



STUDENT HANDBOOK

Certificate in Adult Education (CAE)

and

**Bachelor of Education,
Human Resource Development
B.Ed. (HRD)**

**University of Prince Edward Island
and
Holland College**

April 2011

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Purpose of Handbook

The purpose of this handbook is to ensure that the pathways for the CAE and B.Ed. (HRD) are clearly laid out for the applicant. In many ways, students can individualize their program of study and can make their own decisions about courses and time frames. Therefore, this document consists of important background information, as well as forms and information that will assist in your planning.

Some of the students in the program are working towards their Career and Technical Education (CTE) certification, that is recognized by the Registrar of the PEI Department of Education and Early Childhood Development (DEECD). CTE teachers with an occupational/vocational/technical specialization recognized by the Minister of Education may be qualified to teach in a technical education teaching position. Throughout this document you will see reference to CTE teachers. As these teachers are employed by the school boards, they must follow departmental regulations.

At the end of this document, key regulations from Holland College, UPEI, and DEECD (for CTE teachers) are included. These are important to read so that you can understand your obligations and the institution's responsibilities. If you have any questions, please contact the coordinator at Holland College or UPEI. If a CTE teacher needs clarification about their licensure, they should contact Nancy DesRosiers, Registrar for DEECD, at 902-438-4130 or registrar@edu.pe.ca.

Background Information

Teacher education on Prince Edward Island has long been served by two institutions, each with a different energy and focus. The Faculty of Education at the University of Prince Edward Island has, since 1967, provided teachers with the training to teach academic subjects in the public school system.

In 1996, the Faculty of Education, UPEI established a Diploma in Adult Education, which consisted of ten courses designed specifically for adults working in a variety of adult education situations including post-secondary institutions, community learning centers and government agencies.

Since 1971, Holland College has provided teacher education for vocational and occupational teachers in P.E.I. working at both the college and the secondary public school levels.

Recognizing the need to develop more highly trained adult educators, Holland College partnered with the University of New Brunswick in 2002 to offer UNB's Certificate in Adult Education (CAE) in P.E.I.

Partnership Between Holland College and UPEI

In 2006, a partnership was developed between the Faculty of Education, UPEI and Holland College. The mandate allowed these two institutions to offer a joint, part-time, Certificate in Adult Education(CAE), and a joint Bachelor of Education in Human Resource Development, B.Ed. (HRD).

Human Resource Development is the term which is currently used to encompass the wide range of areas in which adults are receiving training and education. Students enrolled in this program may be teaching, leading, organizing, devising programs or materials for adults in: career and technical education areas in secondary schools; instructors in community college or other post-secondary institutions; or human resource professionals or educators in volunteer agencies, business, government, community-based organizations, and any other adult setting.

UPEI and Holland College have welcomed the students who had been involved in the UNB/Holland College partnership, "grandfathering" them into the new program. These cohorts have been given ten years to transfer their credits over to UPEI/Holland College.

UPEI and Holland College also welcomed many new students who are actively seeking teacher training in the adult education field.

Holland College and UPEI each bring a variety of strengths to the CAE and B.Ed.(HRD) to meet the needs of future adult educators.

Participants in the Joint CAE and B.Ed. (HRD)

By offering a “joint” program, the adult educators-in-training are able to take courses on a part-time basis, as many of these students are employed full-time. They may study at one institution, or, take courses at both UPEI and Holland College, each term. The certificate and the degree allow students to progress at their own pace, and on an individualized basis.

The adults participating in these programs are interested in teaching other adults in a variety of situations. These students may be:

- community college and other post-secondary instructors
- career and technical education (CTE) teachers, licensed by the Department of Education and Early Childhood Development (DEECD), teaching in career and technical education areas in the public school system
- adults who are planning to teach, and have vocational, occupational, or technological background, or related work and educational experience
- human resource professionals who teach or design programs and activities in business, government, community or volunteer agencies, or other adult groups
- adults interested in teaching in programs such as GED and language instruction programs for newcomers. (Candidates interested in teaching in any of these areas should check with prospective employers in advance of enrolling in CAE and B.Ed. (HRD) programs. Various employers have different criteria for credentials required to teach in their schools. It is the student’s responsibility to verify credentials required with employers.)



Career and technical education (CTE) instructors are teachers in the public school system who were formerly known as “trades” teachers. The Department of Education and Early Childhood Development will allow CTE teachers to teach in the school system only if he/she has been approved by the Registrar at DEECD. Completion of the CAE is the initial step for their CTE certification.

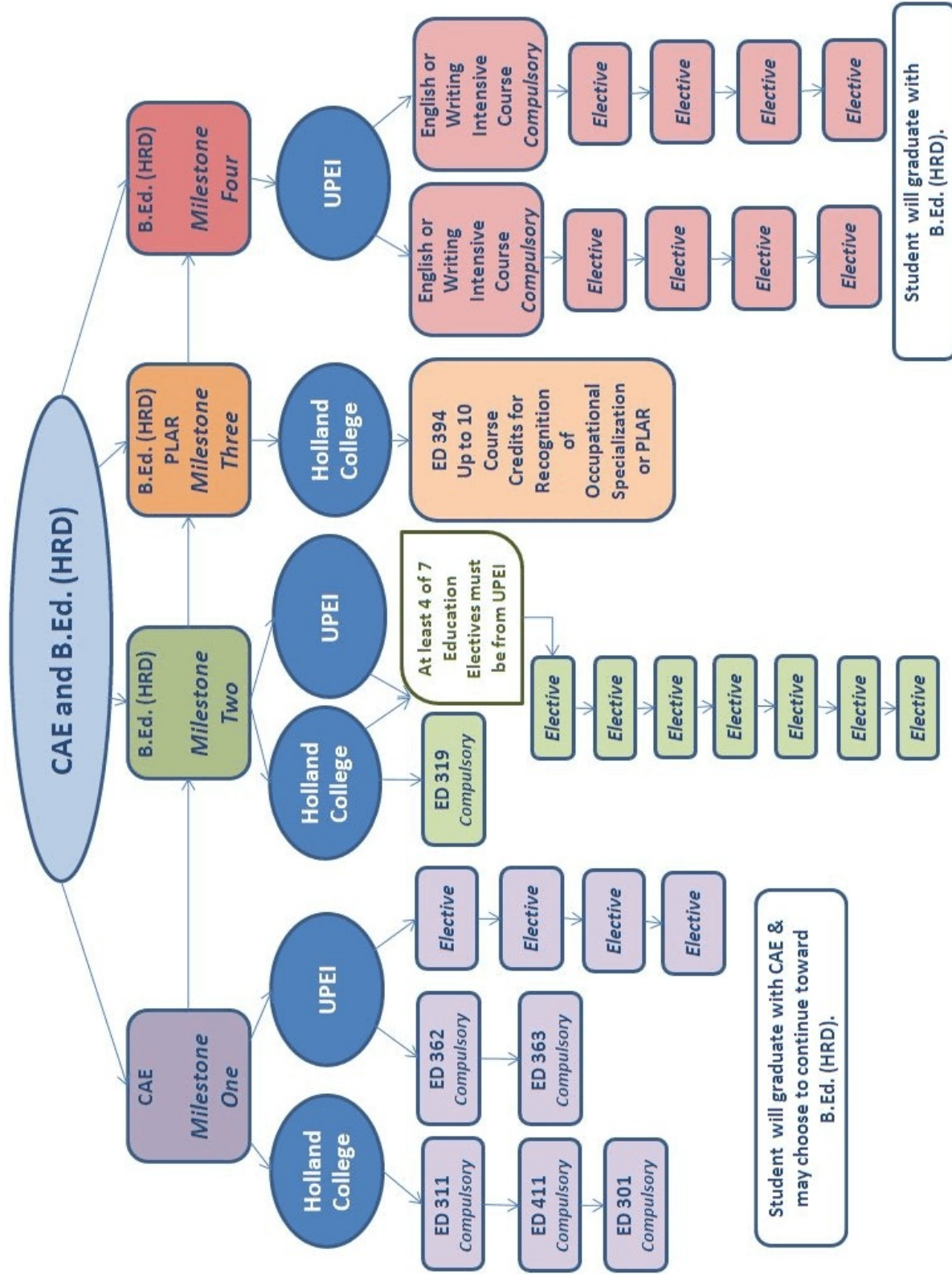
Milestones

As the courses are offered on a part-time basis and the students are all adult, mature learners, the participants may enrol in courses, and move through the certificate or degree at their own pace. To recognize the various levels of achievement throughout the program, the participants meet various **MILESTONES**. Each Milestone has a certain number of courses (both compulsory and elective), and a distinct field of knowledge.

The CAE is the first level of achievement or Milestone One. Upon completion of the CAE, students will graduate, and some will continue toward a B.Ed.(HRD); for other students the CAE may be the qualification that they need.

For the B.Ed.(HRD), there are three additional Milestones after the CAE.

The diagram on the next page provides a visual overview each of the four Milestones, and in the rest of the document each stage of learning or Milestone is explained in detail.




unofficial way to keep track of your CAE and B.Ed (HRD) Journey

MILESTONE ONE - CAE

COURSE	INSTITUTION	YEAR & SEMESTER	MARK
ED 311	Holland College - <i>compulsory</i>		
ED 411	Holland College - <i>compulsory</i>		
ED 301	Holland College - <i>compulsory</i>		
ED 362	UPEI - <i>compulsory</i>		
ED 363	UPEI - <i>compulsory</i>		
ED Elective: _____	UPEI		
ED Elective: _____	UPEI		
ED Elective: _____	UPEI		
ED Elective: _____	UPEI		

Did I apply to graduate with my CAE by October 31st? _____
 (see [page 41](#) for instructions on applying to graduate with a CAE)




After Milestone 1, CTE students may qualify for a Career and Technical Education Bridging Certificate I or II.

MILESTONE TWO - B.Ed. (HRD)

(*NOTE: A minimum of 4 of the seven elective education courses must be from UPEI)

COURSE	*INSTITUTION	YEAR & SEMESTER	MARK
ED 319	Holland College - <i>compulsory</i>		
ED Elective: _____	UPEI or Holland College		
ED Elective: _____	UPEI or Holland College		
ED Elective: _____	UPEI or Holland College		
ED Elective: _____	UPEI or Holland College		
ED Elective: _____	UPEI or Holland College		
ED Elective: _____	UPEI or Holland College		
ED Elective: _____	UPEI or Holland College		



After Milestone 2, CTE students may qualify for a Career and Technical Education Bridging Certificate II or III.

MILESTONE THREE - B.Ed. (HRD)

COURSE	INSTITUTION	YEAR & SEMESTER	MARK
ED394 - Occupational Specialization	Granted by Holland College - <i>compulsory</i>		


MILESTONE FOUR - B.Ed. (HRD)

(*NOTE: These elective courses can be taken from the Arts, Science or Business faculties)

*COURSE	INSTITUTION	YEAR & SEMESTER	MARK
English/Writing: _____	UPEI - <i>compulsory</i>		
English/Writing: _____	UPEI - <i>compulsory</i>		
Elective: _____	UPEI		
Elective: _____	UPEI		
Elective: _____	UPEI		
Elective: _____	UPEI		
Elective: _____	UPEI		
Elective: _____	UPEI		
Elective: _____	UPEI		
Elective: _____	UPEI		

Did I apply to graduate with my B.Ed. (HRD) by October 31st? _____

[see [page 41](#) and [page 49](#) for instructions on applying to graduate with a B.Ed. (HRD)]



After Milestone 4, CTE students may qualify for a Career and Technical Education Teaching Certificate III or IV.

Vision for our Graduates

There is a recognition that the students in the CAE and B.Ed.(HRD) are diverse and will pursue a variety a career goals. It is the expectation from Holland College and the Faculty of Education at UPEI that graduating students, as instructors of adults will:

- understand the **nature and needs of the adult learner**, demonstrating this by:
 - creating and teaching lesson plans that facilitate student learning
 - creating a stimulating and safe learning environment
 - applying current and relevant theories of learning and curriculum design to their teaching
- understand the **need to develop a culture of learning** by providing an educational or workplace environment that honours diversity and respect, demonstrating this by:
 - providing equity for all individuals in the classroom or workplace
 - utilizing fair, inclusive, and impartial teaching practices
 - identifying and understanding one's own and others' learning styles
 - recognizing that students from other cultures, or those speaking languages other than English may have cultural and linguistic differences or challenges
 - developing knowledge about adults with a variety of special needs and challenges
 - creating assignments, lesson plans that allow all students to learn
 - selecting and use the teaching strategies appropriate to the learning activity and learners involved
- understand **fair, impartial, and appropriate evaluation processes**, demonstrating this by:
 - assessing student work using a wide variety of learning assessment techniques and selecting those appropriate to the task, learning, and individual
 - communicating honestly and providing specific, constructive feedback
 - evaluating the effectiveness of one's own teaching
 - allowing students to reflect upon and evaluate their own learning
- understand the **various technologies** available for teaching and learning, demonstrating this by:
 - assessing the various print and non-print technologies available at both institutions
 - using appropriate technology in a new context
 - supporting learners as they adapt and develop expertise in the new technologies

As well, students will continue to develop the following skills:

- **communication** - the ability to communicate (speak, listen, write) clearly, concisely, and effectively
- **problem-solving** - the ability to make effective choices when faced with alternatives
- **creative thinking** - the ability to use different modes of thought to generate new ideas
- **teamwork** - the ability to work co-operatively with a variety of individuals
- **negotiation** - the ability to work with other individuals to resolve work-related conflict
- **self-management** - the ability to set and achieve personal performance goals
- **leadership** - the ability to guide others in the completion of tasks.

