Columbia College, Calgary

College Prep
Academic Preparation
Student Handbook

Policies, Procedures, and Guidelines

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Welcome

Welcome to the College Prep program at Columbia College.

The program facilitators will use a variety of teaching/learning methods including: discussion, tests, projects, assignments, case studies, experiential exercises, role playing, student presentations, demonstrations, group activities and lectures.

The program emphasizes pre-class homework, participation in interactive classes, and post-class reflection and review. You are expected to take an active part in class discussion. The instructor's role is to facilitate your learning. Your enthusiasm and positive approach in the classroom will create an atmosphere that will help every student develop the knowledge, skills and attitudes that are needed for success. Our goal is to assist you in making this happen.

Professionalism - How you conduct yourself in class will, to a large extent, mirror your conduct in your chosen profession and in any setting where there is a professional component to the event. This includes entering and taking part in a professional program, professional development activities, and professional discussions. Most occupations place a heavy emphasis on being a team player, and this will be reflected in how you work with your immediate work team. For example, if you have a tendency to ask questions, challenge the ideas of others in a respectful manner, draw out the best from your colleagues, and encourage both group development and task accomplishment in this class, it is likely you will do the same once you are in your professional program and career. The course format provides you with an opportunity to do that; it enables you to practice thinking and acting like a successful professional.

A high level of professional conduct on the part of students is expected. Please become familiar and abide by the College's policies, including the *Student Code of Conduct* and *Columbia College's Commitment to Human Rights and Diversity policy.*

We wish you success in College Prep.

Mission Statement

The mission of Columbia's College Preparation Program is to work in partnership with learners as they strive to develop the academic skills, attitudes and behaviors they require to be successful in their careers. We recognize that achieving one's goals is not an easy process and barriers arise that will need to be overcome. We commit to helping each person to overcome these barriers to the best of our ability to do so.

Educational Goal Statement

The educational goal of the Columbia College Prep Program is to help students reach their academic goals by offering quality courses, excellent instruction, and a learning environment that is caring and welcoming to all.

Program Description

Why choose Columbia's College Prep courses?

Our courses are specifically designed to focus on what you need to know to upgrade your skills.

Our courses benefit:

- Those who need academic upgrading to enter post-secondary programs.
- Those who have gaps in their learning and need specific instruction.
- Those who are upgrading in order to achieve a promotion at work.
- Those who are trying to meet IELTS or TOEFL scores.
- Those who lack confidence in their academic ability. We believe in your potential!
- Those who need tutoring.

An important reason for taking College Prep courses at Columbia is that we believe in <u>mastery learning</u>. In a traditional classroom, everyone moves ahead regardless of their level of achievement and understanding. A student has a chance to take a test, but there is only one chance. At Columbia, while the class does move ahead, we offer you multiple tries at gaining understanding. You can take tests, quizzes and in many cases, exams, as many times as it takes and is considered reasonable by the College to demonstrate understanding of the material and concepts being learned. This creates an excellent foundation for future learning and success.

Those students applying to enter a professional program at Columbia College

You are assessed for reading and writing skills and for some programs, there is a math assessment. Based on the results of those assessments students may be accepted into the program, or they may be recommended to take courses or tutoring to help them upgrade their skills.

When enrolled in College Prep the intention is for the student to complete their Learning Plan according to the schedule provided. Please be aware that if you step out of the Learning Plan for an extended length of time, you may have to repeat the courses or undergo further testing at the discretion of the College. The goal of the College is to help you have a solid academic foundation before starting your professional program of choice.

<u>Note</u>:
- <u>Course results are valid for nine (9) months</u>. After this time, the student will be required to demonstrate continued competency by taking a Challenge Exam. There is a fee for each Challenge Exam.
- <u>Students entering the PN Program</u>: You will be required to take an English Writing and Math Review Assessment prior to the start of your program.

Courses Offered

ENGL 072 Intermediate English Grammar and Writing Fluency

This is an intermediate grammar course that focuses on the common grammatical errors made by writers who are developing essay writing skills. This will include, but is not limited to sentence structures, correct use of verb tenses, and working with clauses. Grammar will be studied and practiced in and out of the classroom. As well, the course will focus on the continued development of writing skills. Students will be expected to complete a moderate amount of reading and writing outside of the classroom to meet the requirements of the course. (5 weeks, 40 hours)

ENGL 073 Advanced English Grammar and Writing Fluency – Part 1

This is an advanced grammar course that focuses on the common grammatical errors made by writers who are developing essay writing skills. This will include, but is not limited to sentence fragments, misplaced and dangling modifies, and faculty parallelism. Grammar will be studied and practiced in and out of the classroom. As well, the course will focus on the development of advanced writing skills. Students will be expected to complete a moderate amount of reading and writing outside of the classroom to meet the requirements of course. (5 weeks, 40 hours)

