



**SCHOOL OF
HEALTH & HUMAN SERVICES**

**COMMUNITY, FAMILY & CHILD STUDIES
DEPARTMENT**



**Early Learning and
Care**

STUDENT HANDBOOK

2011 – 2012

Healthy Community, one relationship at a time

We, the faculty and staff of the Department of Community, Family and Child Studies, **WELCOME YOU!** By choosing one of our Programs you are demonstrating that you care about your community and that you have an interest and commitment to working with people. During the course of your studies we will partner with you to strengthen your knowledge, skills and values in preparation for your chosen career. This handbook is designed to help you in your daily life as a student.

The Department of Community, Family and Child Studies is a dynamic department comprised of committed, knowledgeable, faculty and staff. We offer 7 certificate and diploma programs with a capacity for 270 students. Program offerings include: Community, Family and Child Studies; Community Mental Health; Community Support and Education Assistant; Early Childhood Care and Education; Interprofessional Mental Health and Addictions; Indigenous Family Support and Indigenous Human Services Career Access. We also offer two individual health courses that have university transfer credit. Many of our program courses are open to the community for professional and personal development. There will be opportunities for you to connect with students from other programs throughout the year, beginning with our welcome event and BBQ in September.

In addition to being a program student in your chosen area of study, you are a member the School of Health and Human Services and the Camosun College community. Our School is one of six schools at Camosun College. Both the School and the College are briefly outlined in later sections of this handbook.

A section on student resources and policies and procedures is included to assist and guide you in making your educational experience a success. Make sure to use your Camosun College calendar and the Student Tool Kit www.camosun.bc.ca/toolkit/ to familiarize yourself with college policies and procedures and available services. You can access these resources on line at camosun.bc.ca and there is always a copy in the Department Office, Wilna Thomas Building, room 217 (WT217).

We are delighted that you have chosen a Community, Family & Child Studies program as your area of study and will take great pleasure in getting to know you, while we work and learn together. We hope you enjoy your experience with us, and wish you success in all that you do! If you have any questions or concerns, please approach one of your instructors or drop by my office (WT 224) or the Department office(WT217) where Maureen or Sandra will assist you.

Sincerely,

Anita Ferriss

Chair, Department of Community, Family and Child Studies

“Education is not the filling of a pail, but the lighting of a fire.
W. B. Yeats

Acknowledgement of Territory

Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located in the traditional territories of the Esquimalt; Lekwungen; Malahat; Pacheedaht; Pauquachin (Saanich); SC'lanew; Tsartlip (Saanich); Tsawout (Saanich); Tseycum (Saanich); and T'Sou ke Nations.

Camosun College campuses are located on land that is the traditional territory of the Lekwungen, Esquimalt, and Saanich peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.



LANSDOWNE CAMPUS

FIRE ALERT

1. **ACTIVATE AREA FIRE ALARM**
2. **WARN PERSONS NEARBY and ASSIST OTHERS IN NEED**
3. **PROCEED to CLOSEST EXIT and EVACUATE BUILDING**
4. **DO NOT USE ELEVATORS DURING a FIRE ALARM**

FIRST AID

MONDAY TO FRIDAY - DIAL 3075
8:30 - 4:30

MONDAY TO FRIDAY - DIAL 9 - 360-4966
1630 hrs - MIDNIGHT (Give short clear message)

FRIDAY MIDNIGHT TO SUNDAY
MIDNIGHT & HOLIDAYS
EMERGENCY - DIAL 9 - 911 (AMBULANCE)

SECURITY

MONDAY TO FRIDAY- DIAL 3075
0830 - 1630 hrs. (Non-emergency Dial 3041)

MONDAY TO FRIDAY - DIAL 9 - 360-4963
1630 hrs - MIDNIGHT (Give short clear message)

FRIDAY MIDNIGHT TO SUNDAY - DIAL 3058
MIDNIGHT & HOLIDAYS and inform Security Guard of
EMERGENCY details, OR
 - DIAL 9 - 911 (for Police)
 (Non-emergency Saanich Police 9-388-4321)

SECURITY

Always leave valuables in your locker or at home. Theft is a common problem on campus. Camosun College cannot be responsible for the loss or theft of student belongings.

Treat your textbooks, notes and assignments as above. Theft or loss has occurred on occasion.

Be aware of personal safety when walking to and from parking lots or buildings at times when it is dark or deserted. Use a buddy system of walking together.

EARTHQUAKE RESPONSE GUIDELINES

IF INDOORS

**STAY INSIDE, MOVE AWAY FROM WINDOWS, SHELVES
AND HEAVY OBJECTS OR FURNITURE THAT MAY FALL**

**TAKE COVER UNDER A TABLE OR DESK,
OR IN A STRONG DOORWAY**

IF OUTDOORS

**MOVE TO AN OPEN SPACE, AWAY FROM BUILDINGS
AND OVERHEAD POWER LINES.**

**LIE DOWN OR CROUCH LOW TO THE GROUND
(LEGS MAY NOT BE STEADY)**

**KEEP LOOKING AROUND TO BE AWARE OF DANGERS
THAT MAY DEMAND MOVEMENT**

TABLE OF CONTENTS

ACKNOWLEDGEMENT OF TERRITORY	1
DEPARTMENT OF COMMUNITY, FAMILY & CHILD STUDIES	2
IMPORTANT DATES	3
EARLY, LEARNING & CARE PROGRAM	4
PURPOSE STATEMENT	4
ELC PROGRAM OUTCOMES	6
PRACTICUM	8
CFCS CURRICULUM PLAN	9
SERVICES AND RESOURCES FOR STUDENTS	11
REGISTRATION FOR CONTINUING STUDENTS IN THE SCHOOL OF HEALTH & HUMAN SERVICES	16
CONTACT LIST	23
ACADEMIC POLICIES & PROCEDURES	24
GUIDELINES FOR LEAVING AND RE-ENTRY TO A HHS PROGRAM	27
REGISTRATION PRIORITIES	28
GRADING	29
COMMUNICATION/CONFLICT RESOLUTION	30
EXAM POLICIES	31
ACADEMIC INTEGRITY & PLAGIARISM	33