Admission Requirements and Procedures

ADMISSION REQUIREMENTS

The general admission requirements are any of the following:

- a combination of five years of education or related work experience in a specialized vocational, occupational or technological area. This is confirmed by the Coordinator at Holland College.

Some examples of work related experience may include:

- ▶ working in the trades/ technological fields, e.g. automotive technician, plumbing, other human resources areas
- ▶ providing professional development in a training capacity
- ▶ educating or training adults in business, industry, government, volunteer or community-based organizations, or post-secondary institutions

Some examples of the education requirement may include:

- ▶ formal learning
- ▶ on-the-job training
- ▶ industry training
- ▶ self-study

- a career and technical education (CTE) letter of authority issued by the P.E.I. Department of Education and Early Childhood Development
- experience training or teaching adults in government, business, industry, volunteer or community agencies or other adult settings

People who have graduated with a Human Resource Management Certificate may receive credit for some courses upon consultation with the program coordinators.

Please note: Persons without the above requirements may be considered on an individual basis. Any individual who has been issued a CTE letter of authority by the PEI Department of Education and Early Childhood Development will be given special consideration for admission.

PROCEDURES FOR ADMISSION, APPLICATION and REGISTRATION

Candidates interested in applying to the program must first meet with the Coordinator at Holland College for an admissions interview to establish their suitability for program admission. Once suitability is established, the candidate must complete two application forms. The Coordinator at Holland College will forward one application to the Registrar at Holland College and the other to the Coordinator at UPEI.

Holland College

A one-time only \$40 application fee is required for non-Holland College applicants, payable to the Registrar of Holland College.

Accepted candidates will receive an acceptance letter containing their student ID from Holland College. They will require this number when registering for courses. Holland College students can register for courses over the phone, by e-mail, or in person. Once a student has registered in a course they will be sent a registration confirmation by mail, which contains a user name and password. Do not lose this information as it will be required to access technological resources.

UPEI

Upon receipt of your UPEI application from the Coordinator at Holland College, you will be sent a letter from the Registrar's Office at UPEI. This letter will contain a UPEI student identification number (ID) and PIN which allows you to register and pay for all UPEI courses online, check your degree audit, and access UPEI resources.

If a candidate has taken courses at **any** other university, the applicant must have the official transcripts from that university forwarded directly to the Registrar's Office at UPEI. This is the candidate's responsibility as no one else is permitted to ask for this personal information.

As CAE courses are offered each semester, students may begin courses in September, January, or in the spring/summer inter-sessions.

Important Basic Information

Prior to each term, students will be notified by email from the Program Coordinator at UPEI which compulsory and elective education courses will be given, which institution (Holland College or UPEI) is responsible for the course, and the tuition.

Students must assume the responsibility for registering and paying for the courses at the correct institution on time.

For complete information about the registration process, fee structure, refunds, and dates for discontinuing or changing courses, individuals should check the websites at www.upei.ca or www.hollandcollege.com

COURSE REGISTRATION

- Students are expected to register for the courses prior to the first class, at the institution which is offering the course. **Each institution has a set date by which students must pay the course fee in full.** If course fees are not paid, you **will not** receive credit for course work. As well, de-registration and late fees will apply.
- Students must follow the procedures to register at each institution as outlined below.

HOLLAND COLLEGE

Course Registration:

- registration deadline is five working days prior to the listed course date, providing seats are still available
- course registration is on a first come, first served basis.

Tuition Payment

- Tuition fees may be paid in cash or by debit card, cheque, or money order.
- The above methods of payment can be made in-person or by mail or fax (902-629-4239)
- if students do not wish to provide social insurance number via email, they may contact the office either in-person or by telephone

UPEI

Course Registration

- course registration is on a first-come, first-served basis

Tuition Payment

IN PERSON

- students may pay tuition in person to Accounting in the Kelley Building, UPEI
- tuition may be paid by online banking, telephone banking, wire transfer, direct transfer of funds, cash, Interac, cheque, money order, or Student Loan Certificate of Eligibility.

ONLINE

- if the student has admission status (ie, hs received a letter from the Registrar's Office with an ID and PIN), he/she may go to www.upei.ca and click campus log-in
- from the Menu, student may select one of the following and then follow the prompts:
 - tuition deposit payment
 - register (first, or second, or intersession) semester
- payment may be made by interact. If interact is used the students will record the following: UPEI will be listed as the payee; and the account number will be written as the letter s followed by the student ID number (this is an alpha-numeric ID with the S followed by 4 - 6 characters; ex. S123456).

BY TELEPHONE

- Contact your bank to ensure you are set up for online/telephone banking if you are not currently using the service
- Add "University of PEI" as a payee on your payment profile (note: we recommend typing "University" in the search box and choosing from the list that appears)
- Use your Student ID Number with an S (for student) in front of it as your account number (this is an alpha-numeric ID with the S followed by 4 - 6 characters; ex. S123456)
- Enter the amount to be paid and the date on which you would like to pay
- Complete the transaction.

FEE STRUCTURE

- Students are required to pay the institution that is offering the course. Course fees are the standard fee at each institution. Additional student fees or registration fees may apply. Students should check with each institution regarding fees.

REFUNDS

- Full refunds will be issued if a course is cancelled by the institution. Each institution has restrictions on the time limits for refunds.
- UPEI sets dates by which students may receive a full refund, 60% refund, or 40% refund. The exact dates are sent out to students by email from the UPEI Coordinator, but it is the student's responsibility to check the UPEI website or the UPEI Calendar.
- Holland College will give a full refund less a \$20 processing fee if a student cancels before the first class. No refund will be issued after the commencement of the course unless a replacement can be found for that particular course. If a replacement can be found, the student will receive a full refund less a \$20 processing fee, and the T2202A forms may be withheld.

LATE FEES

- If students have not paid course fees, marks for the course are withheld. The student may not register for another course until the account is paid in full.

ATTENDANCE AT CLASS

- As this is a professional program and courses are compressed to meet the needs of the adult learner, attendance is mandatory. If absence is necessary, it is a professional requirement for the student to notify the instructor, and the student is responsible to make up any work missed. It is up to the discretion of the instructor to determine the amount of time absent before credit for the course is lost.

EXTENSIONS

- Depending on the individual instructor's discretion, extensions can be given for personal or medical reasons.

MARKS

- Students will receive a numerical grade as a mark for each course.
- If the student has not completed the course work and the instructor has given an extension, the student will receive an INCOMPLETE on the transcript. The INC will revert to a grade if the work is completed according to the schedule provided. (See UPEI regulation 10e).
- If the student discontinues or withdraws, the student will receive a DISC on the transcript.
- If the student does not formally withdraw and does not complete/pass assignments, the student will receive a Fail on the transcript.

Milestone One

Certificate in Adult Education (CAE)

AIM:

The aim of the CAE is to provide students with the skills and strategies needed to become effective teachers in the adult education field.

PROGRAM DESCRIPTION:

Courses offered include ones that:

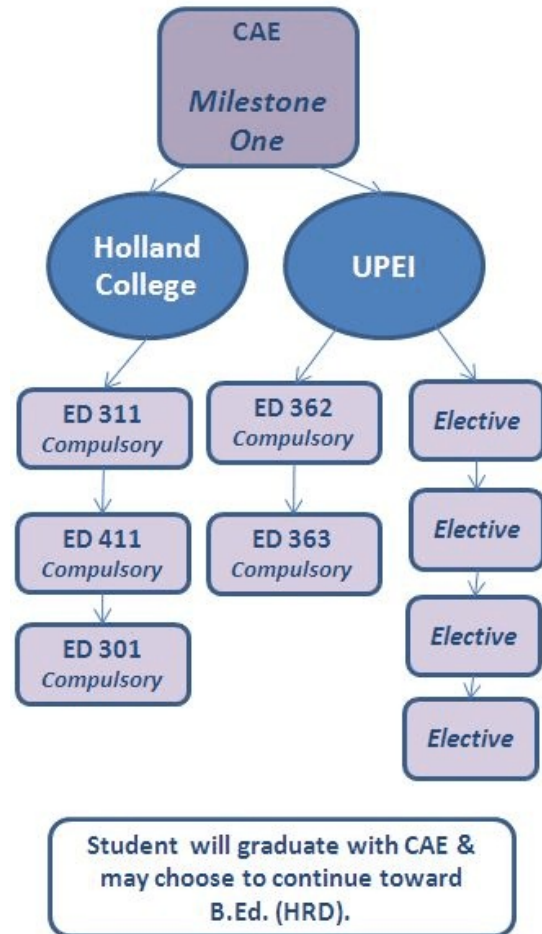
- are specific to communication, teaching strategies and methodologies
- provide an understanding of the adult education field and needs of adult learners
- provide teaching experience in a supervised practicum or field placement.

PROGRAM OUTLINE:

Students will complete:

- 3 compulsory courses from Holland College,
- 2 compulsory courses from UPEI
- 4 elective courses from UPEI.

Holland College courses are offered over 2 terms (6 semester hour courses); and UPEI's courses are offered over 1 term (3 semester hour courses).



After Milestone 1, CTE students may qualify for a Career and Technical Education Bridging Certificate I or II.

PRACTICUM (ED301)

The practice teaching component of the CAE is called the Practicum and is coordinated by Holland College. Students will meet individually and in group seminars with the Coordinator. The Coordinator will observe the applicant several times over the year while he/she is teaching and offer constructive feedback. If an applicant is not currently in a teaching-related field, by consulting with the Coordinator, field placement will be found.



ALL CTE teachers will be observed in their school career and technical education classrooms. Applicants must provide the Coordinator at UPEI with a copy of their criminal record check. Additionally, if the student was born after 1974, they must have a recent booster for the Measles, Mumps, Rubella (MMR) vaccine. If a booster is needed, an appointment can be made with Public Health. If you have any concerns regarding the MMR vaccination, please consult your doctor

All practicum information will be forwarded by the Coordinator to the school principal and the CTE teacher's evaluation will be shared with the school principal.

AWARDING THE CERTIFICATE OF ADULT EDUCATION



Upon successful completion of all courses, a Certificate in Adult Education is awarded jointly by the UPEI Faculty of Education and Holland College. In 2011, the Certificate in Adult Education will be recognized at a graduation ceremony at Holland College held in June.

Starting in 2012, the Certificate in Adult Education will be recognized at the UPEI convocation in May of each year. **In addition, the Certificate in Adult Education graduates will also be recognized at the CAE/B.Ed (HRD) annual graduation celebration at Holland College. Candidates who plan to graduate with either the CAE or the B.Ed (HRD) must apply to graduate and notify the UPEI Coordinator of their intention to graduate via email by October 31st of the year prior to graduation. The Candidates must receive an email from the UPEI coordinator by email acknowledging the applicant's intention.**

Milestone One (CAE)
Compulsory
Course Descriptions

The following are the compulsory courses offered by Holland College for the CAE and are offered once per academic year. These three compulsory Holland College courses are six semester hours and are given over two terms.

HOLLAND COLLEGE

***Ed 311 AN INTRODUCTION TO METHODS AND STRATEGIES IN ADULT EDUCATION**

This course examines key topics in applied terms to prepare new instructors for the first year of teaching. Topics include: planning instructional segments; writing objectives; evaluating students, programs and teaching; using and assessing teaching strategies, audio-visual aids and learning resources. Students will participate in micro-teaching activities.

***Ed 411 ADVANCED METHODS AND STRATEGIES IN ADULT EDUCATION: THEORY AND PRACTICE**

Based on students' needs, interest and experience, the theoretical and practical components of teaching strategies are explored in depth. Particular attention is given to the integration of teaching strategies with adult learning models. (Pre-requisite Ed 311)

Ed 301 PRACTICUM IN ADULT EDUCATION

Practical, field based learning based on an individualized learning contract and completed in actual teaching/ learning settings. The intent of the practicum is to help learners participate in the delivery of adult education and develop the teaching, observational, critical and reflective skills required for employment in the adult education field. (Pre-requisite Ed 311)

* For details on Holland College's PLAR policy with respect to ED311 and ED411, please see sections 5.7-5.14 of Quality Procedure E06 at:

https://sam.hollandcollege.com/AngelUploads/Content/Quality_Management_System/_assoc/D009C94D99F54FA09D232080C19CE612/E06.pdf

UPEI

The following are the compulsory courses offered by UPEI for the CAE and are offered once per academic year. These two compulsory UPEI courses are three semester hours and are taught over one term.

Ed 362 COMMUNICATION PRACTICES

This course covers both interpersonal and group communication skills necessary for adult learning. It teaches students to express thoughts and ideas in clear, well-defined terms both orally and in writing. Emphasis is placed on developing skills in active listening, public speaking, and small group facilitation, as well as in understanding the variables that affect human communication. Participants are encouraged to identify their own communication challenges through study, research, presentation, and self-reflection.

Ed 363 THE ADULT LEARNER

This course examines the principles and processes of adult learning. Topics covered include learning styles, personal experiences, social and cultural factors that affect learning, learning in formal and non-formal environments, and the characteristics of adult learners.

*Considering Continuing for Your
Bachelor of Education (Human Resource Development)*

B.Ed. (HRD)?

NOTE:

Successful completion of the B.Ed (HRD) does not guarantee specific teacher licensure or certification.

It is the candidate's responsibility to contact the Registrar at the Department of Education and Early Childhood Development (DEECD), if the applicant has the qualifications required to be awarded a Teaching License in a career and technical education (CTE) content area.