ENGL 074 Advance English Grammar and Writing Fluency – Part 2

This is a continuation of the Advanced English Grammar course 073 that focuses on the common grammatical errors made by writers who are mastering essay writing skills. This will include, but is not limited to sentence fragments, misplaced and dangling modifiers, and faculty parallelism. Grammar will be studied and practiced in and out of the classroom. As well, the course will focus on the development of advanced writing skills. Students will be expected to complete a significant amount of reading and writing outside the classroom to meet the requirements of the course. (5 weeks, 40 hours)

ENGL 117 Developing Advanced Critical Thinking, Reading and Writing Skills

This advanced level course is designed to prepare students to think and analyze critically, learn how to read academic materials at a productive college/university level, and to write with proficiency in preparation for College/University level writing assignments. A focus will be placed on how to manage reading post-secondary texts while under time constraints and other competing requirement. Students will learn APA formatting and citation. Students will be expected to complete a significant amount of reading, research, and writing outside of the classroom. (10 weeks, 80 hrs.)

ENGL 102 English for Health Care Professionals

This course is designed to prepare students with the literacy skills and knowledge needed to enter into health care professional college-level programs and careers. The course develops proficiency in various forms of writing, critical thinking and analysis, listening and speaking, and examination of various forms of reading materials. There is a concentration on writing term papers and the application of APA citation. A special focus is placed of reading, analyzing, and responding to medical articles. Course: (5 weeks, 40 hrs.)

MATH 101 Foundation Mathematics for Professionals

This course is for students who intend to enter a professional program and may require a refresher in key mathematical concepts applicable to their education and professional goals. It will provide students with a multidimensional, contextual learning experience for the acquisition of pre-requisite content and skills in

mathematics including concepts, terms, expressions, applications, equations, and problem-solving. The course will cover basic math skills, fractions, decimals, percent, ratio and proportion, basic algebra, equations, metric system and problem solving. Students will learn how to do mental math and how to manually calculate answers. This is a very useful course for students entering nursing. (5 weeks, 40 hrs.)

MATH 102 Intermediate Mathematics for Professionals
This course is designed to introduce students to a number of areas of mathematics that support the development of higher critical thinking and problem solving skills in the application of math concepts to real-world situations. The course will cover the following topics: Graphing and Design, Linear Systems, Non-Linear Equations, Measurements, Finance, and Circle Geometry and Design. Different focus will be applied to each of the areas covered based on the degree of relevancy and application for the various professions being pursued by the students in the class. This course utilizes graphing calculators.
(5 weeks, 40 hrs.)

MATH 113 Foundation Mathematics for Business Professionals
This course is for students who require a refresher in key mathematical concepts as they are applicable to the business world. Course content focuses on operations related to whole numbers, order of operations, fractions, powers, roots, linear equations, percent simple/compound interest, mean, median, mode, graphing, data distribution and the use of basic excel spreadsheets. Students learn both manual operations and use of the financial calculator. (5 weeks, 40 hrs.)

BIO 101 Biology for Health Care Professionals 1
The Pre-Health Care Professional student will focus on the basic Biology skills required by persons employed in a variety of Health Care contexts. These skills include a review of human systems such as the digestive, respiratory, motor, circulatory, excretory, and the immune systems. Additional topics may be covered on an as needed basis. (5 weeks, 40 hrs.)

BIO 102 Biology for Health Care Professionals 2
The Pre-Health Care Professional student will focus on the basic Biology skills required by persons employed in a variety of Health Care contexts. These skills include a study of human systems such as the nervous system, the senses, the endocrine and reproductive systems, the basis of heredity, genetics and population changes. Additional topics may be covered on an as needed basis. (5 weeks, 40 hrs.)

CPNP 010 Introduction to Health Care Medical Terminology
In this course the student will be introduced to medical language common to most health care professionals. The student will learn basic rules as to how medical terms are formed. This will include learning and recognizing common word roots, prefixes and suffixes, abbreviations, and definitions. Medical terms will be related to body structure, body systems, common therapeutic and diagnostic procedures, as well as selected specialty areas. (40 hrs.)

APA Workshop
This is a one-day workshop designed to provide information on APA citation and formatting. The course will help the student to organize thoughts and to support those ideas with properly cited information. Topics to be covered are paraphrasing from other sources and integrating into one's work, locating online resources to assist in formatting a term paper, avoiding plagiarism, annotation, and how to prepare a Reference page, Abstract, and Title page. Students can expect this workshop to be hands-on activity based in a computer lab.

Other Skills Courses
Other courses are available through Continuing Education. The College may recommend that you take these courses. For example, students may be referred to the English as a Second Language courses that focus on the following areas:

- Improve Your Listening and Speaking Skills – Intermediate & Advanced Levels

- Improve your Reading, Writing, and Grammar Skills – Intermediate & Advanced Levels – These courses is particularly useful for students who require intensive grammar improvement.

These are 8 week courses that give the student time to practice and gradually improve their skills. You may be advised to take these courses if the College feels that you need more time and more experience in language development that can be offered through College Prep courses.

General Information

The College Environment

This is an adult learning institution. Those attending have often undergone substantial sacrifices to return to school. Therefore, the College expects that everyone will work hard to help one another to be successful. Anyone who is not prepared to focus on this goal and interferes with the learning of other students will be asked to leave the class. The College's Student Code of Conduct will apply. We expect that all students will adhere to all Columbia College policies.

