



# STUDENT INFORMATION AND REGULATIONS

**Academic Year  
2017-2018**

Revised on June 15, 2017

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Each CCNB campus has its own version of this document containing additional information.

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## MESSAGE FROM THE PRESIDENT AND CHIEF EXECUTIVE OFFICER

### Welcome to your CCNB!

By registering at CCNB, you have chosen to adopt a quality lifestyle! Our conviction is to offer our student population optimal studying, living and working conditions.

To study at CCNB is to open one's self to a world of possibilities and opportunities and the assurance of receiving a diploma commensurate with the expectations of employers from here and elsewhere.



### At CCNB:

- Your needs are at the heart of our training; your stay is enriched by a college life filled with activities.
- You spend quality time with available and competent teachers.
- You can choose from 85 programs in 16 areas of training.
- You live a concrete experience through practical work and on-the-job-training.
- You are studying in a field of activity highly sought after because the employment rate of graduates is 88%.
- You have access to advanced facilities: equipment, laboratories, classrooms, etc.

At CCNB, we have the VISION to lead your PASSION towards SUCCESS.

Have a great college year!

A handwritten signature in black ink that reads "Liane Roy".

Liane Roy  
President and Chief Executive Officer



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## MESSAGE FROM THE CAMPUS PRINCIPAL

## OUR VISION

A leader in the training of human capital, CCNB contributes to the advancement of communities through a skilled, productive workforce.

## OUR MISSION

CCNB is an occupational, technical, and applied research institution that is essential to the socioeconomic development of New Brunswick and open to the world.

## OUR 2016-2021 STRATEGIC AXES

STUDENTS/GRADUATES	COMMUNITY	VIABILITY
CCNB stands out for its innovative approaches and the quality of its training services because it puts students at the centre of its actions.	CCNB is rooted in the community, participating actively in its socioeconomic development.	CCNB is recognized for the efficiency and effectiveness of its management practices in an entrepreneurial culture.

## OUR COMMITMENT

Committed to the development and growth of our Acadian and Francophone communities, we push our boundaries constantly in order to adapt to new realities. We come up with innovative solutions and implement them with enthusiasm. We are passionate about the future and about those around us – our students, our colleagues, and our partners.

We demonstrate our commitment every day by adopting individual behaviours and a mode of operation based on the following values:

- Innovation:** We bring about and promote change, creativity, and the desire for continuous improvement.
- Integrity:** We act with honesty and fairness at all levels of the institution, in our interpersonal relations, and with our students and partners.
- Partnership:** We develop mutually beneficial partnerships in an ongoing effort to ensure the complementarity and added value of our mission.
- Respect:** We value people and diversity. We treat our student population, our staff, and our partners with consideration. Our students are central to our actions.
- Responsibility:** Our management style is results oriented, and related information is made public. We are accountable for the roles assigned to the different levels of the organization and for our students and partners. We communicate relevant information openly to all staff members, our student population, our partners, and the public.

## CCNB'S MAIN EDUCATIONAL PRINCIPLES

The student's main responsibility is his training and the CCNB supports the student through his training by allowing him to develop his personal and professional potential.

Education at the CCNB makes the student's entire development easier. This includes knowledge, know-how, interpersonal skills, learning skills, and personal change in a respectful environment that has an open outlook on the world.

The CCNB also helps prepare the student for the workforce by providing various training situations that will allow him to develop the knowledge that is sought-after.

## IMPORTANT NOTICE

This document contains information which will be useful for students throughout their stay at CCNB, in both on-site and distance training.

Knowledge of the information contained herein is each student's responsibility. You can download a copy of the document from [lecube.ccnb.ca](http://lecube.ccnb.ca). It is updated annually.

## COMMUNICATION PROCESS

Respecting a communication process allows for efficient functioning and harmonious relationships. When asking for information or in the case of an academic dispute, the student will first contact his instructor. If the outcome is not satisfactory, the student may go see the Department Head. As a last resort, the student will communicate with the Principal. Above all, the CCNB encourages students to speak to their instructor first.

## 1. EDUCATIONAL GUIDELINES

The following guidelines specify the code of conduct for the student and the CCNB.

### 1.1. Courses

Students receive a course outline within the first two meetings with their instructor.

A course outline informs students about the course objectives, assessment methods, evaluation criteria, and the availability of instructors.

CCNB provides students with the means of evaluating a course to ensure improvement of course delivery.



## 1.2. Academic Year

All CCNB campuses observe the same calendar or an Academic Year model divided in four (4) terms:

- Summer Term (July and August) of about ten (10) weeks duration;
- Fall Term (September to December) of about fifteen (15) weeks duration;
- Winter Term (January to mid-April) of about fifteen (15) weeks duration;
- Spring Term (mid-April to June) of about ten (10) weeks duration.

The Christmas Break and the study week in March coincide with those of the NB Department of Education.

## 1.3. Time Table

To ensure that course delivery is planned in a manner that promotes student accessibility, and supports an efficient use of resources, the standard timetable will be the same for all CCNB campuses. During the week, the standard class will be 55 minutes in length, followed by a break. There are two 15-minute breaks per day, one in the morning and the other in the afternoon. Every day, a consultation period is reserved for individual meetings between students and teaching staff. The schedule may include days, evenings and weekends.

## 1.4. Late Registration in a Course

Registration made after the published closing date is subject to the approval of the Registrar, in consultation with the Department Head of the program.

## 1.5. Summative Learning Assessment

An evaluation cannot be worth more than 40% of the final mark for credit courses. Instructors plan at least one evaluation for non-credit courses.

In the case of an evaluation that is worth 10% or more of the final mark, the instructor will inform the students at least five working days before an evaluation. For evaluations of a lesser value, students receive at least two working days' notice.

