

STUDENT HANDBOOK

2018-2019



A CAREER THAT
MAKES A DIFFERENCE

STAY CONNECTED



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ACADEMIC CALENDAR 2018-2019

| FALL 2018 | SEMESTER ACTIVITIES |
|-----------------------------------|--|
| August 20-24 | Registration for ALL students Tuition Fees due |
| August 31 | International Student Orientation 8:30 am to 4:30 pm (lunch included) |
| September 3 | Labour Day – College closed |
| September 4 | Orientation for 1 st year students - Part I (A block: 10-12, B block: 1-3) Orientation for 2 nd year students - 10:00 am to 12:00 noon Classes begin for 2nd year students; 2:00 pm Professionalism and Advocacy |
| September 5 | Orientation for 1 st year students - Part II (A and B block 9:30 to 11:30 am) Classes begin for 1st year students. 12:30 Movement and Active Play |
| September 6 | Final date for Program/Course withdrawal without financial penalty |
| September 10, 17, 24 & 11, 18, 25 | Mandatory Practicum Modules begin for 1 st year students; Monday or Tuesday weekly |
| September 13 | Practicum module for 2 nd year students - attendance mandatory - 10:00 am to 12:00 noon |
| September 14 | Final Date for Course Withdrawal without academic penalty Final Date for Course Exemptions to be granted |
| September 17 | Transcript will indicate a “W” for any course withdrawal between this date and November 2 |
| September 27 | Practicum begins for 2 nd year students; Thursday and Friday weekly |
| September 28 | Late fees will apply following this date for outstanding Fall semester tuition |
| October 8 | Thanksgiving Day – College closed |
| October 9 | Practicum begins for 1 st year students; Monday and Tuesday weekly |
| October 22-26 | Block Week practicum for 2 nd year students |
| October 29-November 2 | Block Week practicum for 1 st year students |
| November 2 | Transcript will indicate “WF” for any course withdrawal on or after this date Final date for Practicum withdrawal without academic penalty |
| November 12 | Remembrance Day Observed – college closed |
| November 19 | Last day of Practicum for 1 st year students |
| November 22 | Last day of Practicum for 2 nd year students |
| November 28 | Practicum Portfolios due for all students |
| December 14 | Last day of classes & practicum term ends – all practicum requirements must be complete |
| December 17-21 | Exam week or make - up classes |
| December 21 | Semester ends - Winter Holidays |

ACADEMIC CALENDAR 2019

| WINTER 2019 | SEMESTER ACTIVITIES |
|---------------------|--|
| January 7 | Registration for Winter semester; 2 nd year students Tuition fees due Classes begin for 2nd year students |
| January 8 | Registration for Winter semester, 1 st year students Tuition fees due |
| January 9 | Classes begin for 1 st year students |
| January 14-15 | Handle with Care for 1 st year – Block A |
| January 17-18 | Building Blocks for 2 nd year students *mandatory for ECE 406 |
| January 18 | Late fees will apply following this date for outstanding Winter semester tuition |
| January 18 | Transcript will indicate a “W” for any course withdrawal between this date and March 9 |
| January 21-22 | Handle with Care for 1 st year – Block B |
| January 24 | Practicum begins for 2 nd year students; Thursday and Friday weekly |
| January 28 | Practicum begins for 1 st year students; Monday and Tuesday weekly |
| February 15 | Final date for Practicum withdrawal without academic penalty |
| February 18-22 | Mid-Winter Study Break for students |
| February 25-March 1 | Block Week practicum for 2 nd year students |
| March 4-8 | Block Week practicum for 1 st year students |
| March 9 | Transcript will indicate an “WF” for any course withdrawal on or after this date |
| March 28 | Last day of practicum for 2 nd year students |
| April 1 | Last day of practicum for 1 st year students |
| April 10 | Practicum Portfolios due for all students |
| April 19 | Good Friday – College closed |
| April 22 | Easter Monday – College closed |
| April 26 | Practicum term ends – all requirements must be complete |
| April 26 | Last day of classes |
| April 29 - May 3 | Exam Week or make up classes |
| May 9 | Graduation |
| May 10 | Semester ends |
| SPRING 2019 | SEMESTER ACTIVITIES |
| May 13 | Practicum term begins |
| May 20 | Victoria Day - College closed |
| May 24 | Final date for Practicum withdrawal without financial penalty |
| June 10 | Last day of Practicum |
| June 17 | Practicum Portfolios due |
| June 21 | Practicum term ends - all requirements must be complete |

This calendar is meant to provide a general guide to academic dates. There are some exceptions regarding the start and end dates of some programs, and the College reserves the right to amend this calendar.

| EVENING COURSE 2019 | |
|---------------------|----------------------------------|
| January | Winter 2019 Courses Begin |
| April | Spring/Summer 2019 Courses Begin |

PROGRAM OF STUDIES 2018-2019

SEMESTER I

| <u>Course Code</u> | | <u>Credit Hours</u> |
|--------------------|---|---------------------|
| COM 100 | Communications | 30 |
| ECE 101 | Child Growth & Development | 60 |
| ECE 113 | Play As Curriculum | 60 |
| ECE 117 | Health & Safety | 30 |
| ECE 123 | Movement, Active Play & Well-being | 30 |
| ECE 147 | Behaviour Guidance I <i>Prerequisite ECE101 (or concurrent)</i> | 30 |
| ECE 105 | Practicum I <i>Prerequisite ECE101 (or concurrent)</i> | <u>129</u> |
| | | 369 |

SEMESTER II

| | | |
|---------|---|------------|
| ECE 201 | Foundations of Early Childhood Education | 30 |
| ECE 203 | Extending Play Experiences | 60 |
| ECE 204 | Infant/Toddler Child Care | 60 |
| ECE 211 | Observing and Recording | 30 |
| ECE 229 | Inclusive Environments for Families | 60 |
| ECE 205 | Practicum II <i>Prerequisite ECE101, ECE105, ECE211 (or concurrent)</i> | <u>154</u> |
| | | 394 |

SEMESTER III

| | | |
|---------|--|------------|
| ECE 306 | Children with Special Needs & Exceptionalities <i>Prerequisite ECE101</i> | 60 |
| ECE 307 | Behaviour Guidance II <i>Prerequisite ECE147</i> | 30 |
| ECE 309 | Parents as Partners | 30 |
| ECE 320 | Emergent Literacy | 30 |
| ECE 330 | Professionalism and Advocacy | 60 |
| ECE 337 | Nutrition | 30 |
| ECE 305 | Practicum III <i>Prerequisite ECE101, ECE205, ECE211 (or concurrent)</i> | <u>154</u> |
| | | 394 |

SEMESTER IV

| | | |
|---------|--|------------|
| ECE 403 | School-Age Child Care | 30 |
| ECE 406 | Inclusive Practice for Children with Special Needs <i>Prerequisite ECE101, ECE211, and ECE306</i> | 60 |
| ECE 418 | Emergent Curriculum and Documentation <i>Prerequisite ECE211</i> | 60 |
| ECE 425 | Administration and Management | 30 |
| ECE 430 | Interpersonal Skills for Early Years Professionals | 30 |
| ECE 405 | Practicum IV <i>Prerequisite ECE305, ECE101, and ECE211 (or concurrent)</i> | <u>163</u> |
| | | 373 |

This Program of Studies is meant to provide a general guide. The College reserves the right to amend this Program of Studies.

COURSE DESCRIPTIONS

SEMESTER I

COM 100 Communications

This course focuses on increasing proficiency in basic communication and writing skills expected at the post-secondary level. Students will become aware of appropriate form, style, and level of analysis/detail, based on message, audience and purpose of communication. Within a multicultural context, students will develop skills in the following areas: research, writing, editing, and oral presentation. Students will take part in activities that involve thinking critically, and celebrate the diverse culture we live in. Students will become proficient in APA style referencing.

ECE 101 Child Growth and Development

This course focuses on the genetic and environmental factors which influence child growth and development from preconception to age twelve. Students will be introduced to major theories of child development and their connection to personal theories on human behaviour. Social, physical, language, cognitive/intellectual, and emotional development will be considered during the major stages of growth. Students will study factors affecting development, and the relevance this has for those who work with young children. Special emphasis will be placed on practical application of theoretical knowledge.

ECE 113 Play as Curriculum

This course offers a framework for providing developmentally appropriate curriculum. Using active learning principles, students will explore the value of play as the foundation to curriculum development and will examine the link between play and learning. Students will design and implement a variety of learning activities within the indoor learning environment. Through a workshop format, students will be encouraged to understand and explore creativity as an active process and to learn practical techniques to stimulate creativity in young children.

ECE 117 Health and Safety

This course focuses on the practical considerations utilized in promoting a healthy and safe environment for young children. Students will be challenged to promote the health and safety of young children and of professionals working in a child care environment. Topics such as communicable diseases, indoor and outdoor safety and hygiene practices will be discussed. Students will plan, implement, and reflect upon curriculum experiences which promote health and safety with young children.

ECE 123 Movement, Active Play and Well-being

In this course students will explore the various aspects involved in creating and offering indoor and outdoor early learning environments that will support the recommended levels of active play for young children. Content will focus on Active Start Guidelines and the creation of developmentally appropriate active play opportunities throughout the routines and activities of the day. Students will draw links to current research on the role of physical activity in brain development, healthy outcomes for children, and wellbeing for everyone involved in early childhood programs.

ECE 147 Behaviour Guidance I

This course provides a foundation for understanding and guiding children's behaviour. Students will learn the principles of guidance and strategies needed to guide behaviour in positive ways. This course focuses on assisting adults in a child care setting to understand children's behaviour as it is influenced by developmental and environmental factors. Students will learn practical skills for supporting and guiding healthy interactions between children and between adults and children. Discipline principles and techniques will be explored and applied in the context of curriculum, role modelling and appropriate intervention. Respectful guidance strategies are practiced to facilitate trust and positive interactions that promote children's development and learning. Students will gain insight into children's behaviour within a developmental framework. A variety of direct and indirect guidance strategies will be introduced and opportunities to practice will be integrated in all content areas discussed.

ECE 105 Practicum I

Practicum I will be a combination of classroom content, seminars, and a field placement opportunity in a licensed child care centre. In the classroom portion of this course students are provided with an introduction to the roles and responsibilities of the Early Childhood Educator. Upon completion of these classes students are placed in child care centres working with children from infancy through school age. Practicum I is designed to provide students with an opportunity to become familiar with child care through observation and reflection and to gain experience interacting with children and families.

