

2010

Evening Academic Program Guide



HRPA

Human Resources
Professionals
Association
**Office of
the Registrar**

HRPA | OFFICE OF THE REGISTRAR



HRPA Evening Academic Program Guide

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OVERVIEW OF HRPAs EVENING ACADEMIC PROGRAM

Thank you for choosing the Human Resources Professionals Association's (HRPA) Evening Academic Program to enhance your academic knowledge in human resources.

HRPA's Evening Academic Program (EAP) provides the educational foundation for a career in Human Resources Management. For more than fifteen years, the Association has offered the program in support of individuals seeking professional certification through HRPA.

HRPA is committed to providing a comfortable environment where learning becomes easy.

Adult learners comprise the majority of our student population and classes remain relatively small in size (a maximum capacity of 34-36 people) to ensure an interactive environment where students are given the undivided attention that they require.

HRPA offers the courses in two convenient locations; Toronto and Mississauga. These courses are offered in the evenings only. There are no registration pre-requisites however; students enrolled in the Evening Academic Program are advised that verbal and written proficiency in the English language, consistent with post-secondary educational requirements and expectations, is required to successfully complete the program courses.

HRPA offers both member and non member pricing for the program.

HRPA does not recommend that individuals take more than three courses per semester if they are employed. The work load of multiple courses while meeting employment expectations can be challenging.

Evening Academic Program participants are not afforded any separate or unique consideration in the certification process. All individuals seeking certification must follow the same guidelines and requirements in pursuance of certification.

The program is managed by the Office of the Registrar. Should you have any questions about the program, please contact us at registrar@hrpa.ca – subject line: Evening Academic Program, or call us at 416-923-2324 or 1-800-387-1311.

OVERVIEW OF HRPA

Who We Are

The Human Resources Professionals Association (HRPA) is Canada's HR thought leader and the largest HR association in the country. In Ontario, HRPA is responsible for the regulation the HR profession and have the authority to grant the Certified Human Resources Professional (CHRP) designation, the national standard for excellence in human resources management.

HRPA has more than 19,000 members in 28 chapters, and growing.

Mission

To be a global leader in advancing the human resources professional as the essential driver of business strategy and organizational success.

Vision

To be a human resources though leader.

Values

Leadership

Evidenced by clear articulation of a compelling vision for the future of the HR professional coupled with the courage to make decisions and take appropriate actions in a timely manner in support of the vision.

Innovation

Evidenced by fostering collaboration and creative thinking, the sharing of knowledge and continuous improvement that sustains excellence.

Integrity

Evidenced by uncompromised dedication to professionalism, responsiveness to our member's needs and interests, and accountability for the effective stewardship of members' investment of time, money and engagement.

For more information about HRPAs Strategic Plan and programs and services, visit our website at www.hrpa.ca

OVERVIEW OF HRPА'S EVENING ACADEMIC PROGRAM GUIDE

This guide is designed to provide you with an overview of the features of the program, how the program works in concert with your planned pathway to achieving the Certified Human Resources (CHRP) professional designation, and the policies and procedures that are the underpinnings of the program.

It is imperative that individuals taking courses for the purposes of achieving certification, familiarize themselves with all certification requirements, processes, policies and procedures. HRPА has developed a Certification Handbook which works in complement to this guide.

A copy of the Certification Handbook can be viewed and downloaded on the Office of the Registrar section of the HRPА website at www.hrpa.ca.

HRPА recommends you visit the Office of the Registrar section of the HRPА website on a regular basis to stay informed with respect to HRPА certification requirements. This is even more important if you are a non member of the association, as you do not have access to monthly information broadcast, newsletters and association publications.

OVERVIEW OF HRPA'S CERTIFICATION PROCESS

Certification and the CHRP Designation

Certification is a 'warrant of competence' or 'warrant of expertise.' Through its certification process, the Human Resources Professionals Association (HRPA) is certifying that an HR professional possesses the required capabilities for professional practice as an HR generalist. It is understood that not every individual certified by HRPA has, or will, occupy a generalist HR position; what is warranted by the CHRP designation is that a certified individual could assume a generalist position at the threshold level of professional practice in HR.

At HRPA, certification means that the certified individual is deemed capable of performing competently in a variety of professional roles in the field of human resources. Certification does not mean that an individual has demonstrated all of the capabilities that fall within the scope of the Human Resources. Nonetheless, all certified individuals will have the foundational preparation, the discipline-specific knowledge, the requisite generic skills, and the demonstrated capability to perform at a professional level in human resources.

Completion of HRPA's certification process confers the right to use the title 'Certified Human Resources Professional' and the right to use the initials C.H.R.P. or CHRP after one's name.

Certification and the public interest

The Human Resources Professionals Association (HRPA) is the regulatory authority for Human Resource Management professionals in Ontario. The overarching objective of HRPA's certification process is to ensure that those HR professionals who are certified by HRPA possess the knowledge and skills in sufficient degree to perform important occupational activities at a level of competence that is required to protect the public interest.

There are a number of interests to balance in setting the certification standard. On the one hand it is important to exclude individuals who are deemed to be not qualified to do the work; on the other hand the standards must not be so strict as to unduly restrain the right of qualified individuals to offer their services to employers or clients.

Membership with and certification by HRPA

At HRPA, membership (registration) and certification are not one and the same. HRPA has a tiered registration approach. Because membership is a requirement for certification, the requirements for certification are in addition to the requirements for membership.

The requirements for membership are:

1. to attest to that they have read and agree to abide by HRPA's Rules of Professional Conduct, and
2. pay membership dues.

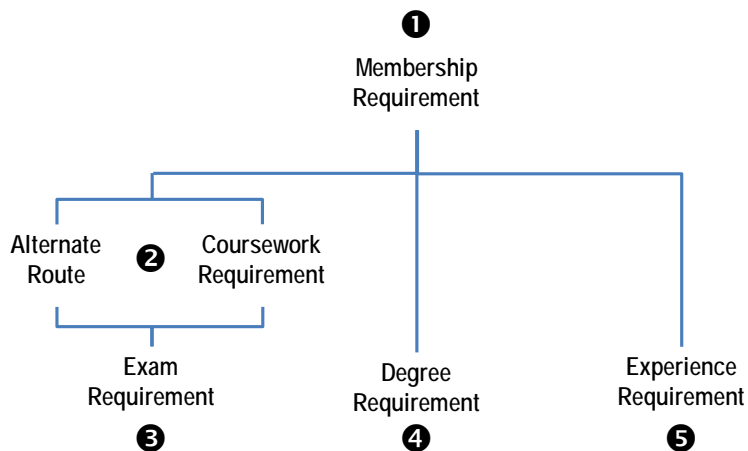
As described below, membership (registration) with HRPAs is a requirement of certification by HRPAs.

The five requirements for initial certification by HRPAs

There are five requirements for initial certification by HRPAs. These requirements are as follows:

1. The membership requirement
2. The coursework requirement
3. The exam requirement
4. The degree requirement
5. The experience requirement

These requirements may be achieved in any sequence with the exception that the requisite coursework must be completed before attempting the exam. Also, one must be a member of HRPAs to write the exam and to have one's experience recognized. When all requirements are met, individuals are notified that they have met all requirements for the CHRP designation as established by the Board of Directors of HRPAs and that their listing in the HRPAs register has been updated to reflect this fact.



This means that there will be different paths to certification and that the sequence in which requirements are met may well differ from one individual to the next. For many new entrants to the field, coursework requirements will be completed within the context of a degree program, this would be followed by writing the knowledge exam, and finally the experience requirement. For experienced candidates who choose to pursue certification somewhat later in their career, the sequence may be degree, then experience, followed by the alternate route to coursework requirement, and finally passing the knowledge requirement.

HRPAs is committed to providing registration practices that are transparent, objective, impartial and fair. HRPAs's certification process is designed such that individuals who immigrate to Ontario from other countries do not encounter unnecessary barriers to certification.