DEPARTMENT OF COMMUNITY, FAMILY AND CHILD STUDIES PROGRAMS
ORGANIZATIONAL CHART

ACCESS
PROGRAMS

INDIGENOUS HUMAN
SERVICES CAREER ACCESS
10 MONTHS FULL-TIME

CERTIFICATE
PROGRAMS →

COMMUNITY MENTAL
HEALTH
5 MONTHS FULL-TIME
& PART-TIME

COMMUNITY SUPPORT &
EDUCATION ASSISTANT
10 MONTHS FULL-TIME

INDIGENOUS FAMILY
SUPPORT
10 MONTHS FULL-
TIME

DIPLOMA
PROGRAMS →

COMMUNITY, FAMILY &
CHILD STUDIES
YEAR 1: 8 MONTHS FULL-
TIME

Bridge Courses

COMMUNITY, FAMILY &
CHILD STUDIES
YEAR 2: 8 MONTHS FULL-
TIME

EARLY LEARNING & CARE
YEAR 1: 8 MONTHS FULL-
TIME

EARLY LEARNING & CARE
YEAR 2: 8 MONTHS FULL-
TIME

3RD Year
CYC

PROGRAM →

INTERPROFESSIONAL MENTAL HEALTH &
ADDICTIONS
12 MONTHS PART-TIME

DEPARTMENT OF COMMUNITY, FAMILY AND CHILD STUDIES PROGRAMS
CONTACT SHEET

CHAIR Anita Ferriss 250-370-3208 ferriss@camosun.bc.ca	PROGRAM ASSISTANT Maureen Drever 250-370-3206 drever@camosun.bc.ca	OFFICE ASSISTANT Sandra Tennent 250-370-3169 tennants@camosun.bc.ca
PRACTICE COORDINATOR Jeanne Puritch 250-370-3100 puritchj@camosun.bc.ca	SERVICES ASSISTANT ABORIGINAL SERVICES Wendy McDonald 250-370-3975 mcdonald@camosun.bc.ca	

<u>Early Learning & Care</u> Toni Hoyland, Program Leader <ul style="list-style-type: none"> • 370-3237 • hoylandt@camosun.bc.ca 	<u>Indigenous Family Support</u> Robert Wells, Program Leader <ul style="list-style-type: none"> • 544-2192 • wellsr@camosun.bc.ca 	<u>Community Support & Education Assistant</u> Ros Giles-Pereira, Program Leader <ul style="list-style-type: none"> • 370-3223 • pereira@camosun.bc.ca
<u>Health UT</u> Hlth 110, Hlth 111 & Hlth 112 Patty McCrodan <ul style="list-style-type: none"> • 370-3222 • mccrodan@camosun.bc.ca Molly Chisamore <ul style="list-style-type: none"> • Chisamore@camosun.bc.ca 	<u>Community, Family & Child Studies Diploma Program</u> Robin Fast, Program Leader <ul style="list-style-type: none"> • 370-3205 • fast@camosun.bc.ca 	<u>Mental Health & Addictions Programs</u> Kristin Ross, Program Leader <ul style="list-style-type: none"> • 370-3203 • ross@camosun.bc.ca
<u>INDIGENOUS HUMAN SERVICES ACCESS</u> Ruth Lyall <ul style="list-style-type: none"> • lyallr@camosun.bc.ca 		

Important Dates 2011/2012

September 5	Labour Day - College Closed
September 6	Most Fall '11 credit programs/courses commence
September 20	Fee Deadline: For students enrolled in Fall '09. Students who wish to withdraw must drop class(es) prior to fee deadline or will be required to pay remaining fees.
October 10	<i>Thanksgiving Day - College Closed</i>
October 11	Last day for new students who have extended health and/or dental benefits to opt out of the student benefits plan.
October 11	Deadline to apply for Fall 2011 Foundation Bursaries.
October 28	College Graduation for programs finished after June 1, 2011
November 8	Last day to WITHDRAW from most Fall '11 courses without a failing grade.
November 11	<i>Remembrance Day Observed - College Closed</i>
December 10	Last day of instruction for most Fall '10 courses.
December 12-20	Examination period for Fall '11 courses.
Dec 25 - Jan 2	<i>Holiday Break - College Closed</i>
January 3	College reopens after Holiday Break
January 9	Most Winter '12 credit programs/courses commence
January 23	Fee Deadline for Winter 2012 courses.
January 23	Last day for new students who have extended health and/or dental benefits to opt out of the student benefits plan.
February 14	Deadline to apply for Winter 2012 Foundation Bursaries
February 16	Student Services Closed
February 16-17	<i>Reading Break 2012</i>
February 17	<i>College Conversations Day - College Closed</i>
March 13	Last day to WITHDRAW from most Winter '12 courses without a failing grade.
April 6	<i>Good Friday - College Closed</i>
April 9	<i>Easter Monday - College Closed</i>
April 14	Last Day of instruction for most Winter '12 courses
April 16 - 24	Examination period for Winter '12
May 7	Most Spring '12 (7 week) courses commence.
May 14	Fee Deadline for Spring '12 courses.
May 21	<i>Victoria Day - College closed</i>
June 7	Last to WITHDRAW from Spring '12 courses.
June 15	College Graduation Ceremony 2012
June TBA	CFCS Award Ceremony 2012
June 23	Last day of instruction for most Spring '12 courses.
June 25-27	Examination period for Spring '12
July 1	<i>Canada Day - College Closed</i>

EARLY LEARNING AND CARE DIPLOMA PROGRAM

Vision

It takes an early childhood community to nurture and support positive growth and develop early childhood graduates who see themselves in a process of learning in a dynamic field that is built upon a foundation of respect for children and families.

Philosophy

Learners and Instructors

- Learners are supported to have a sense of dignity and to reflect on their values and beliefs in conjunction with learning and with practice.
- Learners and instructors are active participants in the teaching and learning process, sharing knowledge and prior experiences.
- Instructors are current, professional and support a co-operative learning environment.
- Instructors are innovative, respectful and model ethical principles through genuine, trusting and caring relationships.

ELC Graduates

- develop trusting relationships that are respectful, reciprocal and collaborative.
- are prepared to work in many types of early learning programs.
- are empathic and use a strength based perspective.
- are reflective, inclusive and bring joy and integrity to their work with children and families.
- are advocates and leaders in promoting diverse and dynamic communities for children and families.
- understand global perspectives of early learning and care within a framework of social justice.

Program Purpose

The Early Learning and Care Diploma program is designed to provide learners with the knowledge, skills and values to create responsive early learning experiences. This includes planning environments that reflect current research and knowledge about how best to support young children's early learning and development. Students learn how to support and strengthen children's unique, physical, cognitive, emotional, creative, social, cultural, and linguistic identities. Emphasis is placed on working collaboratively with families, within communities and with other professionals. The program incorporates historical knowledge of early childhood education and knowledge identified by current research and contemporary discourses on early development and learning.

Graduates are prepared with a strong foundation for many professional opportunities in the field of early learning. Graduates also have specialized knowledge and skills necessary to best support infants, toddlers and/or children with diverse abilities. With experience, graduates are able to provide leadership within the community of early learning.

Students who successfully complete all required courses for the Diploma are eligible for Provincial certification as an Early Childhood Educator with specialization as Infant and Toddler Educators and/or Special Needs Educators. Information on certification with the Early

Childhood Provincial Registry can be found at <http://www.mcf.gov.bc.ca/childcare/index.htm>

Employment opportunities include:

- Preschool programs
- Early Childhood Centres
- Family Child Care Homes
- Recreation Centres
- Drop-in Parent/Child Programs
- School-age Care Programs
- Child Care Resource and Referral Centres
- Supported Child Development Programs
- Infant Development Programs
- Strong Start Programs
- Infant-Toddler Centres

Graduates with a diploma in ECL have transfer credit towards a Baccalaureate university degree to:

- [University of Victoria](#)
- [Vancouver Island University](#)
- [University of the Fraser Valley](#)
- [Capilano University](#)
- [Douglas College](#)

Program Learning Outcomes

1. Plan and evaluate early learning, caring and inclusive programs that support young children's well being and holistic learning within the context of family and community.
2. Establish, maintain, evaluate and adapt inclusive, nurturing, safe and healthy environment which meets or exceeds the requirements of current legislation, regulatory bodies and program policies.
3. Demonstrate interpersonal communication that contributes to caring and responsive relationships with infants, toddlers, preschool-aged children, families, colleagues and other professionals in the community.
4. Demonstrate professional responsibility and accountability as an early childhood educator by adhering to the Early Childhood Educators of British Columbia (ECEBC) Code of Ethics (principles of fairness, equity and diversity).