SEMESTER II

ECE 201 Foundations of Early Childhood Education

This course introduces students to the historical, theoretical, and philosophical antecedents of the early childhood education profession. An examination of values and practices related to the nurturing and education of young children from ancient times to the present are compared to the values and practices found today in North America and throughout the world. ECE 201 engages students in exploring a range of curriculum approaches and perspectives such as Montessori, Reggio Emilia, High Scope, Waldorf and Emergent Curriculum that influence learning and teaching in early childhood contexts. Emphasis is on current debates and future trends in society and education that directly impact contemporary early childhood programs in Canada today. Students will synthesize their learnings about a variety of approaches in early childhood by evaluating and reflecting on how these approaches inform their pedagogical practices and sustain quality program delivery.

ECE 203 Extending Play Experiences

This course will examine the historical perspectives of outdoor play and introduce students to the process of designing outdoor play spaces that support the holistic development of the child. Students will extend the knowledge obtained in ECE 113 Play as Curriculum to design, implement and evaluate developmentally appropriate curriculum experiences for infant, toddler, preschool and school aged children. The course introduces students to the skills necessary to foster children's growth and development through curriculum components woven into the main curriculum areas both indoors and out. A special focus will be given to music, literacy, woodworking, creative arts, manipulatives, math, and science in the early childhood environment. The value of play continues to be the foundation of curriculum design.

ECE 204 Infant/Toddler Child Care

This course offers a framework for developing quality curriculum for infants and toddlers. Using the principles of responsive caregiving as a foundation, students will be introduced to designing environments and learning experiences for infants and toddlers, which support the whole child and reflect an anti-bias philosophy. Special emphasis will be placed on weaving routines throughout the curriculum, providing a positive balance between care and education in supporting infants and toddlers while nurturing positive adult-child relationships. Theories of child development and growth and appropriate behaviour guidance principles will be discussed.

ECE 211 Observing and Recording

This course offers students opportunities to develop skills in selecting and utilizing appropriate data collection techniques in order to understand child development, plan and implement developmentally appropriate experiences, and share developmental information with families, co-workers and other professionals. Students will be introduced to various observation techniques, their advantages and disadvantages and learn the skill of determining appropriate techniques for early childhood education environments. Students will have practical experiences in collecting observation information, interpreting observation information, relating observed information to child development and providing developmentally appropriate experiences.

ECE 229 Inclusive Environments for Families

This course provides students with an opportunity to study and comprehend the sociology of the family, the challenges families face in today's society and their effects on the child. Students will give serious consideration to the role of the early childhood educator and their support of the family. Students will explore the various aspects of human diversity and will focus on the ways Early Childhood Educators have an important role to play in the design of inclusive environments. This course will support the Early Childhood Educator in acquiring the knowledge, perspectives and skills in including all children and families in their practice.

ECE 205 Practicum II

Building on previous practicum experience, students will continue field placement opportunities in licensed child care settings working with children from infancy to school age. Students will strengthen skills in communication, professionalism, curriculum planning and implementation, and behaviour guidance. Students will demonstrate an understanding of planning, implementation, and reflection of developmentally appropriate experiences in the areas of creative expression, small groups, circles and transitions. Students will function as a more effective team member during this time. Students will also actively participate in practicum seminars where they will share ideas and experiences with their peers through guided discussion and activities.

SEMESTER III

ECE 306 Children with Special Needs and Exceptionalities

This course will offer students the opportunity to gain knowledge of exceptionalities including developmental delays, impairments and special abilities experienced by children. Students will give consideration to how the environment can be adapted to include children with special needs, explore strategies to work with and support families, and gain knowledge of relevant community resources. An examination of assumptions and personal attitudes about inclusion will be encouraged and an emphasis will be placed on family-centered practice.

ECE 307 Behaviour Guidance II

Building on information covered in Behaviour Guidance I, students will continue to explore the principles of behaviour guidance. This course identifies the need for Early Childhood Educators to establish relationships, support play and foster children's acceptance within the peer group. It examines strategies for creating an environment and curriculum that enhance healthy self-esteem, positive peer interactions, pro-social behaviour and the development of moral identity. Based on research in resilience, this course identifies factors affecting emotional development, and impacting behaviour in early childhood settings. Students will examine the environment (curriculum, space, routines, transitions and people) as the key to supporting children's development, behaviour and resilience. Students will learn about possible causes and resulting challenges for children, including early trauma. Students will develop practical skills in the prevention and management of challenging behaviour in a team approach. The focus will be on understanding behaviour and implementing techniques that foster positive relationships and self-esteem, and create opportunities for learning.

ECE 309 Parents as Partners

This course provides students with an opportunity to build on their exploration of families as an extension to children. Students will explore and research various strategies and barriers to communicating effectively with families. Specifically, students will be introduced to both theoretical and practical strategies involved in partnering with parents to support families.

ECE 320 Emergent Literacy

Building on child development and curriculum knowledge, students will explore the theoretical and practical issues regarding language and literacy. Through active participation, students will learn practical methods to support the development of language as it emerges. Students will be introduced to methods of selecting children's books, and using books to support the development of language and literacy throughout the curriculum. As well, students will consider the importance of anti-biased literature and the use of literature to create and support an anti-biased program.

ECE 330 Professionalism and Advocacy

This course will provide students with information which will assist them in working as professionals and advocates for children, families and the ECE profession. Students will identify criteria of a profession and the role of the professional in the ECE field. They will be introduced to current issues facing the early childhood profession, develop a professional portfolio, articulate their teaching philosophy and explore advocacy methods to advance the perception of early childhood services and personnel in society.

ECE 337 Nutrition

This course will examine the role of nutrition in early childhood education settings. Students will be challenged to promote the well-being of young children and the well-being of professionals working in child care environments. Students will be introduced to menu and snack planning, label reading and many other nutritional issues while being challenged to prepare healthy snacks and planning for hands on activities for young children in the classroom setting. Students will plan, implement and reflect upon curriculum experiences which promote healthy choices with young children.

ECE 305 Practicum III

Building on previous practicum experience, students will continue field placement opportunities in licensed child care settings working with children from infancy to school age. Demonstrating skills in communication, professionalism, curriculum planning and implementation, and behaviour guidance, students will continue using observations as a springboard for planning developmentally appropriate experiences for children and will function as an effective team member. Students may require periodic assistance in demonstrating the required skills. Students will also actively participate in practicum seminars where they will share ideas and experiences with their peers through guided discussion and activities.

SEMESTER IV

ECE 403 School-Age Child Care

This course offers a framework for developing quality curriculum for school age children. Using active learning as a foundation, students will be introduced to designing environments, schedules, and learning experiences for school age children which support the whole child and reflect an anti-biased philosophy. Special emphasis will be placed on child development of the school age child and behaviour guidance principles which support pro-social development.

ECE 406 Inclusive Practice for Children with Special Needs

This course offers students an opportunity to extend their knowledge of working with children with special needs in supporting them in a variety of settings. Students will explore various formal and informal assessment tools and will use them to collect information about children in order to support the child's growth and development. Finally, students will demonstrate an understanding of legal, ethical, and professional responsibilities in supporting children with special needs in early childhood education settings.

ECE 418 Emergent Curriculum and Documentation

This course offers the students an opportunity to study Emergent Curriculum as a model of programme design used in early childhood education environments. Students will analyze the theoretical framework of this model, and demonstrate an understanding of its practical applications. These will include: Observation & responses, reflection, pedagogical documentation, project development, and revitalizing the learning environment. This course offers students the opportunity to explore the significant educational models and modern theorists that have influenced the field, in order to understand the Cycle of Inquiry as it relates to Emergent Curriculum and Pedagogical Documentation.

ECE 425 Administration and Management

This course provides students with information about the administration practices applicable to the child care organization. Topics of special consideration will include leadership, public relations, human resource management, financial management, regulations, marketing and organizational development.

ECE 430 Interpersonal Skills for Early Years Professionals

Building on Communications 100, students will have the opportunity to become aware of appropriate form, style, and level of analysis/detail, based on message, audience and purpose of communication. The course will introduce and explore interpersonal skills for dealing with a variety of situations that are both professional and personal in nature. The student will examine Personality Dimensions®, which is a tool based on leading edge research to explore human motivation and behaviour. Students will explore a variety of topics that involve understanding the foundations, building blocks and the context of communication. This course will help prepare students to understand and use interpersonal skills in the workplace.

ECE 405 Practicum IV

At the beginning of the semester students will participate in the two-day workshop Building Blocks: Strategies for Inclusion to support their work in the community. Building on previous practicum experience, students will continue field placement opportunities in licensed child care settings working with children from infancy to school age. Students will consistently demonstrate skills in communication, professionalism, curriculum planning and implementation, and behaviour guidance. Students will combine skills in observation, knowledge of child development and curriculum planning in order to demonstrate an understanding of an inclusive and holistic approach to program planning. Students will also actively participate in practicum seminars where they will share ideas and experiences with their peers through guided discussion and activities.

MISSION

NSCECE's mission helps us to achieve our vision by focusing us on what we do every day. We are here to realize our vision and fulfill our mission:

Teaching, learning, developing, and practicing professional early childhood education

VISION

Our students, faculty, and staff share a passion for children, families and communities. We are a team of professionals advancing early childhood education. We strive to create nurturing environments where learners can reach their full potential. Together we make a difference. We are nurturing the potential of future generations.

THE ECE DIPLOMA PROGRAM DESCRIPTION

Using a thoughtfully constructed program design that draws upon evidence-based research in the fields of early childhood education and adult education, the program has been designed to prepare students for an exciting career. Courses and experiences have been created to support students, with a variety of learning styles and needs, in constructing knowledge about young children and how they learn in meaningful ways. Students will be actively engaged in the learning process.

SUCCESS:

We value each other as the students, faculty, and staff of NSCECE. We value the success of the full early childhood education community. Together we celebrate and support the success of early years professionals, child learners, their families and communities.

Students in the Early Childhood Education Program at NSCECE will learn how to provide high standards of quality education and care to children and their families. They will learn to take responsibility for observing the needs of each individual child and groups of children, and create well-planned and stimulating programs suited to each child's needs. The academic program blends theory about childhood development with a hands-on application of those principles. Students explore child development theory and apply it to programming for infant, toddler, preschool and school-aged children. They also study developmental theory and practice for children with special needs as well as examine how to include all children in early childhood education programs.

PROGRAM PHILOSOPHY

THE ADULT LEARNER

At NSCECE, we believe that adult learners come to us with a foundation of life experiences and knowledge that deserves respect. We believe that a hands-on active learning approach supports the understanding and retention of knowledge and we strive to provide a variety of teaching methods in recognition that students vary in learning styles. As adults are goal and relevancy orientated, it is important to communicate learning outcomes and provide opportunities to apply new knowledge.