Our faculty members are committed to providing their expertise to assist students in obtaining maximum benefit from taking College Prep courses.

Basic Required Supplies

You are encouraged to bring the following to each class.
- A binder for notes and handouts, paper
- Assortment of pens, pencils, ruler, highlighters etc.
- Required textbook/s for the course.
- Dictionary, Thesaurus

Fees

Tuition Fees:

Please see our website for the most current fees. Fees are subject to change.

Students who have been provisionally accepted into a Professional Program at Columbia College may be eligible for a tuition discount for the full value of each College Prep course required to prepare them for entrance into their program. Discounts are applied on the basis of one per course per student. A student who fails to meet the minimum pass mark required by the program, will have to pay full tuition for the course to take it again. Students receiving discounts on tuition are expected to maintain excellent attendance. A student who misses more than 1 class in a 5 week course may be asked to withdraw, or be put on an Attendance Alert. Please discuss this with your advisor.

Tutoring Fees:

Tutoring fees must be paid before the tutoring session and during business hours in Bldg. 802, Main Office.

Textbook Fees & Guidelines:

Textbooks are an additional cost. Textbooks are available through the Columbia College Bookstore, located in Bldg. 802-122. You may also purchase your textbooks from other sources. Please note that students are required to have textbooks in class.

Textbook Guidelines:

You must purchase a textbook prior to the start of the course as required. This may be a hard copy or e-book, used or new text, but it must be the correct edition, and if there are online resources, you will need to purchase a code to be able to access these resources. If you plan to use an e-book, you must come to class with a mobile device that has the text on it for use in class and the mobile device should be fully charged. If you do not have a textbook for class, you acknowledge that you have come unprepared for class. Every decision a student makes affects their potential learning performance.

Schedule (subject to change)

Generally, classes are held from 5:30 to 9:30 PM, Monday and Wednesday evenings or Tuesday and Thursday evenings. Some courses are held on Saturdays.
Most courses take 5 weeks to complete, but there are some 10 week courses.

Parking

Students may park in any stall marked *Columbia College*. There is no charge for parking after 5:30 p.m. and on Saturdays. If you come early for tutoring or other reasons, please park in the Northwest Parking lot (metered parking).

Attendance

Students must make every effort to attend all classes/workshops, be on time, and not leave early. A student's attendance is monitored each semester according to Columbia College's College Prep Attendance Policy stated here. Students who have been provisionally accepted into one of Columbia College's professional programs are subject to the conditions stated in the College Prep Attendance Policy. Research continues to show that students with poor attendance also have poor academic achievement

It is a professional courtesy for all students to inform their facilitator of their absence. Please email your facilitator.

For students who are provisionally accepted into one of Columbia College's professional programs:

It is important that students realize that their preparation in College Prep is meant to simulate the experience they will be having once they begin their Columbia College professional program of choice as the College considers attendance as very important.

Therefore the following is in place:

- The student must notify the Coordinator Student Further Education of an absence by dialing: 403-235-9300 Ext .264 or by emailing pennyh@columbia.ab.ca on the date of absence - on or before the start time of the class to be missed. Documentation for absence may be requested. The student should also notify their facilitator by email. If

the Coordinator is away, please leave a message with Lucy Dooley by dialing 403-235-9300 Ext. 333 or by emailing lucyd@columbia.ab.ca.

- Students who miss 2 classes in one course will be put on <u>Attendance Alert</u> by the Coordinator Student Further Education. If the student is placed on Attendance Alert again in another semester, a review will take place by the Coordinator. A student may be placed on Attendance Probation or withdrawn from the course if no improvement is evident.

- Once placed on Attendance Probation, the student's eligibility for tuition discounts will be suspended. Each student's situation will be considered on an individual basis.

- Classes missed will not be repeated.

- Please note that Program Chairs/Directors will be reviewing student files and Attendance Alert and Probation is of concern to the professional programs.

Course Outlines

You will receive an email from College Prep prior to the start of your course. It will contain a link to your course outline and homework instructions which are contained in your outline. Your course outlines will also be posted on our website at www.columbia.ab.ca/outlines.

Homework

- **Please be aware that there is homework for the first day of your course. Students are expected to complete all assigned homework before each class.**
- Students should be prepared to spend an average of 2-4 hours every day on homework.
- Homework assignments for each day of class are provided under the heading "***Class Overview***" at the back of the corresponding course outline.
- Students are expected to complete all assigned homework before each class.
- Homework not done – Please be aware that the class will proceed ahead. Students should not expect that the class will slow down because a student is unprepared. Students are advised to consider that the students in your class may become your cohort in your professional program. You are currently building trust and a sense of accountability with them.

Dress Code

Students are advised to dress as the professional they seek to become. Regular business or casual business attire is recommended. Anyone wearing clothing that has offensive or discriminatory messages is subject to discipline according to the Student Code of Conduct.

Cell Phone Policy

- Cell phones must be turned off at all times during class. If you are expecting an emergency call, you may place your cell phone on vibrate.

