childhood Education

Hannah MacNeil, Dip. ECE, Dip. Spec. Ed.

Special Education

Sandra Muir, B.A., B.Ed., M.Ed.

Early Childhood Education & Youth Worker

Brenda Putnam, CDSA IV

Early Childhood Education, Special Ed., Youth Worker & Public School Prog. Assist.

Lorinda Regan, CDSA IV

Youth Worker

Nancy Roby Cassidy, B.A., B.Ed.

Early Childhood Education & Youth Worker

Bev Sheeran, B.A., B.Ed., M.Ed.

Youth Worker & Special Education

Ashley Smith, B.Rec.Man., M.Hum.Kin.

Youth Worker

Cheryl Taylor, B.C.S.

Early Childhood Education & Youth Worker

Mary Thomson, B.A.

Early Childhood Education & Youth Worker

Faculty - Part Time Programs

Alice Bent, B.Ed.

Public School Program Assistant

Shirley Earle, CDSA IV

Early Childhood Education

Nancy Granter, Dip. ECE

Early Childhood Education

Kathy Hart, B.C.S., B.Ed.

Early Childhood Education

Doug Masters, B.A., M.Ed.

PSPA Practicum Supervisor-South West Region

Viola McKay, CDSA IV

Early Childhood Education

Faerlie Richard, CDSA IV

Early Childhood Education

Don Smith, B.S.

PSPA Practicum-Port Hawkesbury

Sonia Smith, B.A., B.Ed.

Public School Program Assistant

Russell Resource Library

Denise MacKinnon Library Coordinator

Nancy Roby Cassidy Library Assistant

Kim Tanner Library Assistant

The Dr. Jane Norman Child Study Centre

Jane MacKenzie, CDSA IV Coordinator

Jacqueline Allen, Dip. ECE, Dip. Spec. Ed. Early Childhood Educator

Colin MacMillan, Dip. ECE, Early Childhood Educator

Karen MacDougall, Dip. ECE, Early Childhood Educator

Sherry Morrison, CDSA IV, Dip. Spec. Ed. Early Childhood Educator

Colchester East Hants Early Intervention

Ronda Bagnell, CDSA IV, Dip. Spec. Ed. Program Coordinator

Christina Bigney, Dip. ECE, Dip. Spec. Ed. Early Interventionist

Hannah MacNeil, Dip. ECE, Dip. Spec. Ed. Early Interventionist

Administrative Staff

Kimberly Elliott, B.Comm. Executive Director

Anna MacDonell, CDSA IV, B.A., M.Ed. Program Director

Sandra Muir, B.A., B.Ed., M.Ed. Language Curriculum Coordinator

Brenda Putnam, CDSA IV Practicum Coordinator

Debbie Connolly, CDSA IV, B.B.A. Student Services Coordinator

Kim Tanner, B.A. Administrative Assistant

June Cox, B.A. Receptionist

Linda Wulf, B.A.A.(RTA), Dip. CC Recruitment Officer

The Academic Calendar 2008-09*

September 2008

- 1 Monday Labor Day (Institute Holiday)
- 2 Tuesday Registration for new ECE, YW and PSPA students
- 3 Wednesday Registration for returning ECE and YW plus SE students
- 4 Thursday First day of 1st semester classes for full-time programs
- 6 Saturday Teaching Adults Program, Halifax (#1)
- 13 Saturday Extension registration and classes part-time ECE : Truro (#1)
- 27 Saturday Extension classes part-time ECE : Truro (#2)

October 2008

- 4 Saturday Teaching Adults Program, Halifax (#2)
- 13 Monday Thanksgiving (Institute Holiday)
- 18 Saturday Extension classes part-time ECE : Truro (#3)
- 25 Saturday Teaching Adults, Halifax (#3)

November 2008

- 1 Saturday Extension classes part-time ECE : Truro (#4)
- 7 Friday Last day of 1st semester classes for full-time PSPA, ECE, YW, SE
- 10 Monday Study Day (no classes)
- 11 Tuesday Remembrance Day (Institute Holiday)
- 12-14 Exams for full-time ECE, YW & SE
Full Time PSPA- Practicum (Nov.10-Dec. 19:6 weeks)
- 15 Saturday Extension classes part-time ECE : Truro (#5)
- 17 Monday First day of 2nd semester class for full-time YW1
Full Time ECE1-Practicum (Nov. 17 - Dec. 12:4 weeks)
Full Time ECE2- Practicum (Nov. 17 - Jan. 30:8 weeks)
Full Time YW2- Practicum (Nov. 17 - Jan. 30:8 weeks)
Full Time SE-Practicum (Nov. 17 - Dec. 12:4 weeks)
- 22 Saturday Teaching Adults, Halifax (#4)

December 2008

- 6 Saturday Teaching Adults Program, Halifax (#5)
- 12 Friday "Try Us On' Session" 9:30 am -12:30 pm
- 15 Monday First day of Christmas break for most full-time programs
- 22 Monday First day of Christmas break for full-time PSPA

January 2009

- 1 Thursday New Year's Day (Institute Holiday)
5 Monday Second semester fees are due for all full and part time programs
Second semester classes resume for full-time PSPA, ECE1, YW1 and SE

February 2009

- 2 Monday Second semester classes resume for full-time ECE2 & YW2
3 Tuesday Recognition & Awards Reception - full time students
13 Friday Last day of 2nd semester classes for full-time YW1
16-20 Exams for full-time YW1
Semester break for full-time ECE, YW2 & SE
Full Time PSPA- Practicum (Feb. 16-May 1:10 weeks)
20 Friday "Try Us On" 9:30 am -12:30 pm/IHSE Info Session 1:30-3 pm
23-27 Semester break for full-time YW1
Full Time SE- Practicum (Feb. 23-March 20:4 weeks)

March 2009

- 2 Monday Full Time YW1- Practicum (Mar. 2-April 24:8 weeks)
6 Friday "Try Us On" 9:30 am -12:30 pm/IHSE Info Session 1:30-3 pm
14 Saturday Extension registration and classes part-time ECE : Truro (#1);
Teaching Adults Program, Halifax (#1)
16-20 Semester break full-time PSPA
20 Friday Last day of 2nd semester classes for full-time ECE1
23-27 Exams for full-time ECE1
28 Saturday Extension classes part-time ECE : Truro (#2)
Teaching Adults Program, Halifax (#2)
30 Full Time ECE1 - Practicum (March 30- April 24:4 weeks)

April 2009

- 10 Friday Good Friday (Institute Holiday)
13 Monday Easter Monday (Institute Holiday)
17 Friday "Try Us On" 9:30 am -12:30 pm/IHSE Info Session 1:30-3 pm
Last day of 2nd semester classes for full-time ECE2, YW2 & SE
18 Saturday Extension classes part-time ECE : Truro (#3)
Teaching Adults Program, Halifax (#3)
20-24 Exams for full-time ECE2, YW2 & SE

May 2009

- 2 Saturday Extension classes part-time ECE : Truro (#4)
Teaching Adults Program, Halifax (#4)
- 8 Friday "Try Us On" 9:30 am -12:30 pm/IHSE Info Session 1:30-3 pm
- 15 Friday Last day of 2nd Semester classes for full-time PSPA
- 18 Monday Victoria Day (Institute Holiday)
- 23 Saturday Extension classes part-time ECE: Truro (#5)
Teaching Adults Program, Halifax (#5)
- 28 Thursday Graduation Banquet - 6:30 p.m.
- 29 Friday Convocation - 7:00 p.m.