THE CHILD LEARNER

We believe that early development sets the foundation for life-long learning, behaviour, and health. We believe that children are competent, curious, and motivated learners and must be active participants in the learning process. From birth, children begin to make sense of their world through this active participation and exploration. We also know that children develop and learn best in a supportive environment that includes a balance of child-guided and teacher-guided experiences and that play and creativity are the foundations for a quality program for children. Finally, and maybe most importantly, we believe the education, learning, and care of young children involves a partnership with each child's family within the context of community.

THE EARLY CHILDHOOD EDUCATOR

We believe that early childhood educators must be thoroughly grounded in child development knowledge and demonstrate strong observational and listening skills. In addition, we believe early childhood educators must promote development and learning in all aspects of the curriculum. They must be proficient in documenting children's development, skills, interests and behaviours both formally and informally. This leads to thoughtful and engaging planning of learning experiences for children based on those skills, abilities, and interests. Early childhood educators must also establish and maintain collaborative, supportive relationships with children, their families, and with each other, demonstrating respect for diversity and inclusion regarding the entire learning community.

PRACTICUM AND THE LAB SCHOOLS

Practical experience is central to the learning process. Students will have completed a total of 600 hours of practicum before graduation.

We are proud to have developed a partnership with Nova Scotia Community College and are operating three Lab Schools out of the campuses in the Halifax Regional Municipality. The Lab Schools of NSCECE are valuable teaching sites for the ECE program and serve as an extension of the classroom learning process. All employees at the Lab Schools (permanent, contract and casual) are an important part of the NSCECE team and are critical to the success of the organization.

The college operated lab schools provide:

- Programs for young children based on the research validated framework of the Emergent Curriculum approach
- Opportunities for observation, documentation and programming
- Environments that reinforce a reflective, intentionally responsive philosophy
- A demonstration of quality, inclusive child care for infants, toddlers, and preschoolers
- An opportunity for students to participate in a setting that is based on the philosophy outlined by the ECE program at NSCECE
- An environment where student teachers, lab school employees and College faculty can collaborate

The purpose of the Lab Schools is to nurture the link between practice and theory and to provide support and exemplary modeling for our ECE student teachers.

BACKGROUND

In 1970, St. Joseph's Children's Centre established the first Atlantic Canadian Program in Early Childhood Education. During the years to follow, the program evolved from a three-month course to a ten-month Diploma program. In order to ensure that the Diploma was current, the program evolved into what was known as St. Joseph's College of Early Childhood Education, and was extended to a two-year program in 2000. In August 2008, the college changed its name to Nova Scotia College of Early Childhood Education. The Diploma program is licensed by the Nova Scotia Department of Labour and Advanced Education and approved by the Nova Scotia Department of Education and Early Childhood Development.

NSCECE is a non-profit, private career college overseen by a board of directors.

NSCECE OFFERS

- Individual support and attention

- Fully equipped curriculum library with lending options
- A Diploma that meets the National Guidelines for Early Childhood Education in Canada
- Curriculum and methodology honed over 40 years

MEET THE STAFF

COLLEGE

- Jewell Mitchell** - Executive Director
- Janet Boutilier** - Registrar
- Emily Martinello** - Faculty Coordinator
- Kathleen Biggs** - Office Administrator
- Nadia Martin** - Marketing and Design
- Tasfia Chowdhury** - Admissions and Recruiting
- Hayley Young** - Student Success Counsellor
- Shannon Harrison** - Practicum and Online Learning Coordinator
- Carrie Melsom** - Early Years Program Services Coordinator
- Annette Comeau** - Early Years Program Specialist

Faculty Members - NSCECE employs a diverse team of faculty members who bring with them years of experience in the early years.

LAB SCHOOLS

- Karen Patterson** - Centre Director, Akerley Child Care Centre
- Joelle Rowlings** - Centre Director, Leeds Street Child Care Centre
- Melissa McCarthy** - Centre Director, Mawio'mi Child Care Centre

Each of the lab schools employs a number of Early Childhood Educators, many of whom take a role in supporting NSCECE students on practicum, and all of whom support children and families in realizing their full potential.

OFFICE HOURS

Each faculty and staff member will identify times when they are available for student consultation and will indicate office hours. Appointments may be scheduled as needed.

GENERAL POLICIES & PROCEDURES

COMMUNICATIONS POLICY

Students are required to identify a primary e-mail account for official communication purposes with NSCECE. It is the student's responsibility to check and monitor this e-mail account regularly. It is also the student's responsibility to update their contact information in the online student database CampusLogin in a timely manner.

COMMUNICATION TOOLS

NSCECE utilizes various methods for communicating with the student body;

- *NSCECE mobile app*

NSCECE has a free mobile app to help students find out about campus events, academic information, and to connect with NSCECE classmates. Go to the Google Play Store or Apple iTunes on your device and type in NSCECE to download the app. The app will help students organize their student life and includes: academic calendar, textbook lists, class schedules, practicum map, campus discussion feeds (connect, post photos, ask questions), team challenges and social events, groups and clubs, and push notifications for school closures

- *Classroom TV Monitors*

Special events, activities and announcements are broadcasted on the classroom TV monitors.

- *Email*

Students are required to share current email addresses with NSCECE as it is the primary means of communications and will allow login access to CampusLogin.

- *CampusLogin*

CampusLogin is a self-serve solution for many items at NSCECE. This web-based tool includes a number of functions to help you throughout your course of studies at NSCECE. The CampusLogin software is easily accessible from the bottom of the home page of the NSCECE web site. Login information for CampusLogin is sent with the summer information packages. Different people will see different options depending upon their individual circumstances, but the items below are commonly available to all students:

1. View registered courses
2. Obtain unofficial transcript
3. Up-to-date grades
4. Update the local address where physical mail should be directed
5. View your student account statement
6. Announcements by the college
7. Access to tax receipts and tax forms

COMPUTER USE

There are four computers available for student use. They are located in the EYCDC. Wi-fi is available throughout the college.

Photocopy and Print Access

There is a network photocopy machine with student computer print capabilities available for student use. The cost for access is \$10.00 which yields 100 copies/prints.

Bookstore

NSCECE will order all necessary textbooks for the students and will make them available for sale during the year. While the cost of the textbooks varies from year to year, students should budget for approximately \$650.00 in each year of study.

Lockers

Students may obtain a locker for a \$10.00 per year rental fee. Students are required to abide by NSCECE locker policy. Students must supply their own lock. Student's are required to submit their lock combination or spare key to the front desk. All student lockers must be cleaned and locks removed prior to June 30th. Any locks not removed by end of the academic school year will be cut off by NSCECE, and locker contents discarded.

Student Health Insurance Plan

NSCECE has contracted Ingle International to offer students a health insurance plan while studying at NSCECE. (www.inglestudents.com/nscece)

PRIVACY AND DISTRIBUTION POLICY

To collect and maintain personally identifiable student information in performance of such duties as required by a post-secondary educational institution such as but not limited to:

- Student's name, identification number, address, telephone number, e-mail address, gender, date of birth, Social Insurance Number, name and contact

information of next of kin, transcript of Grade 12/ GED or post-secondary education.

- Attendance data
- Data regarding course enrollment, student progress, including level completed, academic work completed, and date of graduation.
- Standardized test scores
- Disciplinary actions

Data collected is used to:

- Maintain student database
- Calculate and report academic performance.
- Calculate and report graduation results.
- Share statistical information with NS Department of Labour and Advanced Education, Private Career Colleges branch.
- Data is restricted to authorized college staff, educational and government regulatory bodies.
- Provide students with relevant academic information.
- Provide students with relevant school spirit activities.

Privacy and distribution guidelines are in place to:

- Respect the confidentiality of student data supplied and collected.
- Disclose only to authorized college personnel, educational regulatory and government, funding agencies and the individual student.

Students may provide written authorization to share information with a third party. Distribution of information to students will be by authorized college personnel. Distribution of a students' file to said student must be requested in writing and will be provided within three (3) business days. Charges may be applied for reasonable photocopying/printing costs to a student who has requested a copy of their student file.

File Access Fee

A \$10.00 file access fee will be applied for photocopying of documents from student files as well as receipts. Students are responsible for keeping all originals in a safe place.

MAINTENANCE OF THE LEARNING ENVIRONMENT

Students are expected to assist in clean up during

and after classes and workshops and during day-to-day functions. Each person should be responsible for maintaining a clean, uncluttered healthy environment. In order to prevent a cluttered environment, coats, boots, books and other materials should be left in student lockers when not being used. Personal belongings, materials, assignments, projects, etc. should be collected in a timely manner. Items left unclaimed will be discarded by NSCECE.

Coursework Supplies

It is the student's sole responsibility to provide all materials needed to complete assignments and projects.

Allergy Accommodations

Students who are at risk of anaphylaxis or other severe allergic reactions are encouraged to share information about their allergy with NSCECE staff. Students with severe allergies should carry an auto-injector (e.g., EpiPen®) with them and should inform college staff of the location of the auto-injector (e.g., EpiPen®) in case of emergency. Students with severe allergies are also encouraged to wear a medic-alert bracelet. It is preferred that NSCECE students, staff, and visitors avoid the use of allergy inducing foods as indicated by students with allergies. Specifically, NSCECE discourages students from having nuts on site.

OFF-SITE RISK ASSESSMENT POLICY

Adapted from: Queen's University Off-Campus Activity Safety Policy (www.queensu.ca).

The Nova Scotia Private Career Colleges Act Section 36 requires that NSCECE has a risk assessment policy. The NSCECE Off-Site Risk Assessment Policy applies to all College required off-site activities, including practicum field placements. This policy recognizes that most off-site activities entail risks that are no greater than what participants would face in everyday life and that they can be safely carried out with minimal planning and the use of everyday precautions. In cases where an activity entails risks that are greater than this, appropriate advance planning and preparation is carried out so that foreseeable risks can be managed appropriately, and an approved activity safety plan developed. In cases where NSCECE personnel deem that the risks are unmanageable, the activity will not be carried out.

NSCECE Off-Site Risk Assessment Policy is developed with the following principles in mind:

- NSCECE has a responsibility to promote the preparedness and well-being of all members of the College community during their participation in College approved off-site activities

- NSCECE and its members have a shared responsibility to manage the risks that may be inherent in off-site activities and this shared responsibility includes:
 - understand and acknowledge that off-site activities are to be carried out in accordance with approved safety policies and standards;
 - that potential deficiencies in planning and preparation are to be identified and addressed;
 - and that appropriate intervention is to occur during the conduct of an activity when circumstances warrant.
- All participants, including students, have a responsibility to prepare themselves in advance of off-site activities and to conduct themselves in a safe manner while engaging in off-site activities.
- The primary responsibility and accountability for safety in off-site activities is delegated to those in a position of authority who are closest to the activity.