HRPAs's Office of the Registrar is the contact point for all matters relating to certification. Should you have any question about the certification process, or your own status in regards to certification, you

should contact the Office of the Registrar. Should you want to submit any documentation related to certification, such documents should also be sent to the Office of the Registrar. Members and non-members who are interested in pursuing certification by HRP A but who may be uncertain as to the most efficient path given their particular circumstances are invited to contact the Office of the Registrar.

The rationales underlying HRP A's certification requirements

The five certification requirements should be considered within the context of the whole certification framework.

The membership requirement is a statutory requirement established pursuant to Section 7(2) of the *Human Resources Professionals Association of Ontario Act, 1990*. Membership is required for the Association to have continued jurisdiction over the member and over continued use of the designation.

The coursework requirement is established as an eligibility requirement to ensure that individuals certified by HRP A have sufficient knowledge base to perform in human resources roles at a professional level. Although normally achieved through appropriate coursework, it is possible to acquire this base of knowledge through other means. HRP A has established an alternate routes framework that recognizes certain achievements and experiences as equivalent in providing a sufficient knowledge base to perform in human resources at a professional level.

The degree requirement was established as an eligibility requirement to ensure that Human Resources management professionals possess the generic competencies necessary to perform in human resources roles at a professional level.

The examination requirement was established to ensure that those individuals certified by HRP A have the requisite discipline-specific knowledge to perform in human resources roles at a professional level. The examination requirement ensures that all individuals certified by HRP A have the basic knowledge required to perform as a human resources professional.

The experience requirement was established as an eligibility requirement to ensure that candidates have, at minimum, demonstrated the capability of operating at professional level in an area of Human Resources for sufficient length of time.

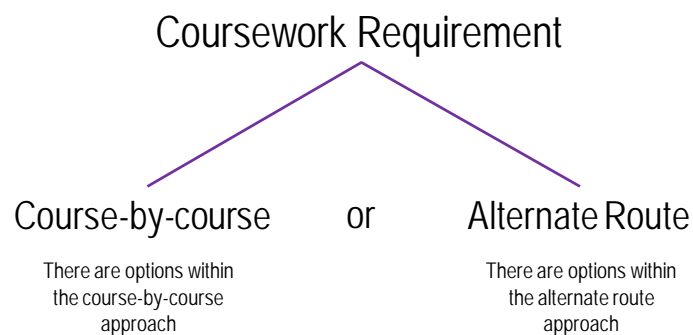
For complete information regarding HRP A's certification program, individuals must review HRP A's Certification Handbook. A copy of the handbook is available in the Office of the Registrar section of the HRP A website at www.hrpa.ca

COURSEWORK REQUIREMENT

To be certified by HRP, and earn the right to use the Certified Human Resources Professionals designation, applicants must have a sufficient foundation of discipline-specific knowledge. Coursework is not the only way of acquiring this foundation of discipline-specific knowledge; however, because coursework is the main way in which this requirement is met, it is known as the ‘coursework’ requirement.

The coursework requirement is established under the statutory authority conferred to the Human Resources Professionals Association (HRPA) pursuant to the *Human Resources Professionals Association of Ontario Act, 1990*. Section 4(1)(a) of the Act gives HRP the statutory authority to “*prescribe the curriculum and the courses of study to be pursued by the students and candidates in order to satisfy the academic requirements of any particular registration.*”

There are two alternative ways of meeting the coursework requirement: the course-by-course approach and the alternate route.



Rationale for the coursework requirement

To some extent the coursework requirement and the exam requirement overlap in that both relate to the discipline-specific knowledge foundation that certified individuals must possess. Although the coursework requirement ensures that candidates for certification have been exposed to the requisite discipline-specific knowledge, it is difficult to guarantee a reasonably consistent standard across educational institutions. The exam requirement provides that common standard across academic institutions. On the other hand, there are ways in which the exam requirement cannot substitute for coursework.

HRPA is of the opinion that coursework makes a unique contribution to the certification framework in the following ways:

1. Formal training requirements are a fundamental aspect of what it means to be a profession
2. Formal training is still the best way to acquire foundational knowledge and skills in HR
3. Formal training programs are important to the socialization process that reinforces the identity of the profession

4. The coursework requirement complements the degree requirement

Let's deal with each point in turn:

Formal training is an essential component of what it means to be a profession. For example, Eliot Friedson in his book *Professionalism, the Third Logic*, lists five elements of professionalism of which one is "a formal training program lying outside the labour market that produces the qualifying credentials, which is controlled by the occupation and associated with higher education. (Friedson's framework was used in a research study by SHRM which also included the participation of a number of Canadian provincial associations.) It can also be noted that the most respected and valued designations (e.g., CAs, CGAs, CMAs, lawyers, etc.) all have formal training requirements. HRPA is of the opinion that abandoning the academic requirement would be to take a serious step backward with respect to the professionalization of HR.

HRPA is of the opinion that there is no better way to acquire a foundation in HR than structured comprehensive academic programs. This is not to deny the usefulness of self-study and learning from experience, but to establish a foundation in HR, there is no better approach than a sound academic preparation. Indeed, in this respect, the nine course requirement is really a minimum—well designed programs can achieve much more. The coursework requirement does create a link between academic institutions and the profession that would otherwise be missing.

There is more to formal training than just the learning aspects, these programs are important to the socialization process that reinforces identification with the profession. Formal training programs anchor the profession. Can you imagine lawyers without law school, or physicians without medical school? This is where professional networks get established.

Finally, the coursework requirement complements the degree requirement. HRPA's certification framework is based on the idea that certified individuals should have both discipline-specific knowledge and generic skills. Separating the coursework requirement from the degree requirement provides more flexibility; but each plays a role.

HRPA, therefore, sees value in both its academic requirement and the NKE.

The course-by-course approach to fulfilling the coursework requirement

The coursework requirement consists of successful completion of nine courses. These nine courses are known as the core curriculum in HR.

The core curriculum and standard course templates

The nine core courses are:

- Human Resources Management
- Organizational Behaviour
- Finance and Accounting

- Human Resources Planning
- Occupational Health and Safety
- Training and Development
- Labour Relations
- Recruitment and Selection
- Compensation

There are various ways of getting credit for these nine courses:

- Successful completion of approved courses offered by colleges and universities across Ontario,
- Successful completion of courses offered by the Association,
- Achievement of equivalent score on challenge exams offered by the Association,
- other forms of course equivalency, or
- any combination of the above.

Successful completion means obtaining a grade of 70% or better over all nine courses with no single course below 65%. Courses must be completed within ten years of registering to write the National Knowledge Exam (NKE) to be considered for eligibility.

For each course, HRPAs Educational Standards Sub-Committee has developed standard course templates. These standard course outlines are the basis for course approval. The standard course templates describe the topics that such courses are required to cover. For approval, it is not required that courses cover all of the standard topics; it is required that courses have substantial coverage (80%) of the standard topics. This approach still gives educational institutions and individual instructors a fair degree of flexibility in shaping the content of such courses. The standard course templates are given in Appendix D.

HRPA list of approved courses

HRPA maintains a list of approved courses. These courses have been reviewed by HRPAs Educational Standards Sub-Committee and deemed to meet HRPAs standards. Over 40 post-secondary schools across Ontario have one or more courses approved by HRPAs.

Approval is based on two criteria:

1. That the course has a robust assessment or grading component; and
2. That the content of the course cover 80% or more of the required topics in the standard course template

Sometimes an educational institution will ‘carve up the pie’ in a manner that is somewhat different than HRPAs standard course outlines. In such cases, students may be required to two or more courses to cover the required topics. This will be indicated with a ‘+’ sign in the approved course listing where possible.

Individuals may find that the course number listed in HRPAs list of approved courses do not match the course numbers. The course numbers given in the list of approved courses are the most recent to HRPAs knowledge. Educational institutions are responsible for contacting HRPAs when their course codes change. Educational institutions do change course numbers from time to time; it may be that the course number corresponds to a course which was approved at the time. HRPAs does maintain a list of all previously approved courses and their course numbers.