June 2009

- 5 Friday "Try Us On" 9:30 am -12:30 pm/IHSE Info Session 1:30-3 pm

July 2009

- 1 Wednesday Canada Day (Institute Holiday)
- 6 Monday First Day-Atlantic Summer School for Care Givers & Educators
- 17 Friday Last Day-Atlantic Summer School for Care Givers & Educators

August 2009

- 3 Monday Civic Holiday (Institute Holiday)

**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.*

Admissions

Admission Requirements

English Language Proficiency

English is the primary language of instruction and communication in all programs. Applicants must possess an adequate knowledge of written and spoken English.

Academic Entrance Requirements

Applicants to all programs must possess a high school completion certificate or equivalent. Those applicants who have not completed high school may still apply as a mature student (see section below). In addition to these requirements, applicants applying to our Special Education Diploma program must have successfully completed either our two year diploma program in Early Childhood Education or Youth Worker, or their equivalent.

Professional Development

Individuals may choose to enroll in three, or fewer, credit hour courses without going through the complete application process. However, if students wish to continue their studies beyond three courses, they must complete the full application process.

Notification of Acceptance

Applicants will be informed of the results of their applications within four weeks of the date that their completed application files have been reviewed by the Admissions and Academic Review Committee.

The Institute reserves the right to refuse admission to any student. Owing to the nature of the human services profession, and limitations to enrollment, the possession of the minimum requirements does not guarantee that an applicant will be granted admission.

Student Responsibility

Every effort is made to keep students informed of applicable registration or program information. In the event that a student has not received information as expected, he/she should contact the Institute to make an inquiry.

Mature Student Status

Applicants who do not meet basic admission requirements are encouraged to apply as a mature student. Mature student applicants will be reviewed for special admission provided that the following conditions are met:

- The applicant is at least 21 years of age and has been out of school for a minimum of one year.
- The applicant participates in an interview process with a designated admissions' representative.
- Provide the following documentation prior to or at the interview:
 - School Transcripts
 - Letter outlining future plans and the reasons they expect to successfully complete the program of studies.
 - Personal Résumé
 - Three Letters of Reference

Application Process

Application forms can be obtained by contacting the Institute or visiting our web site. Each application must be accompanied by a \$20.00 processing fee (this fee is non-refundable) and the applicable supporting documents listed below. Student applications will not be reviewed for admission until the following information is received:

High School Applicants

1. Completed application form accompanied by the processing fee.
2. The completed Confidential Report Form or two letters of reference (preferably one personal and one based on work experience or community involvement).
3. Official transcript of grade 10, 11 and 12 (first term) marks.

High School Graduates

1. Completed application form accompanied by the processing fee.
2. Two letters of reference (preferably one personal and one based on work experience or community involvement).
3. Official transcript of high school grades and photocopy of high school diploma.

Previous Post-secondary Study

1. Completed application form accompanied by the processing fee.
2. Two letters of reference (preferably one personal and one based on work experience or community involvement).
3. Official transcript of high school grades, photocopy of high school diploma and official transcript of all other post secondary academic studies.

Professional Development

1. Completed application form (sections 1 to 3 and signature); no processing fee is required.

Mature Student

1. Completed application form accompanied by the processing fee.
2. Three letters of reference (preferably one personal and two based on work experience or community involvement).
3. Official School Transcripts
4. Letter outlining future plans and the reasons they expect to successfully complete the program of studies.
5. Personal Résumé

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 i.e. reduced course load and/or tutorial services
- 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 Institute. Students have the right to appeal decisions made by the Committee. All appeals must be made in writing within

one week of receiving the Committee's decision.

Transfer of Credit

Students who have attended a post secondary program prior to their enrollment at the Institute may apply to the Admissions & Academic Review Committee for transfer of credit. A Transfer of Credit application may be obtained at the Institute's administrative offices or on line at www.inst-hse.ca.

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

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

Prior Learning Assessment and Recognition

What is PLAR?

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

Rationale

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

Who should apply for PLAR?

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

How will the I.H.S.E. assess my learning?

Portfolio Assessment. Students must complete an educational portfolio to identify and articulate past learning and to collect materials to demonstrate and document what an individual has learned from experience. Other assessment tools may include challenge exams, essays, interviews, demonstrations or projects.

How many courses can be gained through PLAR?

It is possible to complete one half of your program through PLAR. One half of practicum requirements may also be completed through PLAR.

The Institute for Human Services Education reserves the right to have students complete a minimum of one half of course/program requirements at the Institute.

Sources of Prior Learning

Credit Transfer

- formal post secondary credit courses

Prior Learning Assessment and Recognition

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

Criteria for Challenging for Credit

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

Guidelines for Applying for PLAR

- Apply for the Program of your choice

- Check the box on the application form indicating your interest in PLAR
- Information about PLAR will be sent to you. Review the information to see if you meet the criteria for applying for PLAR.
- Contact: Debbie Connolly, Student Services Coordinator, I.H.S.E. (902) 893-3342. Request an interview.
- Request course outline and learning outcomes for the course(s) you wish to challenge for credit.
- You will be required to complete an educational portfolio. You can complete this independently, with the help of your advisor or in a more formal way, if there is sufficient demand from other students. An information session will be provided on PLAR and portfolio development.
- A fee equal to the cost of the course must be paid for each course being challenged. This fee must be paid prior to the PLAR assessment.
- Your portfolio will be assessed by PLAR assessors using your educational portfolio and any combination of assessment tools. You will be contacted by an assessor to give you feedback on assessment results.

Initial Interview Questions

Briefly describe your prior learning as it relates to Curriculum Requirements in the program for which you are applying (Specific Curriculum Requirements) under the following headings:

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

Registration

The registration dates for most programs are listed in the official Academic Calendar released each May. All students are informed in writing of the registration procedures that are applicable to their program. Only those students who have received official letters of acceptance are authorized to register in an Institute program. All part-time students must submit a Returning Student Application form at least one month prior to their applicable registration date. Returning Student Application forms are available from the main office of the Institute.