Applicants who want to teach academic subjects in the public school system, grades K-12, should apply for admission to the regular B.Ed program. For regulations regarding career and technical education certification, or for further clarification in advance of participating in this program, please contact the Registrar of DEECD:

Office of the Registrar
Certification and Standards Section
Department of Education and Early Childhood Development
Holman Centre, Suite 101
250 Water Street
Summerside, PE C1A 7N8
Tel: 902-438-4130
Fax: 902-438-4062
Email: registrar@edu.pe.ca
Website: <http://www.gov.pe.ca/go/reg>

WHY CONTINUE THROUGH MILESTONES 2-4?

Building your academic credentials to include a B.Ed (HRD) may further qualify you for some opportunities in the adult education field, and may affect salary levels with some employers. Completion of the B.Ed. (HRD) may qualify candidates for entrance into the Certified Human Resource Professionals (CHRP) program, which will lead to CHRP designation. Completion of the B.Ed (HRD) may also qualify graduates for entrance to graduate level programs.

PROCEDURES FOR ADMISSION, APPLICATION and REGISTRATION FOR B.Ed (HRD)

- Students must successfully complete Milestone One and obtain their Certificate in Adult Education before qualifying for the B.Ed. (HRD) program.
- Applicants must complete the UPEI application form and return it to the Coordinator at UPEI
- Applicants must advise the Coordinator at UPEI in writing that they plan to pursue their B.Ed. (HRD).

AWARDING THE BACHELOR OF EDUCATION (HRD)



- Applicants **must** also log into the UPEI campus login and apply to graduate from the University by October 31 of the year prior to graduation. You will not graduate or receive your degree in the following year without completing this step in the process.
- Candidates who think they will be graduating must notify the UPEI Co-ordinator of their intention to graduate via email, and must receive confirmation from the Co-ordinator that the email was received so that transcripts and marks can be transferred from Holland College and confirmed.
- The degree will be awarded when the Registrar at UPEI has received all official transcripts from Holland College and the student has completed all of the Milestones. It is the student's responsibility to ensure that all official transcripts are sent to the Registrar's office.
- The degree will be awarded from UPEI, at the UPEI convocation in May of the following year. Holland College also celebrates CAE and B.Ed. graduations at an official banquet in June

Milestone Two

Bachelor of Education (Human Resource Development) B.Ed. (HRD)

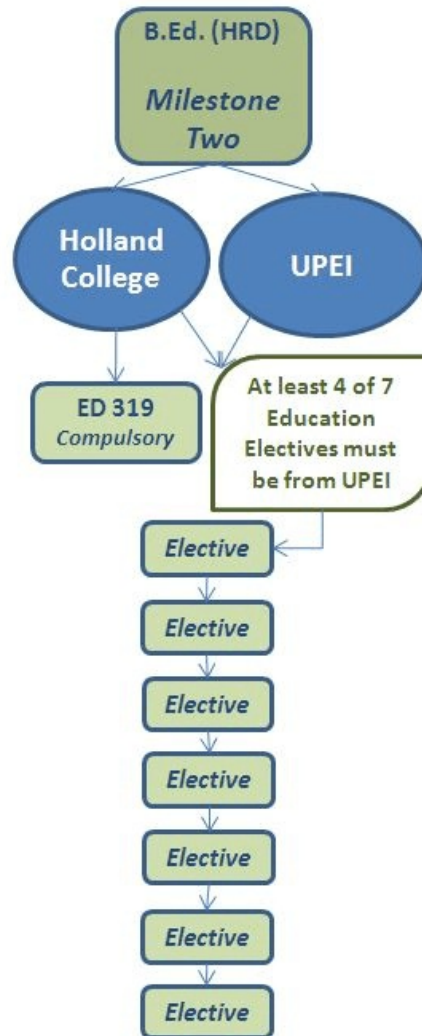
AIM:

The aim of the B.Ed. (HRD) is to provide students with the skills and strategies needed to become effective teachers and leaders in the adult education field.

Human Resource Development encompasses the wide range of areas in which adults are receiving training and education. Students enrolled in this program may be teaching, leading, organizing, devising programs or materials for adults in:

- career and technical education teachers in secondary schools
- instructors in community college or other post-secondary institutions
- human resource professionals or educators in volunteer agencies, business, government, community-based organizations, and any other adult setting.

The B.Ed. (HRD) may qualify candidates for entrance into the Certified Human Resource Professionals (CHRP) program, which will lead to CHRP designation.



After Milestone 2, CTE students may qualify for a Career and Technical Education Bridging Certificate II or III.

MILESTONE TWO: PROGRAM DESCRIPTION

- Milestone Two provides more depth and breadth to the issues related to adult education, adult learning, and the application of the skills and knowledge learned in Milestone One, the CAE.
- Of the 8 courses offered in Milestone 3, 7 are education elective courses. Students must complete a **minimum** of 4 of the 7 education elective courses from UPEI.
- Students **must** complete Ed 319 Preparing for PLAR which is a compulsory course from Holland College.
- Graduates of the Human Resource Management certificate program may qualify for credit of six education courses.

B.Ed. (HRD)
Compulsory
Course Descriptions
Milestone Two

This COMPULSORY course is offered by Holland College.

Ed 319 CAREER AND LEARNING PORTFOLIO DEVELOPMENT

This course is designed to review and clarify a student's learning and career objectives, and to document and demonstrate experiential learning. Learners understand the various purposes of portfolios; know the conventions of developing and professionally presenting a portfolio; and are capable of articulating acquired learning in job descriptions or degree requirements.

NOTE:

- This course may also be taken by individuals wishing to learn more about PLAR and the process of establishing PLAR in an educational program or workplace setting.
- Participants will complete a portfolio by the end of this course. The course instructor will assign a grade based on the completed portfolio and other course requirements.
- This portfolio created in ED319 may be the foundation document used to challenge for the ten courses in ED394 (Occupational Specialization), Milestone III.

Milestone Three

Prior Learning Assessment and Recognition (PLAR) Holland College

PRE-REQUISITE:

Successful completion of ED319 (Preparing for PLAR).

PROCEDURE:

Students must register for ED394 at Holland College as Milestone Three is assessed by Holland College, not UPEI.

AIM:

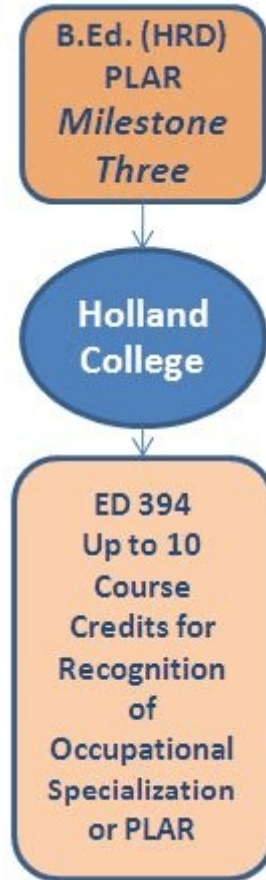
Milestone Three must be completed and assessed by Holland College not UPEI.

The purpose of Milestone Three is to establish recognition of an occupational specialization. During Milestone Three, an assessment panel will review a portfolio to examine and potentially award credit for work, life, and education experiences in the occupational specialization in which the participant intends to teach or seek employment.

This component of the B.Ed (HRD) program identified as Occupational Specialization or PLAR represents the candidate's content expertise.

CREDIT AWARDED:

Holland College can award up to the equivalent of 30 credits for PLAR (equivalent to 10 three semester hour course credits).



PROCESS FOR CHALLENGING UP TO TEN COURSES IN MILESTONE THREE:

1. In ED394 (Occupational Specialization), students will submit a portfolio containing a collection of evidence which will be assessed to establish the participant's occupational specialization. If applicants need any additional criteria for assessment, this will be confirmed by the Manager, Instructional Development.
2. Applicants must register in ED394 at Holland College. The Manager of Instructional Development will contact all registered students with instructions for the process to complete ED394 after they have registered.
3. The process for completing ED394 requires that participants must submit two completed portfolios to the Manager, Instructional Development. The following criteria are required:
 - Each portfolio will contain a "Permission for Information Dissemination" form as instructed in the Ed 319 course. The form is designed to allow Holland College to share sections of a portfolio (ensuring confidentiality) for educational purposes.
 - All portfolios must be submitted by March 31 of the year that the candidate is seeking credit. Unless approved by the Manager, Instructional Development, all portfolios submitted after March 31 will be assessed during the following year.
4. The Manager, Instructional Development, will organize a panel to assess the portfolio. At a minimum, the panel will consist of:
 - Manager, Instructional Development
 - One or more experts from the candidate's occupational specialization
 - PLAR Coordinator from Holland College

The panel will examine and potentially award credit for work, life, and education experiences in the occupational specialization in which the participant intends to teach or seek employment.
5. One portfolio will be returned to the participant and the other will be retained by the B.Ed (HRD) Coordinator(s). Participants will receive an assessment result summary outlining how many of the 30 Occupational Specialization or PLAR credits they have been awarded.
6. Participants have the opportunity to appeal the received assessment in accordance with the College's academic appeals policy.
7. Credits will be awarded on transcripts as Ed 394HC Occupational Specialization.

8. In cases where occupational specialization gaps are identified in the assessment process, Holland College will attempt, but is not obligated, to offer opportunities for participants to fill learning gaps. If gaps are identified, candidates must participate in a PLAR process initiated by contacting the PLAR coordinator at Holland College.

Milestone Four

Academic Credits

UPEI

AIM:

In Milestone Four, students may explore academic courses offered in various faculties at UPEI. Students may choose courses that relate to personal interest or that meet his/her educational plan.

COURSES

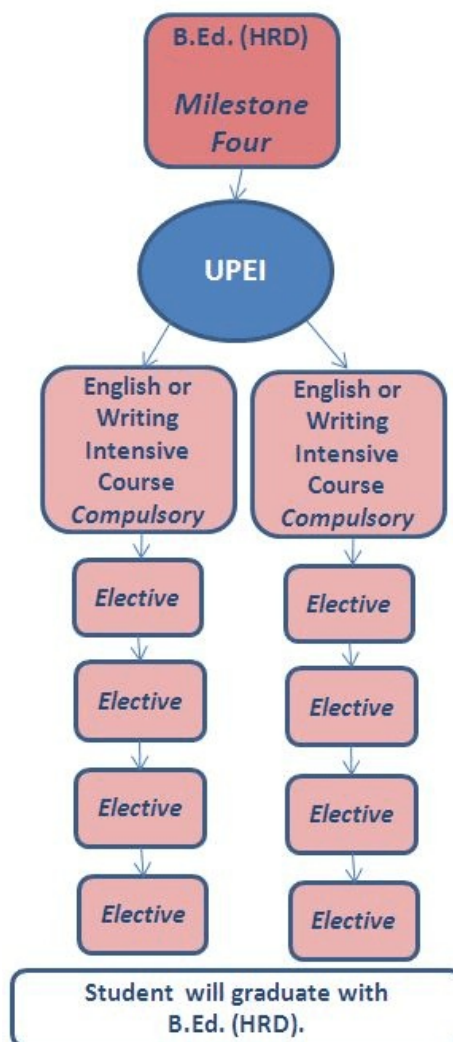
The academic courses listed in any term can be viewed on the timetable at the UPEI website. Course descriptions are available on the Registrar's website.

UPEI has a process for students who wish to receive PLAR for up to two individual courses. Further information is available through the University's Centre for Life Long Learning. <http://lifelonglearning.upei.ca/plar>. Students should contact Karen Dempsey at kdempsey@upei.ca.

CAREER AND TECHNICAL EDUCATION TEACHERS



If a student has a career and technical education certificate from the PEI Department of Education and Early Childhood Development, it is highly recommended that he/she take 6 of 10 elective courses in a "teachable" area, i.e. one that is taught in secondary schools (eg., Math, Science, English, Social Studies, or French).



After Milestone 4, CTE students may qualify for a Career and Technical Education Teaching Certificate III or IV.

MILESTONE FOUR: PROGRAM DESCRIPTION

- **ELECTIVE COURSES**

The elective courses may come from the Arts, Science, or Business faculties, and may be at any level (100 – 400), but students must be aware that prerequisite courses may be required.

These courses are all offered at the UPEI campus and follow the regular UPEI timetable.

- **COMPULSORY COURSES**

For students who were admitted to the program after 2006, 2 English courses are required to graduate with a degree. One of these courses must be an English writing course (eg., ENG 101) plus an additional English course.

OPTION

- Some of the students may be interested in taking education courses offered by the Faculty of Education, UPEI, offered for the “regular” B.Ed. Students.
- If CTE teachers have an academic background in a second teachable subject that is appropriate for the public school system (eg., courses in English, Math, Science, Social Studies or French), they may take methods courses at the secondary level.
- The student must check the UPEI calendar to see what courses are offered and contact the Coordinator at UPEI for permission to register.

Calendar Description of the Elective Education Courses Offered by UPEI

The following are descriptions of the adult education courses that UPEI can offer as elective courses. These can be applied to either Milestone One or Milestone Two. Note that elective courses are not offered every year.

Ed 307 ETHICS FOR ADULT PRACTITIONERS

This course examines professional ethics in the practice of adult education by: exploring the meanings of “professional” and “ethics” in the context of adult education; discussing the ideas and skills that assist adult educators in applying professional ethics to their practice; examining current codes of ethics for adult educators; and, creating individual statements of ethical practice.