ASSESSING RISK

Under the policy, off-site activities are assessed in terms of risk level. Risks are deemed manageable (including low-risk and higher-risk activities) or unmanageable. For each new practicum field placement site, or off-site course activity, the staff person in authority who organizes the activity must undertake the risk assessment.

Risk assessment requires the exercise of good judgment, based on expertise and experience, and if necessary, consultation with suitably qualified individuals. Risk assessment is a process that involves identifying hazards associated with the activity; analyzing the risk related to each of the hazards and determining how to manage the risks effectively.

Low-risk activities are those that entail hazards no greater than those encountered by participants in their everyday lives. Minimal planning and preparation are required for these activities. Higher-risk activities are those with the potential to expose participants to hazards that are significantly higher than those likely to be encountered in their everyday lives.

RISK ASSESSMENT PRACTICUM FIELD PLACEMENTS

Only approved NSCECE practicum sites are used for field placements. NSCECE approved practicum sites are visited by NSCECE faculty as part of the approval process. Students are visited by NSCECE practicum

advisors at their field placement site. The site Director or the contact teacher functions as the primary contact for the student at the placement site.

Practicum field placement sites are deemed “low risk” because the activities associated with placements are similar to those that would be experienced in everyday life and the work occurs in provincially regulated child care settings. A few specialized placements are located in schools, family resource programs, or other public institutions and are also deemed low-risk because of the public nature of the workplace. A small number of placements may include home visits. The student is always accompanied and supervised by field placement personnel when home visits occur.

Prior to starting their first placement NSCECE students take 18-hours of in-class practicum preparation. During these modules students are informed of common risks related to work in early childhood education and are introduced to the importance of good hand washing hygiene, proper lifting techniques, and appropriate footwear. These topics are explored further in ECE 117 (Health and Safety).

All NSCECE students are supervised by field placement personnel when working directly with children. Students request an orientation to health and safety, behaviour guidance, and other essential information during their first meeting with placement personnel. Students are responsible for their own travel to and from practicum sites. Occasionally students who go on home visits may choose to travel with field placement personnel. If they do so, they do so at their own risk.

COURSE REQUIRED OFF-SITE ACTIVITIES

Occasionally classes may go off-site for some aspect of course delivery. Trips to the Halifax Commons for ECE 123 (Movement, Active Play and Well-Being) are an example. In situations like this, the instructor accompanies the students so no further risk assessment is required.

For courses where individual students visit child care programs or go on field trips as part of their course work the instructor will provide a list of approved sites. If the instructor uses approved practicum sites no visit or risk assessment is necessary. For all other sites, the instructor will visit ahead of time to complete the risk assessment.

WRITTEN RISK ASSESSMENT

Students will be provided with a copy of the written risk assessment for any off-site activities requiring one. The risk assessment will be signed and a copy will be placed in the student’s file.

STUDENT COMPLAINTS

It is NSCECE's goal to provide a positive learning environment to all students. If students, individually or collectively, feel that their learning is being compromised, they are welcome to make a complaint. A complaint may be made informally or formally. If the complaint is bullying, discriminatory or harassing in nature, please refer to procedure identified under Bullying, Harassment and Discrimination Policy. If the complaint is in relation to an academic grade, please refer to procedure identified under Academic Grade Appeal.

Informally: A student or group of students may make a complaint verbally to the Faculty Coordinator and/or the Student Success Counsellor through a meeting format. In making the complaint, it is essential to identify the source of the problem and how the problem is affecting an individual or individuals. The Faculty Coordinator/Student Success Counsellor will determine the steps to be taken and will communicate those to the complainant(s).

Formally: If the problem can not be resolved informally, a formal complaint procedure will follow. The complainant(s) will make a complaint in writing to the Executive Director identifying the source of the problem, and how the problem is affecting others. The Executive Director will investigate the issue and respond to the complainant(s) in writing within five (5) academic days.

For problems that concern the Executive Director of NSCECE, the Executive Committee of the Board of Directors of NSCECE will fulfill the responsibility of that position within the procedures.

If the complaint is still not resolved in a satisfactory manner, the complaint will be passed to the Board of Directors. The Board Executive, made up of the Chair, Vice Chair, Secretary, and Treasurer will gather all documents, investigate the matter and respond in writing within twenty (20) academic days. The Board decision will be final.

If the student complaint is not successfully resolved the student may file a complaint with The Private Career Colleges Division of the Nova Scotia Department of Labour and Advanced Education. Information about what to include in a student complaint and a copy of the Complaint Form and instructions may be found in the "Forms" section of the Division's web site at <http://pcc.ednet.ns.ca>. Filing of complaints must occur within twelve (12) months of the situation or occurrence. Student must first attempt to resolve the matter by taking the complaint to NSCECE (see above).

SMOKE FREE POLICY

NSCECE is a smoke free environment on all properties. This policy recognizes the dangers to everyone as a result of second hand smoke and the requirement to have an environmentally safe working and learning atmosphere. This applies to all child care centres as well. It is the responsibility of both students and employees to become familiar with the Nova Scotia Smoke Free Places Act (<http://nslegislature.ca/legc/statutes/smokfree.htm>).

SCENT SENSITIVE POLICY

NSCECE is a scent sensitive environment on all properties. This policy recognizes the dangers to everyone as a result of scented and/or perfumed products.

DRUG, ALCOHOL, AND CANNABIS POLICY

The unlawful possession, use or distribution of illicit drugs, cannabis (marijuana), and/or alcohol by students on College property or as a part of a College sponsored activity is strictly prohibited. Public intoxication is prohibited. Intoxication is identified by generally reliable signs. These signs may include but are not limited to the strong odor of alcohol or cannabis on an individual's breath, clothing, or personal items, slurred speech, impaired coordination, glassy eyes or exaggerated emotions and behaviours. Students may be considered to have violated the College policy prohibiting public intoxication if their level of impairment attracts the attention of College officials and/or peers.

With respect to this policy, "public" is understood to be any place to which members of the college community have access, including classrooms, student lounge, common spaces, washrooms, and outdoor spaces adjacent to the college building. Violations of this regulation will result in a disciplinary action appropriate to the circumstances.

PARKING POLICY

Parking is available on the surrounding side streets. Students are responsible for the safety of their vehicles and their contents as NSCECE does not take responsibility for lost or stolen items.

STORM DAY POLICY

In the case of extreme circumstances, closure will be left to the discretion of the Executive Director. Students should first check NSCECE's web site (www.nscece.ca). Students who have downloaded the NSCECE mobile app may receive push notifications on their mobile devices. Students who are on practicum are urged to check with their practicum placements

regarding closure policies and information, as centres rarely close due to weather. Students are responsible to make up practicum hours for any hours missed, including storm days.

STUDENT SUPPORT SERVICES

As an NSCECE student, you will be part of a diverse, multicultural community. You will build strong connections while expanding your cultural horizons. If you are an international student, you will have the chance to connect with other people in your community. You will also find lots of support close at hand that will make your journey more successful.

SUMMARY OF SUPPORT SERVICES

- Academic, personal, and career counselling
- Academic accommodations
- Advising and course planning
- Student Success seminars
- Coaching on mindfulness, time management, and study skills
- Drop-in assignment support
- Academic credential evaluations
- PLAR – Prior Learning Assessment and Recognition

STUDENT SUCCESS

Being an ECE student can be challenging. Sometimes you may find yourself feeling stressed or overwhelmed. However, NSCECE offers a range of confidential services to enhance your academic experience and offer you the right support to help you become better prepared for success at the college level.

STUDENTS WITH ADDITIONAL LEARNING NEEDS

We are committed to fostering an inclusive and accessible environment for all of our students. Students requiring additional support are encouraged to meet with the Student Success Counsellor to make a plan that supports their learning needs. Disclosure is recommended upon acceptance to the Program in order to ensure that NSCECE is able to address student needs. Documentation that verifies disability is required to support the requested accommodations. This can include a detailed letter from a Family Doctor or a registered Psychologist, or a recent Psychological Assessment (within the past five years). All students are required to meet course learning outcomes. The purpose of academic accommodations is to reduce barriers to education. Accommodations do not modify NSCECE's academic standards or alter the core program requirements.

ACADEMIC COUNSELLING

The Student Success Counsellor offers one-on-one, small group, and seminar style academic support and services. Drop-ins and evening hours are also available. The Student Success Counsellor keeps flexible office hours to meet with students outside of class time in addition to occasional evening appointments to help reduce barriers and give all students the opportunity to be successful.

STUDENT SUCCESS SEMINARS

You can also sign up for Success Seminars to promote academic success. Develop effective studying techniques, organization and time management skills, improve your research and APA referencing skills, learn tips for writing academic papers, improve your note-taking abilities, cultivate mindfulness, and become more comfortable with group work and presentations.

EMPLOYMENT PREPARATION

NSCECE is focused on helping you develop a clear career path and effective employability skills. Learn how to market yourself and connect with resources available for your support, such as:

- Job search strategies
- Resume and cover letter writing
- Interview strategies and practice
- Understanding Nova Scotian and Canadian employment culture
- Career fairs
- Employment board

INFORMATION AND REFERRALS

Information on other services and resources in the community are available. Student Support Services also has a large body of resources for students—some of which are available on NSCECE's web site (<https://www.nscece.ca/current-students/student-support/>).

PLAR (PRIOR LEARNING ASSESSMENT AND RECOGNITION)

We honour prior learning through work experience, informal education or training, independent studies, and/or volunteer activities. Through a variety of evaluation methods or challenge activities, eligible students can obtain NSCECE course credits. Information is on our web site (<http://www.nscece.ca/part-time-studies/>).

Prior Learning Assessment and Recognition (PLAR) is a process that gives adult learners the opportunity

to gain credit for formal, non-formal, and/or informal learning. Learners follow a process that allows them to identify, describe, and demonstrate past learning that was obtained through a collection of study, life, and work experiences. The learner then determines how this prior learning aligns with the learning outcomes and essential skills for employment in NSCECE courses.

Eligible students who work in regulated child care can PLAR for credit toward Practicum II and/or III after they have completed Practicum I with NSCECE. Students who have previously completed a GWE (Guided Workplace Experience) with NSCECE can use their completed portfolio as partial evidence for a Practicum PLAR. Information on how to PLAR for practicum credit is available here (<http://www.nscece.ca/part-time-studies/>).