During registration all students are required to sign student contracts which will be kept on file at the Institute. Each student will receive a copy of this document. Full time student program timetables are determined by the administration and are not available until registration. Classes normally run between 8:00 a.m. to 5:00 p.m. from Monday to Friday. However, the administration reserves the right to add evening classes or the occasional weekend class if necessary.

Educational Programs

Diploma Programs:

Early Childhood Education Diploma

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

Human Development: Conception to Age Three (P.T. Jan. 2009)	ECE 1013*
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 (P.T. Sept 2008)	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: Preschool	ECE 2093*
Human Development: School Age Children	ECE 2083
Observation and Assessment	ECE 2023
Play and Learning	ECE 2033*
Language Development (P.T. March 2009)	ECE 2043*
Working with Families	ECE 2053
Health & Safety in Early Childhood Settings	ECE 2063
Professional Research Methods (P.T. Truro March 2009)	ENG 2023
Critical Reading & Professional Writing (P.T. Truro Sept 2008)	ENG 2013
Introduction to Special Education 1 (P.T. Truro March 2009)	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**

(2008-09 Part-time Extension Locations: Berwick, Bridgewater, Halifax, Sydney, New Glasgow, and Truro- locations subject to change according to enrollment)

* Courses also offered through home study format

** Part time study typically consists of 6.5 half credit courses per year: three (30 hour) night classes in extension location, two (30 hour) courses offered over 10 Saturdays at Truro or Sydney sites, one (30 hour) course offered over 1 week in July at Truro or Sydney plus one (4 week) practicum.

Youth Worker Diploma

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

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

Delivery

2 years of full time study

Special Education Diploma

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

The Biophysical Basis of Exceptional Development	SPE 3203
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

Part-time in Truro only

Public School Program Assistant Certificate

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*

(2008-09 Part-time extension locations: Bridgewater, Truro, Yarmouth, Port Hawkesbury)

*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.

Continuing Education

Teaching Adults

Best practice in adult education will be utilized by way of example when teaching course content. Students will have the opportunity to participate as well as critique the various teaching/learning methodologies from both the presenter and participant perspective. The program will consist of three, $\frac{1}{2}$ credit (30 hour) courses.

Fees:

\$600.00 per module for PCANS members

\$800.00 per module for non-members

Fees include texts, if required

Module 1 - The Adult Learner

This course will explore the characteristics of the adult learner. Students will examine various learning styles. In addition, students will examine the differences and similarities that exist between adult learners and young learners. With this in mind, students will be challenged to consider various teaching/learning strategies that will meet the needs of all adult learners.

Module 2 - Curriculum Development and Delivery

Participants will explore course design. They will develop the ability to write meaningful and measurable outcomes. They will examine various means by which to facilitate learning in the adult classroom.

Module 3 - Evaluation, Assessment and Lifelong Learning

Participant/Learners will examine various evaluation methodologies. They will be required to evaluate and develop evaluation tools with the aim to understanding their effectiveness.

Early Childhood Inclusive Education

This Early Years Inclusive Education Certificate is an advance level certificate. The pre-requisite requirement is that applicants are graduates of a recognized early childhood program or have been deemed to have the equivalent by the Colleges's Academic and Admissions Review Committee. Individuals currently working in early childhood settings, family resource centres and early intervention programs would be the target audience.

Modules

Inclusion and Early Intervention	SEI3003
Inclusion and Early Intervention: Practical Application	SEI3013
Communication Concerns	SEI3006
Differences in Learning & Behaviour	SEI3016
Physical Differences	SEI3026
Supervised Practicum	

Delivery

Currently Part-time Sydney only. 2 years of part-time study

Workshops

Institute faculty are fully trained and certified to deliver the following:

Non-Violent Crisis Intervention

Suicide Intervention

St. John Ambulance First Aid: Emergency and Standard

Developing Capable People: Self-Esteem Development for Children and Youth

GED Readiness

Personality Dimensions: Learning, Personality and Communication Styles

Child First Aid

Inclusive Programming

Dramatic Play

Emergent Curriculum

Art, Books and Creativity

Fostering Positive Self-Esteem

Many other workshops relating to work in the humanities are available upon request.

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 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.

ECE 2083 ~ Human Development: School Age

The course content will concentrate on normal development from age five to age twelve. All aspects of normal development will be addressed, as will appropriate program development for this age group.

ECE 2093 ~ Human Development: Preschool

A comprehensive examination of a critical developmental stage. Students will develop an understanding of the various "norms of development" for children between the ages of three and six. There will be an emphasis on connecting current theory to practice through the use of developmentally appropriate programs.

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 3203 ~ The Biophysical Basis of Exceptional Development

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

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 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 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 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.

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.

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.

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.

All potential students are required to sign application forms, which include a consent for a Child Abuse Registry check. Following September registration, the names of all enrolled full-time students will be submitted to the Child Abuse Registry for review and a copy of this report will be kept on file at the College. A successful Child Abuse Registry is required before students can commence placement opportunities. Students should also be aware that some practicum placements will require that you do an additional Child Abuse Registry Check.

Placement facilities may require a Criminal Records check of students prior to placement. It is the responsibility of the student to complete such checks. It is, therefore, required that full-time students attend to the Criminal Records check prior to September registration and bring this documentation with them. This recommendation is for the benefit of the student only, and will help to expedite the placement process.

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

arranged 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 fifteen 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 and professional development 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 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.

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 arranged 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 arrange placements in their home communities. Truro placements will be arranged on a first come first serve basis.

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. If a student in this program is currently employed, a supervised work practice can be arranged through her/his regular position.

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 arrange placements in their home communities. Truro placements will be arranged on a first come first serve basis.

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.

Finances 2008-09

Tuition and Additional Fees (IHSE reserves the right to make changes without notice in its published scale of charges for tuition and other fees.)

Tuition Per Program and Year (Amount includes text books unless otherwise stated):

Tuition is based on \$435.00 per 1/2 credit, \$275.00 per four week ECE, YW, SE and PSPA-FT practicum and \$300.00 per four week PSPA-PT practicum. A tuition deposit is required from all new and returning students, \$100.00 for full time* and \$50.00 for part time, in order to reserve their seat in the 2008-2009 class. The deposit is non-refundable and must be submitted by the deadline stated in either the acceptance letter or returning student registration information. (*Students enrolled in at least 60% of a standard course load or 40% for students with disabilities.)