Program Learning Outcomes

ELC PROGRAM OUTCOMES	PERFORMANCE INDICATORS
<p>1. Plan and evaluate early learning, caring and inclusive programs that support young children’s well being and holistic learning within the context of family and community.</p>	<ul style="list-style-type: none"> • Observe and document children’s play and learning experiences. • Use a variety of observation and documentation techniques to plan early learning programs in the context of diverse family traditions within communities. • Apply holistic developmental perspectives and inclusive approaches for program planning. • Provide responsive active learning environments that are rich in language and literacy.
<p>2. Establish, maintain, evaluate and adapt inclusive, nurturing, safe and healthy environment which meets or exceeds the requirements of current legislation, regulatory bodies and program policies.</p>	<ul style="list-style-type: none"> • Ensure healthy and safe environments that meet or exceed Licensing Regulatory requirements. • Ensure the well-being and the specific health and nutritional needs of children are met. • Organize natural environments for play and exploration within indoor and outdoor spaces. • Develop program policies that are strength based and appreciate the diversity of children, families and communities.

ELC PROGRAM OUTCOMES	PERFORMANCE INDICATORS
<p>3. Demonstrate interpersonal communication that contributes to caring and responsive relationships with infants, toddlers, preschool-aged children, families, colleagues and other professionals in the community.</p>	<ul style="list-style-type: none"> • Facilitate and maintain secure, professional and trusting relationships. • Establish and maintain an environment of mutual respect. • Use a variety of respectful and responsive positive guidance strategies. • Use effective oral, written and non-verbal communication.
<p>4. Demonstrate professional responsibility and accountability as an early childhood educator by adhering to the Early Childhood Educators of British Columbia (ECEBC) Code of Ethics (principles of fairness, equity and diversity).</p>	<ul style="list-style-type: none"> • Assume leadership roles and responsibilities within the early childhood context. • Cooperate and collaborate with colleagues, families and community professionals. • Use critical reflection to evaluate personal and professional practice and take responsibility for ongoing professional development. • Apply a personal philosophy of early childhood education using a framework of ethical and professional standards.

PRACTICUM

TRAVEL

Students are responsible for expenses of travelling to and from Practicum placements. A bus pass is included as part of your registration package.

ATTENDANCE

Students are required to attend all practicum sessions in the field and all classroom seminars unless they have a legitimate medical reason. Absences beyond two sessions will be made up at the discretion of the sponsor educator and the college instructor.

TIPS FOR SUCCESS

Over the years, many students have shared advice and tips for success in the ELC Program.

Here are a few ideas from our graduates that might be helpful to you as you begin your studies and your new career:

- **Consistent attendance** in classes, labs and while on practicum is critical to your success in the Program. You will learn a lot in class that you can't learn from reading a textbook. Missing classes means that you will miss guest speakers, multi-media presentations and class discussions. All of these are important to your learning and to your successful completion of the program. Participation is graded and evaluated in each ELC Program course. If you are absent from a scheduled class you are responsible for getting information that you have missed from your instructor or a classmate.
- **Reading and Assignments.** Keeping on track and on time with assigned readings and coursework is important. Most students say that they spend about 15 hours out of class every week doing readings and assignments. Some people prefer to work on their own; others have created study groups and meet regularly to review materials and prepare for assignments.
- **Be open to learning and responsible for your learning.** Talking to your instructors about your learning needs and progress can make a difference in your success while at Camosun. All ELC Program instructors want to work with students to ensure that they are successful. You can arrange to meet with your instructors to talk about assignments, exams or any other areas related to your learning. Let us know what you need to be successful!

ELC CURRICULUM PLAN**ELC Diploma Program:****YEAR 1****Academic Term 1 (FALL - 14 weeks)**

Course No.	Course Name	Credits
ELC 111	Supportive Relationships 1	1.5
ELC 120	Responsive Environments 1	4.0
ELC 150	Health, Safety and Nutrition	3.0
ELC 140	Practicum 1	2.0
PSYC 154	Interpersonal Relations	3.0
ENG 150	English Composition	3.0
	TOTAL CREDITS	16.5

Academic Term 2 (WINTER - 14 weeks)

Course No.	Course Name	Credits
ELC 110	Developmental Perspectives 1	3.0
ELC 112	Supportive Relationships 2	1.5
ELC 130	Early Childhood Profession	3.0
ELC 121	Responsive Environments 2	4.0
CFCS 160	Family & Community	3.0
ELC 141	Practicum 2	3.0
	TOTAL CREDITS	17.5

YEAR 2**Academic Term 3 (FALL - 14 weeks)**

Course No.	Course Name	Credits
ELC 210	Developmental Perspectives 2	3.0
ELC 212	Supportive Relationships 3	3.0
CFCS 220	Personal Leadership	3.0
PSYC 256	Intro to Counseling	3.0
ELC 240	Practicum 3	4.0
	TOTAL CREDITS	16.0

Academic Term 4 (WINTER - 14 weeks)

Course No.	Course Name	Credits
ELC 220	Inclusive Child Care	3.0
ELC 230	Infant & Toddler Care	3.0
CFCS 211	Professional Practice 2	2.0
ELC 241	Practicum 4 ITE or	
ELC 242	Practicum 4 SNE	5.0
ENGL 160/164	English Literature (Indigenous)	3.0
	TOTAL CREDITS	16.0

TOTAL PROGRAM CREDITS 66.0

* Note all courses must be 'passed' with a C+ in each semester to continue in the program.

SERVICES AND RESOURCES FOR STUDENTS

(More information about student services can also be
found in

www.camosun.bc.ca/toolkit/

A. WEB INFORMATION - STUDENT RESOURCES

College Website	www.camosun.bc.ca/
Student Tool Kit	www.camosun.bc.ca/toolkit/
Student Services	www.camosun.bc.ca/services/index.html
Important Dates	http://camosun.ca/learn/calendar/current/pdf/2011-2012-calendar.pdf
Academic Advising	www.camosun.bc.ca/advising
Financial Aid	www.camosun.bc.ca/financialaid
Ombudsman	www.camosun.bc.ca/ombuds

myCamosun Student Portal

Camosun has developed an online one-stop-shop “portal” to college information for students (class schedule, grades, college news, school/department events, etc.). The “myCamosun” portal is accessed from the college homepage (top middle) using a student Colleague number and password.