Ed 308 INTEGRATING ACTIVITY BASED LEARNING IN ADULT EDUCATION

In this course, learners explore theoretical aspects supporting activity-based learning, reflect on personal teaching frameworks, examine and customize a variety of strategies designed to make learning and training active. Using these foundations, participants expand their teaching repertoires by integrating activity-based learning with active training, team learning, peer teaching and independent learning, and develop lesson plans and units to be used in adult learning environments.

Ed 309 AN INTRODUCTION TO LEARNING IN THE WORKPLACE

Fostering a learning culture at work is a complex process with many competing demands on both workers and those who train and manage them. This course will introduce participants to current issues and trends affecting workplace learning; key theories of learning, learning styles and motivation for learning in relation to the workplace; core competencies associated with workplace learning; the role of informal training programs and informal learning (communities of practice, mentoring etc); and process models for workplace learning. Participants will apply their learning and design a workplace learning program that addresses a key issue and concern in their organization.

Ed 311 INTRODUCTION TO DISTANCE LEARNING

This course provides an orientation to the methodologies and varieties of distance education approaches currently available. Students explore learning technologies related to distance education in the form of e-learning, video conferencing, audio conferencing, etc., and apply them to adult learning contexts.

Ed 312 APPLIED RESEARCH IN POST SECONDARY INSTITUTIONS

In this practical course, students review the fundamental requirements to building a successful applied research group at a post secondary educational institution. Topics covered include: national setting, institutional context, funding, communication,

management, staffing, student involvement, industry partners, and community economic development. As applied research complements the teaching activities at post-secondary institutions, in this course, each student develops and presents an applied research proposal suitable for submission to a funding agency.

Ed 313 ADMINISTRATION OF PROGRAMS IN ADULT EDUCATION

This interactive course explores the current state of adult education in Canada and the statutory framework that largely determines the direction and capacity of the discipline and practice of adult education. Students examine the mandates and variety of provider agencies (adult learning associations, literacy networks, community-based and public education agencies, adult high schools, community colleges). The funding of adult education and the constitutional requirements of governments in Canada are considered. As well, the nature of regional differences and needs (e.g. economic and social development) and how the geography and demography of the Canadian landscape challenges the framework and delivery of adult education are discussed.

Ed 314 SOCIOLOGY OF ADULT EDUCATION

This course examines the social and political structures that have an impact on adult education. Students explore the influence of these structures in shaping public policy on adult education, and discuss their significance for program development and implementation.

Ed 315 CRITICAL THINKING AND WRITING FOR THE ADULT EDUCATOR

In this course, students in the adult education context further refine their communication skills. Students will develop greater proficiency and effectiveness in oral communication. The assignments emphasize the writing process; the clear and correct use of the English language in developing reflective and critical thought; and writing in various genres, including research, professional documents, and correspondence. (This course is recognized as an Intensive Writing course)

Ed 364 ASSESSMENT OF ADULT LEARNING

This course examines general principles, processes, and techniques of assessment and evaluation that meet the needs of the instructors, learners, and stakeholders. New assessment techniques in the psychomotor domain are expected. Students develop practical experience in designing and implementing strategies for identifying learners' needs and assessing learning outcomes in the adult, technological, and/or business sectors.

Ed 365 COUNSELING THE ADULT LEARNER

This course introduces students to the social and emotional development of adult learners, and explores the theoretical principles underlying vocational and personal counseling. It focuses on the development of practical application of counseling methods.

Ed 366 EDUCATIONAL TECHNOLOGY AND THE ADULT LEARNER

This course examines the integration of computers and other technologies into adult technology education curricula and in business and industry sectors. It provides an overview of current computer-based technologies (e.g. various software and presentation programs, Internet, World Wide Web resources, CD-Roms, online communication, Computer Assisted Technology), and the effective use of other multimedia technology (e.g. video and overhead projectors). Students develop animation skills for instructional purposes and learn audio production processes.

Ed 367 ENTREPRENEURIAL EDUCATION

This course introduces adult learners to the principles of entrepreneurial education. Students identify enterprising opportunities, and gain experience in planning and facilitating learning by using specialized software to create enterprising educational ventures.

Ed 368 CURRICULUM DEVELOPMENT

This course focuses on curriculum development beginning with needs identification, content planning and research, leading to lesson design and delivery. Students develop an understanding of provincial outcomes and standards. Students assess learners' needs, set appropriate outcomes, plan methodologies and resources, implement program plans, evaluate learning, and reflect on teaching effectiveness.

Ed 369 ISSUES IN ADULT EDUCATION

This course introduces students to contemporary trends (e.g., societal, economic, political, and social trends), and diversity in the workplace. Also explored is the role of adult educators as change agents in shaping the fields of training, development, and adult education.

Ed 371 INTRODUCTION TO ADULT EDUCATION

This course surveys the theories and historical practice of the adult education movement. It examines the characteristics of adult education in a variety of contexts, with particular emphasis on Canadian and provincial initiatives and challenges. Changing needs across a wide range of institutional settings within the field of adult education are identified and discussed.

Ed 372 FACILITATING LITERACY IN ADULT LEARNERS

In this course, students learn to apply the principles of adult learning and current theory and research to adult literacy settings. The course examines various instructional strategies and techniques that develop language and literacy skills in large or small groups, or in the context of coaching. There is recognition that barriers to literacy learning exist and that educators must understand not only the theory and practice of literacy but also the needs and goals of the individuals in a social learning environment.

Ed 373 SPECIAL NEEDS OF ADULT LEARNERS

In this course, students are introduced to inclusive education and become aware of the issues and characteristics of adults with special needs. The course gives an overview of some common learning difficulties and challenges. It also provides suggestions for teaching strategies to encourage adults to learn from their strengths and increase independence. Of particular interest is the use of assistive technology, self-advocacy, and awareness of services available to adult learners. Also explored are secondary issues related to special needs and adults.

Ed 374 TRANSFORMATIVE LEARNING

This course presents the theoretical foundation of transformative learning and transformational education, with an emphasis on practical application. It encompasses principles of adult learning coupled with teaching practices that establish leader empowerment. The role of a transformative educator is explored as a paradigm and establishes critical self-reflection as an essential component of teaching practice. Students should be prepared to examine their educational beliefs, values, and assumptions, and the impact of those beliefs on teaching practice.

Ed 375 MENTORING THE ADULT LEARNER

This course examines effective methods of mentoring adult students in various contexts. The qualities, techniques, and necessary formal structures in facilitated mentoring relationships are studied using readings, case studies, discussion, presentations, and modelling. Students understand the depth of mentoring adults to the extent that individuals perform the role of mentor or assist others in a structured mentoring program.

Ed 395 SPECIAL TOPICS IN ADULT EDUCATION

Students investigate special topics that have particular reference to the fields of adult education, technological training and development, trades education, and other related areas. Students are expected to explore and research an approved topic of their choice.

Program Contacts

Holland College	
Coordinator (Manager, Instructional Development)	Gerry Seaward gseaward@hollandcollege.com 566-9595
Administrative Assistant	Michelle MacDonald mlmacdonald@hollandcollege.com 566-9570
Registrar's Office	Contact: Mary Burge mfburge@hollandcollege.com 629-4214
UPEI	
Coordinator	Cathy Parsons caparsons@upei.ca 566-0730
Administrative Assistant	Karen-Anne O'Halloran kohalloran@upei.ca 620-5155
Registrar's Office	General Information 566-0439 CAE/B.Ed. (HRD) Contact: Joanne MacKinnon mackinn@upei.ca 894-2880
Accounting Office	CAE/B.Ed. (HRD) Contact: Wade Perry wperry@upei.ca 566-6062

Advisory Committee

An Advisory Committee has been established to oversee the CAE and B.Ed. (HRD). The Committee provides feedback on current workplace initiatives; contributes to policies that affect both institutions; advises on future directions; approves changes within the programs; and monitors student success. This 15 member committee includes representatives from the Faculty of Education, UPEI (3); Holland College (3); PEI Department of Education and Early Childhood Development (2); PEI Department of Advanced Learning (1); Eastern, Western and French School Boards (1 from each); Service Canada (1); and students currently enrolled in the program (2). This committee meets once or twice per year.

- **Gilles Benoit**, Principal, École François-Buote
- **Nancy DesRosiers**, Registrar and International Education Co-ordinator, PEI Dept. Of Education and Early Childhood Development
- **Dr. Tim Goddard**, Dean, Faculty of Education, University of Prince Edward Island
- **Laura Hagen Grant**, Labour Market Information Analyst, Service Canada
- **Ricky Hood**, Superintendent of Education, Eastern School District
- **Ryan Johnston**, Director, Human Resources, Holland College
- **Kathy MacDonald**, Director, English Programs, PEI Dept. Of Education and Early Childhood Development
- **Dr. Ron MacDonald**, Co-ordinator of Undergraduate Programs, Faculty of Education, University of Prince Edward Island
- **Barb MacNutt**, Manager, Literacy Initiatives Secretariat / GED Chief Examiner / Administrator, Private Training Schools, PEI Dept. Of Innovation and Advanced Learning
- **Ray Murphy**, Student Representative
- **Cathy Parsons**, Co-ordinator, CAE & B.Ed. (HRD) Program, University of Prince Edward Island
- **Dr. Audrey Penner**, Director of Adult Education, Learner Supports, and Applied Research, Holland College
- **Jennifer Redmond**, Student Representative
- **Dale Sabeau**, Superintendent, Western School Board
- **Gerry Seaward**, Co-ordinator, CAE & B.Ed. (HRD) Program, Holland College

Frequently Asked Questions

Q: I already have a degree, can I apply these credits?

A: Some people do have degrees, and there are several possibilities that the Registrar's Office at UPEI can consider. Some students may receive credit for courses in Milestone Four, if the courses are approved. Each case is considered on an individual basis, when the student has completed the CAE and is registered in the B.Ed (HRD) program.

Q: I don't have a degree, but I have some university credits. Can I use these credits?

A: You may, depending on the decision made by the Registrar's office, as noted above.

Q: I have a Diploma or Certificate from a community college. Can I use these courses?

A: UPEI does not count community college credits (except those in the CAE and B.Ed (HRD)) as additional credits toward the degree. However, these community college credits may be part of your formal learning in Milestone Three, Prior Learning Assessment and Recognition.

Q: There is a PLAR component of the B.Ed.(HRD). Can I PLAR other courses?

A: Holland College provides an opportunity for students to receive PLAR in Milestone Three. (See page 25-26 of this Handbook for details). ED311 and ED411 of the CAE may also be challenged for PLAR. For details on obtaining PLAR for these courses, contact the Coordinator at Holland College and refer to sections 5.7-5.14 of Holland College's Quality Procedure E06 at:

https://sam.hollandcollege.com/AngelUploads/Content/Quality_Management_System/_assoc/D009C94D99F54FA09D232080C19CE612/E06.pdf

At UPEI, students can only apply for Prior Learning Assessment and Recognition (PLAR) for two individual three semester-hour courses. Karen Dempsey at the Centre for Lifelong Learning will coordinate the PLAR process at the University, with the professors in the other faculties. She can be contacted at kdempsey@upei.ca. The cost for each PLAR course application is half of the regular course fee.

Q: What is the difference between credit hours, semester-hours, and a course?

A: UPEI uses the term “course”. A course is offered during one term and is equal to “three semester-hours”. If a course is offered over two terms it is referred to as a “six semester-hour course”. One course consists of approximately 36 hours. In the CAE program, UPEI offers 6 courses.

Holland College refers to credit hours. A course which lasts one term is equal to 9 credit hours and a course that lasts 2 terms equates to 18 credit hours. In the CAE, Holland College offers 3 courses (ED 311, 411, 301) which last two terms. These courses equate to 18 credit hours each.

e.g. 1 course = 3 semester-hours of credit (UPEI) = 9 credit hours (HC)

2 courses = 6 semester hours of credit (UPEI) = 18 credit hours (HC)

Q: How is the year divided? Do I have to start taking courses in September?

A: The academic year is divided into 4 terms or semesters. Students in the CAE or B.Ed (HRD) may start in any term. The terms are:

- fall (Sept. - Dec)
- winter (Jan. - Apr.)
- spring inter-session (May - June)
- summer inter-session (July - Aug.)

Q: When are the courses offered?

A: The courses are offered on a part-time basis as most of the participants in this program are mature, working adults.

- Some courses are held on 6 Saturdays, from 9-4, throughout a term.
- Some courses are held on 12 evenings, from 6-9, during a term
- In the summer inter-session, there may be two-week summer institutes and classes are held either in the mornings or in the afternoons.
- Some classes are offered in a blended format, which means that students will attend class for face-to-face instruction, and other classes are online.

Q: From which institution will I receive my qualifications?

A: Because these programs are offered and accredited jointly by Holland College and UPEI, the credentials are issued jointly by both institutions. The CAE graduates are recognized in a ceremony at Holland College. Graduates in the B.Ed. (HRD) will have their degree awarded at the UPEI convocation ceremony.

Q: How long will it take to complete the CAE and B.Ed.(HRD)?

A: This is a question for which there is no exact answer. As this is a part-time program, and the students are adults, students tend to take courses as they fit into their lives. Generally, most people will complete the CAE on a part-time basis within approximately 2 to 2 ½ years.

There is no exact answer for the B.Ed.(HRD) either. The length of time needed to complete either program may be individualized; however, all courses should be completed within ten years.

Q: Must students take a course every term?

A: Students may take courses according to their needs, interests, and time: e.g. students may choose not to take courses every term, or they may take one or two courses a term. If students do not take courses for a year, they are considered to be INACTIVE. If a student decides at a later date to become involved in course-work again, he/she must contact the Coordinator at UPEI to have the file re-activated.