Required Grades

HRPA requires that a grade of 70% or better is achieved in all nine courses with no single course below 65%. Individuals who require multiple courses to achieve a grade in one subject area are advised that HRPAs employs the following policies;

1. Where numerical grades are granted by the educational institution, HRPAs takes the average of the two grades. Where a minimum of 65% is achieved, the individual course may be accepted towards eligibility. However, the overall average of 70% in all 9 courses with no course grade less than 65% still applies.
2. Where letter grades are granted by the educational institution, HRPAs refers to the numerical range assigned by the educational institution. HRPAs will accept the highest numerical value within the assigned range for the letter grade. This is applied to each course, and then HRPAs takes the average of the two grades. Where a minimum of 65% is achieved, the individual course may be accepted towards eligibility. However, the overall average of 70% in all 9 courses with no course grade less than 65% still applies.

Approval of non-approved courses

The fact that a course does not appear on HRPAs list of approved courses does not necessarily mean that the course cannot be counted towards the coursework requirement. Individuals who have taken equivalent courses in other jurisdictions can apply to have their courses approved by submitting a course outline to HRPAs for review by the Educational Standards Committee.

Requests for review of courses for credit for the coursework requirement should be sent to the Office of the Registrar. Individuals that do not have access to the documentation (that is required as part of the application) for legitimate reasons should contact HRPAs Registrar.

Being a member of HRPAs is required to have ones coursework evaluated by HRPAs Educational Standards Committee.

Candidates can submit transcripts and other supporting documentation at any time. Transcripts must be official transcripts. As noted above, courses that are not on the list of approved courses may count toward the coursework requirement but they must be reviewed for equivalency by the Educational Standards Sub-Committee.

HRPA's Evening Academic Program

HRPA offers courses that count toward the coursework requirement. These courses are offered in the evening and in two locations: Toronto and Mississauga.

Please be advised that minimum registration is required for HRPA to hold a course.

HRPA's Challenge exams

For the purposes of meeting HRPA's coursework requirement, an alternative to specific course requirements are the challenge exams. Challenge Exams are a self-study method designation to assess an applicant's academic currency in an individual subject area and are akin to a final exam in the subject. They enable an applicant to achieve credit in a required subject area without completing or re-taking a full academic course, thereby accrediting the applicant for previous academic or experiential knowledge in a subject.

The Challenge Exam sittings are typically held three times per year, in February, May and November. The passing grade for a challenge exam is 65%. Challenge exams for all nine courses are offered at each sitting; however, a maximum of 3 subjects can be written per sitting.

Challenge examinations are typically recommended when:

- A course grade does not meet HRPA's minimum grade requirement
- A course was taken more than 10 years ago
- An individual has extensive job-related or academic experience in a subject area

The alternative route to fulfilling the coursework requirement

Having made a strong case for the coursework requirement and the formal training programs they are linked to, it is also the case that HRPA has provided for alternative ways of meeting the coursework requirement. These 'alternate routes' are intended for experienced HR professionals. To provide the greatest flexibility, a points-based system was developed. This system gives 'points' for experience, formal training, coursework, and other relevant designations. Fifty points are needed to qualify for the National Knowledge Exam. Alternate route applications are reviewed by the Certification Sub-Committee. Applications under the alternate route must be forwarded to the Registrar of HRPA.

EVENING ACADEMIC PROGRAM COURSES & HRPAs COURSEWORK REQUIREMENT

The program's courses have been designed to meet HRPAs coursework requirement; one of the five requirements to attain the Certified Human Resources Professional (CHRP) designation.

HRPA's Educational Standards Sub-Committee has reviewed each course within the program to ensure that they meet the same standards of approval that are applied to all educational institution courses approval by HRPAs towards the certification requirements.

Individuals may choose to meet the coursework requirement towards professional certification through a variety of methods. With respect to the Evening Academic Program, individuals may qualify for the coursework requirement in the following ways;

1. by completing all nine required courses through the HRPAs Evening Academic Program;
2. by completing one or more of the nine required courses through the Evening Academic Program and at educational institutions offering HRPAs approved courses;
3. by completing one or more of the nine required courses through the Evening Academic Program and completing HRPAs challenge exams in place of full academic courses;
4. by a combination of 2 and 3 above;
5. by completing one or more of the nine required courses through the Evening Academic Program and applying them towards the HRPAs Alternate Route. Note that the HRPAs Alternate Route requires an application and assessment. If approved, individuals are then granted the right to write the National Knowledge Exam (NKE).

It is important to note that HRPAs coursework grade and expiration standards are applied to all academic courses being submitted for consideration towards meeting the coursework requirement, including those taken in the evening academic program.

In order to be accepted by HRPAs towards meeting a course required for the coursework requirement, the course cannot be more than ten years old from the date of application to write the National Knowledge Exam (NKE). In addition, individuals must achieve an overall average of 70% in all courses, with no individual course grade less than 65%.

It is strongly recommended that every individual planning to pursue certification by HRPAs develop a certification plan which outline how each requirement will be met and in which sequence.

For complete information regarding HRPAs certification program and the remaining requirements not mentioned here, individuals must review HRPAs Certification Handbook. A copy of the handbook is available in the Office of the Registrar section of the HRPAs website at www.hrpa.ca

DEGREE REQUIREMENT

To be certified by HRP, and earn the right to use the Certified Human Resources Professionals designation, applicants must have a degree from a recognized educational institution. The degree need not be in Human Resources, however. Advanced degrees also count as degrees for the purposes of the degree requirement.

The degree requirement is established under the statutory authority conferred to the Human Resources Professionals Association (HRPA) pursuant to the *Human Resources Professionals Association of Ontario Act, 1990*. Section 4(1) (a) of the Act gives HRP the statutory authority to “*prescribe the curriculum and the courses of study to be pursued by the students and candidates in order to satisfy the academic requirements of any particular registration.*”

EVENING ACADEMIC PROGRAM & HRPAs DEGREE REQUIREMENT

Effective January 01, 2011, a degree will be one of the requirements to attain the designation.

The degree requirement was established as an eligibility requirement to ensure that Human Resources management professionals possess the generic competencies necessary to perform in human resources roles at the required level. The degree requirement was not established to ensure that candidates possess discipline-specific knowledge and skills.

The degree requirement is separate from the coursework requirement. For those who take a degree in Human Resources, both coursework and degree requirement may be fulfilled concurrently; for others, the coursework and the degree requirements will be met independently. Although the degree requirement and the coursework requirement are separate requirements, they are designed to work together. The degree requirement can be non-specific because of the existence of a coursework requirement. In the end, to be certified by HRPAs, an individual must have both the requisite discipline-specific knowledge of human resources management and the generic skills required to perform at a professional level in human resources. It is just that HRPAs certification model recognizes that discipline-specific knowledge and generic skills are not necessarily acquired at the same time and place.

Certificates and diplomas do not meet the degree requirement. Applied degrees which are awarded by colleges are degrees. Degrees from non-Canadian educational institutions are acceptable as long as they are deemed equivalent to a Canadian degree. This equivalency must be established by an approved accreditation service. Degrees include advanced degrees.

There is no time limit on the validity of academic credentials in the context of the degree requirement.

Individuals completing courses in HRPAs Evening Academic Program are **NOT EXEMPT** from the degree requirement because they have chosen to take their academic courses with HRPAs. Courses taken within the HRPAs Evening Academic Program may meet the academic course requirement; they do not meet the degree requirement.

Only those individuals, who pass the National Knowledge Exam before December 31, 2010 will be exempted from the degree requirement, provided they also maintain continuous membership with HRPAs.

For complete information regarding HRPAs certification program and the remaining requirements not mentioned here, individuals must review HRPAs Certification Handbook. A copy of the handbook is available in the Office of the Registrar section of the HRPAs website at www.hrpa.ca

EVENING ACADEMIC PROGRAM POLICIES AND PROCEDURES

The following is important information regarding the policies and procedures pertaining to the Evening Academic Program.