Students will receive the results of their evaluation within 10 working days. If a student is absent for an evaluation, he will receive a mark of zero for that evaluation, unless the campus was advised beforehand. Upon his return, the student must give to the instructor proof demonstrating that the absence arose from uncontrollable circumstances, for example an approved medical leave of absence by a physician or a death in the immediate family.

## 1.6. Pass Mark

The final course pass mark is 60%. However, certain programs may require a higher level of achievement. Other courses use other notations of successful completion, as indicated in section 2.2.3. Marking System of this document.

## 1.7. Repeat Measures for Post-secondary Training

The Collège communautaire du Nouveau-Brunswick (CCNB) recognizes that academic outcomes are sometimes below the established standards and pass mark. To support success, the CCNB provides its student population with the opportunity to take advantage of repeat measures.

### 1.7.1. Eligibility Criteria

- The final mark in a failed course cannot be more than 10 points below the pass mark;
- all summative assessments required in the course outline have been submitted to the instructor;
- no more than two courses may have been failed during the term; and
- the limit for possible repeats shall not be more than four for the current academic year.

### 1.7.2. Procedural Requirements

- To take advantage of repeat measures, students must complete an application for repeating the course. The form must be submitted to the instructor concerned no later than two working days after receiving their final course mark.
- Students will receive a response to their request within five working days as well as information on the evaluation method, objectives that will be evaluated, and the date, time, and location of the repeat measure.
- Students who pass the repeat measure will receive the pass mark for the course.
- Should a student fail the repeat measure, the initial mark will appear on the transcript of marks.

### 1.7.3. Specific Conditions

- Some methods of instruction or contexts may prevent the application of repeat measures.
- The specific regulations of certain partner institutions or professional associations may take precedence over this procedure.

## 1.8. Academic Studies

### 1.8.1. Repeat Measures for Academic Studies

- For the Academic Studies program, the repeat measures apply only to tests.
- The student must write all of the required tests for each course.
- The pass mark for each test is 60%. The pass mark for the course is 60%.
- It is possible to do one repeat test per course. Students have one week to inform their instructor of their intention to rewrite the test.
- Should there be a rewrite, there are two options to determine the mark placed in a student's file:
  - If the student obtains a mark of over 60%, a mark of 60% will be recorded in the file.
  - If the student obtains a mark less than 60%, the higher mark of the two will be recorded in the file.

### 1.9. Plagiarism

Students who cheat, plagiarize or use intellectual dishonesty on an evaluation, whatever the form, will receive a mark of zero. No repeat measure will be allowed for this course.

#### Examples of plagiarism:

- Copying answers from another student during an evaluation.
- Copying another student's work and submitting it as if it were yours.
- Submitting an assignment written in whole or in part by another person.
- Downloading or copying texts from the Internet or from other documents, and quoting from or paraphrasing (restating the ideas of a third party in your own words), in whole or in part, without properly acknowledging the source.
- Downloading or using any graphics, statistics, or artistic content or parts thereof (pictures, diagrams, charts, tables, videos, etc.) without properly acknowledging the source.
- Collaborating to the act of plagiarism.

### 1.10. Course Auditing

Course auditing provides all the rights and privileges of a regular student, except the student is not permitted to be present for evaluations. The student is subject to the same requirements as the registered students. All requests to audit a course are submitted to the Department Head at the time of registration.

A student enrolled as a regular student who wishes to register as an auditor must seek approval from the Registrar. The decision is made in consultation with the Department Head of the program. The courses which can be taken as an auditor are on the department list.

### 1.11. Attendance and Participation

CCNB recognizes that class attendance and participation contribute significantly to the student's academic success.

CCNB expects students to adopt responsible behaviors concerning their presence in class and their participation in educational activities. The student may be denied access to workshops if he has not received safety instructions during his absence from courses.

The instructor may measure student participation in each course. Depending on the course, attendance could be considered when determining the student's learning evaluation.

Instructors are required to monitor participation and attendance in cases where students are subject to the attendance policies of external accrediting bodies or outside agencies.

Students are informed of these requirements through the course outline.

### 1.12. Travel for Educational Activities

In the case of group educational activities, students who choose to travel in their own vehicle will do so at their own risk. Instructors must ask the student to sign the *Release of Liability and Assumption of Risk of the Student as Driver* (for an educational activity) form. Furthermore, before leaving, the instructor must confirm that the student has a valid driver's license and has proof of insurance. If the student is under the age of 18, a parent or tutor is required to sign the form.

Students who choose to be a passenger in a vehicle driven by another student will do so at their own risk. Instructors must ask the student to sign the *Release of Liability of the Student as Passenger* (for an educational activity) form. If the student is under the age of 18, a parent or tutor is required to sign the form.

### 1.13. CCNB's Release of Responsibility Regarding Students' Personal Belongings

CCNB provides students with appropriate storage space for personal belongings while registered in a training program. However, CCNB is not responsible for personal belongings which are lost, stolen or damaged.

### 1.14. Accidents or Occupational Disease

Under the *Worker's Compensation Act*, the term «worker» includes students of CCNB attending regular classroom training or curriculum-related activities. In order to determine who is covered, the term “worker” is used in the administration of the WC Act, and to determine if an individual is covered under the WC Act for purposes such as payment of compensation benefits and rehabilitation.

In case of an accident (with or without injury) or of an occupational disease at CCNB, the student must inform his teacher or supply teacher, or any designated person, as soon as possible after an accident occurs. Both parties must fill the *Report of Accident or Occupational Disease* (Form 67). The designated person (teacher or supply teacher) will refer to procedure *5808 – Signalement des blessures et des maladies*.