- Students are asked to control being distracted by not checking their phones on a continuing basis. This breaks the train of thought and affects understanding and retention for both short-term and long-term memory.

- You will be asked to put your cell phone on the facilitator's desk if it rings or disturbs other students.

- We ask that you not leave the room during class to answer your phone or have a discussion. Please use break times for this purpose.

- Cell phones are not permitted at the desk when taking tests, and exams.

Students with Temporary or Permanent Disabilities or Medical Conditions

Students with temporary or permanent disabilities or medical conditions may apply for accommodations. To be considered for an accommodation, you should contact Lucy Dooley, Accessibility Services: 403:235-9300 Ext. 333 or email lucyd@columbia.ab.ca.or accessibilityservices@columbia.ab.ca.

Academic Program Policies

Grading System

The following grading system is used:

GRADE	EVALUATION	GRADE POINTS	PERCENTAGES
A+		4.0	95 - 100
A	EXCELLENT	4.0	90 - 94
A-		3.7	85 - 89
B+		3.3	80 - 84
B	GOOD	3.0	75 - 79
B-		2.7	70 - 74
C+		2.3	65 - 69
C	SATISFACTORY	2.0	60 - 64
C-		1.7	55 - 59
D	POOR	1.0	50 - 54
F	FAIL	0.0	<50

The minimum pass for external students is 50%.

Minimum Pass Grades for Students with College Prep Learning Plans

In College Prep the minimum pass grade for courses, tests and final exams is:
- All English courses – 75% (B)
- Math 101 – 90% (A)

- Math 102 – 65% (C+)
- Biology – 80% (B+)
- Medical Terminology – 80% (B+)

Academic Status

All students must achieve the required passing grade on the <u>final exam and have a passing final course mark.</u>

Students with College Prep Learning Plans (Schedule):
The student must proceed through the schedule as planned. A student cannot proceed into the next course without achieving a passing grade in the course where there is a sequence of courses to take. (e.g. Biology 101, 102). Discuss your situation with the Coordinator Student Further Education.

For students who are taking more courses than English, it is understood that the student must begin taking English courses when starting their program. English cannot be left to the end of the program. A student must take their English Entry Assessment immediately upon completion of their upgrading English course.

A student may take an additional course concurrent with the English course, and it will be eligible for a tuition discount.

Students are encouraged to take more than one course at a time in order to get a sense of what it will be like coming back to school and taking a number of courses at the same time in an accelerated environment.

Failing a Course

Students who have a College Prep Learning Plan

If a student does not achieve the required passing grade on the final exam and a passing grade as a final course mark, they may be asked to take remedial action and retake the final exam. A student could be asked to repeat a course, get tutoring and/or take other steps as advised by the Coordinator Student Further Education.

If the student needs to retake an exam, they will be required to take a new exam, complete it in its entirety, and achieve the required passing grade.

Tuition discounts apply only to the first time a course is taken. To take a course again, full tuition must be paid.

Statement of Grades

All students receive a statement of grades from the Registrar's office at the end of each semester once all marks have been submitted and approved. Marks are considered unofficial until they are approved by the Registrar's office.

Tutoring

Tutoring is an option that can be considered. It can be a fast and effective solution for achieving your academic goals. We offer <u>private and group tutoring</u> at reasonable rates. Please inquire as to the schedule for group tutoring.

Tutoring can provide the following benefits:

- Personalized instruction that targets your specific needs.
- Flexible pace.
- Learn better study habits and learning strategies.
- Increase confidence and motivation.
- Have a mentor to guide you towards your goals.

We tutor in:

- Skill development in English reading, writing, listening, speaking, and grammar.
- Preparation for Professional Program Entry Assessments.
- Extra help in courses offered in College Prep.
- Prep for IELTS
- Upgrading in the following Alberta High School courses:
  - English Language Arts
  - Social Studies
  - Math
  - Science
  - Biology
  - Chemistry
  - Physics
- Support for students in <u>professional programs</u> who need help with writing term papers, APA formatting and citation, math, and study strategies, etc. Please note that we do not write your papers, but will help you with various aspects of organization, developing your ideas and understanding the format of term papers. We do not edit your work. Various errors will be pointed out with recommendation of resources to consult.

Qualifications of our tutors:

Our tutors have been carefully screened and are experienced teachers or professionals in their field. We have professionals with Bachelors, Masters, and PHDs in their field.

Tutoring Process and Guidelines – Private and Group Tutoring

Fill out a registration form (available at the College or online).

Pay for the amount and type of tutoring you require prior to starting tutoring. You will need to show your receipt to the tutor. If you have not paid for your sessions, the tutor will not be able to meet with you. Payment is made in Bldg. 802 during business hours.

If, for any reason, you are unable to attend a pre-arranged tutoring appointment, it is the student's responsibility to inform the tutor and the Coordinator Student Further Education a minimum of <u>24 hours prior</u> to the appointment. This applies to both private and group tutoring. Frequent cancellations will result in the College discontinuing service.