A copy of this guide is given to each student at the beginning of their course each semester, and a copy of the guide is available on the Office of the Registrar section of the HRP A website, under the Evening Academic Program area.

Student Responsibilities

It is the responsibility of each student to review this guide in detail, and adhere to the policies and procedures associated with the Evening Academic Program.

Any questions about the policies or procedures in this guide, or about the features of the program, should be referred to the staff of the HRP A Office of the Registrar at registrar@hrpa.ca – Subject Line: Evening Academic Program or call 416-923-2324 or 1-800-387-1311.

Primary Staff Contact

Your primary staff contact for the program is Kelly Morris, CHRP – Academic Requirement and Exams Specialist. You can reach Kelly at kmorris@hrpa.ca or 416-923-2324 or 1-800-387-1311 ext 342.

Registration Matters

Course Offering Cancellation

HRPA endeavors to uphold the intended offering of courses in all circumstances. However, if minimum attendance is not achieved, HRP A reserves the right to cancel or reschedule full courses at no cost to HRP A.

As individuals often register right up until the planned offering, HRP A will wait until as close to the start date as possible to try to attain the required number of registrants to run a the course. Unfortunately however, this may result in cancellation notice close to the start of the commencement of a course.

Deferrals

Students are advised that no course deferrals are permitted. Deferrals due to extenuating circumstances such as illness or bereavement may be considered at the discretion of the Registrar. Supporting documentation will be required as part of the consideration.

Withdrawals

Students must send a withdrawal request and a request for refund to the Office of the Registrar at registrar@hrpa.ca

A full refund (minus a \$25 administrative charge) is available where notification is received by the HRPAs Office of the Registrar, in writing, up until the end of the first scheduled class.

A 50% refund (minus a \$25 administrative charge) is available where notification is received by the HRPAs Office of the Registrar, in writing, after the first scheduled class and by the end of the third scheduled class.

Registrants must also return the textbook in its original condition (no writing, highlighting or other markings will be accepted) otherwise the cost of the textbook will be deducted from the refund amount.

Requests for withdrawal from the course after the third class will be accepted without any academic penalty, but there is no refund of any fees paid.

Prohibited Substances

Alcohol or narcotic use before or during the Evening Academic Program is not allowed. Any alcohol or narcotic use on HRPAs property is expressly prohibited. Smoking is also prohibited in the Education Centre Classrooms and buildings.

Classroom Availability

Students are advised that the classrooms in HRPAs Education Centre are not available for use until after 6:00 p.m. The facilities are used for meetings and seminars throughout the business day.

HRPA does not permit classroom use without the presence of authorized staff or Instructors. Qualified HRPAs representatives must be present to ensure student safety and security of HRPAs property.

Students are advised that the doors to the Education Centre will remain locked until the Instructor arrives. Students looking for space to study can consider alternate locations in the near-by area such as the public library across the street or the food court in the lower level of the building.

Class Attendance

HRPA appreciates that students may have work commitments that could affect their class attendance. Students are advised however, that missed classes could lower final course marks especially in cases where group work and class participation are part of the marking scheme.

It is always the student's responsibility to obtain material or information distributed in class as well as participate in group activities where required.

Class Cancellations and Make-up Classes

Typically, cancellation is the result of severe weather conditions or, on occasion, a personal emergency. In such cases, the Instructor will attempt to contact students directly.

In the case of inclement weather, a message will be placed on the voicemail message of the primary staff contact for the program. Decisions to cancel will be made as soon as possible prior to the start time of the class.

To check whether classes are cancelled, call 416-923-2324 ext 342. Notification of cancellation will also be placed in the classroom area.

Cancelled classes must be made up in order to maintain the required number of hours of academic instruction. The Instructor will co-ordinate with primary staff liaison for the program to determine a suitable date and time to reschedule the class and students will be notified.

In the event cancellation is necessary due to unforeseen circumstances, any costs incurred by students will not be covered by HRPA. HRPA will make every effort to inform students of required cancellations in a timely manner.

Examinations

Upon receipt of the course outline, students must review and note all examination dates, and plan to be in attendance on those dates accordingly.

Access to Exams by Exam Writers

HRPA does not return any examinations to students.

Examination Date Conflicts

If a student is unavailable to attend an examination, this must be immediately discussed with the course instructor and the primary staff contact for the program. This circumstance must be raised a minimum of one week in advance of the scheduled exam.

Inability to take the exam due to workload or inability to properly prepare for the exam, are not considered emergencies.

Individuals requesting an alternate sitting will be required to provide supporting documentation as to why they cannot write on the originally scheduled dates i.e. a letter from the employer verifying the student is unable to attend the scheduled exam due to a business commitment at that specific date and time.

Late Arrivals to Examination

Students who arrive late to an examination will have only the remaining portion of the scheduled exam time to complete the examination.

Failure to Show Up at Examination

A student who misses a scheduled examination must meet the conditions of the Medical or Personal Emergency policy to be considered for rescheduling.

Exam Re-scheduling

When a re-scheduling of an exam has been approved by HRP, the alternate exam must be written at the HRP offices between 9:00 am – 3:00 pm.

If the student fails to show up for a re-scheduled exam, they receive an automatic mark of zero on the exam.

Students writing on alternate dates will also be required to pay a fee of \$40.00 and may also be required to pay courier costs associated with the delivery of the exam to the Instructor for marking.

Medical or Personal Emergency Policy

HRP considers a medical emergency to be an unplanned medical event that arises within 48 hours of the scheduled exam and prevents candidates from taking the exam. If you choose to write the exam, even if you do not complete the exam, you will be deemed to have written the exam. To be more precise, if you are present in the examination room when the exam begins, you will be deemed to have written the exam.

A medical or personal emergency may apply to candidates themselves or to one of the candidate's immediate family members (spouse, child or parent).

Medical events and personal emergencies that can be anticipated as occurring on or near the exam date in which candidates can schedule, reschedule or cancel the exam are not considered medical emergencies.

Inability to take the exam due to workload or work conflicts or inability to properly prepare for the exam, are not considered emergencies.

Medical or personal emergency requests must be made in writing and mailed, faxed or e-mailed to the HRP Office of the Registrar within five business days of the missed exam and must include a description of the situation and documentation of the emergency or extenuating circumstance. Requests to re-schedule because of medical or personal emergencies are reviewed on a case-by-case basis. Candidates will be notified by e-mail of the outcome of the request.

Special Accommodation Requests for Examinations

Accommodations for disabilities

With respect to its examination process, it is HRP's policy to provide reasonable testing accommodations for candidates with documented disabilities. Reasonable accommodation refers to any adjustment to the examination materials or testing environment that permits a qualified applicant

with a disability to perform, without undue hardship to the institution providing accommodation. Documented disabilities are those for which there is a diagnosis by a qualified professional.

The purpose of accommodations is to provide equity, not advantage. Any requested modification that would substantially alter essential elements of the examination will not be granted. As a general principle, it is desirable to retain as much of the original examination materials and testing environment and make the accommodations specific to the disability or disabilities in question.

There are many different types of disabilities and many kinds of accommodations. Most individuals with disabilities fall into one of the following categories:

- Learning disabilities
- Auditory impairment
- Mobility Impairment
- Visual impairment
- Mental Illness or psychological disability
- Attention deficit disorder (ADD) & Attention Deficit Hyperactivity Disorder (ADHD)
- Brain or head injury
- Medical conditions
- Other disabilities

Each of the above disabilities can present challenges that will impede the performance of otherwise qualified candidates on examinations. Depending on the disability, there are many different possible types of accommodation. (The following list is not exhaustive.)

- Extended testing time
- Additional rest breaks
- Writer/recorder of answers
- Reader
- Sign language interpreter (for spoken directions only)
- Braille
- Large print
- Large-print answer sheet
- Audio recording
- Audio recording with large-print figure supplement
- Audio recording with raised-line (tactile) figure supplement
- Low-noise testing environments
- Wheelchair-friendly testing rooms
- Examinations that are individually proctored
- Assistive devices or adaptive equipment (e.g., computers, calculators, specialized software,

It is recognized that no single type of test accommodation may be adequate or appropriate for all individuals with any given type of disability.