Students shall submit a completed Form 67 to their instructor, his or her replacement, or to any other designated person within two days.

If you require transportation to the hospital by ambulance, you will receive a bill in the mail. According to Ambulance New Brunswick's ambulance billing policy, all fees must be billed to the person transported, unless he or she is under 19 and still living with a parent or guardian, in which case the services will be billed directly to the parent or guardian. As indicated on the Ambulance New Brunswick website, ambulance user fees are \$130.60 for New Brunswick residents and \$650.00 for those from outside the province. Those covered by private medical insurance (at work or elsewhere) must settle their bill and submit it to their insurance provider as they would do for glasses or a visit to the dentist.

For more information, visit the Ambulance New Brunswick website at [www.ambulancenb.ca](http://www.ambulancenb.ca).

### 1.15. Termination of Training

A student who decides to end his training must fill out the [Cessation of Training](#) form and present it to his teacher. He is responsible for retrieving his personal belongings and returning all material belonging to CCNB. Furthermore, all student fees and charges must be paid; otherwise the student will not receive his transcript.

A student who accumulates more than five consecutive absences in a course with no prior notification to the campus will be considered a withdrawal from that course.

A student who accumulates more than five consecutive days with no prior notification to the campus will be considered a withdrawal from that program.

The student who resumes his studies after an interruption of training must satisfy the requirements of the current version of the curriculum at his return.

### 1.16. Academic Support

In order to promote success in his training, the CCNB helps the student by offering him the necessary academic support.

#### 1.16.1. Preventive Measures

This section groups together the following supportive measures that promote academic success and that aim to help the student become more independent and responsible:

- significant relationship with the instructor allows for an ongoing follow-up of progress;
- learning support centre for students with a permanent disability
- mental health support services;
- tutoring services;
- language and mathematics support centres;
- library services;
- scheduled consultation periods;
- referral centre: financial services, other services;
- specialized workshops: study methods, stress management, note taking, etc.

#### 1.16.2. Intervention Measures

This section explains the methods of intervention that will help solve difficult situations:

- attendance and punctuality;
- unsatisfactory academic performance;
- learning difficulties
- two or more failed courses in one session;
- all behavior that is considered harmful to studying.

If a problem arises, a meeting between the instructor and student will take place in order to discuss the problem and find a solution. The student will have the option to meet with a counselor in order to help him find a solution to his problem.

If the problem persists, a second meeting will take place. This meeting will be documented in the student's file. If necessary, there is a meeting with the Department Head. During this meeting, the student must make a commitment to change his behavior and the Department Head must advise him of the consequences if the commitment is not respected. This meeting will also be documented.

## 1.17. Academic Dispute

Academic dispute: a situation in which a student challenges an academic decision (review of grade, restriction of the pursuit of studies or decision preventing transition to an advanced level).

### 1.17.1. Steps

The following steps will be taken in the case of an academic dispute:

- The student must meet with the instructor concerned within twenty four (24) hours of the dispute arising, to try to seek a resolution.
- If the first step fails, the student may, within two (2) working days following the meeting with the instructor, fill out the [Statement of Academic Dispute](#) form and submit it to the Department Head to inform him/her of the situation.
- The Department Head has two (2) working days to ensure follow-up and to inform the parties concerned of his/her decision in writing, specifying the main reasons for the decision.
- If the decision of the Department Head does not satisfy the student, he/she can make use of the right to appeal.
- The decision to terminate a student from a training program will be made by the Department Head.

### 1.17.2. Awaiting a Decision

Pending a decision concerning a dispute, the student must continue his or her training activities.

### 1.17.3. Witness

The student may be accompanied by one same person of his choice as a witness at each of these steps.

## 1.18. Learning Quality Evaluation by Students

During their studies, students are invited to complete an electronic form to evaluate the quality of their learning for certain courses. All forms completed and submitted are compiled electronically and anonymity is maintained at all times.

Answers are compiled in a report for all courses along with all comments and are examined in order to make the necessary improvements. CCNB asks you to answer each question seriously so that the right decisions may be made.

## 1.19. Rules of Conduct

Students must abide by CCNB's rules of conduct and not hinder the exercise of a function, the carrying out of a mandate, or the holding of an activity.

It is prohibited to:

- act violently, make threats, or otherwise intimidate another person;
- voluntarily create a situation that unnecessarily endangers or threatens the health, safety, or property of others;
- alarm without a valid reason, harass, verbally abuse, or disturb others;
- behave in a provocative or indecent manner;
- use access routes to a college facility in restricted or controlled areas without authorization;
- steal, destroy, damage, or misappropriate CCNB property or the property of a person on college premises;
- resell stolen goods on college premises;
- use goods or services from CCNB for purposes other than those for which they are designed.

### 1.19.1. Specific Provisions

#### 1.19.1.1. Signage

All postings must comply with the regulations, be written in quality French, and be authorized by CCNB.

#### 1.19.1.2. Weapons

No person shall keep, use, transport, or construct any form of weapon at CCNB.

#### 1.19.1.3. Alcoholic Beverages

No person shall consume, serve, or sell alcoholic beverages without CCNB's authorization.

#### 1.19.1.4. Traffic and Parking

Anyone who drives or parks a vehicle on CCNB property must comply with the campus regulations adopted for this purpose.

**1.19.1.5. Gambling**

Gambling in any form is prohibited.

**1.19.1.6. Food**

All food consumption must be kept to designated areas.

Unless otherwise indicated, eating in classrooms, auditoriums, laboratories, workshops, and libraries is strictly prohibited.

**1.19.1.7. Possession, consumption, Distribution, Sale of drugs**

The possession, consumption, distribution, and sale of drugs or illegal substances, as well as any act aimed at facilitating or encouraging the possession, use, fabrication, consumption, or sale of drugs or illegal substances are prohibited at CCNB.