INDEPENDENT STUDIES

NSCECE offers independent study as a way of obtaining a course credit during the fall, winter and spring semesters. Independent study is a privilege and thus requires permission from faculty for registration to be granted. Students wishing to apply to obtain a credit via independent study must meet the following criteria:

- Must have taken a minimum of two courses at NSCECE prior to registering for an Independent Study
- Must have received a grade of 70% or above in the two courses

It is up to the discretion of faculty if an independent study is granted to a student. However, it should be noted that as NSCECE is a hands-on program, not all courses lend themselves to independent study. Students are only eligible to take one independent study per semester. Only 25% of credits toward a diploma can be taken as independent study.

INTERNATIONAL STUDENT SUPPORT

NSCECE offers support to international students to help them to be fully included in the NSCECE learning environment. International Student Services offers:

- Credential evaluations
- International orientation activities
- Academic and employment support
- Advice on matters of cultural adjustment
- An international handbook including detailed information about budgeting, life in Nova Scotia, and working after graduation.

In addition, the International Student Services Student Success Counsellor facilitates and workshops and seminars for the international student population.

ACADEMIC POLICIES AND PROCEDURES

The following policies and procedures apply to all courses, practicum placements, and seminars/workshops offered by NSCECE. Students are reminded that it is their responsibility to review the following in its entirety. If students are in doubt about any of these policies and procedures, they should consult the Executive Director. If a student refuses to comply with any of the academic policies and procedures, they will be dismissed from the program.

TESTS

Students must write all tests on assigned test dates. If extenuating, emergency circumstances occur which prohibit student's ability to write on the assigned date, students must contact the appropriate instructor prior to the assigned test time and make arrangements for re-writing within 48 hours of the assigned test date. Faculty are not required to give students opportunities to make up lost marks due to absences from classes (as per attendance policy). Students are not permitted to use translators during tests.

LATE ASSIGNMENTS

All assignments are to be submitted to the instructor, in person, at the beginning of class, on the due date. Assignments handed in past this time on the due date will be deducted 5% per day. No assignment will be accepted two (2) weeks past the due date. Assignments submitted electronically will not be graded until a paper copy has been submitted. Late assignments and practicum portfolios must be handed to the instructor in person or to a college staff member to be signed, dated, and submitted to the instructor. Students must keep a copy of all assignments. No assignments will be accepted after the last day of classes of the semester. In circumstances where an extension has been granted, it is the responsibility of the student to ensure assignments are submitted by the extension due date. Failure to do so may result in late marks deducted beginning on the original due date.

ASSIGNMENT PICK UP

It is the student's responsibility to collect completed assignments. Any assignment remaining at NSCECE after January 31st (Semester I) or June 30th (Semester II) will be discarded. Assignments from part-time students will be discarded two (2) months after the semester ends.

EVALUATION OF STUDENT PROGRESS

In determining a student's term standing, the work of the entire term—class tests, practicum performance, projects, essays, reports, general performance including attendance and participation/professionalism—is taken into consideration. Each faculty member will state the specific criteria and format for evaluation at the beginning of each course. Practicum will be evaluated according to policies described in the practicum section.

PROGRAM RE-ADMISSION

Students who are re-entering the program after a two (2) year leave must adhere to the admissions process as new students. If it is less than a two (2) year break, students must request admission in writing updating the college on the gap period. A nonrefundable tuition deposit must also be paid after the Letter of Acceptance is granted.

ATTENDANCE POLICY

The Nova Scotia Department of Labour and Advanced Education requires an attendance policy for Private Career Colleges in Nova Scotia. The following policy is an agreement between the College and the student and must be read and signed by each student. A significant part of the course content is delivered through hands-on activities, in-class discussion or debate and case study work. This cannot be replicated outside the classroom. Consistent attendance and punctuality are key markers of employability in early childhood education.

ATTENDANCE PROTOCOL FOR CLASS

- Faculty members will take attendance at every class. Students are responsible to track hours missed using CampusLogin.
- A student will be immediately dismissed when they have missed three (3) consecutive weeks of classes or 10% (93 hours) of the total hours of the program, whichever occurs first. (All 600 practicum hours are mandatory for program completion).
- If a student must miss class time for medical reasons, they must submit a Doctor's note indicating the reason for the absence, which is to be kept in the student's file. Any missed hours for medical reasons with documentation from a medical Doctor will not be counted as part of the 10% as indicated in Item 2.
- All students are required to attend the Occupational Health and Safety components of the Health and Safety course and successfully complete the evaluation to meet the program requirements.

- Full-time students are required to attend the Building Blocks for Inclusion training program offered as a component of Inclusive Practice for Children with Special Needs. Hours are included in the mandatory 600 practicum hours.
- It is the responsibility of the student to collect course material they have missed. Faculty are not responsible for providing materials to students who were not in attendance, or who arrived late or left early. Faculty are not required to give students opportunities to make up lost marks due to absences from class (in-class activities, tests, etc.). Participation/professionalism is valued at up to 10% of the final mark of each course. Professionalism and Participation encompasses the following behaviours;
 - Attends classes regularly
 - Arrives at class on time
 - Stays for entire class
 - Technology used at approved times only
 - Arranges to collect materials when absent
 - Asks for clarification when needed
 - Engages in course content – demonstrated through body language, appropriate commenting
 - Comes to classes prepared – has appropriate materials, completes assigned readings
 - Participates in whole class discussions
 - Participates in small group discussions
 - Seeks help from instructor at appropriate times
 - Supports peers through a variety of strategies
 - Respects the perspectives of others
 - Adds positively to classroom milieu (verbally and nonverbally)
 - Contributes to the classroom environment by respecting the learning needs of others

ACADEMIC AND GRADE INFORMATION

GRADE DESCRIPTION

| | |
|--|--|
| 90-100 | is given to students who have displayed exceptional ability to apply material in the course in new and creative ways, and relate material to other subjects. |
| 80-89 | is given to students who have demonstrated an above average understanding of course content and quality of performance is excellent. |
| 70-79 | is given to those students who have performed at an average level. Such students can display organized knowledge of the course material. |
| 60-69 | is given to those students who have fulfilled the minimum requirements of the course and have demonstrated a basic understanding of the work presented. |
| ASU | Academic Skills Upgrading |
| AUD | Audit |
| CR | Transfer Credit |
| DEF | Deferred (due to medical reasons.) |
| E | Exempt |
| F | Failure |
| INC | Incomplete |
| IP | In Progress |
| NCR | Non-credit Repeat |
| P | Pass |
| PLR | Prior Learning Recognition |
| W | Withdrawal (without academic penalty) |
| WF | Failure (due to late withdrawal from course) |
| XF | Failure (due to academic offence) |
| Course marks below 60% are not recorded on a student's transcript numerically. Consequently, a final mark below 60% will be recorded as an F . | |

NSCECE uses a numerical system for all final grading except for the letter system listed after the numerical system.

TRANSCRIPTS

All outstanding accounts must be paid in full, including those at the Early Years Community Development Centre, before official transcripts will be released. Students may print unofficial transcripts from CampusLogin.

GRADUATION REQUIREMENTS

1. Successful completion of all practicum requirements as identified by Practicum Policies and Procedures.
2. Successful completion of all academic courses with a grade of 60% or higher.
3. Removal of all financial commitments to NSCECE including return of all materials borrowed from the Early Years Community Development Centre and/or all outstanding overdue fees cleared.
4. Submission of an application to graduate form accompanied by a graduation fee.
5. Full-time students must complete the full program within five (5) years from their date of enrollment. Part-time students must complete the full program of study within seven (7) years of their enrollment date. At the discretion of the Executive Director, students who are unable to meet this time requirement may be mandated to take courses offered in the current program of study.

Distinction

All students of NSCECE graduate with a minimum grade of 60% in each course. NSCECE wishes to recognize academic excellence of those who have attained an average of 95% or higher across their program of studies. Students with this merit are granted a diploma with distinction.

ACADEMIC PROBATION AND DISMISSAL

Full-time students who are unsuccessful in two (2) or more courses (including NCR or F for practicum) per semester will be placed on academic probation. Part-time students who are unsuccessful in one or more courses (including NCR or F for practicum) per semester will be placed on academic probation.

Students cannot be registered for practicums 305 or 405 while on probation. The terms of academic probation are as follows:

1. Meet with the Student Success Counsellor to design an individual program of studies to meet individual needs.
2. With the support of the Student Success Counsellor, design and maintain a contract to support academic success.
3. Participate in mandatory weekly meetings with the Student Success Counsellor.
4. Maintain a minimum grade of 60% in all registered

courses and maintain a 90% attendance in all enrolled courses in the upcoming semester to be eligible to continue.

A student is subject to academic dismissal when the student does not meet the terms of the probation.

First Dismissal

A student who does not meet the terms of their probation for a term will be ineligible for enrollment for the following semester. Pending a meeting with the Student Success Counsellor, the student may be eligible for enrollment after a full semester interruption (e.g., students who do not meet the terms of probation for their Winter semester may not enroll until the following Winter; students who do not meet the terms of probation for their Fall semester may not enroll until the following Fall).

Final Dismissal

A student who returns to the program after their first dismissal and is unsuccessful in two (2) or more courses (including NCR or F for practicum) will not be readmitted.

ACADEMIC MISCONDUCT AND DISMISSAL

Students are expected to observe the same standards of academic integrity as their professional counterparts. The unacknowledged use of ideas or published material of others constitutes plagiarism. Students are expected to acknowledge all sources of ideas that are used in all assignments through the use of APA referencing and citations.

Other forms of dishonesty include cheating on tests, aiding and abetting cheating, the use of work prepared by others, copying and pasting, including information without citations and/or references, and/or violation of copyright laws, etc.

Sanctions will be enforced against **plagiarism** and **cheating**, ranging in severity according to the number of offenses, from loss of credit for the assignment in question or the course in question as a whole, to possible suspension from NSCECE in the most extreme and deliberate case.

First Academic Offense (Level I)

Level one is reserved for students who have no previous record of academic misconduct. A first time offence will result in receiving a **ZERO (0)** for the assignment, test, or exam in question. The student must meet with the Student Success Counsellor or Executive Director to ensure all supports are put in place to avoid future offenses.

Second Academic Offense (Level II)

Level two is reserved for students who have been cited for a prior academic offence. A second offence will result in a grade of **"XF"** for the course in which the second academic offense takes place. The student is required to meet with the Executive Director.

Third Academic Offense (Level III)

Level three is reserved for students who have had two prior academic offenses cited. Discipline at this level may result in expulsion from the College. Students will be disciplined by the Academic Review Committee.

ACADEMIC GRADE APPEAL

Students who disagree with an academic course or practicum grade may pursue an academic grade appeal, the process of which is detailed below;

Level I

If a student disagrees with an academic course or practicum grade they must make a request in writing to the instructor who issued the final grade within five (5) academic days of receiving the grade. The student may wish to consult with the Student Success Counsellor. Within the letter of appeal, the student must clearly outline what they are appealing within the evaluation components of the course. A written outcome from the instructor will be provided to the student within five (5) academic days of their appeal. If satisfactory resolution has not been achieved within five (5) academic days from the initiation of the appeal, the student may wish to proceed to Level II.