Early Childhood Education Full Time - Year One or Two	
Start: 1 st yr. - <u>Sept. 2/08</u> or 2 nd yr. - <u>Sept. 3/08</u> End: 1 st & 2 nd yr. - <u>April 24/09</u> Twelve 1/2 credits and 2 Practicum (20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 st Semester Tuition (includes text books) due at September registration	\$ 2785.00
2 nd Semester Tuition (includes text books) due on Jan. 5, 2009	\$ 2885.00
TOTAL TUITION DUE FOR 2008/09 ACADEMIC YEAR	\$ 5770.00
Student Council Fee due at September registration	\$ 120.00
NS Training Completion Fee (only year 1 ECE **)	\$ 97.40
Graduation Fee (only year 2 ECE)	\$ 60.00
Summary	
ECE1: Total 2008/09 Fees (1 st semester: \$3102.40 + 2 nd semester:\$2885.00)	\$ 5987.40
ECE2: Total 2008/09 Fees (1 st semester: \$3005.00 + 2 nd semester:\$2945.00)	\$ 5950.00

** Training Completion Fees will also apply to any ECE student who withdraws and re-enrolls.

Early Childhood Education Part Time - Year One, Two, Three or Four	
Start: <u>Sept. 6/08</u> End: <u>May 23/09</u> Five 1/2 credits and 1 Practicum	
Tuition deposit required upon acceptance	\$ 50.00
1 st Semester Tuition (includes text books) due Registration - Sept. 8/07	\$ 1095.00
2 nd Semester Tuition (includes text books) due January 5/09	\$ 1305.00
TOTAL TUITION DUE FOR 2008/09 ACADEMIC YEAR***	\$ 2450.00
NS Training Completion Fee (only year 1 ECE **)	\$ 97.40

Graduation Fee (only year 4 ECE)	\$ 20.00
Summary	
ECE1: Total 2008/09 Fees (1 st semester:\$1242.40 + 2 nd semester:\$1305.00)	\$ 2547.40
ECE2 & 3: Total 2008/09 Fees (1 st semester:\$1145.00 + 2 nd semester:\$1305.00)	\$ 2450.00
ECE 4: Total 2008/09 Fees (1 st semester:\$1145.00 + 2 nd semester: \$1325.00)	\$ 2470.00

** Training Completion Fees will also apply to any ECE student who withdraws and re-enrolls.

*** Part time ECE students are also required to complete (in addition to the five credits offered in year 1, 2, 3 & 4 from September to May) four credits at summer school before they qualify for graduation. The current $\frac{1}{2}$ credit rate at the time of summer school registration will apply to each course of enrollment.

Public School Program Assistant Full Time	
Start: <u>Sept. 2/08</u> End: <u>May 15/09</u> Eight 1/2 credits and Four Practicum (20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 st Semester Tuition (includes text books) due at September registration	\$ 2190.00
2 nd Semester Tuition (includes text books) due on Jan. 5, 2009	\$ 2290.00
TOTAL TUITION DUE FOR 9ACADEMIC YEAR	\$ 4580.00
Student Council Fee due at September registration	\$ 120.00
NS Training Completion Fee	\$ 38.80
Graduation Fee	\$ 60.00
Summary	
Total 2008/09 Fees (1st semester:\$2448.80 + 2nd semester:\$2350.00)	\$ 4798.80

Public School Program Assistant Part Time - Year One or Two	
Start: <u>Sept. 2008</u> End: <u>June 2009</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 st Semester Tuition (includes text books) due Registration - Sept. 2008	\$ 1120.00
2 nd Semester Tuition (includes text books) due February 2009	\$ 1170.00
TOTAL TUITION DUE FOR 2008/09 ACADEMIC YEAR	\$ 2340.00
NS Training Completion Fee (only year 1 PSPA **)	\$ 39.80

Graduation Fee (only year 2 PSPA in final semester)	\$ 20.00
Summary	
PSPA1: Total 2008/09 Fees (1 st semester:\$1209.80 + 2 nd semester:\$1170.00)	\$ 2379.80
PSPA2: Total 2008/09 Fees (1 st semester:\$1170.00 + 2 nd semester:\$1170.00)	\$ 2340.00
PSPA3: Total 2008/09 Fees (1 st semester:\$1170.00 + 2 nd semester:\$1190.00)	\$ 2360.00
PSPA4: Total 2008/09 Fees (1 st semester:\$1190.00)	\$ 1190.00

**** Training Completion Fees will also apply to any PSPA student who withdraws and re-enrolls.**

Youth Worker Full Time - Year One	
Start: <u>Sept. 2/08</u> End: <u>April 24/09</u> Ten 1/2 credits and Two Practicum (20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 st Semester Tuition (includes text books) due at September registration	\$ 2945.00
2 nd Semester Tuition (includes text books) due on Jan. 5, 2009	\$ 1855.00
TOTAL TUITION DUE FOR 2008/09 ACADEMIC YEAR	\$ 4900.00
Student Council Fee due at September registration	\$ 120.00
NS Training Completion Fee	\$ 82.00
Summary	
Total 2008/09 Fees (1st semester:\$3247.00 + 2nd semester=\$1855.00)	\$ 5102.00

Youth Worker Full Time - Year Two	
Start: <u>Sept. 3/08</u> End: <u>April 24/09</u> Ten 1/2 credits and Two Practicum (20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 st Semester Tuition (includes text books) due at September registration	\$ 2350.00
2 nd Semester Tuition (includes text books) due on Jan. 5, 2009	\$ 2450.00
TOTAL TUITION DUE FOR 2008/09 ACADEMIC YEAR	\$ 4900.00

Student Council Fee due at September registration	\$ 120.00
NS Training Completion Fee Will apply to any student who withdraws and re-enrolls.	\$ 0.00
Graduation Fee	\$ 60.00
Summary	
Total 2008/09 Fees (1st semester:\$2570.00 + 2nd semester=\$2510.00)	\$ 5080.00

Special Education Full Time	
Start: <u>Sept. 3/08</u> End: <u>April 24/09</u> Ten 1/2 credits and Two Practicum (20 hours per week)	
Tuition deposit required upon acceptance	\$ 100.00
1 st Semester Tuition (includes text books) due at September registration	\$ 2350.00
2 nd Semester Tuition (includes text books) due on Jan. 5, 2009	\$ 2450.00
TOTAL TUITION DUE FOR 2008/09 ACADEMIC YEAR	\$ 4900.00
Student Council Fee due at September registration	\$ 120.00
NS Training Completion Fee	\$ 41.00
Graduation Fee	\$ 60.00
Summary	
Total 2008/09 Fees (1st semester:\$2611.00 + 2nd semester:\$2510.00)	\$ 5121.00

Professional Development - Part Time:

Students who have been accepted into five or less courses are considered Professional Development students and must pay the \$500.00 tuition fee**** (tuition does not include books) for each course no later than one week prior to the commencement of classes. The \$50.00 tuition deposit will be deducted from the tuition fees of the first course taken after acceptance. Payments are to be mailed directly to the Institute. (****Tuition for Video/Home Study courses is \$ 525.00)

Prior Learning and Recognition:

The rate per course or practicum awarded through Prior Learning and Recognition is \$435.00.