Failure to inform within the timeline or simply not coming to the appointment will result in the student being charged for the time that had been reserved. This applies to both private and group tutoring.

Contacting the Tutor for Private Sessions

- You will be contacted by the Continuing Education Advisor or Coordinator Student Further Education with the name of the tutor, and the date you will start. Please check your emails and phone messages. Ensure that messages can be left on your phone.

- Contact the tutor promptly (within 2 days) to set up a time to meet at the College (no other place is to be considered). Our tutors are employed on a casual basis. They have personal and work schedules. When contacting the tutor, please be flexible in making arrangements that you can keep and that are convenient to the tutor. In some cases, the tutor will contact you. You will be informed if you need to contact the tutor or the tutor will contact you.

- All tutoring sessions take place at the College. Arrive at the tutoring session on time and with the required materials.

- Remain for the entire time booked for the tutoring session.

- Work diligently and respectfully during the session.

- Complete all homework assigned by the tutor prior to the next appointment.

- Please note that if you come to a group appointment unprepared (homework not done), the tutor will not be able to help you and will not be changing the group tutoring plan for you. You may find yourself behind and unable to catch up.

Tests

- Daily tests – You will be having daily tests based on assigned readings. It is important that you are able to keep up with your homework.

- All tests will be delivered during scheduled class time.

- Tests will be reviewed in class, but students must return the tests to the facilitator before leaving for home. This is necessary for record retention purposes and in case of a grade appeal. Please note that test questions are <u>not</u> on the final exam.

Protocol for Writing Tests

- All personal belongings (including cell phones, books, outerwear, study notes etc.) must be placed out of sight, either at the front of the classroom or on empty desks nearby. The facilitator may ask a student to move personal belongings to a specific location.

- No electronic spellers, thesaurus or translators are permitted.

- Upon completion of writing a test, students may leave the classroom for a short break, returning at the end of the scheduled test time.

- Additional guidelines may be presented to the students by the facilitator prior to each session. It is the student's responsibility to direct any concerns to the facilitator prior to the test.

- Typically, students are permitted one minute per question to write multiple choice tests.

Late Arrivals

Students who arrive late for a test will only be granted the remaining minutes permitted for the entire group. Each case will be determined on an individual basis. Please note that when you are writing final exams, if you are late, you will not be allowed into the exam room.

Protocol for Make-ups and Rewrites of tests

- Tests missed are eligible to be written the next day the student is in school or as arranged. Tests that are not made-up will be awarded an INC (incomplete) and an opportunity provided to clear the INC during the course. If the student does not clear the INC by the end of the course, the student may still clear it, but there will be a fee assessed as the facilitator will have completed their assignment.

- Students who regularly miss classes or arrive too late to take the test will be required to meet with the Coordinator to discuss these irregular occurrences.

- Students who regularly miss classes or arrive too late to take the test may jeopardize their eligibility to apply for tuition discounts.

- Each student's situation will be assessed on an individual basis.

Final Exams

Final exams are usually scheduled during the last class. An exam schedule is posted on our website at www.columbia.ab.ca/exams, and in each building. It is the student's responsibility to check the schedule. Exams are held in various locations on campus. Please note the times below. These times are subject to change.

Evening exams: Begin at 6:00 p.m. Saturday exams: Begin at 9:30 a.m.

Exam doors open 10 minutes before the start of the exam. If you arrive late, you will not be allowed into the exam room.

The exam room is supervised by an exam proctor. Please do not ask the proctor to interpret any questions as they are not allowed to do this.

Exam Deferral

Any student who is unable to write an exam on the date set due to a medical or personal crisis must notify the Coordinator, prior to the exam date. Should an emergency arise where it is not possible to provide prior notification, the student must inform the Coordinator as soon as possible. Documentation with reason for absence may be required. To request a Deferred Exam, the students should fill out the Application for Deferred Examinations (SSPP-F012) and submit it to the Coordinator. There is a fee for an exam deferral. This form is available on Columbia College's website under Forms. The completed form is to be given to the Coordinator for approval.

Hand-in Assignment Deadlines

Learning how to manage one's time and how to juggle more than one assignment is a key part of coming to school and being successful. College Prep expects that students will have a plan on how they will do this. When students do not have a plan, they can become overwhelmed. Students should discuss this change in their daily routines with their family members to get their support.

Late assignments will be subject to a grade penalty of minus 5% per day.

A student may request an assignment extension, prior to the date on which the assignment is due, by filling out the Application for Assignment Extension (SSPP-F013) and submitting it to the Coordinator Student Further Education for approval. There may be a fee for this extension, particularly if the extension goes beyond the course end. The facilitator is not able to give a student an extension. The form is available on Columbia's website under Forms.

Students who regularly miss assignment due dates or come to class without homework completed, may jeopardize their eligibility to apply for tuition discounts.

Appeal Process

A student may appeal a final grade or decision arising from these policies by following the Student Appeals Policy and Procedure document located on the Columbia College website, request it from the Main Office, Bldg. 802 or from the Coordinator. While pursuing an appeal, any Disciplinary Action/sanction will remain in effect, pending the outcome of the appeal process.