Q: I am almost finished my CAE, but it hasn't been awarded yet. Can I continue to take courses in the other Milestones?

A: Yes, but you are strongly advised to confirm this with the Coordinators.

Q: Can I teach in the public school system with the CAE or B.Ed. (HRD) credential?

A: This degree does NOT certify a candidate to teach at any level in the public school system, unless the applicant has received a career and technical education teaching license from the PEI Department of Education and Early Childhood Development. This

license is awarded to individuals who have a technological specialization that is taught in the public school system. It is suggested that you contact the Registrar at the PEI Department of Education and Early Childhood Development before starting the program to determine eligibility.

Q: What is the difference between the B.Ed. (HRD) and the other B.Ed. programs offered at UPEI?

A: The B.Ed. (HRD) is directed toward adult education. The courses in this program specialize in andragogy, which is the study of adult education.

The other B.Ed. programs [B.Ed. and B.Ed. (French Education)] offered at UPEI are directed toward teaching academic subjects in grades 1-12 in the school system. These programs specialize in pedagogy, which is the study of teaching children and adolescents.

Q: Can existing public school career and technical education (CTE) teachers take CAE courses for purposes of advancement on the salary grid?

A: Yes, the courses are considered acceptable. As indicated in the Collective Agreement, each 30 credits (10 courses) equal one step on the grid. Once again, the Registrar at the Department of Education and Early Childhood Development should be consulted for prior approval.

Q: Are course fees tax deductible?

A: Yes, you may claim course fees when you file your income tax.

Q: Why do I have a student number and a PIN?

A: Each institution gives students their own ID and PIN. The ID is used to track you throughout your student career, as there may be two people with the same names.

The UPEI PIN is your private code which allows you to access your student record and degree audit, library resources, and to register and pay for courses .

Q: Do courses require textbooks?

A: Some instructors choose to use textbooks while other instructors choose to use other forms of learning resources. You may be asked to pay an additional photocopying fee. If you are required to purchase a textbook, you will be directed to either the Holland College or UPEI bookstores.

Q: Can I use the libraries and online resources at each institution?

A: Yes, you may use your student number to access the library resources.

Q: Can I access financial aid?

A: Students can access financial aid through the Canada Student Loans Program for Part-time Studies.

Q: What is a degree audit?

A: As soon as you have admission status at UPEI and have enrolled in a class, the university automatically sets up a degree audit. The degree audit shows the courses that you are enrolled in, the marks that you have achieved, whether a course has been transferred from another institution, and when the course was taken. This degree audit is an important record of your studies.

Q: How do I access my degree audit at UPEI?

A: On the UPEI home page (www.upei.ca) click campus log-in. You will need your Student ID and PIN. Click on degree audit. If you have problems accessing this contact Joanne MacKinnon at the Registrar's Office ([see Program Contacts](#), page 34).

Q: I am an employee at Holland College or UPEI. Do I still have to pay for these courses?

A: There are no fees associated with Holland College courses for Holland College employees. However, Holland College employees must pay for UPEI courses. Reimbursement for UPEI courses depends on the Holland College employee contract

status with the College. For clarification, please contact Jane Ford, Holland College Professional Development Coordinator, at 566-9629.

UPEI Employees may be eligible for a tuition waiver for UPEI courses. Employees should consult the Tuition Waiver policy at: http://www.upei.ca/policy/adm/hrd/td_/0001. Employees seeking a Tuition Waiver should discuss their proposed course of study with their immediate supervisor.

Q: How do I apply to graduate with a Certificate in Adult Education?

A: Upon successful completion of all courses, a Certificate in Adult Education is awarded jointly by the UPEI Faculty of Education and Holland College. Starting in 2012, the Certificate in Adult Education will be recognized at the UPEI convocation in May of each year. **In addition, the Certificate in Adult Education graduates will also be recognized at the CAE/B.Ed (HRD) annual graduation celebration at Holland College. Candidates who plan to graduate with either the CAE or the B.Ed (HRD) must apply to graduate and notify the UPEI Coordinator of their intention to graduate via email by October 31st of the year prior to graduation. The Candidates must receive an email from the UPEI coordinator by email acknowledging the applicant's intention.**

Q: How do I apply to graduate with a Bachelor of Education (HRD)?

- A:**
- The degree will be awarded when the Registrar at UPEI has received all official transcripts from Holland College and the student has completed all of the Milestones. It is the student's responsibility to ensure that all official transcripts are sent to the Registrar's office.
 - Candidates who think they will be graduating must notify the UPEI Co-ordinator of their intention to graduate via email, and must receive confirmation from the Co-ordinator that the email was received. Applicants must send this application to graduate by October 31 of the year prior to graduation. The degree will be awarded from UPEI, at the UPEI convocation in May of the following year.

Q: I am a student in the CAE program... Can I substitute?

- A:**
- CAE students interested in substituting in PEI public schools may apply to the Registrar of DEECD for a Temporary Permit for non-certified teachers. To qualify, applicants must have completed an approved one (1) year of post-secondary study plus four (4) years of verified work experience and hold a recognized qualification in a career and technical education area recognized by the Minister. This would include carpentry, welding, automotive and cooking.

UPEI
General Academic Regulations

THE UPEI GENERAL ACADEMIC REGULATIONS form the basis of the student/university relationship. These are available in their entirety on the UPEI website and in the UPEI calendar. It is the student's responsibility to read them.

Note:

- In this booklet some regulations are highlighted, not all regulations are listed, nor are regulations listed in their entirety. Students are encouraged to read this section at http://www.upei.ca/registrar/calendar_toc#academicpolicies

- For students who began their CAE during the partnership between Holland College and UNB, and were "grandfathered" into the UPEI/Holland College agreement, you must contact the UPEI Coordinator for changes in your program.

- Students who began their CAE with the UNB/Holland College partnership have until 2016 to transfer their credits to UPEI.

1. **Requirements for a Degree** (see regulations)
 - a) for a B.Ed (HRD), students will complete 120 semester-hours of credit (40 courses)
 - c) the maximum number of Introductory-level courses – no more than 48 semester-hours of credit (16 courses) may be taken at the introductory (100) level in any degree or diploma.
 - e) candidate for a degree must complete $\frac{1}{2}$ of the required course work at UPEI. Exceptions will be made only with the permission of the Dean.
 - f) In the last 60 semester-hours of work towards a UPEI degree, students will receive credit for no more than 12 semester-hours of study (4 courses) completed at another university; exceptions may be made only with the permission of the Dean.

2. **Time Limit to Complete Degrees** (see regulations)
 - a) Students are strongly urged to complete their degree requirements within 10 years from the date of their first registration

3. **Year of Study** (see regulations)

4. **Enrolment Status** (see regulations)

5. **Course Load**
 - a) Students enrolled in 1-2 courses are considered to be part-time students.
 - b) Students who enroll in 3 or more courses per term are considered full-time students and additional fees will apply.

6. **Course Registration** (see regulations)
 - a) The registration consists of 2 steps:
 - i) pre-registration of course selection
 - ii) payment of fees by the published deadline
 - b) Double-scheduling: students are not permitted to register in two courses that are offered during the same time period or during periods that overlap.
 - c) Course changes: students may make changes to their course selections as follows:
 - i) adding: changes are made online, up to the “last day to register”; after this date, or for any time for classes that are “closed” by the Registrar’s

office, permission of the instructor and Dean is required

- ii) dropping: changes are made online, up to the “last day to register”; after this date, and up to the deadline for discontinuation as published in the calendar, changes must be made in person at the Registrar’s Office.

7. **De-Registration** (see regulations)

Students who have not paid course tuition and other fees by the published deadline will be de-registered and will not be permitted to write final examinations or to register in any subsequent semester. Re-instatement for registration by appeal will be made in exceptional cases only, at the discretion of the Registrar in consultation with the Manager of Accounting.

8. **Letters of Permission** (see regulations)

Students enrolled at UPEI and wishing to take courses at other institutions for credit towards their UPEI degree or diploma are advised that a “Letter of Permission” **must** be obtained from the Registrar’s Office in advance. The Registrar’s Office is responsible for assessing the equivalency of the courses for which permission to register is sought, in consultation with the department and/or Dean as appropriate, and will provide the necessary documentation to the host institution. Students are responsible for requesting transcripts from the host institution to be sent directly to the Registrar’s Office at UPEI on completion of their course(s).

9. **Directed Studies** (see regulations)

10. **Course-Work Evaluation** (see regulations)

- a) **Course outlines/syllabi:** These are distributed by instructors to the class during the first week of each semester, and must include details regarding methods to be used in evaluating student work and the value of each assignment as a percentage of the final course grade.
- b) **Attendance:** Instructors may count student attendance/participation in calculating final standing in a course if noted in the course outline. Professional programs may require 100% attendance. See departmental regulations in the relevant section of the Calendar.
- c) **Passing grade:** The minimum final grade required to earn course credit is 50%. Note: professional programs and some other departments have exam-, course-, and program-specific minimum grade requirements, which supercede this minimum. See departmental regulations in the relevant section of the Calendar.
- d) **Some labs** (see regulations)
- e) **Incomplete courses:** Under exceptional circumstances, students may request temporary “Incomplete” standing in a course for which they have not completed

all requirements. If the instructor approves the request, the department Chair must notify the Registrar that an Incomplete (INC) will be submitted as an interim final grade, and the student will be given up to 3 months to complete the course work [some program requirements, such as DVM, would dictate shorter extension periods]. A request for an extension of up to 6 months must be approved by Dean. Incompletes automatically become F's at the end of the approved extension period, if the work is not completed and a grade submitted. Requests for Incomplete Standing are subject to appeal.

- f) **Course repetition:** (see regulations)
- g) **Access to Examinations and Papers** (see regulation)

11. **Transcript Abbreviations** (see regulation)

DISC - discontinued/withdrawn

F - failed

INC - incomplete (an extension has been approved)

P - passed

TR - transfer credit

12. **Academic Appeals**

In the application of all academic regulations, students shall have access to a fair and just hearing subject to appeal. In every case, it is the student appellant's responsibility to ascertain the time allowed for filing a notice of appeal (see below).

Appeals on Grades

- An informal appeal must first be made to the instructor within four weeks of receipt of the grade. For Professional Programs, see internal policy/procedures which may be more specific than these general regulations and may include different information/requirements. Professional program regulations override this academic regulation in these cases.
- A formal appeal must be made in writing within 1 week of the instructor's decision. This appeal must be submitted to the Chair, who will consult within the department before arriving at a decision. The department will provide the student with a copy of the internal policy/procedure on appeals on receipt of the written submission.
- The Department Chair's decision may be further appealed, in writing, within two weeks of the decision being rendered to the Dean of the Faculty, who shall name a committee to hear the appeal. The Dean will provide the student with a copy of the Faculty's internal policy/procedure on appeals on receipt of the written submission.

Decisions on final course grades may be further appealed, in writing, within one month of being rendered, through the Registrar to the Senate Committee on Student Academic Appeals.

Other Appeals

- Appeals of decisions on academic matters other than grades are to be directed to the Senate Committee on Student Academic Appeals through the Registrar. All decisions of this Committee shall be final unless appeal is made to the Board of Governors in keeping with the terms of the University Act.

13. **Examination Regulations** (see regulations)

14. **Transfer Credits**

Transfer of credit from post-secondary institutions is available to students who have been admitted to the University, under the following conditions:

- a) Students shall receive credit for courses successfully completed at another recognized Canadian university and for which credit is given at that university, under the following conditions:
 - i) Courses must be acceptable in the program to which transfer is being sought either as required courses or as electives.
 - ii) Effective with courses taken in the 1994-95 academic year, grades must be at least 50% or, where the passing grade for the equivalent UPEI course is different than 50%, at least that passing grade. Similarly, students may receive credit for courses completed at universities other than recognized Canadian universities. Requests will be considered on an individual basis.

- b) Students may receive credit for courses successfully completed at a member institution of the Association of Canadian Community Colleges and for which credit is given at that institution, under the following conditions:
 - i) Courses must be acceptable in the program to which transfer is being sought either as required courses or as electives.
 - ii) Grades must be at least 60% or, where the grading system is different than that of UPEI, at least at an equivalent level above the minimum

passing grade.

iii) Transfer will be allowed by the Registrar only on the recommendation of the appropriate Dean.

c) Application of Certain Professional Courses - Normally, professional courses taken at UPEI or other universities may not be applied to other degree programs at UPEI. Nevertheless, within the Faculty of Science and with the approval of both the Department Chair and Dean, certain courses in the DVM program at UPEI and in accredited programs in the health professions at other universities may be accepted for credit toward the baccalaureate degree in Science. Applications for degrees under this Regulation will be considered on a case-by-case basis. Not more than thirty (30) semester hours of professional courses may be so credited.

d) Evaluation of Transcripts - The evaluation of transcripts shall be the responsibility of the Registrar's Office in consultation with the appropriate department and Dean.

e) All courses transferred to UPEI will be noted as "TR" on the transcript with a grade of "P"

15. **Challenge for Credit** (see regulations)

16. **Special Credits** (see regulations)

17. **Academic Standing** (see regulations)

18. **Dean's Honours List** (see regulations)

19. **Degree Standing** (see regulations)

20. **Academic Dishonesty**

As a community of scholars, the University of Prince Edward Island is committed to the principle of academic integrity among all its participants. Academic dishonesty as defined in this Regulation will not be tolerated and, within the constraints of this Regulation and Academic Regulation 12, the University supports instructors in their efforts to deal effectively with cases as they may arise from time to time.