Tuition Payments:

Full Time Students - At registration students must make payment by cash, cheque, money order or visa for their total tuition, training completion (see following section) and student council fees (see following section) due at that time.

Part Time Students - Tuition and training completion fees (see following section) due at registration should be forwarded to the Institute no later than two weeks prior to the first class. Payments can be made by cash, cheque, money order or visa. Delays in the release of text books will result if this procedure is not followed. Professional Development students must have their tuition paid in full before the first day of classes.

All cheques (post dated cheques are not accepted) and money orders must be made payable to the Institute for Human Services Education. An administration fee of \$20.00 will be charged for each cheque returned by the bank unpaid.

Student Loans:

Applicable only to full time programs and those students enrolled in the full course load of the part-time ECE and PSPA programs. Schedule 1 Student Loan Agreement forms cannot be signed by an authorized official of the Institute until the applicable registration date. Instructors are not permitted to sign student loan forms.

Student Council Fees:

On Campus Programs Only - Not Applicable to Extension or PD Students. All full time students are required to pay student council fees at registration. These fees provide the students with a body of representatives that will coordinate social events, operate a clothing store, plan graduation activities and handle student concerns. In addition, the fees provide for an agenda book and a year book for each student. Fees are non refundable after September 30.

Students with full time student status	\$ 120.00
Students with part time student status	\$ 60.00

Training Completion Fund:

The Private Career Colleges Regulations Act, Section 33, requires all registered schools to submit to the NS Department of Education a one time fee of 1% of total program tuition for each student enrolled in either a certificate or diploma program. All students planning to register in one of the programs listed below must submit the applicable Training Completion Fee at registration. Fees are non-refundable after September 30. Students are only required to pay this fee once for each diploma or certificate program attempted. However, if a student withdraws before completion and re-enrolls at a later date, or transfers to a different program, they will be required to submit another training completion fee.

Program	Training Completion Fee	
ECE :	\$ 97.40	
PSPA:	\$ 38.80 FT	\$39.80PT
SPEC.ED:	\$ 41.00	
YW:	\$ 82.00	

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 2nd 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

Late Payment Fees:

Full and Part Time Students attending full time program: A late payment fee of \$25.00 will be assigned to all full time student accounts with outstanding 1st semester fees on November 30/08 and another \$25.00 late pay fee will be assigned to all accounts with outstanding 2nd semester fees on March 31/09.

Part Time Students in Extension program: A late payment fee of \$ 25.00 will be assigned to all part time student accounts with outstanding 1st semester fees on December 31/08 and another \$25.00 late pay fee will be assigned to all accounts with outstanding 2nd semester fees on May 31/09.

Professional Development Students: A late payment fee of \$ 25.00 will be assigned to all PD student accounts with outstanding balances after the first week of classes.

Students may be able to avoid late payment charges by applying for an Installment Plan. Applications are available at the main office.

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 **2008/09** double room and meals rate is \$ 5200.00. 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.

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.

Tutorial Services:

Students using the Tutorial Services are required to pay an additional fee not included in tuition. The fee for this service is approximately **\$20.00** per hour and is payable in advance.

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 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.

Provincial and Canada Student Loans

Students accepted in our full time programs, and those accepted in the full course load of the part-time ECE and PSPA programs, can apply for government student loans. Nova Scotia students wishing to apply for student loans can obtain an application form from their high school guidance counselor or by contacting: Student Assistance Office, Trade Mart Building, 2021 Brunswick Street, P.O. Box 2290, Halifax Central, Halifax, NS B3J 3C8 [Telephone: 424-8420 (Metro Halifax) 1-800-565-8420 (Toll Free NS), web site: <http://studentloans.ednet.ns.ca>]. Students who are not residents of Nova Scotia can obtain government student loan applications by contacting their provincial department of education. Loan forms cannot be signed by an authorized official of the Institute until the applicable registration date. Instructors are not permitted to sign student forms.

Please note that government student loan regulations state that students must maintain their full time student status throughout the academic year (part time ECE students must maintain minimum course load of 5.5 credits). Students who drop courses or do not attend on a regular basis 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 2008-09

(Refunds are determined per 1/2 credit of current enrollment. Based on 10 weeks=70 days or 20 weeks=140 days)

Certificate or Diploma Tuition per 1/2 credit = \$435.00

10 week courses

Notice of withdrawal submitted in writing prior to commencement:

All fees refunded except \$ 21.75 registration fee.

Notice of withdrawal submitted in writing after commencement of course, but within the first 7 days: All fees refunded except \$ 21.75 (100.00***) registration fee and \$43.50 (\$27.50*)(\$50.00***)(\$52.50****)

(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 14 days: All fees refunded except \$ 21.75 (\$100.00****) registration fee and \$87.00 (\$55.00*)(\$100.00***)(\$105.00****)

(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 (100.00****) registration fee and \$130.50 (\$82.50*)(\$150.00***)(\$157.50****)

(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 (100.00****) registration fee and \$200.10 (\$126.59*)(\$230.00***)(\$241.50****)

(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 (100.00****) registration fee and \$239.25 (\$151.25*)(\$275.00***)(\$288.75****)

(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 (100.00****) registration fee and \$278.40 (\$176.00*)(\$320.00***)(\$336.00****)

(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 (100.00****) registration fee and \$317.55 (\$200.75*)(\$365.00***)(\$383.25****)

(Books not returned in as new condition will be charged to account.)

No Refunds after the seventh week.

* Breakdown amount for ECE, YW, SE and PSPA-FT Practicum Tuition of \$275.00

*** Breakdown amount for Professional Development Tuition of \$500.00

**** Breakdown amount for Video Course Tuition of \$525.00

Example: An ECE student is normally enrolled in 6 half credits (6 X \$435.00) + 1 practicum (\$275.00) per semester, so amount owing if withdrew during 3rd week: (21.75 X 6[max:100.00]=100.00) + (\$130.50 X 6 = \$783.00) + \$82.50= **\$965.50** plus the cost of any texts not returned in as new condition.

20 week courses

Notice of withdrawal submitted in writing prior to commencement:

All fees refunded except \$ 21.75 registration fee.