Closing Statement

We wish you the greatest success as you work way towards your career goal. Please be sure to ask your facilitator, Coordinator and any other staff for help if you need it. We are proud to work in partnership with you.

APPENDIX 1 – LEARNING AT COLUMBIA COLLEGE

Much research has gone into what study methods are successful and unsuccessful at university and college. As one might expect, there are no set techniques that guarantee high grades. There is no correct or "right" way to study. But…all students should have study strategies. There is also a lot of research into surface (shallow) learning and deep learning.

A number of characteristics stand out regarding students who are successful:

1. They have good time management skills.
2. While marks are important, learning deeply is extremely important.
3. They set goals.
4. Know their learning style and use strategies that match their learning style.

5. Show resiliency. They do not easily become disillusioned, discouraged, blaming or complaining. They take constructive feedback positively. They tend to keep their goal in front of them and are resourceful in finding solutions and ask for help when they need it.

What is Surface (shallow) Learning?

Students who do surface or shallow learning mainly focus on memorizing information. They may read and reread to remember information and then try to recall the information for a test/quiz/learn. They use their short-term memory rather than placing information in long-term memory. Often, they do not see the connections between topics, information, and courses.

What is Deep Learning?

Students who learn deeply learn the facts, but also want to know the significance of the facts, how they interconnect and apply to a topic. In other words, they make connections and this helps them to remember and understand information. In other words, they place information in long-term memory. They continually monitor if they are learning, if they have questions, need clarification, etc. They ask for help and clarification.

Your goal is to learn deeply.

APPENDIX 2 – RETAINING WHAT YOU LEARN

The following has been retrieved and adapted from: (Sousa, D. (2006). How the Brain Learns. Thousand Oaks, CA: Sage Publications)

What Factors Affect Retention of Learning?

Retention refers to the process by which learning is preserved in long-term memory in such a way that it can be accurately retrieved.

Factors that affect retention:

- degree of student focus
- length and type of rehearsal (practice) that took place
- the key points that were identified as needing learning
- student learning style
- influence of prior learnings

All about rehearsal (practice):

- Time is important. When you first learn something, the information enters working memory. If you can't attach meaning to it, then further processing is lost. You have to get to a second rehearsal where you can review the information, make sense of it, attach meaning to it, and move it into long-term memory.

- Types of rehearsal: Note: There is almost no long-term retention of cognitive concepts without rehearsal.

    o Rote Rehearsal – you need to remember something and store it exactly as it entered your working memory. You learn something in a specific form or sequence. It is a simple strategy. It doesn't mean that you understand it and can apply it. (e.g. alphabet, multiplication tables)

- Elaborative Rehearsal – you use this method when you do not have to store the information exactly as you received it. It is important though, that you associate what you learned with prior learning to build a connection.

- If you are short on time, you will probably resort to Rote Rehearsal when you need Elaborative Rehearsal. You need time to do Elaborative Rehearsal.

- **Remembering Visual Images**

To study a visual image (diagram, picture, etc.), have a plan. Will you study it by moving clock-wise? Counter-clock-wise? Will you have a chunking process? Will you try to see the image in your mind when you look away (visual learners can do this)?

Visual Learners: Look closely at the diagram – study the words, even the colours, and then look away and you may be able to see the whole diagram in your mind. If you can't yet do it, look again the details of the diagram and look away. Eventually, you should be able to bring up the entire image in your mind as if you were looking at it.

e.g. Bones of the Hand

The skeleton of the human hand consists of 27 bones. The image below is a basic images that begins the study of the bones. If you were to study this image, you may attempt to do it in a number of ways.
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Hand - Wikipedia, the free encyclopedia

https://en.wikipedia.org/wiki/Hand
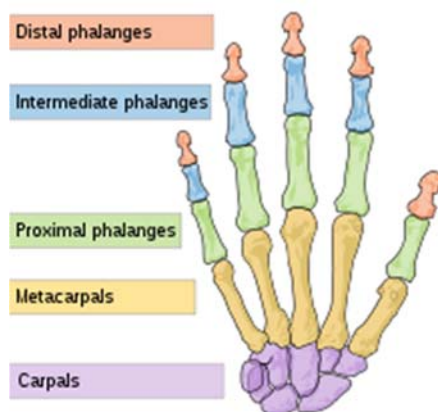
Some strategies:

One word appears a number of times – "phalanges". Learn to spell it by saying it out loud. Visual Learners should try to see it in their mind when they look away. What does it sound like? Does it sound like "challenges"? Does that help to remember the word?

What is the direction? You might note that if you stated to learn the diagram from the bottom, your first word would be first in order of the alphabet. In fact, the first 3 words, follow the alphabet – C, M, P; then you could go to the top and follow the alphabet with D, I.

Making up Words - Make up a word with these letters: C,M,P - CAMP without the A; DI – Distant since camps are far away.

Another idea: Distal, Intermediate, Proximal, Meta – All give you a direction: Distal – something far away (in this case at the tip); Intermediate – in the middle; Proximal – close by, Meta – many and then we reach the base "Carpals".