- a) Actions which constitute academic dishonesty are considered an offence within the University and include:
- i) plagiarism, which occurs when: a student submits or presents work of another person in such a manner as to lead the reader to believe that it is the student's original work; self-plagiarism is the submission of work previously submitted for academic credit without prior approval of the professor;
 - ii) cheating on tests or examinations, including giving false reasons for absence;
 - iii) falsifying records or submitting false documents, including falsifying academic records, transcripts or other University documents, or misrepresenting one's credentials;
 - iv) other academic misconduct such as the unauthorized use of recording devices or the unauthorized acquisition of computer software or other copyright material.
- b) When there is reasonable evidence to support an allegation of academic dishonesty, the matter shall be discussed with the student at the earliest opportunity. A written record of the incident and the response of the University will be sent to the student and to the appropriate Chairperson and Dean, and will be placed by the Dean on the student's file in the Office of the Registrar.
- c) One or more of the following sanctions may be imposed, depending on the seriousness of the offence:
- i) the instructor, within his/her authority for assignment of course grades, may impose:
 - 1) a reprimand
 - 2) assignment of a mark of zero or a failure for the piece(s) of work under review;
 - 3) assignment of a grade of "F" in the course in which the offence was committed;
 - 4) suspension of privileges in cases where the offenses have involved misuse and/or abuse of the library, computer or other University Resources;
 - ii) the Dean, in consultation with the Department where appropriate, may recommend to the President suspension or expulsion from the University;
 - iii) the President may impose suspension or expulsion from the University;

- iv) the Senate may withhold or revoke a degree, diploma, or certificate.

- d) The student has the right to appeal through the provisions of Academic Regulation #12

21. **Application to Graduate**

Candidates for degrees, diplomas, and certificates must make formal application to graduate by using their campus login and choosing the option "apply to graduate" which is available in August. The deadline for making such applications is 31 October of the academic year in which students expect to complete their program requirements. It is students' responsibility to monitor their program standing by reviewing their Degree Audit report and degree requirements/regulations on the UPEI website throughout their studies, and well in advance of submitting an application to graduate.

Holland College
Academic
Policies and Regulations

Quality Management System Documents for Students

Please note that only some of the policies and regulations are highlighted within this student handbook. Holland College documents and forms included in this handbook were current at the time of publication. Please check the College's Quality Website for the most current issue. For a complete view of the **Quality Management System Documents for Students**, please visit the link posted below:

https://sam.hollandcollege.com/AngelUploads/Content/Quality_Management_System/_assoc/C9C07B73F9B443B48D6DE3BC1A26EE46/QMS-StudentInfo.pdf

Holland College Code of Conduct for Learners

Each student is asked to carefully read the Code of Conduct and to sign a [Code of Conduct for Learners Agreement Form](#) (see page 65).

Academic Progress, Discipline and Appeals

Honesty and integrity are integral to academic achievement and as preparation for participation in the broader community. Learners are expected to take responsibility for their own academic achievement and to maintain continual progress through their program. Learners will attend their program and complete assignments, projects and any other learning activities on time. Written or other work that a learner submits in a program shall be the product of his/her own efforts. Plagiarism, which means passing off another person's work or ideas as your own is a violation of the Learner Code of Conduct and is one of many offences which can have serious academic and legal consequences.

The President or his or her designate has authority to impose a full range of disciplinary measures and will ensure that all learners who behave in a manner inconsistent with College Policy and Regulation will be subject to disciplinary sanctions commensurate with the seriousness of the infraction.

Discipline will be progressive in nature and may range from verbal warning to dismissal from the College. In extreme situations the College may invoke a higher level of discipline, including but not limited to permanent expulsion, without the intermediate stages.

The College has implemented the Administrative Regulation and Quality Procedures listed below to address student progress and discipline concerns. For more information on these regulation and procedures, please consult the College's Quality Management Website at: www.hollandcollege.com/quality The following regulation and procedures apply:

- Administrative Regulation 50-06-1 (Student Discipline and Appeals)
- Quality Procedure A07 - Academic Progress
- Quality Procedure A09 - Student Misconduct
- Quality Procedure A10 - Student Appeals

Student Attendance

Programs within the College may establish specific attendance requirements for their programs or courses. These attendance requirements may be reflective of the related industry/business.

Attendance requirements will be provided in writing to the student at the start of their program/course.

Students, who do not meet the attendance requirements of a program or who miss five consecutive days or who are consistently late or frequently miss time, may be dismissed from the program. For more information regarding attendance requirements, please check with your instructor/learning manager.

Respectful Learning Environment

Holland College is committed to creating and maintaining a community in which students, faculty, administrators, and staff can work, live and learn together, free from all forms of harassment, exploitation, intimidation and discrimination. The Board of Governors of Holland College has adopted a policy statement regarding equity and diversity which states:

The College believes that every employee, student, or other person associated with College operations, has the right to equal treatment with respect to all services, programs, employment, goods and facilities within the College's jurisdiction, without discrimination and free from harassment. The protected grounds ascribed to by the College are described in the Prince Edward Island Human Rights Act.

This policy is intended to acknowledge diversity and protect the inherent human dignity of all persons. Therefore, the College does not tolerate violations of this Board Policy Statement.

What is Harassment?

Put simply, harassment is any unwelcome behaviour that puts down, insults or offends another person or group.

Some kinds of behaviour are clearly harassment. For example, most people would agree that hugging, kissing or cornering a student or employee, against his or her will is not appropriate behaviour. Calling someone racial nicknames is obviously demeaning.

Other forms of harassment are more difficult to identify. These are subtle acts of discrimination, unequal treatment or withholding of opportunities that may be subtly and often unknowingly built into an organization's formal rules and procedures.

Even in subtle forms, discrimination and harassment create unease and confusion because they

blur the normal boundaries between professional and social roles and personal relationships.

Harassment and discrimination, like other forms of abuse, are usually about power, influence or authority. They are also about a lack of respect and appreciation for members of the College community.

Remember, it is the effect on the victim, not primarily the intention of the offender, which defines a behaviour as harassing or discriminatory. One standard to keep in mind is “behaviour that a reasonable person would find offensive.” Harassment and discrimination affect victims in many ways; some common effects are:

- feeling powerless to stop the situation;
- fear of retaliation;
- self-blame;
- changing programs or employment to avoid contact with an offending person;
- loss of self esteem, self respect and self confidence;
- physical symptoms of stress such as headache and gastrointestinal problems.

What is Discrimination?

Discrimination includes any action that limits an individual’s (or group’s) access to employment, education, training, goods, services, facilities, contracts, accommodation or trade association based on any of the protected grounds set out in the Prince Edward Island Human Rights Act. Discrimination may be intentional or systemic: intentional discrimination may be a single act or a series or pattern of acts; systemic discrimination results from organizational use of policies and procedures which are based on outdated or false assumptions about individuals or groups. Harassment is one form of discrimination.

What Can Be Done?

Holland College has implemented a procedure that permits investigation of complaints regarding all forms of discriminatory and harassing behaviour within the College community. The College’s procedure encourages members of the College community to attempt to resolve these issues as informally as possible. By taking action early and seeking advice and support to resolve an issue, formal proceedings can often be avoided.

Don’t just hope the situation will “go away.” Tell someone. Discuss the issue with a student, staff or faculty member, counsellor or friend to get help in planning an appropriate way to deal with the issue. If appropriate, let the person complained against know; sometimes the

individual is not aware of the effects of his or her behaviour on others. Be clear that you want the behaviour to end. Keep a record of all incidents, meetings, and comments. If informal channels fail to resolve the issue, any person may access the College's formal complaint procedures.

Confidentiality

Holland College understands that it is difficult to come forward with a formal complaint of harassment or discrimination and recognizes a complainant's interest in keeping the matter confidential. To protect the interests of the complainant and the person complained against, all reported information will be kept confidential except where disclosure is required by law, or is absolutely essential for the purposes of follow-up.

Sanctions

Potential sanctions may include: reprimand, warning, probation, suspension, demotion, expulsion, dismissal or termination.

For More Information

The College's regulations and procedures on Equity and Diversity are outlined in Administrative Regulation 40-02-1 and Quality Procedure D03. These documents, and the Harassment/Discrimination Complaint Form (Quality Form 004), are available on the College's Quality Website.

For further information please call:

- Student Services & Athletics: (902) 566-9515
- Human Resources: (902) 566-9680

Other Sources of Information:

- P.E.I. Human Rights Commission Website: <http://www.gov.pe.ca/humanrights/>
Tel: 902-368-4180 • 1-800-237-5031

Access to College

Hours of access for the various centres will be posted in the Classroom. The centres will not open for student and public access on Statutory Holidays (exception - Tourism and Culinary Centre - Please check with your instructors).

A list of Statutory Holidays, etc., for the academic year is available by checking the most current calendar at http://www.hollandcollege.com/current_students/. Students wishing to utilize labs, resource rooms, etc., after 5:00 p.m. and weekends must show their Holland College Student ID to Security. Some areas require chits. Check with your instructor/learning manager as to what is required for your area.

Closing Facilities During Severe Weather Conditions

During severe weather conditions, staff and students should listen to radio stations SPUD FM (102.1 FM), Ocean 100 (100.3 FM), K-Rock 105.5 (105.5 FM), Magic 93 (93.1 FM), CFCY (95.1 FM) and CBC (96.1 FM) to determine the status of the facilities. For the purpose of closing our facilities in times of inclement weather, our centres in the Charlottetown area (exception- Tourism & Culinary (TCC) are considered as a single unit, our centres in the Summerside Area are also considered a single unit. Centres in the Eastern & Western end of the Island, Montague, Souris, Tignish, (exception Georgetown) will follow the decision of the schools in their area.

Announcements will be made as early as possible, normally by 7:00 a.m. Depending on the severity of the conditions, the radio announcement could be:

1. that Holland College Centres in the Summerside or Charlottetown area are **CLOSED** . Under this condition, the centres will remain locked and will not be accessible by students, staff or the general public.
2. that the opening of centres is **DELAYED**. Under this condition, the centres will remained locked and will not be accessible by students, staff or the general public until such time as an announcement has been made to re-open for the remainder of the day.
3. TCC/CIC may announce that classes are **CANCELLED**: TCC/CIC generally has a commissioner on duty; therefore, when classes are cancelled the Centre is still accessible to both staff and students.

When a decision to close College operations is made after the commencement of the normal work day the following shall apply:

1. Employees and students will be notified of the closure through their employing authority or learning manager/instructor as well as through a general e-mail.
2. The Centre(s) will be locked and will not be accessible from outside.
3. Radio announcements will be made to inform the general public and continuing education (night) students that the Centre(s) is closed.
4. The following applies only to those centres that have an assigned designated employee (see Appendix A of Administrative Regulation 30-01-8):
 - When the announcement to close is made before 12 noon, employees and

students currently at the Centre(s) will be given until 5:00 p.m. to make arrangements for travel or an alternative location to wait out the adverse weather.

- When the announcement to close is made after 12 noon, employees and students will have until 5 p.m. or at least two hours after the official announced closing time to make arrangements for travel or an alternative location to wait out the adverse weather.
5. For facilities without a designated employee, employees and students will be given two hours to make arrangements for travel or an alternate location to wait out the adverse weather.

In the event that night courses are cancelled, an announcement will be aired at the opportune time, and where possible, before 5:00 p.m. Students enrolled in weekend classes should check with the course instructor to determine how closures will be communicated.

Emergency Evacuation Procedures

In the event that we need to evacuate the building in emergencies, the following instructions apply:

1. On the sound of the fire alarm bell, promptly leave the building by the designated or nearest exit. All students and staff should become familiar with the location of the designated exit for their area. This is posted in each classroom or area. Your Learning Manager may identify a student gathering area, safely away from the building where a head count may be conducted.

Do not use the elevator.

2. Follow the instructions of local authorities POLICE, FIRE OR COLLEGE OFFICIALS.
3. Do not attempt to re-enter the building until the all clear sign is given.

Weapons on Campus (AR-30-04-3-MEC-D1 Management Directive)

No person, while on property controlled or owned by Holland College (including Residences), shall store or carry a weapon as defined in the Directive. Individuals found in possession of unauthorized weapons on campus will be immediately reported to the police and may be excluded from College property pending an investigation. In the case of a student, an individual may be subject to disciplinary action up to and including expulsion from the College.

For further information please refer to College's Quality Website:
www.hollandcollege.com/quality

Campus Lock-Down

In the rare situation that students, staff and visitors to Holland College find it necessary to secure themselves inside the building, our facilities are capable of entering into lockdown mode. A lockdown is used to ensure the safest possible scenario for many different scenarios (e.g. armed individual(s) making hallways unsafe, etc.). Lockdown drills will occur throughout the school year.

Information surrounding (a) how to implement a lockdown, and (b) what to do in the event of a lockdown are posted throughout our facilities. If you have any questions, or require additional information please ask your Instructor or contact the Facilities Management office.

Library Services

Holland College Library Services offers one-stop shopping for all your information needs. For an overview of our products, services, and hours visit our website at www.hollandcollege.com/library.

We carry a wide range of learning materials in print, multimedia and online (digital) formats. Students can borrow or return items at any one of our four locations: Charlottetown Centre, the Tourism & Culinary Centre, the Aerospace and Industrial Trades Centre and the Atlantic Police Academy (Slemon Park). Students in other campuses should contact library headquarters in Charlottetown Centre (566-9558) or e-mail library@hollandcollege.com for assistance. Our participation in the Islandlibraries group (see <http://islandlibraries.ca>) also means that we have access to the resources of the UPEI and public libraries.