Test takers with disabilities may be able to test under standard conditions if HRPAs Office of the Registrar determines that only minor adjustments to the testing environment are required (e.g., wheelchair access, large-print test book, a sign language interpreter for spoken directions). For example, if a test taker uses a large-print version of a reading comprehension test and requires no extended test time, the test could be administered under standard conditions.

Score reports contain no indication of whether a test was taken with accommodations.

The Legal Framework

The *Canadian Charter of Rights and Freedoms, 1982*, and the Ontario Human Rights Code (revised 1990) are major pieces of legislation guaranteeing equal opportunity and freedom from discrimination because of disability. In accordance with the law, HRPAs recognizes the legal obligation to institute policies and procedures that provide equal opportunity and safeguard against discrimination on the basis of disability.

The *Canadian Charter of Rights and Freedoms, 1982*, section 15(1), guarantees that:

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race...or mental or physical disability.

The *Ontario Human Rights Code* (revised, 1990), guarantees every person:

Equal treatment with respect to services, goods and facilities without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, or handicap.

The *Accessibility for Ontarians with Disabilities Act, 2005, (AODA)* is legislation that focuses on the core principles of independence, dignity, integration, and equality of opportunity for all individuals. Under this Act, the government of Ontario has developed mandatory accessibility standards that will identify, remove, and prevent barriers for people with disabilities in key areas of daily living, and applies to both public and private sector organizations across Ontario.

HRPA is committed to the objective of accessibility in all its activities including its certification process. In the context of its certification process, the context in which accommodation is most relevant is the conduct of examinations.

Defining Disabilities

Learning Disability

The *Learning Disabilities Association of Ontario* defines learning disabilities as follows:

"Learning Disabilities" refers to a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and/or non-verbal information. These disorders result from impairments in one or more psychological processes related to learning, in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities.

Auditory Impairment

Deafness is a profound hearing loss in which there has been damage to the auditory pathway. Many deaf people must depend on sign language to communicate.

Hard of hearing is a condition that describes people with all types of hearing disabilities ranging from mild to profound hearing loss.

Mobility Impairment

Generally, there are two types of physical disabilities that affect mobility: orthopaedic and neurological. Orthopaedic disabilities involve a deformity of the skeletal system. The impairment can be the result of a congenital anomaly (e.g., scoliosis, Spina Bifida), the result of disease, (e.g., Muscular Dystrophy, Arthritis), or the result of trauma or accident (e.g., amputation)

Neurological disabilities involve the nervous system affecting the ability to move, use or control certain parts of the body. Such impairments can be the result of a congenital anomaly (e.g., Cerebral Palsy), the result of disease (e.g., poliomyelitis, carpal tunnel syndrome), or the result of an accident (e.g., spinal cord injury, head trauma).

Visual Impairment

To be considered legally blind, an individual's visual acuity must be equal to or less than 20/200 and impossible to correct by medical or surgical means or corrective eye wear.

Low vision refers to visual acuity between 20/70 and 20/200. Some individuals with low vision can distinguish only light or darkness, or varying patterns and shapes. Many are able to read only with difficulty and may rely on large print materials and optical aids such as magnifying devices, tactile drawings, print enhancers and reading software.

Mental Illness or Psychological Disability

Mental illnesses or psychological disabilities are conditions either temporary or permanent that have a significant, serious impact on an individual's functioning. Included in this category are conditions such as depression, anxiety disorders, eating disorders, schizophrenia, and mood disorders. A psychological disability will often not be apparent in the classroom. Many psychological disabilities are invisible and episodic in nature. Psychological disabilities are the most frequently misunderstood and stereotyped of

all the disabilities. Questions about psychological disabilities should be addressed in private to protect student confidentiality.

Attention Deficit Disorder (ADD) & Attention Deficit Hyperactivity Disorder (ADHD)

Medical research treats this disorder as neurobiological in origin. ADD and ADHD tend to be transmitted genetically and are characterized by chemical abnormalities in the brain. According to the DSM-IV (the diagnostic manual used by physicians), ADD can occur in three forms: inattentive type, hyperactive impulsive type, and combined type.

Most children diagnosed with these deficits have symptoms that persist into adulthood and affect social, academic and occupational functioning to a significant degree. Other conditions, including learning disabilities, anxiety and depression, often co-exist. ADD/ADHD is not due to poor parenting or diet. It is manageable through a combination of medical intervention, compensatory strategies and academic accommodations.

Brain or Head Injury

A brain injury is a traumatic insult to the brain. It may be the result of a violent concussion (e.g., car accident, stroke), penetration of the skull, or illness. The injury may be mild, moderate or severe and varies greatly from person to person. A brain injury may result in numerous impairments, including the following:

- Physical impairments, such as paralysis, susceptibility to seizures, and impairments of speech, vision, and hearing
- Cognitive impairments, such as loss of concentration, short and long-term memory loss, and loss of communication skills
- Behavioural impairments, such as anxiety, depression, loss of motivation, and fluctuations in mood.

Medical Conditions

Medical conditions refer to serious health problems that may be chronic or acute and that interfere with functioning. This category includes conditions such as epilepsy, kidney disease, HIV-related illnesses, cancer, fibromyalgia, tuberculosis, and diabetes. The presence of a medical condition may result in absences due to the effects of medication, treatment schedules, fatigue, and pain.

Other Disabilities

This category includes other dysfunctions that necessitate the use of support services or programs and do not fall within the categories listed above. One example is a severe speech impediment

Documentation Criteria

A key aspect of accommodation is documentation. Documentation on file for the applicant **must:**

- **clearly state the diagnosed disability or disabilities**
- **describe the functional limitations** resulting from the disability or disabilities
- **be current** — i.e., completed within the last 5 years for LD, last 6 months for psychiatric disabilities, or last 3 years for ADHD and all other disabilities (**NOTE:** this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature)
- **include complete educational, developmental, and medical history** relevant to the disability for which testing accommodations are being requested
- **include a list of all test instruments** used in the evaluation report and relevant subtest scores used to document the stated disability (this requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature)
- **describe the specific accommodations requested**
- **adequately support each of the requested testing accommodation(s)**
- **be typed or printed on official letterhead** and **be signed** by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization).

The type of documentation and the qualifications required of the professional will depend on the disability or disabilities documented. In the case of learning disabilities, such assessment will usually be made by psychologists, psychological associates, or psycho educational consultants. Self-diagnosis is not sufficient or appropriate in supporting a request for accommodation. Individuals with undiagnosed disabilities are strongly encouraged to seek out an appropriate diagnosis of their disability.

Documentation and identification may come from a variety of professionals including: physicians, medical specialists, psychologists, psychiatrists, speech/language pathologists, case managers with insurance companies, community agencies, and Workplace Safety and Insurance Board representatives.

For instance, “not doing well on multiple-choice tests” is not a disability per se, and accommodations cannot be provided based on such requests. There are many different kinds of disabilities that may impact one’s ability to perform on multiple-choice tests. Each of these disabilities might well require a different form of accommodation. The key here is to get a diagnosis of the disability which then can be used to provide an effective accommodation.

Procedures for requesting accommodations

1. Individuals must identify themselves to the Office of the Registrar and, where required, provide appropriate documentation of their disability or disabilities.
2. The request for accommodation must be made no later than at the time of registration. Individuals with well described disabilities, and for which the type of accommodation sought is straightforward; this should be sufficient time to provide the requested accommodation. However, should the requested accommodation be more extensive; the normal time frames may not be sufficient. It is strongly recommended that individuals with disabilities who would be requesting more extensive or individualized

accommodations get in touch with HRPAs Office of the Registrar as early in the process as possible.