**1.19.1.8. Explosives and Hazardous Materials**

The possession, use, or transportation to the CCNB of any non-approved hazardous materials that could endanger persons or property is strictly prohibited.

**1.19.1.9. Respecting a Positive Learning Environment**

CCNB encourages respect for a positive learning environment. No person may use a cell phone, podcast device, or recording device, or behave in any way that could adversely affect the learning environment.

**1.19.1.10. Attire**

CCNB wants to create an environment of self-respect and respect of others. In order to have a well-kept professional look, attire must be clean and within health and safety standards.

Everyone must wear appropriate clothing and comply with the rules governing certain premises or activities, in particular the gymnasiums, laboratories, workshops, and work practicum locations.

Certain attire may be required during the week or during visits to the industry. Throughout work practicum, the student must conform to the employer's standards.

**1.19.1.11. Smoking (including electronic cigarettes)**

CCNB is controlled by the Province of New Brunswick's Smoke-free Places Act.



### 1.19.1.12. Appropriate Use of Information and Communications Technologies

The CCNB has advanced technological infrastructure enabling each user to easily access multiple services. The CCNB wants to ensure it is used in compliance with its regulations, policies, and procedures as well as applicable laws and regulations.

Users are to use the computer and telecommunications resources made available to them by the CCNB for educational purposes. However, the CCNB recognizes that students may also use these resources for personal purposes insofar as this use does not cause the CCNB any harm and remains within reasonable limits. This privilege may be revoked at any time from any user who does not comply with the policies, procedures, and other relevant standards.

In using computer and telecommunications resources, users must not take or attempt to take any abusive or illegal actions contrary to the principles of the policy, for instance:

- use offensive, malicious, hateful, or discriminatory language;
- harass, threaten, defame, or otherwise harm another person;
- distribute personal information about another user;
- spread computer viruses;
- access or attempt to access the CCNB's various information systems without the required permission;
- steal the identity of a user;
- intentionally overload the network;
- decrypt, decode, or attempt to decrypt or decode access codes or keys, files, or passwords;
- consult or distribute pornographic, obscene, or offensive material;
- use computer and telecommunications resources for commercial purposes (including solicitation and advertising) without prior permission;
- read, change, or destroy any message, text, data, or software belonging to a third party without authorization;
- intercept any private electronic communication;
- use computer resources for political lobbying;
- use computer resources for distributing personal viewpoints and opinions as though they were an official viewpoint of the CCNB and its campuses;
- use computer and telecommunications resources for purposes other than those for which they are made available.

### 1.19.1.13. Sales and Business

Any sale or fund-raising activities require the authorization of CCNB. These activities must be held at authorized times and places.

### 1.19.2. Disciplinary Measures

- CCNB reserves the right to refuse access to activities, to suspend, to expel, or to take other disciplinary measures with students who do not comply with these rules, or whose behavior is deemed detrimental to CCNB.
- Anyone who is held responsible for an illegal act committed on CCNB premises, or related to them, will also be liable to sanctions under civil law and the Criminal Code.

**NOTE:** If there are reasonable grounds for believing that a law, policy, or rule has been broken, CCNB reserves the right to search a student's locker, personal effects, and backpack.

### 1.20. Right to Appeal

Students wishing to challenge a decision made by the Department Head may submit a request for review in writing to the campus Principal five (5) working days after being notified of the decision.

Students may request help from a support service for preparing and submitting their request to the appeal committee. This support service may be provided by the campus or be left to the student's choice.

This process provides students with a means of being heard when they believe they have been treated unfairly. This may include the right to appeal a grade received on an evaluation, a case of plagiarism or fraud, disciplinary action taken by campus authorities, or an evaluation review. It may also involve a right to appeal for the transfer of units or for prior learning assessment and recognition.

A decision will be made within ten (10) working days of when the written appeal was submitted by the student.

### 1.21. Harassment in the Learning and Work Environment

CCNB recognizes that students and staff have the right to study and work in an environment that is respectful of the dignity of each person.

The aim of **Policy 5702 - Harassment in the Learning and Work Environment** is to deal effectively with situations involving any form of harassment and to identify the harassment-related responsibilities of the members of the college community, students and staff members, and more specifically of those who are in a position of authority or play a role in harassment prevention.

You may obtain a copy of the policy by addressing your request to the Student Services of your campus or on the CUBE at the following address: [lecube.ccnb.ca](http://lecube.ccnb.ca).

### 1.21.1. Policy Statement

CCNB is firmly committed to preventing and eliminating any form of harassment in the work and learning environment. CCNB is therefore committed to:

- a) promoting a learning and work environment favourable to the growth, respect, and dignity of each individual, as well as healthy labour relations;
- b) preventing violations of this policy through education and information;
- c) providing people with support for settling their disputes;
- d) handling complaints objectively, in a timely manner, and according to the principles of natural justice;
- e) correcting and, if applicable, imposing penalties for objectionable behaviour.

### 1.21.2. Scope of the Policy

The policy applies to any person who:

- is taking regular training, continuing training, or distance education courses at CCNB on a full-time or part-time basis;
- holds a paid position, performs a function, or works for CCNB on a volunteer basis;
- is part of an association or group associated with CCNB;
- participates in activities, not only on the campuses and at head office, but also at other locations where CCNB carries out its mission;
- has a relationship with CCNB as a client or service provider;
- is a member of CCNB's Board of Governors.