B. AWARDS <http://camosun.ca/services/financialaid/bursaries.html>**1. External Awards, Scholarships and Bursaries**

Financial awards are available to students from sources outside the College such as service clubs, labour unions, businesses and charitable organizations. It is the student's responsibility to apply directly to the prospective donor(s). Many external awards and bursaries have application deadlines in May and June. A bulletin board at the Financial Aid Office, Lansdowne Campus carries a very limited number of external award postings.

2. Internal Awards and Scholarships

Each fall, Camosun College honours outstanding achievement at a College-wide ceremony. Top achievers from each program receive awards. In addition, Schools may hold their own annual ceremonies to acknowledge student achievement. Students should check with School offices to identify School-specific awards and scholarships.

<http://camosun.ca/services/fnes/awards.html>

Aboriginal Services, in partnership with the Camosun College Foundation, administers a number of awards to Aboriginal students. Please check the website for more information.

3. CFCS Programs Awards and Bursaries

The Community, Family & Child Studies Awards and Bursaries are presented to students based upon the following criteria:

Bursaries

To apply for Foundation Internal Bursaries:

- Pick up bursary information sheets and bursary application forms at the Financial Aid and Awards office at either campus or download them below (only available for the first 6 weeks of Fall/Winter semesters).
 - [Open bursary application](#) (PDF)
 - [Designated bursary application](#) (PDF)
 - [Bursary information](#) (PDF)
- Complete one green form to apply for all open bursaries. Complete one white form for each category of designated bursaries, which have eligibility requirements beyond financial need, and be sure to include the code number on each application.
- Return completed forms to the Financial Aid and Awards Office before the deadlines - the second Tuesday in October (for Fall semester), and the second Tuesday in February (for Winter semester). Incomplete or late applications will not be processed. Make sure you explain how you meet any requirements and why you are eligible to receive bursary funding.

For more information on Foundation Bursaries, see the [Financial Aid section](#) (PDF) of the Camosun College Calendar. Questions? Contact a Financial Aid Advisor during [open service hours](#).

Applications are processed by the Financial Aid and Awards Office, and due to volume, only students receiving bursaries will be notified by mail. Bursary recipients' names and qualifying information is shared with the donor and the Camosun College Foundation.

TITLE OF AWARD	CRITERIA
<i>Beacon Community Services Award</i>	This award is given to a student from the Early Learning & Care Program who demonstrates exemplary practice in working with young children. Priority for this award will given to a student who has either completed the Infant/Toddler Specialization or who is registered to complete the Infant/Toddler Specialization.
<i>Island Parent Magazine Award Diploma Grad</i>	This award is given to an ELC student who has demonstrated outstanding leadership, with a strong focus on family centered practice.
<i>Island Parent Magazine Award</i>	This award is given to an ELC student whom has demonstrated sound knowledge and a strong commitment to family centered practice through their course work and practicum experience.
<i>Cridge Centre for the Family - Regional Award</i>	Awarded to an ELC student in the Capital Region District, Sooke or Sidney who has the intention of establishing their career in the South Island. This student has excelled in all outcomes of each practicum, demonstrating professionalism and excellent practice.

<i>Cridge Centre for the Family - Pursuit of Excellence Award</i>	Awarded to a student who has enrolled in the ELC Diploma program who evidences a commitment to professional excellence. During their first year this student will have practically demonstrated a knowledge professional behaviour and exhibited intuitive respect for children.
<i>Cridge Centre for the Family - Ada Barner Award</i>	Awarded to an ELC student who has excelled in written, oral and practical work evidencing a comprehensive grasp of the nurturance of the whole child: spiritually, intellectually, emotionally, physically and socially; and the understanding of the vital partnership with the Family in encouraging a child to develop to their greatest potential
<i>Nancy Haskins-Elliott Award</i>	Presented to a student in the Early Learning and Care Diploma program who has shown innovation in the study/practice of infant and toddler care. A recommendation is given by either a peer, instructor or mentor.

BURSARY	CRITERIA
<i>Sara Spencer Foundation Bursary</i>	A student in a Human Services program who is in good academic standing and has proven financial need. Preference will be given to students who are single parents.
<i>Lily Maxwell Bursary</i>	Presented to a Human Services student for emergency financial purposes during the school term.
<i>Kiwanis Club of Cordova Bay</i>	This bursary is for any ELC student with financial need and satisfactory standing.

C. STUDENT INJURY

Students Covered by WorkSafe BC

Students covered by WSBC include apprenticeship students in the classroom/lab/shop while on course on Camosun’s premises, and students participating in practicum training in BC regardless of the source of funding. A practicum is defined by WSBC as “an assigned work experience component of a program which is sanctioned by the institution; and unpaid and supervised work experience which takes place at the host employer’s premises or place of business. Coverage does not extend to work places established specifically for the purpose of experiential training that is established within a program by an institution.” Camosun students participating in internship programs at the Pacific Institute for Sport Excellence (PISE) fall under the definition of practicum and are therefore covered by WSBC.

When such a student is injured on campus (Lansdowne, Interurban or at the PISE), the following steps are to be taken:

1. The student must report the injury to his/her instructor.
2. The student should be strongly encouraged to report to Camosun College First Aid through the College Safety Emergency Number, 250-370-3075 (local 3075 from a College telephone) as this will document the student’s injury should he or she need to refer to details at a later date.
3. The student must complete a Form 6A “Worker’s Report of Injury or Occupational Disease to Employer” for all injuries sustained which arose or are claimed to have

arisen from activities undertaken as part of their apprenticeship program or practicum. Form 6A is available online through the WSBC website <http://www.worksafebc.com/forms/assets/PDF/6a.pdf>.

The Form 6A is to be sent to the Occupational Safety & Health coordinator, Diane Crowther, whether the injured person reports to College First Aid or not. The form can be faxed to Diane at 250-370-3664 to get the process started as soon as possible. Keep the original form in your departmental files as it contains the original signature.

Note: the Form 6A can be misleading in that it contains information on contacting WSBC, but it must be sent to Diane who will fill out the "Employer's Report of Injury" and forward it to the Ministry of Advanced Education for authorization.

WorkSafeBC's Teleclaim process is NOT set up for use by students.

When such a student is injured off-campus, the following steps are to be taken:

1. The student must report the injury to his/her supervisor on site and to his/her instructor at the College.
2. The student should be strongly encouraged to report to a first aid attendant or medical practitioner or medical treatment facility as appropriate.
3. The student must complete a Form 6A "Worker's Report of injury or Occupational disease to Employer" for all injuries which arose or are claimed to have arisen from activities undertaken as part of a practicum as defined by WSBC. This form is available online through the WSBC website <http://www.worksafebc.com/forms/assets/PDF/6a.pdf>. The Form 6A is to be sent to the Occupational Safety & Health Coordinator, Diane Crowther. It can be faxed to Diane at 250-370-3664 to get the process started as soon as possible. Keep the original form in your department files as it contains the legal signature.