There are many different ways to study a diagram, but have a plan in mind.

SOME FACTS:

Remembering during a learning period - We tend to remember best that which comes first, and remember second that which comes last. We tend to remember least that which comes just past the middle of the learning period.

The rate of retrieval: (how fast you can remember information) This is not based on intelligence, but it is closely tied to how and where information was stored originally.

If you can **teach someone else** the information, you have a 90% chance of remembering the information after 24 hours.

Chunking: Chunking information is efficient and a successful strategy to remember large blocks of information. Chunking enlarges working memory's capacity, so chunk the information you have to learn into workable blocks rather than memorizing one fact at a time. Remember the importance of rehearsal. Cramming is an example of chunking without rehearsal. The person who crams can remember information one day and not remember it the next day because the information learned was only in working memory and not in long-term memory.

e.g. Great Lakes – HOME – Huron, Ontario, Michigan, Erie and Superior

Forgetting: When the brain is exposed to new information, you forget the most just after learning the information and then you continue to forget during the first day. Stress and lack of sleep contribute to forgetting. Sometimes, the brain only recalls some of the information and may even add incorrect information from another memory, thus confusing the student. Have a plan to remember as soon as you learn new information.

Rehearsal Strategies:

Simple Repetition

Cumulative Repetition – practice the first few items; then the next set of items and add in the first few items, etc. Keep enlarging the rehearsal amount. This expands your capacity for remembering.

Paraphrase – orally restate ideas in your own words (great for auditory learners – you see it and you hear it!)

Take notes – (great for all learners, particularly kinesthetic learners who need to be moving all the time – add in repeating notes out loud and you help auditory learners – study the notes and now you are help visual learners)

Predict after studying a section – What is coming next? This helps your brain focus on answering questions rather than passively reading over information. You need to direct your brain to do what you need it to do.

Create Questions – turn headings in your text into questions; ask yourself questions after reading a portion of the content. Again, your focus your brain's activities.

Record questions and content points in the margin of your text so that you can quickly review whether you know the information or not. You cover up the content and focus on the questions. If you don't know the answer, uncover the content and reread. This saves time and helps you focus on what you don't know.

Summarize – reflect on what you learned and summarize it in your head or on paper in short notes.

The importance of sleep: Information is encoded into long-term memory during REM stage of sleep. When we sleep, the brain reviews the day's events and information learned. Thus, if you review information just before going to sleep, you are likely to remember that information the next day during a test. But…you need adequate sleep. Sleep deprivation disturbs memory storage. Therefore, staying up into the night to study actually inhibits memory storage.

We hope these tips will help you as you try various strategies to help you retain information.

If you need help, please ask the Coordinator Student Further Education.

Professional Code of Conduct

Our success in the workplace is based on how proficient we are at utilizing our knowledge and skills and how effectively we conduct ourselves each day as professionals in satisfying the needs of our internal and external customers, and the goals of our organization. The following list describes many professional behaviours that can help us become more effective. The more skilled we become at applying each of these behaviours, regardless of our position in the organization, the more successful we will become.

1.0   Professional Approach and Ethical Behaviour
　　1.1   As a professional, demonstrates pride in their work and is honest, moral, ethical, honorable, trustworthy, and acts with integrity
　　1.2   Is pleasant, polite, punctual, positive, friendly, smiles, and asks how they may help others
　　1.3   Is reliable, responsible, accountable, loyal, engaged, and enthusiastic about their work
　　1.4   Is compassionate, caring, and finds meaning and fulfillment in their work
　　1.5   Tries to be constructive, pro-active, and acts as a protagonist
　　1.6   Contributes to a safe, secure, and environmentally-friendly workplace and world
　　1.7   Views adverse experiences as learning opportunities and recovers quickly from such experiences

1.8   Keeps personal bias out of the workplace, does not use profanity, and respects cultural differences

1.9   Dresses appropriately for the workplace in a neat, clean, and well-groomed manner

1.10   Contributes to the organization via volunteering, coaching, and mentoring others

1.11   Is active in their professional association (where appropriate)

2.0   Interpersonal Relations and Teamwork

2.1   Treats all individuals in an equal, fair, and just manner (does not label, or discriminate against others)

2.2   Is a good role model and synergistic team member who is personable, sociable, cooperative, collaborative, has a sense of humor, and is well mannered

2.3   Is considerate and sensitive to others needs and uses tact and diplomacy when required

2.4   Is respectful, courteous, and sincere (does not belittle, intimidate, or insult others)

2.5   Views each client, patient, student, customer, and coworker as a valued customer whose needs must be satisfied before they or their organization can succeed