3. By their very nature, accommodations are often individualized. In response to a request for accommodation, and considering all available resources, HRPAs Office of the Registrar will develop a specific accommodation that it deems reasonable and effective. HRPAs Office of the Registrar endeavours to respond within two weeks to requests for accommodation, nonetheless, in more complex cases it may take more time to develop an effective accommodation.
4. In providing accommodation to individuals with documented disabilities, HRPAs Office of the Registrar will work cooperatively with other institutions and organizations. For instance, HRPAs Office of the Registrar will often work with the centers that exist in colleges and universities for students with disabilities. It has been possible, on many occasions, to make use to the testing facilities and the assistive technology equipment available in such centers. Many test writers at HRPAs Office of the Registrar are students, or have recently graduated from colleges and universities. Often, these colleges and universities will make the resources of their testing centers available to their students, and sometimes even to non-students, to write the NKE. Nonetheless, access to these testing centers is not guaranteed.
5. HRPAs Office of the Registrar has the right to select the specific adaptive equipment and support services it provides, as long as they are reasonable and effective.

Appeal

In accordance with the *Ontario Human Rights Code* and HRPAs Policy, HRPAs Office of the Registrar is required to provide reasonable and effective accommodations for documented disabilities. Should the individual requesting accommodation not agree with the accommodation proposed by HRPAs Office of the Registrar, the individual may appeal the decision of the Registrar to HRPAs Appeals Committee.

The parties to an appeal of a proposed accommodation (or the decision that no accommodation is warranted) are the Registrar and the individual requesting an accommodation to an examination.

As part of the appeal process, the Registrar will be asked to demonstrate: (a) that alternate proposed accommodations would cause undue hardship for the Association; or (b) that the alternate proposed accommodations would fundamentally alter the examination requirement.

Confidentiality

It is understood that information about disabilities is personal and highly sensitive. It is also the case that effective accommodation often involves the coordination of different organizations and individuals (diagnosing professionals, test centers, the Canadian Council of Human Resources Association, proctors, etc.).

In matters relating to accommodations and requests for accommodations, HRPAs Office of the Registrar is guided by the following guidelines:

1. HRP A will obtain explicit written consent of the individual requesting accommodation to share any personal information with any external organization, agency, or individual.
2. In working with any external organization, agency, or individual, HRP A will only share the information that is necessary to provide effective accommodation.
3. Documentation regarding accommodations or requests for accommodation will be kept separate from the member file and will only be available to HRP A's Office of the Registrar staff.
4. There will be no indication in the record of examination results that accommodations were provided to the individual

References

Ontario Human Rights Commission (2000). *Policy and guidelines on disability and the duty to accommodate*.

Accommodations for religious observances

Requests for religious accommodation must be made at the time of registration. For those who cannot write the exam on a Saturday, the alternate test day is the Monday following the Saturday.

Final Grades

Grades are distributed by mail 2-3 weeks after the date of the final examination. Final grades are available for HRP A members in the password protected area of a member's profile in the educational records section.

Students are responsible for ensuring that their contact information remains current with HRP A at all times.

HRP A does not maintain academic files for non-members. Non member students are advised to keep copies of their grade letters for future certification purposes.

Grade –

If a student receives a failing grade and believes it is not deserved, the student may request a re-assessment of their final course grade.

There are no special forms to fill out to request a re-assessment; all that is required is to send a letter or email to the Office of the Registrar requesting a re-assessment. This letter or email must include arrangements for payment. The request must be made within 60 days of receipt of the grade letter.

A non-refundable administration fee of \$50 + HST per subject is required for the review.

HRP A will send the information to the instructor who responsible for reviewing the circumstances and facts of the re-assessment. When all relevant information and documentation has been considered, the

Instructor shall issue a final and binding decision in writing. This decision will be directed to the Office of the Registrar staff who, in turn, notifies the student in writing.

Harassment and Discrimination

HRPA is committed to ensuring our learning environment is free from harassment and discrimination.

The Evening Academic Program policy is reflective of all elements of the Ontario Human Rights Code, which prohibits discrimination of harassment based on; sex, age, ancestry, colour, place of origin, ethnic origin, sexual orientation, disability, marital status, creed, citizenship, or record of offences.

Student and Instructor Behaviour

Students and Instructors are expected to treat each other with respect at all times. There can be differences of opinion in the classroom at times, but it should never lead to inappropriate or unprofessional behavior.

Students or Instructors with concerns regarding the behavior of fellow students and/or instructors are encouraged to notify any staff member of the Office of the Registrar immediately.

HRPA reserves the right to remove a participant or instructor from the program if it determines that they have behaved in an unprofessional, inappropriate or unethical manner.

Students must review the HRPA Rules of Professional Conduct, as they will be applied to participants of the program.

Language Requirement

Students enrolled in the Evening Academic Program are advised that verbal and written proficiency in the English language, consistent with post-secondary educational requirements and expectations, is required to successfully complete these courses.

Security and Building Emergencies

All students must familiarize themselves in advance with emergency procedures that are posted in the classrooms.

Fire Alarm and Emergency Procedures

In the event the building fire alarm is triggered listen carefully for instructions over the building PA system.

You should proceed to the lobby and await further instructions.

During a fire the elevators are usually taken out of service. If you must evacuate the building, use the staircase located near the women's restroom.

After-Hours Security Procedures

Students are required to adhere to overnight security procedures for this building after 6:30 p.m.

Building security staff will be provided with a copy of the class list. Only individuals on this list will be given access to the premises after 6:30 p.m.

Students who arrive after 6:30 p.m. are required to sign with security prior to attending class. (This security procedure applies to the Toronto location only)

Special Needs Accommodation for Program Participation

HRPA is committed to accommodating the needs of students with special needs as much as possible.

It is the responsibility of a student with special needs to contact the HRPA's Office of the Registrar staff prior to registration to ensure accommodation needs can be met.

Documentation will be required. Please see HRPA's Accommodation Policy for Exams in the Office of the Registrar section of the HRPA website at www.hrpa.ca

Student Code of Conduct

Academic Dishonesty

In order to protect the integrity of the teaching, learning, exams and evaluation processes of HRPA, it shall be considered an offence for any student;

- to use or possess any unauthorized aid, to obtain or receive unauthorized assistance, or to impersonate any other person at any term test or examination;
- to knowingly represent any idea or expression of an idea or, work of another, as that of the student's in any work submitted during the course;
- to submit any work containing a purported statement of fact or reference which has been invented without foundation, falsified or concocted;
- to forge or in any way alter or falsify any record, or to utter or make use of any such forged, altered or falsified record;
- to behave in any manner that is disruptive to the class and detrimental to the learning experience of the other students.

In cases of plagiarism, invention without foundation or falsification such as those issues outlined above, the student will be notified of the accusation by the Instructor or Registrar as applicable in the circumstances.

Suspected Cheating

In the case of suspected cheating during an exam or, the Proctor's belief that cheating has occurred, the following steps will be taken;

- the exam will be confiscated;
- the student will be escorted from the examination location or venue;
- the Instructor will notify the primary staff liaison for the program, in writing;
- the Registrar will be advised, will consider the matter and recommend any action.

Student Privacy – Collection of Personal Information

HRPA is committed to protecting the privacy of your personal information. Information collected from the Evening Academic registration will be used for course related processing purposes and to notify you about HRPAs programs and services. Students are advised that their preferred contact information will be supplied to their specific course instructor for the purposes of effective course administration and for emergency notifications e.g. classes cancelled.

For further information about HRPAs privacy policy, please visit our website at www.hrpa.ca and go to the "privacy" link.

Tuition and Education Receipts (T2202A)

Students enrolled in HRPAs courses will receive a receipt for income tax purposes in February of the year immediately following the year in which the course was taken. The receipt will be mailed to the address on file for the student.

It is the student's responsibility to advise HRPAs of any address changes whether the student is a member or not so that the student receives the receipt in a timely manner for tax purposes.

Replacement receipts will be issued for a fee of \$25.00 plus HST.