Note: the Form 6A can be misleading in that it contains information on contacting WSBC, but it must be sent to Diane who will fill out the "Employer's Report of Injury" and forward it to the Ministry of Advanced Education for authorization.

D. SECURITY/PERSONAL SAFETY

The personal safety of students is a shared concern and responsibility of the College and students. The Personal Safety Committee is a group of College staff and students who are committed to the promotion and maintenance of a safe environment at Camosun College. If you have any concerns, complaints or compliments related to personal safety they can be forwarded to Manager of Transportation & Security, located at the Maintenance Building, Interurban Campus or by phoning 370-4043, or Pager # 480-2083.

Personal Safety Checklist

1. Use well-lighted walkways and avoid dark, isolated areas or areas where someone could hide.
2. Use the "buddy system", whenever possible.
3. Be cautious with personal information.
4. Always be aware of your surroundings; take a few seconds once you leave a building and check out who is around you and where you are.
5. Always carry your keys on your way to the car (so you don't have to stand there digging through your purse or knapsack).

6. Always check the inside of the car before getting in.
7. Trust your feelings. If a situation doesn't feel safe to you, leave.
8. Don't be afraid to say NO, loudly and clearly, even to a friend.

Sexual Assault/Date Rape/Acquaintance Rape

Any form of assault is traumatic to the victim. Strong emotional reactions are normal. Remember that the victim is NEVER responsible for the assault. If you have been assaulted, there are people both on and off campus who will help you cope with the physical, legal and emotional aftermath. You are not alone!

Camosun College Counseling Services:	250-370-3571
Women's Sexual Assault Centre:	250-383-3232
Camosun College's Emergency Line:	250-370-3075
Pager:	250-380-5644
Men's Sexual Assault Centre:	250-598-1992
Police:	911

Harassment

Sexual Harassment is defined as unwelcome sexual advances of any kind, whether verbal, written or physical. It is primarily an issue of power, not sex. Sexual Harassment is not the fault of the victim. The victim, male or female, may feel degraded, embarrassed, frightened and very confused. It can take many forms, some obvious and some very subtle. For instance:

- unwanted and inappropriate sexual jokes
- sexually explicit body language
- embarrassing or suggestive comments
- unwelcome personal questions about one's sex life
- displaying of pornographic material or other offensive or derogatory pictures
- unnecessary physical contact such as touching, patting, pinching or punching
- sexual assault

Harassment Advisors

Lansdowne Campus	- 250-370-3690
Interurban Campus	- 250-370-4048

E. REGISTRATION FOR CONTINUING STUDENTS

Continuing Students are those who have been enrolled at the college within the 12 months prior to the date of their return.

Step 1- Web Declare

Go to: www.camosun.bc.ca Click on "Online Services" tab on the right side of this main page.

Login to Camlink using your student ID number (C0XXXXXX) and your Camlink password. The first time you use Camlink your password is set as your birthdate in the following format MMDDYY. (Then you'll get the opportunity to change your password.)

Once you are logged in, click on "Students" then click on "Web Declare" under "Registration". Select the term in which you are planning to take courses and follow the steps until you get a registration date. This date is the first day that you will be able to access registration online.

Step 2-Pay your Deposit

Pay your non-refundable \$175.00 Registration Deposit at least 3 business days before your Registration Date

Step 3-Register

- Pick up “Your Guide to Online Registration” booklet.
- Follow the instructions within to get registered.
- Register on or after your registration date, however, the earlier you get registered, the better, as classes can fill up quickly.
- If you require course-planning assistance, please make an appointment to see your Program Leader.

Step 4- Pay your Fees

Pay your fees, or ensure that your sponsorship is in by the published fee deadlines.

F. ABORIGINAL EDUCATION SERVICES**Educational Services**

Educational services include providing information and assistance about what programs and services the college has to offer, and how to plan your educational future at Camosun College and beyond. We also work with students to organize study groups and other learning strategies.

Financial Services

Financial services include assisting students to access Band funding or assistance from Métis or other Aboriginal organizations. Aboriginal Education, in partnership with the College Foundation, also administers a number of awards.

Cultural Services

Cultural services include helping to plan and host various cultural events including a Welcoming Feast each September and other events including Elders' Dinners, an annual First Nations Celebration Week, and activities to support the emotional and spiritual wellness of Aboriginal students.

To make an appointment with an Aboriginal Advisor, please call 250-370-3299.

G. WRITING CENTRE

Our main goal is to help you learn how to become an effective writer in a confidential, supportive and non-judgmental environment. Whether your skills are at a beginning or more advanced level, we can help you further develop as a writer and achieve success in your college course assignments.

Writing Consultants are friendly readers who are happy to see you regularly. We'll listen to your ideas and ask questions to help you form, organize, and express your ideas convincingly and with clarity. We'll also tell you what we like best about your writing and suggest strategies for further development or improvement.



We assist you in working through drafts of your writing assignment at all stages of the writing process. We teach you strategies for dealing with common

writing problems such as planning, organizing, thesis statements, revising, grammar, punctuation, documentation, and style.

Lansdowne Campus: Dawson 202A If you cannot make it to Lansdowne to use the Writing Centre, please call 250-370-3491 or email writingcentre@camosun.bc.ca to make arrangements.

H. COUNSELING CENTRE

While attending Camosun College, you may experience changes and challenges, within yourself, with friends and family, with living arrangements, with life goals, with courses and with other areas of your life.

The Counselling Centre offers career, personal, educational and cultural counselling to all registered students. Our services are free, voluntary and confidential. Our goal is to respond to your needs and teach you how to deal with any issues which are getting in the way of your being successful at college. The Counselling Centre is a place where you can come to talk over your concerns with a qualified professional counsellor in a safe, private and confidential setting.

How to find us

- Lansdowne - Dawson Building 202, 250-370-3571

I. STUDY SKILLS STRATEGIES

Getting Started—Some “Smart Start” Strategies

Learning Skills classes teach study skill strategies (e.g. note-taking and exam preparation) to help you get good grades. Camosun also has tutoring, Academic Upgrading Help Centres, and the Language Help Centre.

- Think about past learning experiences to discover where you are likely to need help, and ask for help when you need it -- even very high test anxiety can be overcome.
- Find a friend to study with, or to help you review materials.
- Plan to attend all classes.
- Plan to review materials before classes so you can ask about your questions.
- Find a place to comfortable place to study free from distractions. Studying in a consistent place may help you learn.
- Ask other successful students about their study strategies.
- Ask about the computing use demands of your program. If you are not comfortable using a computer, keyboard and mouse, a word processing program, and email, or doing research on the internet (e.g. google.com), get help from friends or family and practice, or take an academic upgrading course or Continuing Education before you start classes. Basic computer skills are quite essential to college success.

Time Management

- Plan what work, home, or volunteer activities you can stop doing, or ask others to help with, while you're a student.
- Look for time-saving shortcuts in all parts of your life.
- Try to arrange your work schedule to focus on studying during busy times and exams.
- Schedule big social events, medical appointments, trips, etc. between semesters.
- Schedule shorter daily study time at the time of day when you learn best; it's better for learning than a few long weekly blocks.