2.6   Is available, approachable, and may develop close personal relations (avoids romantic situations)

2.7   Offers support, assistance, is flexible, and helps build a positively connected team and organization

2.8   Makes allowances for others mistakes by showing empathy, understanding, and forgiveness

2.9   Is open to constructive criticism, and takes responsibility for one's errors by apologizing, and correcting them

2.10   Avoids conflicts of interest and respects others' workspace and privacy (e.g. FOIP)

2.11   Seeks help from others and offers help to others to become more efficient and effective

3.0   Self-Concept and Confidence

3.1   Projects a positive self-concept and feels internally confident, yet does not dominate interactions

3.2   Functions well in ambiguous situations

3.3   May assume responsibility and leadership when required yet remains humble and gracious at all times

3.4   Demonstrates self-efficiency by following through on commitments in order to achieve outcomes

3.5   Considers themselves equal to others and demonstrates such in their interactions

4.0   Communication

4.1   Demonstrates effective listening, speaking, and writing skills

4.2   Helps to keep team members informed of changes in the department and/or organization

4.3   Develops more effective ways to improve verbal and non-verbal communication (e.g. tone of voice)

4.4   Respects others privacy and confidentiality (does not engage in gossip)

4.5   Maintains emotional control and encourages others to do the same
4.6   Deals with difficult situations and sensitive issues in a professional manner
4.7   Avoids engaging in disagreements and arguments in public. Seeks assistance when necessary.
4.8   Follows the organization's technology use policy

5.0   Life-Long Learning and Professional Development
5.1   Continues to increase their knowledge and skills to become more competent (e.g. credit courses, workshops, seminars, conferences, professional books, journals)
5.2   Shares newly developed approaches based on leading edge research
5.3   Monitors changes and makes or recommends needed adjustments
5.4   Keeps informed about changes affecting their profession, department, organization, and industry
5.5   Acknowledges when they do not know something and seeks to increase their competence

6.0   Problem Solving/Decision Making
6.1   Either individually or within a team, identifies work-related and customer-based problems/challenges
6.2   Helps others to view problems and concerns as challenges and even opportunities
6.3   Seeks input from those affected by work-related or customer-based problems
6.4   Is more effective when they actually identify the problem as opposed to a symptom
6.5   Assesses and analyzes problems by using such techniques as brainstorming, nominal group technique, Delphi technique, reframing, and lateral thinking
6.6   Objectively determines the most efficient and effective solution to each problem/challenge
6.7   Tries to make fair and just decisions that contribute to the common good
6.8   Effectively implements solutions in a timely manner
6.9   Monitors and evaluates solutions and takes further corrective action as needed

7.0   Creative Thinking and Innovation
7.1   Is more creative by asking 'why' and more innovative by asking 'what if'
7.2   Takes calculated risks and is willing to recommend and/or initiate change

8.0   Negotiating or Conflict Resolution
8.1   Identifies customer or employee issues when a conflict first arises by listening to and determining their wants, needs, and concerns.
8.2   Effectively uses conflict resolution and problem solving techniques
8.3   Effectively negotiates and helps others resolve issues in conflict by focusing on facts and not emotions
8.4   Turns to qualified professionals to resolve situations involving harassment, bullying, or violence

9.0   Organizational and Time Management Skills
9.1   Practices one-touch policy by taking immediate action to solve simpler challenges (e.g. does not put paper, emails, etc. in piles) and develops a plan to take action on more complex challenges
9.2   Uses electronic calendar to plan regularly occurring daily, monthly, and yearly meetings and activities

9.3   Maintains an organized office, desk, files, documents, and working environment

9.4   Is prepared in advance for appointments and meetings (meeting etiquette)

9.5   Sets SMART individual and/or team goals by completing assignments, reports, etc. in an accurate and timely manner (does not procrastinate)

9.6   Lets others know if they are unable to meet a commitment, must change a priority, or needs help

10.0   Stress Management

10.1   Maintains composure under pressure and draws on their internal strength to succeed during difficult times

10.2   Effectively deals with negative situations in a positive manner

10.3   Maintains a balance between personal and professional life

10.4   Maintains a positive, focused, and more productive environment by reducing negative stress

11.0   Leadership Style

11.1   Effectively contributes to the organization's vision, mission, directions, goals, and Code of Conduct

11.2   Encourages others to adopt a positive leadership style (does not use threats or punishment)

11.3   Stimulates interest and enthusiasm on the part of others and contributes to positive employee morale

11.4   Coaches, advises, mentors, and counsels others where appropriate

11.5   Motivates others to achieve their intrinsic and extrinsic rewards through recognition, praise, and where possible through empowerment

11.6   Brings out the best in others which helps them channel their energy and experience greater satisfaction

11.7   Seeks new opportunities or approaches that will increase customer satisfaction, respect, and loyalty

11.8   Networks with others outside the organization and builds relationships that will benefit the organization

11.9   Bases leadership practice on collective vision, beliefs, as well as professional attitude and values

11.10   Builds a sense of shared values that bind others to a common cause and/or direction

11.11   Encourages and promotes a culture based on trust and respect

12.0   Performance

12.1   Continually seeks new ways to more efficiently and effectively perform their duties and responsibilities which contributes to the financial success of the organization, and as a result, also increases job security

12.2   Is committed to continuous improvement in the quality of goods/services their customer/patient/client/student experience

12.3   Contributes to the long-term growth and success of the organization by providing such outstanding customer service that current customers refer new customers on an ongoing basis

12.4   Firmly believes that only when each internal and external customers succeed, will they succeed