Changes to Evening Academic Program Policies and Procedures

HRPA reserves the right to modify, add or delete policies and procedures of the Evening Academic Program at any time. If any changes have an immediate effect on registered students and instructors, they will be notified immediately. The Evening Academic Guide is updated three times each year, in advance of the start of each academic semester.



HRPA Evening Academic Program Instructors

HRPA is committed to ensuring that the Evening Academic Program is offered in partnership with Instructors who are committed to excellence in teaching. Our Instructors are accomplished Human Resources professionals who bring extensive educational and business experience to the program and in turn to the Evening Academic Program students.

Stan Arnold, MBA, CHRP (Mississauga Location)

Mr. Arnold teaches the Organizational Behaviour and Training and Development courses in the EAP. He has over 25 years of industry managerial and generalist experience and as an independent consultant, offers NKE preparation workshops and assists clients with Training and Development, Staffing and career transition. Mr. Arnold earned an MBA and B.Comm (majoring in Human Resources and Industrial Relations) from the University of Windsor and a B.Sc. (majoring in Psychology) from the University of Toronto. Mr. Arnold is currently a Professor at Humber College, where he teaches several of the Human Resources courses in the Post Graduate Certificate and Business diploma programs. Mr. Arnold has taught at Sheridan College, Centennial College and Durham College.

Sarah Gayer, CHRP (Toronto Location)

Ms. Gayer teaches the Human Resources Management, Recruitment and Selection and Training and Development courses in the EAP. Ms. Gayer is a human resources generalist with over 15 years experience in the profit and not-for-profit sectors. She holds a B.A. from York University and has university and college certificates in such areas as advanced strategic change, disability management, occupational health and safety and human resources. Ms. Gayer is a principal in a human resources consulting firm dedicated to managing the human side of business. She has been a guest speaker at the HRPA Annual Conference and SHRM Conference and currently, Ms. Gayer is a faculty member at Sheridan College.

Robert Kuchinsky, MBA, CHRP (Toronto Location)

Mr. Kuchinsky teaches the Organization Behaviour course in the EAP. He manages a consulting practice with a focus on enhancing organizational, team and personal effectiveness. Areas of expertise also include leadership, performance management, team building, relationship development, career transition and service excellence. Mr. Kuchinsky holds degrees from McGill and York Universities. He also is a member of the business faculty at Ryerson University.

Day Merrill, MALS

Ms. Merrill teaches the Organizational Behaviour course in the EAP. She is a partner in a human resource consulting firm focusing on individual, team and organizational agility, workplace effectiveness and career satisfaction. Her areas of expertise include leadership development and coaching, change management education & planning, effective communications and career development and transition. Ms. Merrill holds degrees from Connecticut College and Wesleyan University. She is also on the faculty of the Canadian Management Centre.

Brian Simpson, P. Eng., MBA, CRSP

Mr. Simpson teaches the Occupational Health and Safety course in the EAP. He is a senior consultant to industry, government and volunteer associations and facilitator with the Industrial Accident Prevention Association. He is an award-winning professor at Seneca College of Applied Arts & Technology teaching Occupational Health & Safety and Human Resources, specializing in the linkages between them. Mr. Simpson has published articles and is a frequent conference speaker. Mr. Simpson has an engineering degree, MBA and is a Canadian Registered Safety Professional (CRSP).

Helen Papathanasakis BA, CHRP (Toronto and Mississauga Location)

Ms. Papathanasakis teaches the Occupational Health and Safety course in the EAP. She has been a health and safety consultant for 3 years and has a true passion for subject. She achieved her CHRP designation in 2006 and is also a part-time instructor at Seneca College.

Cal Barber, B. Comm., MBA, CHRP (Toronto Location)

Mr. Barber teaches the Compensation course in the EAP. As president of his consulting firm, he has extensive total compensation rewards expertise in designing executive and broad-based compensation plans. Mr. Barber has taught HR subjects for many years, instructing at the University of Toronto and Seneca College. He is also a curriculum advisor for the CEBS program at Dalhousie University. Mr. Barber holds a B. Comm. from the University of British Columbia and a MBA from Northeastern University.

David K. Dorward, MIR (Toronto and Mississauga Location)

Mr. Dorward teaches the Labour Relations and Compensation courses in the EAP. He has a Masters in Industrial Relations from the University of Toronto and an Honours B.A. from Trinity College, University of Toronto. He has worked in a variety of sectors, both public and private, including such major organizations as Ontario Hydro (now Hydro One/Ontario Power Generation), Canadian Imperial Bank of Commerce where he was National Manager for Labour Relations, Nova Scotia Power and most recently Ross Memorial Hospital in Lindsay, Ontario. David has taught Labour Relations at York University since 1993 and currently teaches Advanced Labour Relations and Labour Relations as well as Introduction to Human Resources Management and Human Resource Planning. David also

taught Industrial Relations at the University of Toronto from 1993 to 1997 and most recently he has taken an appointment to teach Human Resources and Health and Safety at George Brown College. David is a frequent speaker on such topics as Managing Absenteeism, Employee Termination and Balanced Scorecard and Recruitment and Retention. He is currently working on developing a distance learning certificate program through York University on the Balanced Scorecard. David is a firm believer in experienced based learning as the best teacher, particularly for adult learners, and he uses a case study method to teach the principles of conflict management, labour relations and collective bargaining.

Violette Henein, BComm (Toronto Location)

Ms. Henein teaches the Financial and Management Accounting course in the EAP. She holds a BComm degree. She provides part-time teaching assistance and tutoring in Finance and Accounting to adult students at Ryerson University. She has been providing these services for over 6 years. Her extensive experience in management and financial accounting along with her excellent interpersonal and communication skills help facilitate her ability to relate effectively to adult learners.

Richard Thomson, BComm, CHRP (Toronto Location)

Mr. Thomson teaches the Human Resources Planning course in the EAP. He is a human resources consultant with over 20 years experience providing services to small and mid-sized businesses in Canada. He has provided these businesses with many of the services people expect from a HR department, such as health and safety, employee relations and training. Mr. Thomson is the author of a published book entitled "Successful Employee Relations for Small Business and a CD/Book combo entitled the "NewBiz Kit" which is a kit for people looking to develop a comprehensive business plan. Mr. Thomson is the owner/senior consultant of HR on Call a Toronto based human resources consulting firm. HR on Call provides conference workshops, virtual HR support, and training programs to clients in multiple locations or franchises in Canada. Previously, Richard was the National Human Resource Manager for Beaver Lumber and a founding partner in an independent HR consulting firm. Mr. Thomson is currently the Director, Human Resources for Timbercreek asset Management Inc that has a \$750 million asset base of multi-residential apartment complexes in Ontario, Quebec and Nova Scotia. The human resources department supports 250 employees and manages seven separate payrolls as well as providing overall support of employee relations, training and legal compliance. Mr. Thomson's practical knowledge of HR is backed by a Bachelor of Commerce degree majoring in Human Resources Management from Ryerson University, a Business Administration Diploma from Humber College and professional certifications from the University of Windsor and Seneca College as well as his CHRP.

Fiorella Callocchia, BA, CHRP (Mississauga Location)

Ms. Callocchia teaches the Human Resources Management course with the EAP. She is the founder & President of HR Impact, a firm specializing in creating customized, practical and innovative workplace solutions. After graduating from the University of Toronto, she pursued and attained the CHRP designation while building a strong foundation for her HR career. Fiorella is a recipient of the prestigious Ross Hennigar Award and has previously taught designation level courses for HRPA.

Fiorella is the Author of Canada's first HR Audit toolkit and her unique approaches have made her a regular HR expert on both television and radio. Fiorella's articles have been featured in various online and print publications including Chatelaine, The Globe & Mail, workopolis.com, The Canadian HR Reporter and the Toronto Business Times. Fiorella brings a wealth of hands on HR experience gained from working with a range of entrepreneurial clients as well as Fortune 500 organizations.