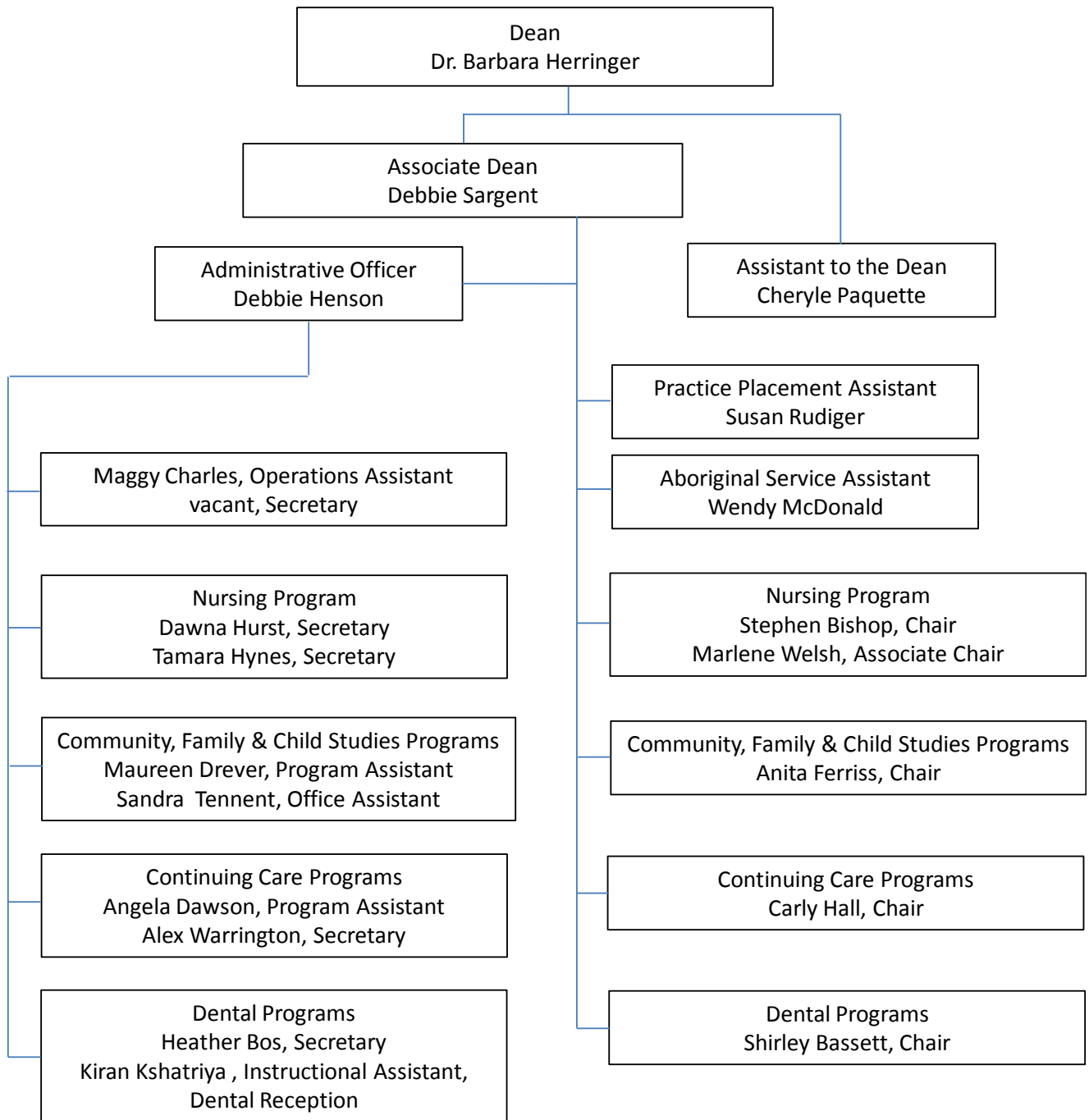
- Learn about course expectations by looking at course outlines and plan so the time spent on each exam or assignment matches its percent of the course grade.
- Use time riding the bus, between classes, or appointments, etc. for study and review.
- Use a planner to record assignment due dates, exams, course start and end dates, and your work schedule, personal appointments, and study time.
- Get clarity on all out-of-class program requirements (e.g. anticipated study time) and the class and field experience schedule, to know if you'll work early mornings, late afternoons or weekends, or need extra travel time.
- Talk to other students about managing schedule demands.

IN THE
SCHOOL OF
HEALTH AND
HUMAN SERVICES



School of Health and Human Services

Effective: September 2010





School of Health and Human Services
3100 Foul Bay Road, Victoria, BC V8P 5J2

CONTACT LIST

WEBSITE <http://www.camosun.bc.ca/schools/index.php>

HEALTH & HUMAN SERVICES “PROGRAM INFORMATION LINE” (250) 370-3912

ADMINISTRATION OFFICE

Contact Person: Maggy Charles, Operations Assistant (250) 370-3180

- Secretary (250) 370-3161
- Susan Rudiger, Practice Placement Assistant (250) 370-3183
- Fax (250) 370-3478

Barbara Herringer, Dean

- Contact Person: Cheryle Paquette, Assistant to the Dean (250) 370-3179
- Debbie Sargent, Associate Dean
- Contact Person: Debbie Henson, Administrative Officer (250) 370-3178

CONTINUING CARE PROGRAMS

Wilna Thomas Bldg, Room 212

Carly Hall, Chair

- Contact Person: Angela Dawson, Program Assistant (250) 370-3236

Heather Deane-Clark, Practical Nursing Program Leader (250) 370-3241

Jan MacLennan, ESL Home Support/Health Care Assistant Program Leader (250) 370-3168

Leanne Robb, Health Care Assistant Program Leader (250) 370-3238

DENTAL PROGRAMS

Dental Bldg, Room D006

Shirley Bassett, Chair

- Contact Person: Heather Bos, Secretary (250) 370-3189

Dental Clinic

Appointments: (250) 370-3184

Janet Reagan, Certified Dental Assistant Program Leader (250) 370-3228

Melissa Schaefer, Dental Hygiene Program Leader (250) 370-3192

COMMUNITY, FAMILY & CHILD STUDIES PROGRAMS

Wilna Thomas Bldg, Room 217

Anita Ferriss, Chair, CFCS Department (250) 370-3208

- Contact Person: Maureen Drever, Program Assistant (250) 370-3206

Toni Hoyland, Early Learning & Care Program Leader (250) 370-3237

Robin Fast, Community, Family & Child Studies Program Leader (250) 370-3205

Ros Giles-Pereira, Community Support & Education Assistant Program Leader (250) 370-3223