To find out what we have in stock, search our online catalogue (www.hollandcollege.com/library/) or visit our website. Your student card doubles as your library card so please keep it handy when you wish to borrow, renew items, or make requests in the catalogue. To activate your card and barcode, please visit one of the four service points mentioned above or e-mail us. You can also use your Holland College username and password to access library databases from home.

Other services offered through our libraries include help with your assignments and research, instruction in information skills, scanning, photocopying, quiet study space, and loans of some audiovisual equipment. If you can't come in to one of our centres, send us an email, ask us a question via our live chat service, or give us a call.

For more information, drop by for a tour of your local library or e-mail us at library@hollandcollege.com. Our friendly library staff look forward to greeting you!

Tobacco Free

Holland College is pleased to provide a tobacco and smoke free study and work environment for students, faculty, staff and visitors and will not permit the use or sale of any tobacco product, or the smoking of any products on College owned or leased properties.

The S.A.M. (Student Achievement Manager) section of the College website provides students, faculty and staff with a number of resources including information and links to:

- The PEI Cancer Society
- The PEI Lung Association
- CSFPEI, the Council for a Smoke-Free Prince Edward Island
- PETRA, the PEI Tobacco Reduction Alliance
- Health Canada
- Sport, Recreation and Facilities Association and
- Smokers Helpline.

Smoking is the number one preventable cause of illness, disease and death in Canada and the health of our students, faculty and staff is the number one priority for the College. The success of this tobacco-free environment policy will depend on all of us. We look forward to working with everyone to ensure its continued success.

For information on the Tobacco and Smoke Free Environment Policy, please contact Vice President, Corporate Services Grant Canvin at 902-629-4223.

Webadvisor

WebAdvisor is a web-based tool used by students to access unofficial transcripts, update student profiles, check financial status, apply for graduation and printing of T2202A's.

To access WebAdvisor you must use your assigned WebAdvisor Username and Password. Username and Password is located on your proof of registration form you receive from Admissions on registration day. Using your Username and Password you can access WebAdvisor from anywhere you can access the Internet and review your information online.

To get started you need to have access to a computer that is connected to the Internet. Once you are online using Internet Explorer you need to "browse" to the Holland College WebAdvisor webpage. The address is: <https://webadvisor.hollandcollege.com>

Computer Services

Quality Procedure C09:

Student Access to Computing and Networking Resources (Issued May 11, 2010)

Appendix A: Acceptable Use Policy

The Computer Lab Code of Practice governs the use of computers and networks by students at all Holland College locations. As a potential user of the resource, you are responsible for reading, understanding and adhering to this document. Please read this document and complete and sign a copy of the Computer Lab Code of Practice - Student Acceptance Form (Quality Form 100).

Having an Account Setup

- Your network account will be created within five (5) business days of successful registration with the Admission's Office at Holland College.
- You will receive a copy of the Computer Lab Code of Practice Student Acceptance Form (Quality Form 100) from your learning manager/instructor or lab support person to gain access to the College computing resources.
- Students with account problems, (e.g. forgotten passwords), should contact their lab support person. The lab support person will assist the student to reset their password, or will contact Computer Services for further account assistance if required.

Acceptable Use Policy

- Students must read and understand the terms of the "Acceptable Use for Computing Resources at Holland College" regulation AR-30-07-1.

Proper Conduct for Computer Labs

- Food and/or drink is prohibited in labs.
- A respectable level of quiet should be maintained.
- Posted time restrictions/limitations regarding the use of the lab and the computers will be respected.
- The use of College computing resources for recreation and social networking is not allowed, unless for very short periods of time and only if expressly approved by your Learning Manager.
- Only software authorized by Computer Services can be used in the labs.
- Installation of software, except under the direction of lab support staff or an instructor, is forbidden.
- Configuration changes to hardware/software are prohibited.
- College resources should not leave the lab without authorized permission.

- Printing resources are to be used only for program-related activities, and waste should be minimized as much as possible.
- Paper should not be removed from College printers without Learning Manager / Lab support person approval.
- After printing, the printer should be left on-line and ready to use.
- Computer station should be left clean, paperless and with chair pushed in.
- Any computer or peripheral problems should be reported to your Learning Manager or Lab support person so they can be resolved in a timely fashion.

Network and E-Mail

- Users share a common link to the Internet, and users must not engage in high-bandwidth activities when they negatively impact the user experience of other users on the network (i.e. streaming video, large file transfers, etc.).
- Students should be aware of and use standard email etiquette.
- Students should delete old and unwanted emails on a weekly basis.
- Access to the network and email systems cannot be guaranteed at all times.

File Storage Space

- Users may be granted limited file storage space (depending on availability of resources) on College network systems. This space is intended for use related to your program/course activities only.
- Students are responsible for creating backups of any data stored on local storage devices, including and not limited to local hard drives, thumb drives, memory cards, etc. Local hard drives are not backed up by Computer Services and may be wiped without notice.
- Although data stored on College network systems is routinely backed up, the College is not responsible for any losses due to backup, storage, or process failures.
- Students should remove all files and data stored on College network systems prior to their exit from the College. This includes, and is not limited to, all file and email data. Failure to remove this material will result in their removal by the network systems administrator.

Enforcement of the Lab Code of Practice

- As per “Acceptable Use for Computing Resources at Holland College” regulation AR-30-07-1.

General Information

Student Rights and Responsibilities

(Holland College Administrative Regulation 50-01-1)

Students at the College shall have and may exercise their individual rights and freedoms and subject always to the need to respect and protect the rights of other members of the College community. Subject to these qualifications the following rights and freedoms of students are recognized by the College:

1. **Freedom of Speech** - The right to express themselves on any subject without hindrance, but subject always to College Policy, Regulation, Guidelines and Procedures, civil and criminal law, including the laws of defamation;
2. **Freedom to Publish** - The right to publish and distribute their views at College Centres, either personally or through the student press, free from censorship but subject to College Policy, Regulation, Guidelines and Procedures, and the law;
3. **Assembly** - The right to organize and take part in orderly assemblies at College Centres, so long as such assemblies are not contrary to College Policy, Regulations, Guidelines and Procedures rules and regulations;
4. **Organizations** - The rights to form, join and take part in any lawful group or organization subject to College Policy, Regulation, Guidelines and Procedures;
5. **Student Organization** - The right to form, elect and maintain a democratic student organization for the purpose of organizing and administering the proper affairs of students;
6. **Impartial Assessment** - The right to be assessed fairly on academic performance and to be protected against bias, prejudice or capricious assessment by faculty;
7. **Academic Appeal** - The right to request a review of those matters which may affect academic status and/or advancement;
8. **Information** - The right to enquire into and be informed about the reasons for College Policy, Regulation, Guidelines and Procedure; and the right to make representation for changes to such Policy, Regulation, Guidelines and Procedure;
9. **Use of Facilities/Equipment** - So long as College facilities are not required for College purposes and are generally available for use, any recognized student organization may apply for the use of College facilities upon agreement to abide by such uniform Regulation and Procedures as may be laid down, including the payment of fees or expenses;
10. **Freedom From Discrimination and Harassment** - The right to be secure from discrimination and harassment, including sexual harassment. The College prohibits discrimination or harassment based upon any of the following grounds: race, colour, ethnic or national origin, citizenship, religion, creed, gender, sexual orientation, political belief, age, marital status, family status, physical handicap or mental handicap;

11. **Ethical and Professional Educational Environment** - The right to pursue training and skills development in an educational setting which recognizes sound ethical principles and encourages professionalism in its staff;
12. **Privacy of Records** - The right to access their personal academic or non-academic records including the right to request a correction of any personal information believed to be in error or incomplete;
13. **Release of Information** - Student records are considered to be confidential personal information which is not released except in the following circumstances: (a) with the written consent of the student; (b) for the investigative, administrative or statistical purposes of the College and/or the Departments and Agencies of the Government of Prince Edward Island and Canada as required by provincial or federal statute or regulation; and/or (c) for compassionate circumstances to facilitate contact with next of kin;
14. **Privacy of Information** - The right to be free from disclosure of information about their views, beliefs and political association, which faculty or administrators acquire in the course of their work as advisors and counsellors;
15. **Discipline** - The right to have the enforcement of all disciplinary matters follow the Regulations, Guidelines and Procedures provided in the College Policy Documents;
16. **Policies and Procedures** - Policies, Guidelines and Procedures of the College shall be made available to any student upon request. Students are advised that units/programs within the College may have Regulations and Procedures that are specific to their areas. Each student shall be provided with a copy of this statement of Student Rights and the Student Code of Conduct prior to beginning a College program or training;
17. **Complaints and Petition** - The right to make a reasonable complaint or petition to the appropriate authority; and
18. **Academic Information** - The right to obtain in writing and have access to appropriate instructional information such as course outlines, grading/evaluation systems and notice of standing on request.

Holland College
Computer & Network Acceptable Use Policy
Student Acceptance Form
(To be completed by all students who will be using College computers
and/or networking systems.)

Please read the **Computer & Network Acceptable Use Policy and Administrative Regulation 30-07-1 (Acceptable Use for Computing Resources at Holland College)** prior to completing this form.

As a Holland College student requesting computer and/or network access, you must complete this form, and return it to your Learning Manager/Instructor. By signing this form you agree to comply with the terms of the **Computer & Network Acceptable Use Policy (C09)** and **Administrative Regulation 30-07-1 (Acceptable Use for Computing Resources at Holland College)**. All sections must be completed in order for you to be permitted access to College computers and your network. Please return the completed form to your Learning Manager/Instructor/Computer Lab Support Person for processing.

I, _____ (Please Print), have read, understand and agree to comply with the Holland College Computer & Network Acceptable Use Policy (Quality Procedure C09: Appendix A) and Administrative Regulation 30-07-1.

Program Name: _____

Centre: _____

Student ID #: _____

Student Signature: _____

Date: _____

Learning Manager/Instructor/Computer Lab Support Signature

Date

Form to be kept on record by learning manager/instructor for at least one year after the student graduates.

©Holland College, 2010



CODE OF CONDUCT FOR LEARNERS AGREEMENT FORM

(Board Regulation 50-06-1)

This Code of Conduct is designed to provide the minimal standards of personal conduct that the College expects of its learners. The right to attend the College carries with it responsibilities and each learner must adhere to the standards of this Code of Conduct if the learner wishes to remain enrolled at the College.

The following defines the broad parameters within which a rewarding and mutually supportive learning environment can be created and is based on the assumption that most learners in the College already uphold these standards of conduct. If further clarification of these parameters is required, with out limiting the generality of this Code, refer to Operational Guideline 50-06-2 "Code of Conduct for Learners".

1. Learners shall conduct themselves in a conscientious, competent and careful manner and with honesty and integrity at all times. The principles of honesty and integrity are key elements of a learner's attendance at the College and of each Rule in this Code of Conduct.
2. Learners shall familiarize themselves with, and shall at all times adhere to, the policies, rules, regulations, codes, guidelines and procedures of the College and its affiliates which are relevant to them, and the rules and regulations of society in general.
3. Learners shall attend their program and program activities regularly and on time. Learners shall complete assignments, projects and any other learning activities on time.
4. Learners shall ensure that their conduct in the learning environment contributes to a productive learning environment and in no way detracts from or disrupts the learning environment.
5. Learners shall not attempt to divert other program participants in support of any personal, political, religious, or social agenda or to use one program or class as a forum to complain about another program, class or member of the instructional staff.
6. Learners shall not possess or attempt to duplicate any College access key, enter or attempt to enter any closed College facility or remain or attempt to remain within a College facility after closing without proper authorization. Learners shall not block or attempt to block access to or from a College facility or disrupt or attempt to disrupt the scheduled use of any College facility.
7. Learners shall not possess, use, manufacture, consume, furnish or aid in the consumption or furnishing of alcohol, drugs or controlled substances except as expressly permitted by law and in accordance with College policies and regulations. Learners shall not possess or use firearms, explosives (including fireworks), dangerous chemicals or weapons of any kind on College-owned or controlled property.
8. Learners shall demonstrate courtesy, fairness and respect in all their interactions with others, including interactions with other learners, faculty and staff, both inside and outside the learning environment. Disrespectful behaviour, including:
 - using offensive, profane or obscene language;
 - making remarks or engaging in conduct which is racist, sexist, or in any way discriminatory;
 - engaging in behaviours or remarks which could reasonably be interpreted as threatening;
 will not be tolerated.
9. Learners shall refrain from any conduct that may result in the imposition of College sanctions, civil or criminal proceedings, or which is inconsistent with the maintenance of a productive learning environment.
10. Learners shall not use College Computers and/or Networks in any manner inconsistent with any policies, regulations or codes established by the College or its affiliates, including sending or displaying any form of offensive, profane, obscene, harassing or threatening materials.
11. Learners shall not in any manner assist, by act or omission, any other person in violating this Code of Conduct or any other policies, regulations, rules, guidelines or procedures established by the College or its affiliates.

A breach of any provision of this Code of Conduct will be considered to be a disciplinary matter and subject to sanction in accordance with College Quality Procedures.

I, (please print) _____, have read, understand and agree to comply with, the Holland College Code of Conduct for Learners.

Signature of Student

Student ID #

Date

*Certification and Standards Board Policy (CSB 10-03):
Career and Technical Education Teacher's Certificate*

Pursuant to sections 7 and 11 of the *School Act* R.S.P.E.I. 1988, Cap. S-2.1, I hereby approve the following Certification and Standards Board Policy concerning the issuing of a Career and Technical Education Certificate.