Notice of withdrawal submitted in writing after commencement of course, but within the first 7 days:

All fees refunded except \$ 21.75 registration fee and \$21.75 (\$15.00**)

(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 \$43.50 (\$30.00**)

(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 \$65.25 (\$45.00**)

(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 \$121.80 (\$84.00**).

(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 \$ 21.75 registration fee and \$141.38 (\$97.50**).

(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 \$160.95 (\$111.00**).

(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 \$180.53 (\$124.50.**)

(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 \$ 21.75 registration fee and 200.10 (\$137.00**)

(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 \$ 21.75 registration fee and \$219.68 (\$151.50**).

(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 \$ 21.75 registration fee and \$239.25 (\$165.00**)

(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 \$ 21.75 registration fee and \$258.83 (\$178.50**).

(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 \$ 21.75 registration fee and \$278.40 (\$192.00**).

(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 \$ 21.75 registration fee and \$297.98 (\$205.50**)

(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 \$300.00

Example: One semester is 2 half credits (\$435.00 X 2) + 1 practicum (\$300.00) so amount owing if withdrew during 3rd week: (21.75 X 2[max:50.00]=43.50) + (\$65.25 X 2 = \$130.50) + \$45.00 = **\$219.00** plus the cost of any texts not returned in as new condition.

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.

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.

Services for Students

Student Council

The College's student body has a representative council that elects a President and Vice President each year. In addition, a treasurer, secretary, year book editor and clothing store manager are selected from those students who submit applications. The above mentioned positions form the executive of the student council and they in turn seek additional class representatives from the various programs on campus. The purpose of the council is to promote student participation in both academic and social activities. The student council office and clothing store are located in the student lounge. A microwave and refrigerator are available for student use in the student lounge.

Student Parking

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.

Housing Options

The College 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 NSCC residence is located at 36 Arthur Street, which is less than one kilometer from the Institute campus. The 2008-09 double room and meals rate is \$ 5200.00. Students requiring an application should call the Institute at (902) 893-3342 or visit the NSCC website at www.truro.nsc.ca/davis.htm.

IHSE also compiles an off campus housing list each spring. If you would like a copy of this list, please contact the College at (902) 893-3342 or visit our website (www.inst-hse.ca) for an updated version.

Food Services

There is a cafeteria on site, which is open daily, from which snacks and/or meals may be purchased. The cafeteria is located on the first floor. In addition, a

student-run canteen, located in the student lounge, provides snacks.

Alumni Association

The first Alumni association of The Institute for Early Childhood Education and Developmental Services was formed by the graduating class of 1995. Its function is to keep former students in touch with each other by providing a yearly newsletter, organizing reunions and circulating current information. All Institute graduates are encouraged to become active members in Alumni activities. For more information please contact the administrative office of the Institute or email alumni@inst-hse.ca.

Career Support

The College maintains an employment registry that assists both students and potential employers. Students wishing to use the service must complete a registration form that indicates the type of work and locations in which they are seeking employment. This information is then matched with information provided by employers. Contact Linda Wulf at wulf1@inst-hse.ca for more information.

Employment Statistics

Each January a questionnaire is mailed out to the most recent graduates of the Early Childhood Education, Youth Worker, Special Education, Student Support Worker and Public School Program Assistant programs (a sample questionnaire follows). The returned questionnaires are then used to compile a booklet of employment statistics. Information collected includes previous post-secondary education, number of graduates who have continued their education, location of employment, wages, and reasons why some graduates are not working in their field of study. These booklets, dating back to 1976, are available for perusal at the Russell Resource Library at the Institute.

IHSE QUESTIONNAIRE

SECTION A: PERSONAL INFORMATION

1. Full name when you were a student at IHSE:
2. Name change, if any:

3. Student #:
4. Current mailing address (include postal code):
5. Current phone number(s): Home _____ Work _____
6. Current e-mail address, if available:
7. Check the box that best describes your status when you were a student at IHSE:
 - Full time
 - Part time
 - Extension - which group? _____

SECTION B: EDUCATION AT IHSE

1. Did you obtain any degrees, diplomas or certificates **before** studying at IHSE?
 - Yes No
 If yes, please explain
2. What were your dates of enrollment at IHSE?
3. Please check the box(es) which describes your status upon graduation:
 - Diploma in Early Childhood Education
 - Diploma in Special Education
 - Diploma in Youth Worker Studies
 - PSPA Certificate
 - SSW

SECTION C: OTHER POST-SECONDARY EDUCATION

If you went on to further studies after leaving IHSE, please complete this section. If not, please proceed to Section D.

1. Post Secondary Education - Please complete even if you have not yet finished the course.

Institution	Course/Program	Certificate/Diploma or Degree	Date or Expected Date of Graduation

2. Did you receive any credit toward your diploma or degree from your course

work at IHSE?

Yes No

If yes, how many? _____ Briefly explain:

- Please describe any other education, including workshops, that are not included in the above categories.

SECTION D: WORK EXPERIENCE

(All information shared is kept confidential.)

- Work Experience:

Are you **presently** working in the field in which you were trained at IHSE?

Yes No

If yes, please complete the following:

Place of Employment (Town/Province/Country)	Position/Duties	Start Date of Employment

Please include other employment, related to your field, that you have had since graduation:

Place of Employment (Town/Province/Country)	Position/Duties	Approximate Length of Employment
1		
2		

- Volunteer Work Experience - please briefly describe any volunteer work in which you have been involved, that is related to your field of study.

- If you do not have work experience that is related to your education at IHSE, please explain:

- personal reasons
- job unavailability
- change of vocations
- homemaker
- other, please explain

Educational Resources and Facilities

Tutorial Service

The IHSE has an established tutorial program designed to help students achieve academic success. Students experiencing academic concerns of any kind should contact Sandra Muir, Assessment Coordinator, who will give them more detailed information about our tutorial program.

Laboratory Settings

Students have the opportunity to observe and participate in two early learning environments which are housed in the College's Lorne Street facility. These two centers ensure that, as well as having classroom instruction and field placements, our students have practical on-site interactions with children in a laboratory setting.

The ***Dr. Jane Norman Child Study Center***, a non-profit centre, offers a full day child care program for children ages 2-5 years. The centre is an inclusive environment and, therefore, encourages and supports the integration of children with a variety of special needs. It also provides training experiences for students of the College as well as other students within the community.

The ***Colchester Community Day Care Center*** is a non-profit, independent, board-run center which offers full day programming for preschool children as well as after school programming. Although the day care is an independent facility, the day care and the College enjoy a cooperative educational affiliation.