Kristin Ross, Mental Health Program Leader (250) 370-3203

Robert Wells, Indigenous Family Support Program Leader (250) 544-2192

Ruth Lyall, Indigenous Human Services Access, Program Leader (250) 370-3132

Jeanne Puritch, Practice Placement Coordinator (250) 370-3100

NURSING PROGRAM

Fisher Bldg, Room 256D

Stephen Bishop, Chair

- Contact Person: Dawna Hurst, Secretary (250) 370-3247

Marlene Welsh, Associate Chair (250) 370-3277

- Contact Person: Tamara Hynes, Secretary (250) 370-3246

*SCHOOL OF HEALTH AND
HUMAN SERVICES*

**POLICIES AND
PROCEDURES
FOR STUDENTS**

SCHOOL OF HEALTH & HUMAN SERVICES

ACADEMIC POLICIES AND PROCEDURES Addendum to 2011-2012 Department Handbooks

STANDARDS OF ACADEMIC PROGRESS

The following policies are in place to:

- enhance a learner's chance for success
 - provide opportunities for others to succeed
 - effectively utilize learner and college resources
 - assist students, their teachers, and administrative staff to monitor and intervene when a student is "at risk"
1. Students are ultimately responsible for their learning and progress and are expected to seek help in a timely manner when they are unable to meet the course requirements. The College is committed to supporting student success and to working with students in achieving their educational goals.
 2. When a teacher, during the process of ongoing assessment, determines a student to be at academic risk, the teacher will alert the student and discuss improvement strategies. Because students are ultimately responsible for their progress, they should communicate their progress and challenges to the teacher and act on the improvement strategies suggested.
 3. Students entering HHS programs are aware of and agree to these Standards and their application, including consultation among teachers and with other support services in Camosun College as required.

Protocol for Responding to the "At Risk" Student

An "at risk" student is one who, without change, will not meet course learning outcomes. Course learning outcomes are defined in the course outline. This protocol is to assist in identifying, and managing, barriers to successful performance; and to do this in a timely, goal oriented way. Students will use this protocol to self-monitor their performance and to guide their consultations with their teacher. All teachers within a program are concerned about and share responsibility for student success. Therefore, consultation among teachers will occur with regard to "at risk students". The sequence of consultation may vary depending on the situation and Department.

➤ **IDENTIFYING AT RISK PERFORMANCE** - through verbal feedback, observed behaviors, interactions, review of progress notes, journals and other feedback. Some examples may include:

- | | |
|--|--|
| a) <i>Poor or minimal achievement</i> | g) <i>Inappropriate or disrespectful communication</i> |
| c) <i>Avoidance of communication</i> | h) <i>Lack of insight, self-awareness</i> |
| b) <i>Inappropriate or unrealistic with faculty attitude</i> | i) <i>Poor judgment</i> |
| d) <i>Poor impulse control</i> | j) <i>Poor applications of theory</i> |
| e) <i>Poor spatial or psycho motor skills</i> | k) <i>Inadequate preparation</i> |
| f) <i>Poor attendance (late, absent)</i> | l) <i>Inconsistent performance</i> |
| | m) <i>Unethical behavior</i> |

➤ **FACTORS IMPACTING PERFORMANCE MAY INCLUDE:**

- | | |
|--|--------------------------------------|
| a) Knowledge and skill deficit | f) Motivation/Paid or Volunteer Work |
| b) English language deficit | Commitment Issues |
| c) Inadequate study skills | g) Health challenges |
| d) Learning difficulties | h) Personal issues |
| e) Organizational and time management issues | |

➤ **CONSULTATION BETWEEN STUDENT & TEACHER** - Either will initiate as soon as issues/concerns arise to foster increased awareness, mutual insight and shared responsibility. The aim is to:

- a) Clearly identify areas of weak performance or concern and potential consequences
- b) Relate concerns to course or program learning outcomes
- c) Determine why performance is at risk
- d) Develop a summary and learning plan including prescriptive strategies and timelines
- e) Evaluate or review in a timely manner
- f) Identify when further consultation with teachers will occur

➤ **TEACHER CONSULTATION WITH TEACHERS**

Based on activities identified above, the team will:

- a) Aim for best practice through collective wisdom.
- b) Critically discuss and advise the teacher regarding due process. Help the teacher identify the student's strengths. Assess communication between student and teacher.
- c) Review the nature and quality of documentation.
- d) Identify strategies that are comprehensive and goal oriented.
- e) Consider alternatives and potential consequences.
- f) Record outcomes of consultation and ensure student is notified.

➤ **POSSIBLE STRATEGIES** - developed in collaboration with student and teachers; examples may include:

- a) Temporarily adjust or reduce practice assignment
- b) Review theory, encourage lab practice of clinical skills
- c) Provide more supervision, or supervision of a different nature
- d) Give more feedback, and in a variety of ways
- e) Get more feedback, and in a variety of ways
- f) Seek assistance and policy direction external to the department, e.g. Counselling, Student Conduct Policy

➤ **DOCUMENTATION**

Record ongoing strategies and progress; student and teacher signatures note documents have been read, e.g.:

- progress notes
- mid term and final evaluation forms
- academic alerts, conference forms
- Learning Contract, Collaborative Agreement

Academic Probation:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.1.pdf>

For further details please refer to your program/course syllabus.

Academic Removal & Suspension (Same link as above to Academic Progress Policy)

GUIDELINES FOR LEAVING AND RE-ENTRY TO A HHS PROGRAM

When a student leaves a program prior to completion, the Chair or designate will attempt to schedule an exit interview with the student. Where appropriate, a Personal Learning Plan (PLP) may be developed in collaboration with the student which could include specific learning strategies for returning to the program or a recommendation for career counselling.

If a student is eligible and wishes to re-enter a Health & Human Services program, it is essential that s/he follows the guidelines below.

1. Fill out a Camosun College application form at Registration as a HHS Re-entry Applicant. The application will be date stamped which may be used to determine position on the re-entry waitlist.
2. Approximately two to four (2-4) months before re-entry, meet with the Department Chair or Associate Chair to determine (where applicable):
 - readiness for re-entry. Students are expected to participate in this meeting to assess their need for preparation prior to re-entry and to develop specific learning strategies to include in their Personal Learning Plan.
3. When available seats have been determined, the Admissions/Registration Officer will offer invitations to re-enter based on the registration priorities for the School of Health & Human Services programs.
4. Those students who are not offered seats to re-enter will remain on the program applicant list for the next intake.

REGISTRATION PRIORITIES

1. Semester 1 Priorities

- a) Full-time students from Program Applicant List

One week prior to start of program:

- b) Re-entry students (see #3 below) for 50% of no show, early withdrawal spaces, alternating with Program Applicant List students, starting with re-entry students
- c) Program Applicant List for 50% of no show and early withdrawal spaces
- d) Transfer students

2. Semester 2 and on (with a Personal Learning Plan)

- a) Full-time continuing students from the previous semester
- b) Part-time continuing students from the previous semester
- c) Re-entry - failed or withdrew from previous cohort group (see #3 below)

3. Re-entry Students

- a) Students who withdraw from the program due to non-academic circumstances and can provide documentation to the Department Chair substantiating their reason for withdrawal.
- b) Students repeating a required course in which they have previously received a fail or unsatisfactory grade.
- c) Students repeating passed courses.