### 1.21.3. Definitions

- **Abuse of authority**

Abuse of authority means improperly using the power and authority inherent in a position to:

- a) interfere with a person's studies, undermine a person's performance, or influence a person's academic success;
- b) endanger a person's job, undermine a person's job performance, threaten a person's economic livelihood, or interfere in any other way with a person's career. It is the exercise of authority in a manner that serves no legitimate educational or work purpose and ought reasonably to be known to be inappropriate. Examples of "abuse of authority" include, but are not limited to, such acts or misuse of power as intimidation, threats, blackmail, and coercion.

- **Injury to the Dignity or Respect of a Person**

Intimidation, personal harassment, sexual harassment, abuse of authority, and a poisoned work environment represent injury to the dignity and respect of individuals. Such injury may occur between individuals of differing status or with the same status within the college community.

- **Discrimination**

Discrimination is defined as conduct that takes the form of comments, gestures, or actions intended to exclude, denigrate, or deny certain rights to a person on the grounds of race, colour, belief, national origin, ancestry, place of origin, age, physical disability, mental disability, marital status, sexual orientation, sex, social condition, or political belief or activity.

- **Harassment – Social Media**

Communication technologies such as the Internet, social networking sites, websites, email, chat rooms, discussion groups, and instant messaging are media that can be used for the purposes of abuse of power, discrimination, and personal or sexual harassment. Here are some examples of the misuse of social media: sending degrading, mean, or threatening emails, text messages, or instant messages; posting embarrassing photographs of someone online; creating a website to make fun of others; posing as someone else by using that person's name; causing someone to reveal personal or embarrassing information and then passing it along to others; making disparaging or inappropriate comments on social media, Facebook, etc.

- **Personal Harassment**

Personal harassment means any intimidating, objectionable, or offensive behaviour that is known or ought reasonably to be known to be unwelcome. It includes objectionable conduct, comment, or display made on either a one-time or continuous basis that demeans, belittles, or causes personal humiliation or embarrassment. There are two types of personal harassment: psychological harassment and intimidation.

- **Psychological Harassment**

Personal harassment includes psychological harassment, which is defined as vexatious behaviour in the form of repeated, hostile, or unwanted behaviour, comments, actions, or gestures that affects an individual's dignity or psychological and physical integrity and, for that person, creates a harmful work or learning environment. Four criteria must be present and demonstrated for psychological harassment to be established:

1. Repeated vexatious behaviour – vexatious behaviour means conduct that is humiliating, offensive, or abusive for the person it is directed at, affects the person’s self-esteem, and causes suffering. The repetitive nature assumes continuity over time. The comments, behaviours, actions, or gestures taken in isolation may be benign or trivial, but taken together, indicate harassment. However, one serious incident may constitute psychological harassment if it has an ongoing harmful effect on the person it is directed at.
2. Hostile or unwanted – the objectionable behaviour, comments, actions, or gestures must be perceived as hostile or unwanted. In some cases, being “unwanted” does not necessarily require the victim to have clearly expressed his or her disapproval or refusal, as is the case for assault.
3. Injury to dignity or integrity – the harassment has a negative effect on the individual. Human dignity is violated when a person is marginalized, pushed aside, and devalued, both personally and professionally.
4. Poisoned learning or work environment – a learning or work environment that is damaging, causes harm, or hurts the person who is the victim of the harassment.

- **Sexual Harassment**

Sexual harassment means any conduct, comment, gesture, or contact of a sexual nature made on either a one-time or a continuous basis that might reasonably be expected to cause offence or humiliation. Here are a few examples of sexual harassment: unwanted touching, patting, or leering; inquiries or comments about a person's sex life; telephone calls, emails, or chats with sexual overtones; sexist insults or jokes causing embarrassment or humiliation; unwanted, persistent social or sexual invitations; and inappropriate or unwelcome comments on or interest in a person's physical attributes or appearance.

- **Intimidation**

Personal harassment includes intimidation. Intimidation is a behaviour that causes fear and/or apprehension and has the effect of harming, isolating, threatening, controlling, or punishing another person. Physical, verbal, or written threats, including threatening phone calls and chats, stalking, extortion, and incitement to hatred are extreme forms of intimidation.

- **Conflict Situation**

A conflict is a dispute between at least two parties. Conflict occurs when the parties have differing opinions and sometimes incompatible interests associated with their respective roles. These tense, and even confrontational, situations must not be interpreted as a lack of respect for individuals.

#### 1.21.4. Procedure

There are two ways to file a complaint:

##### 1.21.4.1. Informal Complaint

This procedure must be used to attempt to resolve a situation involving conflict or harassment, unless it is inappropriate to do so. Difficulties related to respect and dignity are sometimes the result of communication problems. If appropriate, the use of dialogue-based conflict resolution approaches is encouraged in order to clear the air and promote mutual respect.

To end the harassment, it is sometimes enough to tell the person concerned directly that the behaviour is unwelcome and must stop. If the complainant is a staff member, he or she may seek help from a third party (manager, human resources counsellor). If the complainant is a student, he or she may go to an instructor, a department head, or the principal to resolve a harassment situation informally. Using this type of approach does not prevent anyone from eventually filing a formal complaint.

The aim of the informal procedure is to find solutions that are fair and equitable to both parties. It is an awareness approach that must remain confidential and be carried out in a timely manner.

The informal procedure for handling a complaint in no way prevents the situation from being referred to mediation or investigation in cases where the informal procedure is unsuccessful.

##### 1.21.4.2. Formal Complaint

- a) In all cases where the informal approach, including mediation, does not yield the anticipated results or for any other reason whatsoever, the person who believes he or she is the victim of harassment may file a written complaint. If the person is a student, the complaint is filed with the campus principal, hereinafter referred to as the **receiver**.
1. In all cases where the informal approach, including mediation, does not yield the anticipated results or for any other reason whatsoever, the person who believes he or she is the victim of harassment may file a written complaint. If the person is a student, the complaint is filed with the campus principal, hereinafter referred to as the receiver.
- b) The complaint must come from one person, be signed and filed in writing on the [Harassment Complaint](#) form, be sufficiently detailed for an investigation to be carried out, and contain the following information: the complainant's first and last name; in the case of a student, the campus and program of study; in the case of an employee, the workplace and sector; telephone number and/or email address; name of the person against whom the complaint is being filed; and any other known details.