Students in the special education program have the opportunity to participate in the ***Colchester East Hants Early Intervention*** program offered to families of young children with a variety of special needs. An early interventionist works with parents to help them cultivate skills necessary to help their individualized program of stimulation that recommends specific play strategies and activities that will benefit the child. Parents are a very important part of this program and are encouraged to participate in the weekly home visit sessions, as well as, follow through with similar programming throughout the week.

Russell Resource Library - Truro

The Russell Resource Library has approximately 13,000 titles of books, with duplicate copies available. Approximately 800 videos are available and we currently subscribe to 20 journals. Our collection consists of Early Childhood, Youth Studies and Special Education. The library also has a large collection of multicultural and juvenile literature.

A work area is available with access to computers, internet and various media equipment. A quiet study area is also available upon request.

Library Staff

Denise MacKinnon	Library Coordinator
Nancy Roby Cassidy	Library Assistant
Kim Tanner	Library Assistant

Library Hours

Hours subject to change and will be posted in Student lounge and Library

September 2nd to May 31st

Monday - Thursday	8:30am - 4:30pm
Friday	8:30am - 12:00pm

Summer School Hours

July 6 - 10 th	8:30 - 4:00pm
July 13 - 17 th	8:30 - 4:00pm

Saturdays (following dates only) 8:30am - 1:00pm:

September 13 th	November 15 th	May 2 nd
September 27 th	March 14 th	May 23 rd
October 18 th	March 28 th	
November 1 st	April 18 th	

The Library will be closed *all* holidays and from December 22nd - January 5th

Library Hours may be reduced from June-September.

Please call the Institute for Human Services Education for Library Hours after May 31st. Phone 893-3342

Library Services

Photocopier	.20 per copy or .30 Back to back sheets
Laminating	1.00 per 8 $\frac{1}{2}$ x 11 sheet
Coils	.25 per coil
Computer Printing	.20 per page
Computer Disk	1.00 per disk
Overhead Sheets	.50 per sheet (includes copy)
Color printing	2.00 per 8 $\frac{1}{2}$ X 11 sheet (see staff at circulation desk)

Students may set up an account at the library to charge services. This account must be paid by the end of the term. Marks will not be handed/sent out if a student still has a balance owing at the library.

Equipment

The following equipment is available upon request:

laminating machine, book binding machine, hole punch, overhead projector.

A TV/VCR or DVD player may be used for viewing our video resources, upon approval of the library staff.

Computers

Students may be using computers with different word processors on them between school and home please ask the library staff how to save material so that it will open on most computers.

The library study area has a number of computers for patrons' use. All computers have a word processor, an internet connection and the library catalogue on them.

You may book a time slot for the use of the computer. If you plan to transfer data from one computer to another, you should check with the library staff to make sure the data can be transferred.

Please ask for assistance if you have any questions or problems using the computers.

E-mail

E-mail is available through HOTMAIL; please ask for assistance in setting up your account.

Study Area

A study area is located at the back of the library and there is a study table within the library. If you require a quieter place to work, a classroom may be assigned, if available. You must request this at the circulation desk, ahead of your required time, so arrangements may be made.

Circulation

Most library materials may be borrowed for a two week period. However, the following items **may have restricted loans**:

1. Reference material
2. Periodicals
3. Videos (only upon instructors approval)

Material with a **yellow** dot is considered to be Reference Material.

Material with a **double yellow** dot has a Restricted Loan Period.

Renewing or Requesting Material

If you wish to renew any material, you must return it first and if it is not requested by anyone else you may pick it up at the end of the day or the next morning. If unable to return, please phone the library and renew over the telephone, to eliminate overdue charges.

You may reserve material or put an item on hold.

Re-shelving of Resource Material

The open shelf system enables a user to browse freely. Users are requested **not** to re-shelf materials they have used. Leave the material on a cart/shelf provided. The library staff will return material to its proper place.

Overdue Material

1. Material on regular loan is \$.10 per day per item.
2. Material on restricted loan is \$ 1.00 per day per item.
3. Patrons are responsible for material lost or damaged.

Marks and diplomas are withheld from students who have not cleared outstanding accounts or have not returned signed out material.

Patrons may have their borrowing privileges suspended if the above library policy is not followed.

Replacement/Damage Cost

The amount stated below is an estimated cost . If the item being replaced is still available for purchase, it will be the item cost + tax + shipping and handling fee.

Adult Hard cover	40.00 + overdue fines
Adult Softcover	25.00 +overdue fines
Childrens Hardcover	25.00 + overdue fines
Childrens Softcover	15.00 + overdue fines

Locating Resources

Our library catalogue is located on the computers and it is called **LIBRARY PRO**. The majority of the material in the library can be located by using the computer catalogue. Please ask for assistance if you cannot locate something or need help in using Library Pro.

Library Pro

The Icon for Library Pro should be located on the computer's desktop. Click on the icon and then check the **GUEST** box. You will have a lot of search options to choose from.

Resource Material

Resources are classified on the shelves by the Dewy Decimal Numbering System. Our library consists of an adult section, reference section, and a children's section. A library catalogue is an enormous bibliography and it lists all of the resources in the library. Each resource is, therefore, assigned a specific **CALL NUMBER**, which will be found on the spine of a book, video, etc...and on all catalogue entries for that resource.

Call Numbers

The first part of a call number is the classification number such as the Dewy number. Next are the first three letters of the author's last name, and then the publication date and last the copy number. For a book on preschool education with author John Smith, published in 1986, the **Call Number** would be **372 Smi 1986**.

All **FICTION** material is classified with the letters "FIC" instead of a Dewy number. All **CHILDREN'S** material is classified with the letter "j" in front of the Dewy number or "FIC".

Periodicals/Journals

The Periodicals/Journals are in the reference section of the library. Each journal's index is in a coil bound book beside the journal or on top of it. The indexes are by subject headings of the articles. Please ask for assistance in locating journal articles.

Early Childhood Resource Center-Sydney

The Early Childhood Resource Center, located in Sydney, offers duplicate services and resources. In addition, it is the site of credit courses and professional development workshops. Please call 1-902-893-3342 for additional information and hours of operation.

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
4. have attained a minimum cumulative grade point average of 2.0 at the end of the final year
5. 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 5 courses can be completed through PLAR and/or transfer credits 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.

Scholarships and Awards

Entrance Scholarships

The Dr. Jane Norman Scholarships

Full-time Scholarships These entrance scholarships, established by the late Dr. Jane Norman, may be awarded annually to students who meet the criteria outlined by the scholarship committee of the College. Scholarships may be awarded annually to high school students who are entering the Truro campus as full-time students. In order to be eligible for these scholarships, students must have achieved a high level of academic achievement as well as having exhibited personal characteristics necessary to professional human service providers. These scholarships have values ranging between \$500.00 and \$1000.00. This scholarship is subject to availability.