Level II

If a student is not satisfied with the results of the first level of the appeal process, they must make a request via the academic appeal form, which can be obtained from the Registrar. The completed form must be submitted to the Registrar who will forward it to the Academic Review Committee. The student is required to provide a copy of their initial letter of appeal and the instructor's outcome letter with the academic appeal form. A fee of \$20.00 is charged for a review at this level. A written response from the Academic Review Committee will be provided within five (5) academic days of the student's request. The results from the Academic Review Committee are final.

ACADEMIC PROGRESS REVIEW

The progress of all students is reviewed by the Internal Review Committee at the end of the year. The committee consists of the Executive Director, Practicum Advisors, and academic faculty members.

1. The committee will consider student's progress in all academic subjects.
2. The committee will consider the student's practicum performance.
3. The committee will recommend to the Board of Directors a list of eligible graduates.

COURSE EXEMPTIONS

If a student has taken courses at other post-secondary institutions and has completed them successfully with a final grade of 70% or higher, they may be eligible for course exemptions. During the first week of classes in each semester, students will have an opportunity to meet with faculty and go over course objectives. They may submit a course exemption form to the Student Success Counsellor if they believe they have been successful in a similar course elsewhere. Appropriate forms must be completed and filed with the College Registrar. Course exemptions will not reduce annual student tuition.

Course exemption forms must be submitted by the end of the third week in September and January. Students are expected to know content of courses for which an exemption has been granted.

COURSE WITHDRAWAL

Students wishing to withdraw from individual courses must meet with the Student Success Counsellor to initiate this process within the time indicated in the academic calendar. To avoid academic penalty, withdrawal from evening courses must occur within the first two (2) weeks of course delivery. Students who do not follow the withdrawal procedures within the specified time frame will receive an "WF" as their final mark. Refunds to part-time students will not be processed without written request from the student.

COURSE REPEAT

After two (2) attempts, students who have been unsuccessful in the same course (including a WF), may only enroll for a third time with permission of the Registrar. **Permission to enroll in a course beyond two (2) times** will only be granted in either of the following circumstances:

1. The student was not able to complete the course the second time due to extenuating circumstances (e.g., accidents, illnesses, or other circumstances beyond the control of the student that necessitate extended absences for a course).
2. The student needs to complete the course for a legally mandated training for employment purposes.

Students will submit the required documents at least two (2) weeks prior to course intake to the Registrar for processing.

If a student is granted permission to enroll they **must know that this is the last time they will be allowed to enroll in this class**. If the student plans to withdraw from the course they should consult the academic calendar in order to avoid a grade of WF.

PROGRAM WITHDRAWAL

Students wishing to withdraw from the program must meet with the Executive Director and must produce a written letter outlining their reasons for withdrawing and request a tuition refund. Refunds will be calculated according to the Nova Scotia Department of Education and Early Childhood Development Tuition Refund Policy. Refunds will NOT be processed without written request from the student.

WITHHOLDING OF ACADEMIC DOCUMENTS

Transcripts and diplomas will be withheld from students who have any outstanding accounts at NSCECE or who are in possession of NSCECE property, including Early Years Community Development Centre materials.

EMPLOYMENT STATISTICS AND ENTRY LEVEL PAY RATES

Yearly statistics are collected by NSCECE around employment rates of its graduates in Early Childhood Education. The most recent study done by NSCECE found that 92% of students from the 2017 graduating class found full-time employment in the field of Early Childhood Education within one year of completing their studies.

As of Oct 1st, 2016, graduates of NSCECE's 2-year diploma can expect to earn a minimum of \$17.00/hour working full-time at a Nova Scotia child care centre. According to the Government of Canada Job Bank, the employment outlook for Early Childhood Educators (NOC 4214) continues to be promising.

ARTICULATION AGREEMENTS

NSCECE has an articulation agreement with Mount Saint Vincent University (MSVU). After successful completion of NSCECE's two-year diploma program, students can receive 6.5 credits toward a Child and Youth Study degree at MSVU.

PRACTICUM FIELD PLACEMENTS

PRACTICUM HANDBOOK

Students are provided with a copy of NSCECE's

Practicum Handbook, which can also be found online, which outlines the policies below as well as additional practices and policies essential for success in practicum.

PRACTICUM FIELD PLACEMENTS

NSCECE provides the opportunity for students to acquire hands-on training and knowledge through a practicum placement each term. Each student will have the opportunity to gain experience in four (4) different early years settings, working alongside early childhood educators and other early childhood professionals. There will be opportunities for experiences with children in various age groups from infancy to school age.

Research has shown that one of the main components of quality early learning and child care lies in the knowledge level and professional nature of the staff. Providing students with ECE mentors who are educated and skilled in early childhood education will allow ECE students to take their training into our community as professional early childhood educators.

Practicum provides students with the opportunity to demonstrate the core dispositions and capabilities essential to early childhood educators while they develop skills in interpersonal communication, professionalism, positive behaviour guidance, and curriculum planning and implementation. Students will synthesize observation, child development and curriculum knowledge in order to implement a play-based, holistic approach to program planning through the use of a reflective, inquiry-based planning cycle.

Learning outcomes in practicum placements are tied to the achievement of theory and practice connections and reflect the student's increasing confidence and capacity in four core areas. The successful student will:

- Develop responsive and appropriate relationships with children, families, and field placement personnel
- Translate early childhood theory and knowledge into professional practice
- Demonstrate an increasing capacity to problem solve and make sound pedagogical choices using reflective practice techniques
- Respect diversity, equity, and inclusion in work with young children, families, and communities.

ESSENTIAL PRACTICUM DISPOSITIONS AND CAPABILITIES

The following dispositions and capabilities (with or without reasonable accommodations) are expected of all students enrolled in the NSCECE Early Childhood

Education Diploma Program. Students who do not reliably demonstrate these essential dispositions and capabilities will receive an F for practicum and will not be eligible to continue in the Diploma program. Practicum students will reliably demonstrate:

1. Emotional stability and psychological health to work with young children, families, and field placement personnel.
2. Interpersonal skills sufficient to establish responsive and nurturing relationships with young children.
3. Interpersonal skills sufficient to establish professional relationships with families and field placement personnel.
4. Emotional and behavioral self-regulation sufficient to carry out duties and responsibilities in early childhood field placements.
5. Effective written and oral communication skills and the ability to communicate ideas in a clear and respectful manner.
6. Stamina and physical ability to carry out essential duties and responsibilities in early learning and care environments, including observation and assessment; monitoring safety needs; moving quickly to ensure children's safety; and lifting children, equipment, and supplies up to 50 pounds.

Further information about practicum can be found in the NSCECE Practicum Handbook online.

REQUIRED PRACTICUM DOCUMENTATION

As per the legal requirements of the Nova Scotia Day Care Act Regulation 43, students must provide copies of the following required documents to participate in regulated child care settings where they work directly with children.

- Nova Scotia Child Abuse Registry (CAR) Check. This is good for three (3) years, for purposes of child care licensing.
- Students 18 years of age and older require a Vulnerable Sector Check, which includes a criminal record check and is good for five (5) years, for purposes of child care licensing.

Students request a CAR check on their own behalf using the request form available at http://novascotia.ca/coms/families/abuse/documents/CAR-4001_Request_for_Search_Form_A.pdf. Students will receive a letter from the Child Abuse Registry Office and must take special care to keep the original in a safe place as it must be shown to each of four (4) practicum sites over the two-year program. This letter will also

be required if students are interested in substitute teaching or working in a regulated child care program.

Upon acceptance into the program, students will receive an e-mail invitation on behalf of NSCECE from My Backcheck to have their Vulnerable Sector Check (VSC) completed.

This is the preferred source for the VSC because, with the student's permission, the results can be shared electronically between My Back check and NSCECE. This ensures the results of the check are available to the student and the College over the two-year program.

Please note: under provincial licensing regulations, individuals without required checks are not permitted to have direct contact with children.

- Students who do not provide required documents to NSCECE within the required time frame will not be eligible to enroll in the program.
- Students who are not able to provide their practicum site with copies of their required documents can expect to be refused entry and be withdrawn from practicum.
- Practicum sites are required to see the original documents prior to accepting copies. It is the student's responsibility to ensure that they can produce all the required, original documents when requested.

PRACTICUM GRADES

Upon completion of all placement hours, reliable demonstration of core dispositions and competencies, and submission of a complete Practicum Portfolio which documents learning and reflective practice, students will receive a grade of P (Pass) for practicum.

If a student is unsuccessful with the above but it is felt that the student could meet the requirements if given another attempt, the student will receive a grade of NCR (Non-Credit Repeat). The student will be required to pay to retake the course. Students must receive a pass on their second attempt as an NCR will only be possible once per level of practicum.

A student who fails to reliably demonstrate the essential core dispositions and capabilities required by early childhood educators will receive a grade of F (Fail). A student who fails any practicum will not be eligible to continue in the diploma program.

A student with a WF (Withdraw Fail) for practicum is only eligible for one additional attempt per level of practicum.

Full-time NSCECE students must be successful in Practicum 1 (ECE 105) before being eligible to enroll in second-year courses. Under the discretion of the Practicum Coordinator and Registrar, second year students may take ECE 105 concurrently while enrolled in second year courses.

ATTENDANCE PROTOCOL FOR PRACTICUM

The Nova Scotia Department of Labour and Advanced Education requires an attendance policy for Private Career Colleges in Nova Scotia.

Daily attendance in practicum is a program requirement. Consistent attendance and punctuality are key markers of employability in early childhood education because of the critical importance of maintaining legal adult/child ratios. Students should assume the same responsibility for attendance and punctuality as regular members of staff. Absences should occur only for illness or in exceptional circumstances. A successful practicum is based on positive relationships with children, teachers, and families and to this end, regular, reliable attendance is critical for a successful learning experience.

It is the student's responsibility to have independent, reliable transportation to practicum. The majority of practicum sites are located in Halifax/Dartmouth so students living outside Metro can anticipate a practicum commute similar to their regular school commute. Students who live in areas not served by Metro Transit will require a car.

Students can obtain more information about practicum requirements in the Practicum Handbook provided yearly to students and available online.