- c) The complaint must provide a description of the alleged behaviour, including a detailed description of the comments, gestures, physical contact, or any other conduct that the complainant considers to be harassment. The date, time, location, and name of the persons involved, as well as the first and last names of any witnesses and their telephone numbers or email addresses must be provided, if known.

#### 1.21.4.3. Other Options

It is also agreed that this policy does not preclude other options the complainant may wish to pursue, including the following:

- taking the matter to an arbitrator pursuant to the provisions of the collective agreement;
- criminal proceedings in the case of serious assault, threat of assault, or wrongful act sanctioned under the Criminal Code of Canada;
- civil liability proceedings for damages and interest in the case of injury to reputation;
- going before the New Brunswick Human Rights Commission in the case of discrimination.

The complainant chooses the option to be pursued. However, there may not be concurrent options. Consequently, a complaint filed with the *New Brunswick Human Rights Commission* or the pursuing of an option under a collective agreement or the *Criminal Code of Canada* brings the CCNB's handling of the complaint to an end and results in the suspension or closure of the file.

A complaint filed with the *New Brunswick Human Rights Commission* should normally be filed within a year following the act of discrimination. The investigation is carried out by the Commission. For more information, contact the *New Brunswick Human Rights Commission*.

Sexual assault or other forms of violence are covered under the *Criminal Code of Canada*, and the police may be called in to lay charges. Sexual assault or other forms of violence are serious criminal offences and must be reported to the police if the person files a complaint.

The CCNB does not undertake to side with a complainant who pursues such options or to cover all or any of the complainant's judicial or extrajudicial fees unless required to do so by court order.

## 2. CERTIFICATION

### 2.1. Prior Learning Assessment and Recognition (PLAR)

PLAR is a process that enables students registered for a CCNB program to obtain official recognition for prior learning acquired through other post-secondary programs or through life and work experience.

#### 2.1.1. Academic Learning

- **Responsibility of the Student**

While awaiting the results of the request for assessment and recognition of prior learning, the student must continue attending the class.

- **Procedure for Making a Request for Prior Academic Learning Assessment**

Students who believe they have significant and pertinent knowledge in one or more courses in a training program can make an official request, by using the [Request for Academic Learning](#) form, to the department responsible for the program, no later than five (5) working days after receiving the course outline.

The application must be accompanied by all supporting documents (official transcripts of marks, course outline, certificate of qualification, etc.).

Students are responsible for obtaining all supporting documents.

There are no fees for the prior academic learning assessment and recognition process of a CCNB course.

Students who have taken advantage of the Prior Academic Learning Assessment service may appeal the decision in accordance with the policy in effect.

#### 2.1.2. Experiential Learning

- **Responsibility of the Student**

While awaiting the results of the request for assessment and recognition of experiential learning, the student must continue attending the class.

- **Procedure for making a request for prior academic learning assessment**

Students who believe they have significant and pertinent skills and experience in one or more courses in a training program can make an official request, by using the [Request for Experiential Learning](#) form, to the department responsible for the program or to the person responsible for assessment and recognition of prior learning, no later than five (5) working days after receiving the course outline.

The person responsible for assessment and recognition of prior learning will inform the applicant which supporting documents must accompany the request.



In order to pass a formal evaluation for the requested course, the evaluation of experiential learning (EQ) may require the use of equipment, the advice from a competent person or the creation an evaluation committee. The evaluation may take the form of a portfolio assessment, a competency test, a demonstration, a simulation, an interview, a standardized test, etc.

According to the current policy and procedure, fees for an assessment of experiential learning are non-reimbursable and must be paid before the assessment begins.

A person who is not satisfied with the results, may dispute the decision according to the current policy.

## 2.2. Transcripts of Marks

### 2.2.1. Content

#### 2.2.1.1. Course and Marks

The transcript of marks includes the complete list of courses the student has taken up to the date it is issued. The results are permanently recorded.

### 2.2.2. Format

The **official** transcript of marks bears the CCNB seal and is signed by the assistant registrar of the campus where the training was given. This is an official document that is sent directly to another training institution or to potential employers at the student's request.

As a general rule, no official transcripts are given to students. However, if circumstances warrant, a student may receive an official transcript provided it is placed in a sealed envelope stamped with the CCNB seal to protect its contents. Also, the transcript must state the following: "To be considered **official**, the transcript must have been given to you in a sealed envelope stamped with the CCNB seal."

An **unofficial** transcript of marks is not signed, and it does not include the seal. It is given to active students upon request. Each page is stamped "unofficial copy." Transcripts (official or unofficial) are produced in the same language as the program of studies.

### 2.2.3. Grading System

The results that appear on the transcript of marks are recorded as numerical marks or as notations.

- **Numerical Marks**

Most of the results that appear on transcripts are recorded as numerical marks or notations.

- **The "credit" notation expressed by the letters CR**

The knowledge acquired through training at a registered educational institution may be recognized through the prior learning assessment and recognition (PLAR) service. When a course is recognized as having been completed successfully, the CR notation is included on the student's transcript.

- **The “equivalency” notation expressed by the letters EQ**

Knowledge, technical skills and experiences acquired through personal experience may be recognized through the prior learning assessment and recognition (PLAR) service. When this learning is recognized in this way, the EQ notation is included on the student’s transcript.