Part-time Scholarships These scholarships may also be awarded annually to students who have completed at least half of their course requirements through part-time study (extension-based programs). Scholarships are awarded based on good academic standing, positive attitude and student need. These scholarships have a value of \$500.00. Applications for these scholarships are available each fall, through the student services office. This scholarship is subject to availability.

Graduation Scholarships

The Johnson-MacIntosh Scholarship commemorates the founders of the Child Development Services program: Mr. Daniel H. Johnson, former Senior Assistant to the Deputy Minister of Social Services, and the late Principal of the Nova Scotia Teachers College, Dr. George MacIntosh. The scholarship has a value of \$750.00 to be applied to the cost of tuition for one year at an institution of advanced child care study. It is awarded to a graduate of a full time program who has exhibited superior standing in professional courses and practicum experience and superior leadership qualities. A student wishing to apply for this scholarship must make application by May 11 of her/his graduating year. (Awarded to on campus students only). This scholarship is subject to availability.

The Dr. Kim Kienapple Scholarship was established in honor of Dr. Kim Kienapple of the Child Study Department of Mount Saint Vincent University who was instrumental in establishing the link between the Mount and IHSE and permitting students to transfer credits to the University to further their studies in the field of child and youth studies. The scholarship has a value of \$750.00 and may be awarded to a

graduate who has exhibited superior standing in professional courses and practicum experience. A student wishing to apply for this scholarship must make application by May 1 of her/his graduating year. (Awarded to on campus diploma level students only). This scholarship is subject to availability.

Honor and Merit Awards

The Honor Roll is the College's official recognition of extraordinary effort. It is awarded annually at the Student Recognition and Awards Night held each spring to recognize those students who have shown superior dedication and commitment to their studies.

The Merit Awards are presented once a year to students who have contributed greatly to the character of the College community. Award winners will have the ability to focus on solutions and not problems, to do what needs to be done and to share their gifts and talents with others. Award winners are selected by the faculty and staff of the College and are presented annually at the Student Recognition and Awards Night. (Awarded to on campus students only).

Graduation Awards

The Carmen F. Moir Citizenship Award is given in honor of Carmen F. Moir, who was Deputy Minister of Education when the Child Development Services program was founded in 1976. This award recognizes a graduating student whose positive attitude and temperament, work habits and perseverance in the pursuit of goals, sense of responsibility, and considerate relationship with instructors and fellow students, has displayed those qualities essential in a leader and a person who would be an example to others. (Awarded to both an on campus and part time extension student in either a certificate or diploma level program).

The Dr. Fred R. MacKinnon Proficiency Award is given in honor of Dr. Fred R. MacKinnon, former Deputy Minister of Social Services in the Province of Nova Scotia, who was instrumental in establishing the Child Development Services Program. It is presented to the graduating student in the Early Childhood Education program who has demonstrated a high degree of overall proficiency in professional and practical studies. (Awarded to both an on campus and part time extension ECE student).

The Jocelyne Couture-Nowak Award is given in honor of Jocelyne Couture Nowak, faculty member of the IHSE from 1993-2001 and victim of the Virginia Tech tragedy of April 2007. It is presented to a graduating student who possesses qualities that

most exemplified Jocelyne. The award recipient will be a graduating student from any program who embraces all aspects of life and openly shares kindness and knowledge and advocates for peaceful solutions and improved quality of life in the global community.

The Child Development Services Tenth Anniversary Award commemorates the first decade, 1976-1986, of the Child Development Services full and part-time programs. This award is presented to the Early Childhood Education graduate who has achieved the highest grade point average in the graduating class. (Awarded to on campus students only).

The Sylvia M. McPhee Proficiency Award is given in honor of Sylvia McPhee, formerly of the Ontario Ministry of Education, who was a long-time advisor and supporter of the College's programs, with a special interest in the Special Education program. This award is presented to the Special Education graduate who has achieved the highest grade point average in the graduating class. (Awarded to on campus students only).

The Dr. Jane Norman Proficiency Award-Full Time Program-is awarded annually at the spring convocation to the student who has received the highest standing in the academic component of the Public School Program Assistant Program.

The Dr. Jane Norman Proficiency Award-Part Time Program-is awarded annually at the fall convocation to the student who has received the highest standing in academic and practicum components of the Public School Program Assistant program.

The Stanfield's Limited Proficiency Award was presented to the College in April 2000 by Mr. Tom Stanfield of Stanfield's Limited, Truro. This award will be presented annually to the graduate of the Youth Worker program who has achieved the highest grade point average in the graduating class. (Awarded to on campus students only).

The Class of 1978 Award for Excellence in ECE Practicum has been contributed to the early childhood education program by the Class of 1978 in recognition of its tenth anniversary as the first ECE class to graduate from the College's full-time division. The award, presented annually, honors the graduate who, while a two year full-time student, received the highest overall evaluation in the practicum phase of the ECE program. (Awarded to on campus students only).

The Class of 1988 Award for Excellence in Special Education Practicum has been

given in honor of the first graduating class of Special Education students in 1988. This award, presented annually, honors the graduate who, while a full-time special education student, received the highest overall evaluation in the practicum component of the Special Education program. (Awarded to on campus students only).

The Public School Program Assistant Class of 1999 Award for Excellence in Practicum honors the first full-time Public School Program Assistant class. This award, presented annually, honors the graduate who received the highest overall evaluation in the practicum component of the Public School Program Assistant program. (Awarded to on campus students only).

The Class of 2000 Award for Excellence in Youth Worker Practicum honors the first graduating class of Youth Worker students in 2000. This award, presented annually, honors the graduate who, while a youth worker student, received the highest overall evaluation in the practicum component of the Youth Worker program. (Awarded to on campus students only).

The Dennis Leadership Award was presented to the College by Mr. Graham Dennis, Publisher of The Chronicle-Herald and The Mail-Star, on October 22, 1988. This award is to be presented to the graduate of the Early Childhood Education diploma program, Extension Division, who as a student and early childhood educator, has demonstrated the ability to organize and direct the efforts of others in the achievement of worthwhile social objectives and community services related to the welfare of children. (Awarded to ECE or PSPA part time extension students only).

The Dr. Marie Hamilton Award for Love, Patience and Understanding is awarded annually, in honor of Dr. Marie Hamilton for her years of dedicated work on behalf of the Extension Division. Her life and work were guided by these three distinct traits, and this award is presented to the extension division graduate who has displayed these three traits. (Awarded to part time extension ECE or PSPA students only).

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

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

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, Language Curriculum Coordinator
Brenda Putnam, 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.

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:

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

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.

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.**