4. Full-time continuing students from other sites or related programs

GRADING

See College Website for College Grading Policy:

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.5.pdf>

Academic Promotion

<http://camosun.ca/about/policies/education-academic/e-1-programming-&-instruction/e-1.4.pdf>

Request for Credential (RFC)

Prior to completion of a program, students will be given a Request for Credential (RFC) form that they must fill out and submit to the College if they want to receive a credential. Following successful completion of the program, graduates who have completed the RFC form will receive their credential. Graduates can access an unofficial transcript of grades on-line and may also apply to the College for an official transcript of grades. There is a cost associated with issuing an official transcript.

Incomplete Grade

At the discretion of the teacher, students who have shown good progress, but have been unable to complete the requirements of a course due to hardship or extenuating circumstances, such as illness or death in the family, may be issued an Incomplete rather than an “F” grade. Occasionally difficulties related to a practicum site, the lack of appropriate clients or excessive client cancellations may interfere with completing practicum or clinical course requirements. The following criteria would be used in assigning an “I” grade. The student:

- has lost some course time
- has demonstrated consistent progress towards completion of all course requirements and would have met them all if time had not been missed
- has shown evidence of meeting most of the course requirements, with work required to complete only one or two areas
- has a reasonable chance of meeting the requirements in the time designated

In such situations a Collaborative Agreement will be developed with the student and it is expected that the student will complete the requirements within the specified time frame. Upon successful completion of the requirements within the specified time frame, the “I” grade will be changed to reflect a passing grade. A failure will result if the contract is not fulfilled on time and as specified.

Compulsory Withdrawal Grade

<http://camosun.ca/about/policies-academic/e-1-programming-&-instruction/e-1.5.pdf>

COMMUNICATION/CONFLICT RESOLUTION

If a student has an issue of concern:

- Step 1 Clearly identify the issue
- Step 2 Gather the facts
- Step 3 Plan what you want to say (Perhaps have an example in mind)
- Step 4 Create an opportunity to discuss the issue privately with the individual involved. Do this at a time when you are emotionally in control.
- Step 5 During the meeting:
 - use normal, neutral conversational tones
 - discuss the facts and check your assumptions
 - use “I” statements
 - be specific, straightforward, descriptive and direct
 - focus on the issue and not the person involved
 - attempt to understand the other’s perspective

If the issue involves a faculty or staff member, the student is encouraged to meet with the individual and attempt to resolve the problem. Students may choose to seek assistance from a counselor or the College Ombudsman, available through Camosun College, to discuss their concerns first. The student may also choose to discuss the issue with the Program Leader.

- Step 6 If the issue cannot be resolved through the above channels students may arrange an appointment with the Program Chair.
- Step 7 If the issue is still of concern to the student, an appointment can be arranged with the Associate Dean or Dean of Health and Human Services, although it is hoped that issues can be resolved at the program or department level if possible.

Please remember that Camosun College has the following services available to students:

- COUNSELLING SERVICES
- COLLEGE SAFETY
- OMBUDSPERSON
- LEARNING SKILLS

More information about these services can be found in the ‘At Your Service’ brochure, on the College website, or in the Calendar.

If the issue is concern about a final grade or any imposed discipline, the Student Appeals Policy can be found on the Camosun College website:

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.4.pdf>

EXAM POLICIES**SUPPLEMENTAL EXAM PROCEDURE**

Supplemental examinations, or assignments will be considered by the department for students who have failed a theory course or the theoretical component of a practice course when:

- a. at least 90% of a passing grade (as defined by the program) has been achieved in the course.
OR
- b. special circumstances (e.g. health, family problems - a physician's note for illness, or a note substantiating the family emergency, will be required) are associated with absence or unsatisfactory performance.

The supplemental will cover material from the entire course, and will not be used to increase the student's final grade above a passing grade.

TESTING PROCEDURES**1. Written Test and Examination Procedures:**

It is expected that the student will:

- a) Write tests and examinations at the scheduled time and place.
- b) Remove everything from the table, except items required to complete the test/exam.
- c) Write final answers in ink unless the instructor specifies using pencil.
- d) Not communicate with any other student.
- e) Not bring any electronic devices into the classroom.
- f) Not leave the room once the test/exam is in progress.

Once the examination paper is handed in, it will not be returned (during the examination).

A student caught cheating will be dealt with according to the College Student Conduct Policy.

Once the grades are distributed, test or exam papers may be viewed or discussed with the instructor at a pre-appointed time.

2. Late arrivals for Scheduled Tests

Students arriving late for written or laboratory testing are disruptive to their peers and the instructor.

No student will be allowed into the testing or laboratory room after 10 minutes has elapsed from the testing start time and will therefore forfeit his or her opportunity for testing. Likewise, no student may leave the room until 30 minutes after the test has commenced.

Students arriving late will not be granted extra time to write the test or to complete the laboratory evaluation.

3. Missed Tests/Quizzes/Exams and Laboratory Competency/Case Study/Skill Checks

Dates and times are set for written and laboratory competency testing. Students are informed of the dates and times at the beginning of the course and are expected to organize their schedules accordingly.

If a student is absent from a written or laboratory test for reasonable cause (e.g. illness, family emergency, etc.), the student may be allowed a make-up test on the first day s/he returns to the program (please check your program's policy). A physician's note for illness, or a note substantiating the family emergency, will be required prior to arranging the make-up testing.

Students are expected to notify the department secretary or course instructor **BEFORE** the scheduled written or laboratory testing session if they are unable to be present for the test. Failure to notify the department secretary or instructor, will forfeit the student's opportunity for a make-up written or laboratory test.

ACADEMIC INTEGRITY

The School of HHS is committed to competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty.

PLAGIARISM: DEFINITION AND CONSEQUENCES

Representing the work of others as your own is plagiarism. Quote and cite sources in a way that gives proper credit and avoids plagiarism. When in doubt about how to acknowledge a source, consult your instructor. Plagiarism includes, but is not limited to, the following:

1. Submitting an entire assignment (e.g., paragraph, essay, report, lab report, technical drawing, exam, etc.) written by someone else. This is plagiarism even if you make revisions to the original work.
2. Submitting an assignment in which you have copied or cut and pasted one or more passages from one or more other works or an internet site without enclosing those passages in quotation marks *and* providing clear, correct citations for those passages.
3. Submitting an assignment in which you take one or more ideas from another work(s) without citing them, even when you reword or put those ideas in your own words (that is, paraphrasing them). You *must* provide clear, correct citations for theories, arguments, facts, stories, or other information that you did not come up with on your own.
4. Submitting an assignment that an editor or tutor, whether amateur or professional, has partially or entirely rewritten for you. A tutor is not a copy editor. A tutor's role is to explain general principles of writing, grammar, syntax, punctuation, and spelling.
5. Submitting a group project which contains plagiarism. It is the responsibility of all members of the group to monitor the progress of the work to ensure that plagiarism does not occur.

Consequences for Plagiarism

Camosun College's Student Conduct Policy covers both academic honesty and student behaviour. Note that the consequences for Plagiarism are those listed under Academic Dishonesty within the policy.