- **The « incomplete » notation expressed by the letters IC**

This notation indicates that a student did not complete the requirements of a course. Following approval of the campus, the student normally has six (6) weeks to meet the course requirements, at which time the IC grade is replaced by the final mark.

- **The “successful “ notation expressed by the letters SU**

This notation indicates that the student has met the requirements of the course for which a numerical mark is not given.

- **The “unsuccessful” notation expressed by the letters US**

This notation indicates that the student has not met the requirements of the course for which a numerical mark is not given.

- **The “Auditor” notation expressed by the letters AD**

This grade indicates that a student, with the approval of the Department Head, has taken a course without doing the evaluations.

- **The « no grade » notation expressed by the letters NG**

This indicates that a course has no grade and does not grant credits for the certification. However, this course is included in the student’s file and appears on the transcript.

- **The “withdrawal” notation expressed by the letters WI**

This notation indicates that a student withdrew from a course after 20% but before reaching 50% of its duration.

When a student withdraws from a course after 50% of its duration, the mark that appears on the transcript of marks is the sum of accumulated marks.

If the withdrawal occurs before 20% of the course duration or before an evaluation has been given, no mark for this course is included on the transcript of marks.

#### 2.2.4. Fees

There is a (\$5 + taxes = \$5.75) fee with every written request for an official transcript of marks.

### 2.3. Certification

- **Certificate of achievement**

A certificate of achievement is issued upon successful completion of training in a specific field including a formal evaluation and not leading to a diploma or certificate.

- **Certificate of participation**

A certificate of participation is issued to a student for a participation of at least 70% in a training of short duration and not including a formal evaluation.

- **Certificate**

A certificate is issued upon successful completion of a training program

- a) of less than two years; **AND**
- b) when a student has fulfilled the requirements of the prescribed program profile; **AND**
- c) has accumulated a minimum of 10 units during the training.

- **Diploma**

A diploma is issued upon successful completion of a training program

- a) of two years; **AND**
- b) when a student has fulfilled the requirements of the prescribed program profile; **AND**
- c) has accumulated a minimum of 45 units during the training.

- **Diploma or Certificate of advanced studies**

A diploma or certificate of advanced studies is issued to students who already hold a diploma or a university degree, upon successful completion of a training program.

### 2.4. Disclosure of Personal Information

Federal legislation regarding the confidentiality of all personal information does not allow CCNB to divulge information concerning the privacy of students to anyone. In the case of a reference for a potential employer or references for a work practicum placement or other, written permission from the student will authorize CCNB to do so. CCNB form to fill out is [Consent for Disclosure of Personal Information](#).

### 3. STUDENT SERVICES

During their time at one of CCNB campuses, students have access to a variety of activities and support services.

#### 3.1. Start of School Year

The first day of the school year gives students the opportunity to integrate into campus life through various social, recreational, cultural, and educational activities.

#### 3.2. Mental Health Guidance and Support Services

CCNB offers professional academic, personal, financial, and career counselling services.

#### 3.3. Educational Support

Various services are offered at each CCNB campus to help promote academic success, including the Language and Mathematics Development Centre, the Learning Support Centre, peer tutoring, workshops, development of study skills, and workshops.

#### 3.4. Library

The library offers a supportive study and research environment and contains materials related to the programs of study. Documents may be borrowed. Late fees of \$0.20 per day are charged for each late document. Users are responsible for borrowed documents. In the event of loss or damage, users must cover the cost of replacing the material and pay administrative fees.

#### 3.5. Student Life

At each CCNB campus, students form an association responsible for planning and coordinating cultural, sport, and recreational activities in co-operation with CCNB. Funding for the student association is provided by the membership fee requested of each student upon registration. In order to make it easier to manage student life activities, each campus has a student activities coordinator. Your participation in the student government is strongly encouraged, as it is an enriching experience and a way to meet new people.

#### 3.6. Registrar's Office

The Registrar oversees registration, the maintenance of student records, the issuing of diplomas and certificates, as well as the issuing of the transcripts of marks. The Registrar can also provide information on training programs and tuition fees.

#### 3.7. Scholarships

A list of scholarships is available from the Student Services Office and on [lecube.ccnb.ca](http://lecube.ccnb.ca). Guidance counsellors may help students with their applications.

### 3.8. Financial Services

Students attending CCNB may take advantage of financial assistance. The assistance program includes the following:

- Canada Student Loan and New Brunswick Student Loan;
- Training and Skills Development (TSD)
- Canada Access Grants for Students from Low-Income Families;
- Grant for students from Middle-Income Families;
- Canada Study Grant for Students with Dependents;
- Canada Access Grant for Students with Permanent Disabilities;
- Grant for Services and Equipment for Students with Permanent Disabilities;
- New Brunswick Bursary;
- New Brunswick Public Colleges Entrance Scholarship
- Gender Equality Scholarship
- Canadian National Diversity Scholarships
- Recruitment Scholarship for International Students
- Scholarship from the *Fondation Donatien-Frémont*
- Incentive Scholarship for girls in technology
- Scholarship from the *Fondation du CCNB Inc.*
- Scholarships for CCNB students studying at the Université de Moncton.

Financial assistance is also available for part-time students:

- Part-time Canada Student Loan;
- Canada Study Grant for High-need Part-time Students;
- Canada Study Grant for Students with Dependants;
- Canada Study Grant for the Accommodation of Students with Permanent Disabilities.

One of the Student Services staff at each campus informs students of the New Brunswick Student Financial Assistance Program

### 3.9. Store

Textbooks and material related to the training programs are sold in the CCNB stores. Certain campuses also sell a wide variety of clothes and other popular consumer goods.