1. The Technology Education Certificate will be renamed the **Career and Technical Education Certificate**. All existing Technology Education Certificates will be deemed Career and Technical Education Certificates (CTE) going forward from the date of the signing of this policy.
2. The former Technology Education Certificates shall be maintained as Career and Technical Education (CTE) certificates at the level assigned under previous CSB policy 04-03. All new applications for teacher certification and certification upgrades will be evaluated according to policy number CSB 10-03.
3. The Career and Technical Education certification pathway is an alternate route to teacher certification in a career and technical education area as defined by the Minister and is open solely to individuals who do not already hold an undergraduate degree combined with a bachelor of education degree, or who have not previously been granted a teacher's certificate by the Minister. For certification in areas outside of the defined career and technical education curriculum areas defined by the Minister, the applicant must receive special permission from the Minister.
4. A **Career and Technical Education Bridging Certificate I** may be issued by the Minister upon completion of the application process prescribed by the Office of the Registrar to an applicant who meets the minimum educational and work experience criteria established in this policy and can demonstrate that they possess the following credentials:
 - (a) grade twelve high school diploma or a verified equivalency and
 - (b) a minimum of *one* (1) year technical education and the completion of a program at a recognized post-secondary institution in the career and technical area being authorized and

- (c) a minimum of *four* (4) years work experience in the career and technical area being authorized and
- (d) a recognized occupational certification such as an Interprovincial Red Seal, a Certificate in Engineering Technology or other recognized occupational certification in the career and technical area being authorized as defined by the Minister
- (e) where the minimum technical education and work experience requirements described above will be recognized for *thirty* (30) credit hours of recognized post-secondary education on an applicant's Career and Technical Education teacher's certificate pathway
- (f) where this entry level combination of five years of technical education and work experience may only be counted once in a Career and Technical Education applicant's certification pathway
- (g) where the applicant will be required to work towards a **Career and Technical Education Bridging Certificate I** by completing *thirty-six* (36) credit hours of teacher education, such as the Certificate in Adult Education (CAE) offered jointly by Holland College and the University of Prince Edward Island
- (h) where the **Career and Technical Education Bridging Certificate I** will lead the applicant into a **Career and Technical Education Certificate II** upon completion of an additional *twenty-four* (24) credit hours for a total of *sixty* (60) credit hours of teacher education.
- (i) where a **Career and Technical Education Bridging Certificate I** may be held for three years and may only be renewed two times while the applicant works towards fulfilling the requirements of a Career and Technical Education Certificate II
- (j) where time extensions may be issued at the discretion of the registrar under special or extenuating circumstances

OR

5. **A Career and Technical Education Bridging Certificate II** may be issued by the Minister upon completion of the application process prescribed by the Office of the Registrar to an applicant who meets the minimum educational and work experience criteria established in this policy and can demonstrate that they possess the following credentials:
- (a) grade twelve high school diploma or a verified equivalency and
 - (b) a minimum of *two* (2) years technical education resulting in the completion of a program at a recognized post-secondary institution, in the career and technical area being authorized and
 - (c) a minimum of *four* (4) years work experience in the career and technical area being authorized and
 - (d) a recognized occupational certification such as an Interprovincial Red Seal, a Certificate in Engineering Technology or other recognized occupational certification in the career and technical area being authorized as defined by the Minister
 - (e) where the minimum technical education and work experience requirements described above may be recognized for *sixty* (60) credit hours of recognized post secondary education on an applicant's Career and Technical Education (CTE) teacher's certificate pathway
 - (f) where this entry level combination of *six* years of technical education and work experience may only be counted once in a Career and Technical Education applicant's certification pathway
 - (g) where the applicant will be required to work towards a **Career and Technical Education Bridging Certificate II** by completing *thirty-six* (36) credit hours of teacher education, such as the Certificate in Adult Education (CAE) offered jointly by Holland College and the University of Prince Edward Island
 - (h) where the **Career and Technical Education Bridging Certificate II** will lead the applicant into a **Career and Technical Education Certificate III** upon completion of an additional *twenty-four* (24) credit hours for a total of *sixty* (60) credit hours

of teacher education

- (i) which will result in a minimum total of *ninety-six* (96) credit hours of recognized post-secondary education as outlined in 5(e) and 5(g) above
 - (j) where a **Career and Technical Education Bridging Certificate II** may be held for three years and may only be renewed twice while the applicant works towards the requirements for a **Career and Technical Education Certificate III**
 - (k) where time extensions may be issued at the discretion of the registrar under special or extenuating circumstances
6. The **Career and Technical Education Teacher's Certificate II** may be issued by the Minister upon completion of the application process prescribed by the Office of the Registrar to an applicant who meets the minimum educational and work experience criteria established in this policy and can demonstrate that they possess the following credentials:
- (a) the requirements for the Career and Technical Education Bridging Certificate I totalling *sixty-six* (66) credit hours and
 - (b) an additional *twenty-four* (24) credit hours of approved post-secondary teacher education courses such as those offered through the Bachelor of Education in Human Resource Development degree offered jointly by Holland College and the University of Prince Edward Island or an equivalent recognized teacher education program
 - (c) which will result in a minimum total of *ninety* (90) credit hours of recognized post-secondary education as outlined in 6(a) and 6(b) above
7. The **Career and Technical Education Teacher's Certificate III** may be issued by the Minister upon completion of the application process prescribed by the Office of the Registrar to an applicant who meets the minimum educational and work experience criteria established in this policy and can demonstrate that they possess the following credentials:

- (a) the requirements for the Career and Technical Education Teacher's Certificate II totalling *ninety* (90) credit hours
- (b) an additional *thirty* (30) credit hours of approved post-secondary education course credits leading to the completion of a Bachelor of Education in Human Resource Development offered jointly by Holland College and the University of Prince Edward Island or an equivalent degree from a recognized post-secondary institution
- (c) which will result in a minimum of *one hundred and twenty* (120) credit hours of recognized post-secondary education as outlined in 7(a) and 7(b) above, of which *sixty* (60) credit hours are focused on teacher education

OR

- (d) the requirements of the Career and Technical Education Bridging Certificate II totalling *ninety-six* (96) credit hours
- (e) an additional *twenty-four* (24) credits of approved post-secondary teacher education courses such as those offered through the Bachelor of Education in Human Resource Development degree offered jointly by Holland College and the University of Prince Edward Island or an equivalent recognized teacher education program
- (f) which will result in a minimum of *one hundred and twenty* (120) credit hours of recognized post-secondary education as outlined in 7(d) and 7(e) above, of which *sixty* (60) credit hours are focused on teacher education

8. **A Career and Technical Education Teacher's Certificate IV** may be issued by the Minister upon completion of the application process prescribed by the Office of the Registrar to an applicant who meets the minimum educational and work experience criteria established in this policy and can demonstrate that they possess the following credentials:

- (a) the requirements for a Career and Technical Education Certificate III totalling *one hundred and twenty* (120) credit hours and

- (b) a Bachelor of Education in Human Resource Development offered jointly by Holland College and the University of Prince Edward Island or an equivalent bachelor degree from a recognized post-secondary institution and
- (c) an additional *thirty* (30) semester hours of approved post-secondary education course credits beyond the Bachelor of Education degree and at the nonintroductory level in a subject area related to the PEI school curriculum or in an area related to the teaching profession
- (d) which will result in a minimum total of *one hundred and fifty* (150) credit hours of recognized post-secondary education as outlined in 8(a) and 8©

OR

- (e) the requirements for a Career and Technical Education Certificate III totalling *one hundred and twenty* (120) credit hours and
- (f) a Bachelor of Education in Human Resource Development offered jointly by Holland College and the University of Prince Edward Island or an equivalent bachelor degree from a recognized post-secondary institution and
- (g) an additional *thirty* (30) credit hours of approved post-secondary technical education beyond the introductory level in a career and technical education area authorized as defined by the Minister as long as the total number of recognized technical education credits does not exceed sixty credit hours
- (h) which will result in a minimum total of *one hundred and fifty* (150) credit hours of recognized post-secondary education as outlined in 8(e) and 8(g)

OR

- (i) the requirements of a Career and Technical Education Certificate III totalling *one hundred and twenty* (120) credit hours and
- (j) an additional *thirty* (30) credit hours of approved post-secondary education course credits leading to the completion of a Bachelor of Education in Human

Resource Development offered jointly by Holland College and the University of Prince Edward Island or an equivalent degree from a recognized post-secondary institution

- (k) which will result in a minimum total of *one hundred and fifty* (150) credit hours recognized post-secondary education as outlined in 8(f) and 8(g) above
9. **A Career and Technical Education Teacher's Certificate V** may be issued by the Minister upon completion of the application process prescribed by the Office of the Registrar to an applicant who meets the minimum educational and work experience criteria established in this policy and can demonstrate that they possess the following credentials:
- (a) the requirements for a Career and Technical Education Certificate IV totalling *one hundred and fifty* (150) credit hours and
 - (b) an additional *thirty* (30) credit hours leading to the completion of a masters of education degree at a recognized post-secondary institution and
 - (c) which will result in a minimum of *one hundred and eighty* (180) credit hours of recognized post-secondary education as outlined in 9(a) and 9(b) above
10. Applicants for certification level recognition or for upgrades must provide to the Office of the Registrar the required documentation including proof of completion of post-secondary credits and successful completion of approved course work from recognized universities and community colleges and other programs authorized by the Certification and Standards Board.
11. Additional course work must be undertaken by the applicant for credit to be granted and will not include credits granted by institutions through Prior Learning and Assessment Recognition (PLAR). Previous technical education and work experience are recognized and credited during initial certification.

Dated at Summerside, PE, August 12, 2010

Minister, Douglas Currie

PATHWAY FOR APPLICANTS WITH
TWO FULL YEARS OR MORE OF TECHNICAL EDUCATION

Career and Technical Education Bridging Certificate II (May be held for maximum of 3 school years and may be renewed only twice.)	
<input type="checkbox"/> a grade twelve high school diploma or a verified equivalency	PLAR
<input type="checkbox"/> a minimum of <i>four (4)</i> years work experience in the career and technical area being authorized	30 ch
<input type="checkbox"/> a minimum of <i>one (1)</i> year technical education resulting in the completion of a program in the area being authorized	
<input type="checkbox"/> a recognized occupational certification such as an Interprovincial Red Seal	
<input type="checkbox"/> an additional <i>one (1)</i> year technical education resulting in the completion of a program at a recognized post-secondary institution, in the career and technical area being authorized	Technical Education 30 ch
<input type="checkbox"/> <i>thirty-six (36)</i> credit hours of teacher education, such as the Certificate in Adult Education (CAE) offered jointly by Holland College and the University of Prince Edward Island	Teacher Education 36 ch
Career and Technical Education Certificate III	
<input type="checkbox"/> an additional twenty-four (24) credit hours of approved post-secondary teacher education courses such as those offered through the Bachelor of Education in Human Resource Development degree offered jointly by Holland College and the University of Prince Edward Island or an equivalent recognized teacher education program	Teacher Education 24 ch
Career and Technical Education Certificate IV	
<input type="checkbox"/> an additional <i>thirty (30)</i> semester hours of approved post-secondary education course credits beyond the Bachelor of Education degree and at the non-introductory level in a subject area related to the PEI school curriculum or in an area related to the teaching profession	Additional Course Work 30 ch
Career and Technical Education Certificate V	
<input type="checkbox"/> an additional <i>thirty (30)</i> credit hours leading to the completion of a masters of education degree at a recognized post-secondary institution and	Masters 30 ch
TOTAL OVERALL	180 ch

PATHWAY FOR APPLICANTS WITH
ONE FULL YEAR OF TECHNICAL EDUCATION

Career and Technical Education Bridging Certificate I (May be held for maximum of 3 school years and may be renewed only twice.)	
<input type="checkbox"/> a grade twelve high school diploma or a verified equivalency	PLAR 30 ch
<input type="checkbox"/> a minimum of <i>four (4)</i> years work experience in the career and technical area being authorized	
<input type="checkbox"/> a minimum of <i>one (1)</i> year technical education resulting in the completion of a program at a recognized post-secondary institution, in the career and technical area being authorized	
<input type="checkbox"/> a recognized occupational certification such as an Interprovincial Red Seal	
<input type="checkbox"/> <i>thirty-six (36)</i> credit hours of teacher education, such as the Certificate in Adult Education (CAE) offered jointly by Holland College and the University of Prince Edward Island	Teacher Education 36 ch
Career and Technical Education Certificate II	
<input type="checkbox"/> an additional twenty-four (24) credit hours of approved post-secondary teacher education courses such as those offered through the Bachelor of Education in Human Resource Development degree offered jointly by Holland College and the University of Prince Edward Island or an equivalent recognized teacher education program	Teacher Education 24 ch
Career and Technical Education Certificate III	
<input type="checkbox"/> an additional <i>thirty (30)</i> semester hours of approved post-secondary education course credits beyond the Bachelor of Education degree and at the non-introductory level in a subject area related to the PEI school curriculum or in an area related to the teaching profession	Additional Course Work 30 ch
Career and Technical Education Certificate IV	
<input type="checkbox"/> an additional <i>thirty (30)</i> semester hours of approved post-secondary education course credits beyond the Bachelor of Education degree and at the non-introductory level in a subject area related to the PEI school curriculum or in an area related to the teaching profession	Additional Course Work 30 ch
Career and Technical Education Certificate V	
<input type="checkbox"/> an additional <i>thirty (30)</i> credit hours leading to the completion of a masters of education degree at a recognized post-secondary institution and	Masters Degree 30 ch
TOTAL OVERALL	180 ch