1. To receive a Pass (P), students must complete the total assigned number of practicum hours, which includes practicum seminars. If time is missed for any reason, it is the student's responsibility to arrange makeup time. All absent time must be made up within the designated practicum term. Students are encouraged to;
 - Make medical and other personal appointments around practicum hours.
 - Limit absence to illness or bereavement.
 - Inform contact teachers, practicum locations, and NSCECE advisor beforehand of a need to be absent for important religious holidays during the Practicum placement.
 - Be prepared to show evidence of a valid reason for any time missed.
2. As outlined in the academic calendar, each practicum course has a start date, an end date, a

portfolio submission date, and an end of practicum term date. All practicum requirements must be met prior to noon on the end of practicum term date. Students must complete their placement hours and pass in all other practicum course requirements within the designated time frame.

3. The practicum term allows a limited amount of time for makeup days due to absence. The amount of time available varies according to the academic calendar year. Students who miss more time than can be made up prior to the end of practicum term date will receive a non-credit repeat (NCR) and must repeat the course. Practicum will not be extended beyond the end of practicum term date listed in the Academic Calendar.
4. Students who are absent more than two (2) consecutive weeks from practicum must submit relevant documentation covering the missed dates to the Practicum Coordinator within five (5) days of the absences and may be required to withdraw from the placement.
5. Attendance is mandatory for all practicum seminars. Students will be in jeopardy of receiving a NCR (non-credit repeat) if they are absent for any reason.
6. Students must inform the practicum site of any absences before the beginning of the shift. Failure to inform the site of an absence may result in a NCR (non-credit repeat) or a fail (F) for that practicum.

Time sheets and maintenance of time sheets are the responsibility of the student. Students are given a time sheet that must be posted in the child care centre and be signed by both the student and contact teacher prior to submitting the time sheet to the NSCECE practicum advisor. Students are required to keep an additional copy of their hours for review by the practicum advisor at seminar.

DISMISSAL FROM THE PROGRAM

A student who fails any practicum will not be eligible to continue in the Diploma Program. A student who receives two (2) Non-Credit Repeats (NCR) for one level of practicum may be asked to leave the program.

PROFESSIONALISM AND STUDENT BEHAVIOUR

NSCECE CODE OF CONDUCT

Preamble

Nova Scotia College of Early Childhood Education (NSCECE) is an adult educational institution mandated

to provide career-oriented education and training opportunities to students/participants in the field of early childhood education.

All members of the NSCECE community share rights and responsibilities based upon integrity and respect for each other, for self and for the environment. The College is committed to ensuring a learning atmosphere that promotes...

- Cooperation
- Courtesy
- Personal safety
- Inclusion

NSCECE's Code of Conduct is based on principles that promote teaching and learning as well as the highest standards of academic excellence and personal behaviour. These standards of behaviour apply to all members of the NSCECE community – whether on College/Lab School property, practicum placements or at school-authorized events or activities. Implicit to this document is the presumption that as adults, we are responsible for our actions and choices. Furthermore, it is expected that all members will conduct themselves in accordance with the law.

Upon enrollment or employment, we are automatically bound by this code, as well as all other rules and regulations of NSCECE. Students and employees, as members of the college community, have both rights and responsibilities. It is the member's responsibility to ensure that he or she is fully aware of all academic and nonacademic regulations and policies found on the NSCECE web site or in the Employee Handbook. It is the responsibility of NSCECE to ensure that all regulations that govern the NSCECE community are accessible and available to all members of the community.

We.....

- Promote behaviour that contributes to a safe and positive learning environment
- Demonstrate a high regard for the rights and opinions of others
- Respect the rights of all people as outlined in the Canadian Charter of Rights and Freedom
- Treat one another with dignity and respect at all times including when there is disagreement
- Work together to solve conflict in a positive manner
- Maintain the highest standards of academic integrity

- Adhere to all privacy and confidentiality policies of NSCECE
- Respect the personal and property rights of individuals and of NSCECE
- Respect the diverse learning styles of others and their right to receive instruction without disruption
- Promote respectful learning environments free from abusive, aggressive or negative language, bullying, gossip, profanity and inappropriate use of technology

All members of the NSCECE community have the right to an atmosphere, both in and out of the classroom and a workplace, which is conducive to study, thought, and full participation. This socially safe environment is non-threatening and recognizes the sensitive and diverse nature of our members. It is an inclusive environment where no distinctions are made based on age, race, colour, sex, religion, aboriginal origin, marital status, sexual orientation, income or ability. Any behaviour which threatens such an atmosphere and disrupts learning and teaching activities or creates an atmosphere of fear and intimidation will not be tolerated. The faculty and administration reserve the right to remove a member from a class, a program or the workplace or to deny their admission to a class, a program or the workplace if the participant's behaviour is determined to be detrimental to the learning and/or work atmosphere.

HOW DOES NSCECE ADDRESS INAPPROPRIATE BEHAVIOUR?

If behaviour deviates from the Code of Conduct, consequences will be based on the specifics of that situation and the member's prior disciplinary events. Actions taken will be part of the member's permanent record (employment or student). The range of such actions includes a written reprimand, behaviour contracts, suspension, expulsion or termination. These steps do not take away from the ultimate discretion of NSCECE to apply any sanction that is deemed appropriate in the circumstances of an offense, including expulsion and termination.

Dismissal Policy

On dismissal of a student from the program for any reason, NSCECE will provide the student with a written notice of dismissal that includes the reason for dismissal and the effective time and date of the dismissal.

Written Reprimand

A reprimand is given in the form of an Incident Report. The details are discussed and a copy becomes part

of the member's permanent student or employment record.

Behaviour Contracts

A contract is issued when further violations persist and/or when unacceptable behaviour occurs or patterns of behaviour continue. This contract outlines specifically what changes in behaviour must occur and indicates specific consequences if these changes in behaviour are not maintained.

Suspension

Members may be suspended for up to five (5) academic or working days. Any student under suspension is excluded from academic courses and activities. While on suspension, the student is responsible for their course content but faculty is not required to allow for special accommodations under these conditions. Students on suspension will be marked absent; please refer to attendance policy for rules and regulations. Suspension details will be outlined in writing and will become part of the member's permanent record.

Expulsion/Termination

In the most extreme cases, students/employees may be expelled or terminated from NSCECE. Details will be outlined in writing and will become a part of the member's permanent record.

Examples of prohibited behaviours include but are not limited to:

- Academic misconduct
- Obscene, abusive, and/or aggressive language
- Bullying/Cyber bullying
- Harassment
- Violence or threat of violence
- Possession, use, and/or sale of illegal drugs
- Attending class or practicum when inebriated or high
- Smoking anywhere on or near the NSCECE campus or Lab Schools
- Vandalism
- Inappropriate and/or disruptive use of cell phones, PDAs, iPods, and other devices
- Insubordination

Members of the NSCECE community are reminded to be thoughtful about how they portray themselves and how they represent NSCECE and others in

communication through social networking platforms. Failure to do so may result in disciplinary action.

BEHAVIOUR AND DISMISSAL

Upon enrollment students are bound by the Code of Conduct as well as all other policies, rules and regulations of NSCECE. It is the student's responsibility to ensure that they are fully aware of all academic and nonacademic regulations and policies found on the NSCECE web site at www.nscece.ca. It is the responsibility of NSCECE to ensure that all regulations that govern the NSCECE community are accessible and available to all members of the community. A student who violates the Confidentiality Policy or the Bullying, Harassment and Discrimination Policy may be asked to leave the program.

If behaviour deviates from the Code of Conduct, consequences will be based on the specifics of that situation and the member's prior disciplinary events. Actions taken will be part of the member's permanent record (employment or student). The range of such actions includes a written reprimand, behaviour contracts, suspension, expulsion or termination. These steps do not take away from the ultimate discretion of NSCECE to apply any sanction that is deemed appropriate in the circumstances of an offense, including expulsion and termination.

BULLYING, HARASSMENT, AND DISCRIMINATION POLICY

Freedom from bullying, harassment, and discrimination in the learning environment and/or workplace is a fundamental right of all employees, students and clients. NSCECE will not condone or tolerate harassment in any form, whether it occurs on NSCECE property or in relation to practicum activities. NSCECE is committed to creating and supporting a work and learning environment which is bullying, harassment and discrimination free.

Acceptable standards of student conduct for all members of the NSCECE community (students, staff, faculty and visitors) are based on common sense and common courtesy to faculty, peers, administrators and those with whom the student will be in contact with in the community. Members who fail to conduct themselves in an acceptable manner (i.e., who violate the rights of others, or in their manner and speech attempt to discriminate against others) may be asked to discontinue their studies or their employment. Discrimination is the practice of unfairly treating a person or groups of people differently than another person or groups of people.

Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance.

Harassment is a form of discrimination. It involves any unwanted physical or verbal behaviour that offends or humiliates you. Generally, harassment is a behaviour that persists over time.

Bullying, harassment, and/or discrimination takes on many forms but can generally be defined as unwelcome, inappropriate, demeaning or otherwise offensive behaviour directed at a person or group of persons thus creating an uncomfortable, hostile and/or intimidating work and learning environment. It may be a one-time event or a series of incidents and may also exist systematically as part of the work and learning environment.

If a student is deemed to have participated in cyber bullying, it could be automatic grounds for dismissal from NSCECE. Examples of cyber bullying include mean-spirited text messages or e-mails, rumours sent by e-mail or posted on social networking sites, and embarrassing pictures, videos, web sites, or fake profiles. <https://www.stopbullying.gov/cyberbullying/what-is-it/>

In the event that students and/or staff feel that they are victims of bullying, discrimination or harassment, they become a complainant and the following procedure should be followed. This procedure is to ensure that all members of NSCECE community comply with this Bullying, Harassment and Discrimination Policy. It does not preclude any individual from seeking other opinions or accessing other supports such as the Human Rights Commission or from the Nova Scotia Department of Labour and Advanced Education under the Private Career Colleges Regulation Act, Section 18. For problems that concern the Executive Director of NSCECE, the Executive Committee of the Board of Directors of NSCECE will fulfill the responsibility of that position within the procedures. For problems that concern the entire student body, a member of the Student Council or one (1) person representing the class may act as either the complainant or the respondent. Confidentiality must be maintained by all parties at all times throughout this process.

1. If a student/staff has a problem with a specific person (i.e., instructor, practicum advisor, cooperating teacher, student, Hereinafter the Respondent) or feels that they are the target of unwelcome, inappropriate, demeaning or otherwise offensive behaviour, the first step is to go directly to the source of the problem — that person, and make an effort to deal with it informally. This is to be done by communicating with the respondent, identifying the offensive behaviour, the consequences of the behaviour, and requesting that the offensive behaviour cease.