Deborah Singh, B.Sc. (Mississauga Location)

Ms. Singh teaches the Human Resources Planning course in the EAP. Ms. Singh has a background in HR that spans 15 years and she has spent time in the private, public and non-governmental sectors. She has spent the last 10 years of her career creating HR departments for organizations who have looked to place a focus on HR as a strategic business partner. Ms. Singh also teaches at Centennial College in all areas of HR and Business Administration specifically with a focus on Business Ethics. Ms. Singh has degrees in Sociology and Social Work from the University of Waterloo as well as her CHRM.

Lior Yitzhaky, MBA, CMA (Mississauga Location)

Mr. Yitzhaky teaches the Financial and Management Accounting course in the EAP while managing the consulting firm "540 Solutions Group", which he founded. Prior to consulting, Lior held a number of senior level executive positions in many of Canada's largest retailers. His career spans a number of functional areas, including Finance, Accounting, Buying and Supply Chain Management. Mr. Yitzhaky's consulting firm offers consulting services in a wide variety of industries and functions including Strategic Management, Management Accounting, Finance, as well as Retail specific consulting in the areas of Supply chain and inventory Management. Mr. Yitzhaky has also taught at the Schulich School of Business, The Ted Rogers School of Management, as well as numerous corporate seminars throughout his career. He is a graduate of the Ryerson University with a Bachelor of Commerce, has an MBA from Wilfrid Laurier University and a CMA designation from the Society of Management Accountants.

HRPA STANDARD COURSE TEMPLATES FOR REQUIRED COURSES

The standard course templates describe the topics that such courses are required to cover. For approval, it is not required that courses cover all of the standard topics; it is required that courses have substantial coverage (80%) of the standard topics. This approach still gives educational institutions and individual instructors a fair degree of flexibility in shaping the content of such courses.

Human Resources Management

This course may also be called *Introduction to Human Resources*. This course is intended to provide an overview of the field of Human Resources management. Such courses are expected to cover all the important areas of Human Resources management. Such courses will often introduce students to topics such as the history of Human Resources, the legal context for Human Resources, how the profession is organized, and ethical issues. Such courses will also introduce topics of current interest such as workforce diversity, leadership development, talent management, and HR and business strategy. Courses in Human Resources Management may also include a section on the value of Human Resources management, HR metrics, program evaluation, and ROI of Human Resources.

Standard topics include:

- The history of Human Resources as a field of endeavour and a profession
- Organizational Behaviour
- Human Resources Planning
- Recruitment and Selection
- Training and Development
- Compensation and benefits
- Labour Relations
- Occupational Health and Safety

Organizational Behaviour

Organizational behaviour is one of the foundational courses. Organizational behaviour is an applied behavioural science that is built upon a number of behavioural disciplines; mainly, psychology, social psychology, sociology, and anthropology. The principles of organizational behaviour underlie many of the practices in other areas of Human resources management. Organizational behaviour supports an evidence-based approach to Human Resources management.

Standard topics include:

- Theories of motivation
- Job satisfaction, organizational commitment, and employee engagement
- Groups and teamwork
- Organizational communication
- Conflict and negotiation
- Power and influence
- Job design
- Performance management
- Organizational climate and culture
- Leadership
- Decision making in organizations
- Organizational structure and design
- Organizational change

Finance and Accounting for HR professionals

Human Resources professionals need to understand basic finance and accounting concepts. Many of the decisions faced by HR professionals have an accounting or finance aspect. This may require a detailed knowledge of the procedure; alternatively it may require a familiarity, without necessarily requiring the ability to carry out the calculations, as such.

Standard topics include:

- Interpreting the income statement, the balance sheet, and the retained earnings statement
- Calculating and interpret financial ratios
- Understand cost behaviour
- Calculating and interpreting contribution margin analysis and break-even analysis
- Understanding risk through sensitivity analysis
- Understanding the allocation of costs; including service department costs
- Understand activity based costing
- Understanding the uses of transfer pricing
- Preparing an operating budget

Human Resources Planning

Human Resources Planning is about managing Human Resources at a macro level. Topics included in this course are job analysis, techniques to analyse labour supply and demand, competency modeling, skills inventories, understanding labour pools, outsourcing, and contingent labour. Such courses will look at the changing demographics of the labour force and their impact on talent acquisition strategies. This course will also look at talent management and the development of internal labour pools. This

course will typically introduce students to various quantitative techniques, including forecasting techniques.

Standard topics include:

- Business strategy
- The planning process
- Job analysis
- Methods of forecasting
- Workforce analytics
- Skills inventories
- Human capital measurement
- Ascertaining supply of skilled labour
- Succession management
- Downsizing and restructuring
- Mergers and acquisitions
- Outsourcing

Recruitment and Selection

The recruitment and selection of highly motivated employees with applicable knowledge, skills, abilities, and other attributes, remains critical to the success of any organization. Equally important is the ongoing monitoring and evaluation of employee performance to ensure the ongoing profitability and growth of their respective organizations. Organizations can gain a substantial competitive advantage by ensuring that the correct competencies are duly identified and that employees are appropriately rewarded for their contributions through the many human resources programs that are available to employees.

Standard topics include:

- Measurement, reliability, and validity
- Legal requirements for non-discriminatory selection
- Job analysis and competency modeling
- Recruitment
- Screening
- Employment tests
- Interviewing
- Employment offers
- Applicant tracking systems

Labour Relations (a.k.a., Industrial Relations)

Labour relations courses examine the Human Resource management implications of unionization. The actors in labour relations, the environmental factors affecting the parties, the establishment and

maintenance of bargaining rights, contract negotiation, and the administration of the collective agreement are considered. The effects of unions on union and non-union organizations are reviewed.

Standard topics include:

- Constitutional and legal framework for industrial relations
- Labour organization in Canada
- Union organization
- Union certification
- Collective agreements negotiations
- Conciliation
- Strikes and lockouts
- Grievance procedures
- Arbitration
- Discipline
- Seniority

Training and Development

Part of the mandate for a human resources department is to develop, administer, and evaluate policies, practices, programs, and procedures that will provide for the effective training and development of employees to: (1) ensure the organization achieves its goals and objectives, (2) equip employees with the knowledge, skills, and abilities to function effectively in their current jobs, and (3) assist employees in fulfilling their maximum career potential. Courses in training and development will provide participants with an understanding of the processes used to assess training needs, how to design and administer training and development programs, and how to evaluate the effectiveness of such programs.

Standard topics include:

- Learning theories
- Learning and motivation
- Needs analysis
- Task analysis
- Training design
- Off-the-job training methods
- Action learning and blended learning
- On-the-job training methods
- Coaching and mentoring
- Computer-based training
- Management and leadership development
- Training delivery
- Transfer of training

- Training evaluation
- Training ROI

Compensation and Benefits

HR professionals are required to describe the work people perform, to specify the skill required to perform the work, to measure how well the work is performed, to determine the relative worth of the work performed, and developing a fair method of paying for the work performed. The overall objective of compensation management is to pay salaries adequate to attract and retain the kinds of employees needed to run the business. Pay is based upon responsibilities, competitive levels of compensation, and performance. Certain problems may arise from: (1) the changing nature of compensation, (2) the changing nature of the labour force, (3) rising expectations of employees. When compensation consists of a number of different elements, coordination becomes a problem.

Standard topics include:

- Elements of compensation strategy
- Compensation process
- Development and administration of compensation systems
- Designing pay structures
- Job grading
- Performance pay plans
- Performance systems and evaluation of employees
- Employee benefits
- Pay equity
- Salary administration
- Total compensation approach

Occupational Health and Safety

The major objective of this course is to introduce Human Resources Professionals to the broad and ever changing field of Occupational Health and Safety, an inherently technical subject far broader than legislation only. This area recognizes the leadership role that HR professionals take on the issues of workplace health, safety, and workers compensation.

Standard topics include:

- Legislative framework
- Worker's compensation
- Hazards and agents
- Motivating safety behaviour
- Accident investigation
- Workplace safety and violence
- Emergency response and emergency preparedness

- Workplace wellness

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