### 3.9.1. Book Return Policy

Requirements for reimbursement after a book is returned:

- You must have your original receipt;
- The book must be in its original packaging or in mint condition;
- The return must be made within 30 days of the date of sale AND before the deadline for the return of unused books by CCNB to the various suppliers. No returns will be accepted after unused books have been returned to suppliers (typically 30 days after the date of sale).

### 3.10. Technology Services

The Information and Communications Technologies Branch provides an essential service aimed at ensuring that CCNB's administrative and educational operations run smoothly from a technology standpoint. Our goal is to provide our student clientele with quality service.

Requests for technical support can be made to our team by email at [ccnb.support@ccnb.ca](mailto:ccnb.support@ccnb.ca), by phone at 1-888-826-9144, or at the service counter on your campus.

Our regular hours of operation are Monday to Friday, 8:15 a.m. to 4:30 p.m.

### 3.11. Day Care

A list of available housing is also available from Student Services on campus.

### 3.12. Accommodations

Student Services at each campus provides a list of accommodations available in their respective area.

### 3.13. Students with Permanent Disabilities and Mild Intellectual Disabilities

CCNB recognizes that the key to the successful inclusion of students with a permanent disability or a mild intellectual disability is recognizing that they are people who have the same rights and responsibilities as the rest of the student population.

CCNB is committed to providing students with a permanent disability or a mild intellectual disability with learning support services and adapted services to the greatest possible extent. It promotes, provides, and maintains a barrier-free environment – barriers that could be psychological, structural, or systemic.

If a student has a permanent disability or a mild intellectual disability (motor disability, learning disability, mental disability, deafness/hearing loss, blindness/visual impairment or other disorders such as attention deficit disorder, head trauma, Crohn's disease, epilepsy, diabetes, chronic illness, language difficulties, drug and alcohol abuse, etc.), it is possible that he requires appropriate adapted services at the beginning of the college year, hence the importance of informing Student Services specialists of his campus.

### 3.13.1. Documentation

In order to help the campus identify and implement learning support services and adapted services, students with a permanent disability or a mild intellectual disability must provide the required documentation or a written certificate from a specialist that clearly identifies the nature of the disability.

Specialist means a general practitioner, psychologist or school psychologist. The student should also provide a recent document including examples of learning support tools that would benefit him. Note that the document or certificate of permanent disability is required to process applications for financial support (ex.: Canada Study Grant).

### 3.13.2. Establishment of Learning Support Services and Adapted Services

When defining learning support services, CCNB must take the following into account:

- a) Maintaining CCNB training standards;
- b) Risk to public safety or significant risk for the student with a permanent disability;
- c) Implementation of reasonable support services based on CCNB's operating budget or through external sources.

Learning support services may take the form of a modification or a new teaching or evaluation strategy that meets the individual needs of students with a permanent disability or a mild intellectual disability.

Learning support services may include the following strategies or adaptive measures:

- During evaluations:
  - additional time;
  - a quiet space;
  - reading services.
- Adaptive technologies
- Note-taking services;
- Interpretation services
- Ergonomic adaptations.

Adapted services may include a modification or the addition of resources or services designed to meet the individual needs of students with a permanent disability or a mild intellectual disability.

Adapted services may include the following:

- Counselling services in the student's campus;
- Assistance during registration;
- Assistance during library visits;
- Assistance with the purchase of books;
- Documents in alternate formats;
- Tutoring services;
- Text revision services.

### **3.14. International Students**

International students may use all of the services that CCNB offers to its students. The CCNB offers support specifically intended for students from other countries to help with their integration.

Services and workshops specifically for international students are offered during the academic year.

International students also have access to the services of a regulated immigration consultant who can answer questions about a study permit, co-op work permit, temporary resident visa, and electronic travel authorizations. To access the consultant's services, students can use "Le Cube" student portal.

### **3.15. Military Reserve Students**

The CCNB recognizes that military reserve students can sometimes be called for military service. These students may need special provisions so that their academic success is not compromised.

### **3.16. Employment Assistance**

The CCNB ensures that students have access to information pertaining to job search techniques as well as to the labor market. Most employment opportunities are found on the CUBE. Students who wish to improve their job search techniques may make an appointment with their campus's guidance counsellor for individual, personalized sessions.

### **3.17. Graduation Ceremony**

When studies are completed, a ceremony is organized to distribute diplomas and certificates and to recognize academic excellence by awarding certificates of merit.

### **3.18. Contingency Plan**

To ensure the safety of its student population and staff, CCNB communicates its contingency plan to the students.

### **3.19. Continuous Improvement**

The CCNB feels very strongly about the quality of its services and the well-being of its students. It is important for the CCNB to fulfill the student's needs, whether it be in a learning, social or personal aspect.

The CCNB welcomes all comments. All comments are important for continuous improvement of programs and services.



#### 4. STUDENT IN GOOD STANDING

The status of “student in good standing” is considered to be achieved when the person meets all expectations associated with each of the following categories:

- Successful completion of the program;
- Tuition and other fees;
- Civility and good behavior;
- International students, if applicable.

The student can find details on the CCNB website ([ccnb.ca](http://ccnb.ca)), in the student kit and on the "Le Cube" student portal ([lecube.ccnb.ca](http://lecube.ccnb.ca)).

#### 5. DISTANCE EDUCATION

The content of this document is also intended for students taking distance education.

#### 6. CORRESPONDANCE COURSES FOR ADULT SECONDARY EDUCATION

The content of this document is also intended for students taking correspondence courses.

#### 7. INTERNATIONAL MOBILITY

The international mobility service enables students to continue their studies or do their internship abroad. We offer financial assistance programs and logistical support for organizing their stay abroad. The program instructor will refer information requests to the person responsible for this on campus.