2. If this informal process proves unsuccessful or the student/staff feels uncomfortable in carrying it out, a formal complaint is to be registered with the Executive Director in writing.

a) In making the complaint, the complainant must identify the offensive behaviour, the source of the behaviour, and indicate how the behaviour is affecting them.

b) The Executive Director will meet with the respondent within three (3) academic days of receiving the complaint, or soon thereafter as may be required by circumstances. The Executive Director will present them with a letter stating that a complaint has been made, identifying the nature and source of the complaint and a directive to attend a further meeting with the complainant facilitated by the Executive Director.

c) This meeting must be scheduled within five (5) academic days, or soon thereafter as may be required by the circumstances, with the purpose of providing all parties with a safe environment to discuss the concern and come to a resolution.

d) If the complaint is of a serious nature where threats of bodily harm, personal or group safety are in question, NSCECE may suspend the respondent until a resolution is reached. It is the responsibility of the individual suspended to keep up with course work.

e) If a resolution is reached at this level, a report will be created by the Executive Director describing the events in question and the resolution. Both parties will sign the report in agreement and the report will be placed in their files. Both the complainant and respondent may bring individuals, as observers, to support them during this scheduled meeting. The Executive Director will bring a scribe to this meeting who will document the events.

3. If a mutual resolution cannot be reached as a result of a meeting, the Executive Director will recommend that an investigation take place.

a) The investigation will be conducted by the Executive Director or a faculty member within five (5) academic days, or soon thereafter as may be required by the circumstances, following the step two meeting.

b) This will involve interviewing the complainant, the respondent and any witnesses.

c) The interview team will meet with the respondent to present any evidence substantiating the

complaint in order to give the respondent the opportunity of rebuttal.

d) The interview team will make a decision within five (5) academic days of collecting all information, or soon thereafter as may be required by the circumstances, and will present that decision to the complainant and the respondent in writing.

e) Should the complaint be substantiated, appropriate disciplinary action will be taken. This disciplinary action can range from a written warning to dismissal from NSCECE.

4. If the final decision is not deemed satisfactory by either party, a formal complaint may be made in writing to the Chair of the NSCECE Board of Directors within five (5) academic days, or soon thereafter as may be required by circumstances, of receiving the final decision. The Board Chair will enlist the help of two other Board members in assisting him/her in reviewing the complaint. All documentation collected in the process thus far will be forwarded to the Board Chair in an effort to ensure a fair appeal process. The Board Chair and members will employ any strategies deemed appropriate in resolving the complaint. The Board will render a final decision in writing within ten (10) academic days of receiving the complaint, or soon thereafter as may be required by the circumstances. The Board decision will be final.

If the student complaint is not successfully resolved the student may file a complaint with the Private Career Colleges Division of the Nova Scotia Department of Labour and Advanced Education. Information about what to include in a student complaint and a copy of the Complaint Form and instructions may be found in the "Forms section at <http://ppc.ednet.ns.ca>. Filing of complaints must occur within twelve (12) months of the situation or occurrence. The student must first attempt to resolve the matter by taking the complaint to NSCECE (see above).

FINANCIAL POLICIES AND PROCEDURES

It is the responsibility of all students to be familiar with NSCECE regulations pertaining to financial matters.

TUITION FEES

Tuition fees for the prior semester must be paid before permission to continue is granted.

1. Tuition deposit must be paid in accordance with the date indicated on the letter of acceptance.

2. **Tuition fees are payable on the first day of classes and cover all courses within that semester. There is no reduction of cost for courses exempted or deferred.**
3. **Student fees are applied and payable each academic year on the first day of classes. Student fees are not refundable.**
4. Fees may be paid on site by cash, cheque, money order, debit card, Visa, or Mastercard, or online using Visa, Mastercard, or PayPal.
5. Any fees which remain unpaid after the due date will be given 5 calendar days grace. Late fees of \$25 will be applied biweekly to the student's account, beginning from the initial due date. Failure to pay fees may result in automatic termination, unless a further extension is granted by the Registrar.
6. Canada Student Loan recipients will have their tuition fees automatically deducted from their Canada Student Loans. A receipt will be issued to the student by NSCECE, once payment has been processed.
7. **Canada Student Loan applicants are responsible for ensuring their tuition fees are paid.** Students whose fees are outstanding 28 days after classes begin will be issued a formal notice and late fees will be applied. These students must contact the Registrar to make special payment arrangements. Failure to do so will result in automatic termination.
8. In any case of discrepancy in student tuition payment, the onus is on the student to provide proof of payment.

FINANCIAL ASSISTANCE

Students requiring financial assistance to help meet their educational expenses can apply for Canada Student Loans. (Exception: Residents of Quebec apply for Quebec Student Loans.) Application is made to the province in which the student is a resident. Students are encouraged to apply before 30 June (30 May for Quebec) to avoid late payment charges at NSCECE. Applications are available directly from the provincial Student Aid Offices. Nova Scotia residents should apply online at <http://studentloans.ednet.ns.ca> For more information, call the Student Assistance Office, Nova Scotia Department of Education and Early Childhood Development at (902) 424- 8420 or 1-800-565-8420 or access the following web sites: www.studentloans.ednet.ns.ca or www.canlearn.ca

COURSES/PRACTICUM TAKEN OUTSIDE PRESCRIBED PROGRAM

Tuition is based on a prescribed two-year program that includes courses and practicum placements. Students unable to take the prescribed program as delivered will be required to pay additional tuition fees.

All financial fees including tuition may be subject to change as of April 1st each year.

AUDIT FEES

If space allows, students may audit a course at a 50% tuition cost. An audit application must be completed and submitted along with the \$25.00 administration fee two (2) weeks prior to the commencement of the course.

ADMINISTRATION FEES

*** Fees may be subject to change***

NSF Cheque Policy

A penalty fee of \$40.00 will be issued when any cheque is returned as NSF (non-sufficient funds).

Graduation Fee

A graduation fee of \$50.00 is charged to students who are in their second year of the program, and intend to graduate in May 2019. Students will be given notification of when that fee is due.

Tax Receipts

For income tax purposes, T2202A tax receipts can be printed through CampusLogin at the end of the winter, spring, and fall terms. Canada Customs and Revenue Agency legislates that to obtain a T2202A form, students must attend classes for at least 10 hours per week for a duration of three weeks or more, and/or pay tuition fees of more than \$100.00.

Other Debts

Refunds of tuition fees may be reduced by other outstanding debts, such as library fines, etc.

EXTRACURRICULAR ACTIVITIES

STUDENT COUNCIL

An elected Student Council is responsible for the student body. Each academic year after the first few weeks of classes, nominations are solicited and a vote is taken. Nominees affirming acceptance will be the official representatives of the Student Council.

NSCECE's Board of Directors, administration, and staff recognize the Student Council as the representative of the student body at NSCECE.

The primary role of the Student Council is to act as a liaison between the students and NSCECE's Board, administration, and all outside organizations. The council also oversees any extracurricular activities the students would like to participate in outside the College. All written or PR materials produced by the Student Council must be reviewed by the Student Success Counsellor before distribution.

Whenever students have concerns, whether academic or otherwise, they should feel free to consult the Student Council as it is the officially recognized voice of the student community.

The Council meets on a bi-monthly basis during the academic year to discuss student events and activities. The Council keeps minutes of their meetings in a binder and these are kept accessible to all students. Also, the Council reports back to the students on any events or concerns that have been discussed.

COLLEGE SPIRIT TEAMS

NSCECE is all about team spirit. Students, faculty, and staff are each assigned to a Spirit Team. The teams are named after important Early Childhood influencers. In the past our team names have been: Piaget, Vygotsky, Erikson, and Gardner. Beginning in the Fall 2019, the team names will be: Vygotsky, Erikson, Gerber, and Malaguzzi.

The College Spirit Teams participate in team challenges to earn team points. This is a great way to boost school spirit and for students to fully integrate into college life. At the end of the academic year, the points are tallied, and the winning team is awarded the Team Challenge Trophy.

GLOBAL PEER PROGRAM

The Global Peer Program is designed to help new international students during their transition to life in Halifax, navigating culture shock and academic expectations by connecting them with upper-year students called Global Peers. A Global Peer will have first-hand experience with anxiety and culture-shock that accompanies being a new international student. They are able to offer support and information about student life at NSCECE.

All of the students involved with the Global Peer Program will have the chance to participate in events and fun activities organized by the Intentional Student Society. They will allow new international students to make friends from different cultures around the world and build a strong Global community. NSCECE is eager to help students make the connections they need to succeed.

CO-CURRICULAR RECORD

A Co-curricular Record (CCR) is an institutional document that recognizes out-of-classroom activities that enhance student learning and personal growth. Activities listed in the CCR could include student life programs, student leadership programs, and community engagement activities.

Students may use their Co-curricular Record to pursue employment, as a CCR provides employers with concrete evidence of the student's ability to take initiative and responsibility for their own skill development and personal growth. When pursuing further education, the CCR may accompany the academic transcript as part of the application process. The CCR may also be used to support bursary applications that require applicants to have participated in community volunteer activities.

There are a multitude of activities and positions that will be recognized on the Co-curricular Record. Such activities include student leader roles held in student clubs or organizations, or any position that contributes to the overall student experience outside of the classroom. Also included in the Co-curricular Record are activities students can participate in through their program of study which are not required for academic credit but enhance their student experience while at NSCECE. The Co-curricular Record is available to all current full-time students. All activities listed on the CCR must be connected with NSCECE.

To be eligible to receive the CCR:

- Complete at least 20 hours of volunteer work (not necessarily with the same organization), including volunteer opportunities with NSCECE
- Log hours and have them approved by an NSCECE staff member

EARLY YEARS COMMUNITY DEVELOPMENT CENTRE

The NSCECE curriculum library is located on-site in the Early Years Community Development Centre (EYCDC). The library offers a wide range of professional books and curriculum materials to support practicum and course assignments and to encourage the general pursuit of knowledge as it relates to the early years. An Early Years Program Specialist is available to assist students and members of the childcare community with their resource needs.

Students become library members upon payment of their NSCECE student fee. Memberships can be obtained for non-students on an individual or group basis. Regular professional development workshops

are also offered by the Early Years Community Development Centre, and newsletters are available for members advising them of upcoming events, workshop listings, and resource information.

Hours of operation are posted in the library at the circulation desk or on the EYCDC website, and information can be obtained on the EYCDC Facebook page (NSCECE Early Years Community Development Centre).

BORROWING

Borrowed materials are the responsibility of the borrower and should be protected in the same manner as one would protect their own property.

The general loan period is fourteen (14) calendar days. Loans are renewable in person or by phone. Overdue fines apply for all materials that are not returned by the date specified.

Library items that are misplaced or damaged are subject to replacement value assessment plus any outstanding fines.

If an item is damaged and can be repaired, the borrower is responsible for the repair.

JOURNALS

Journals are available for on-site use only and cannot be removed from the library.

