

Personal Development Credit Application

Please submit this application and all additional documents electronically to
pdcredits@novascotia.ca

Section 1 – Organizational Profile

1	Registered Business Name/ Organization	
2	Address	
3	Email	
4	Phone Number	
5	Fax Number	
6	Contact Information	Name:
		Title:
7	Chair of the Board (If applicable)	
8	Corporate Status (Please Check One)	☐ Registered Not-for-Profit Registration Number _____
		☐ Registered Business Registration Number _____
		☐ Non Registered

Signed: _____

Title: _____

Date: _____

Section 2 – Course or Program Profile

Please provide the following information for *the* course or program that you wish to have considered for approval as a Personal Development Credit. (for additional courses/ programs, please submit a separate application per course/ program)

1. What is the official title of the course or program?

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2. How many years has your organization offered this course/ program?

_____ Years

3. Please indicate which of the three learning areas identified in the *Personal Development Credit* policy applies to this course or program (check one).

Arts

Languages

Leadership

✓

4. How many hours are required for students to complete this course or program?

_____ Hours

Note: A minimum of 55 hours is required for students to attain a half personal development credit and a minimum of 110 hours are required for a full personal development credit.

5. Please list or attach a list of the learning outcomes (i.e., what students will know and be able to do by the end of the course) of the course or program.

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6. **(Arts and Leadership Only)** Please describe or attach a list of the key learning activities that students experience to achieve these learning outcomes.

7. **(Language course or program providers only)** Please describe or attach a list of the key learning activities that students experience to achieve these learning outcomes. Indicate how the standards outlined in *Appendix A – Information for Providers of Language Courses or Programs* are reflected in learning outcomes, activities and assessment strategies of the course or program.

8. What methods are used to evaluate/ assess learning during and upon completion of the course/ program.

9. Indicate which of the following [Atlantic Provinces' Essential Graduation Competencies](#) are reflected in the goals of the course or program:

Graduation Competencies	Applies ☒
Creativity and Innovation	☐
Citizenship	☐
Communication	☐
Personal – Career Development	☐
Critical Thinking	☐
Technological Fluency	☐

10. How does the course or program reflect Nova Scotia's *Public School Program—Principles of Learning*? Please indicate which of the following Principles of Learning are reflected in the learning activities and goals of the course or program.

Principles of Learning	Applies ☒
Learning is a process of actively constructing knowledge.	☐
Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.	☐
Learning is enhanced when it takes place in a social and collaborative environment.	☐
Students need to continue to view learning as an integrated whole.	☐
Learners must see themselves as capable and successful.	☐
Learners have different ways of knowing and representing knowledge.	☐
Reflection is an integral part of learning.	☐

11. Please describe the policies, practices or training that your organization has in place to ensure that the full participation of students is not limited by: (be specific about how barriers are addressed and/ or removed)

(a) Language barriers

(b) Physical or cognitive ability

(c) Gender

(d) Race

(e) Ability to pay for enrolment fees or other costs associated with the course or program.

12. Please describe your organization's policies regarding student supervision while attending the course, either at a central site or on field trips and other venues.

13. Please describe your organization's policies regarding child protection and instructor screening (e.g., criminal record and child abuse registry checks).

14. Please provide proof of your organization's insurance coverage as it relates to liability.

15. Please describe the policies and practices in place to protect students' personal information. (i.e. where is the information stored and how is it secured) Student personal information includes, but is not limited to, name, email, address, phone number, etc.

16. What kind of documentation (e.g., certificate, letter of completion) do students receive if they successfully complete the course?

17. Please indicate if the course/ program has provincial, national, or international recognition?

18. What is the language of instruction for the course or program?

19. What training do course or program instructors receive? Please describe the training—the content, how often it is provided, who provides it, and the type of certification obtained (if applicable). If instructors do not receive training, what criteria are used to assess their suitability for delivering the course?

20. Have instructors/staff who deliver the programming completed any Equity, Diversity, and Inclusion (EDI) training and if not, would they consider seeking available training?

21. Where is the course or program offered in Nova Scotia (please list all sites).

22. Is there any additional information that you would like the committee to be aware of as they review your application?

Application Attachments

Note: Please include the following with your application.

1. An electronic copy of the list of the organization's board of directors and a copy of our most recent annual report (if available).
2. An electronic copy of the documentation issued to students upon successful completion of a personal development credit, ie. Certificate.

Appendix A—Information for Providers of Language Courses and Programs

The *Personal Development Credit* policy offers students an opportunity to gain a high school credit for languages learned that are not part of the public school program (i.e., English, French, Spanish, German, Gaelic, and Mi'kmaw)

In instances where a student does not have access to Spanish, German, Gaelic, or Mi'kmaw languages at their local public school, but has proficiency in any of these languages as a result of experiences outside of the public school system, the student may use the existing *Challenge for Credit Policy* in order to receive a high school credit for these Public School Program languages.

Students who wish to apply for a personal development credit in the area of languages, other than those in the PSP.

1. Students who have language proficiency as a result of their participation in a community-based language course or program that has been approved by the Department of Education and Early Childhood Development will be required to submit evidence of course or program completion through a standard certificate or letter received from the course or program provider. Standards for language courses and programs will also be based on the *International Framework of Reference for Languages: Learning, teaching, assessment (2001)*.

The following information is provided for program providers for the purpose of evaluating the eligibility of **language courses and programs** for approval under the province's *Personal Development Credit* policy.

Tables 1 and 2 (below and next page), adapted from the *Common European Framework of Reference for Languages: Learning, Teaching and Assessment (2001)*, provide a set of language proficiency indicators. Based on comparable curriculum outcomes for other Nova Scotia Department of Education and Early Childhood Development second or international language programs at the high school level, candidates applying for a personal development credit in the area of languages, other than those in the PSP, should be able to demonstrate six language competencies (listening, reading, spoken interaction, spoken production, writing and cultural). Elective high school credits will be awarded to students, who are able to demonstrate the following levels of proficiency in language courses or programs,

	Grade Level Credit
A1	n/a
A2	Grade 10, full elective credit
B1	Grade 11, full elective credit
B2	Grade 12, full elective credit
C1	Grade 12, full elective credit
C2	Grade 12, full elective credit

When completing Question 7 of your *Application to Become an Approved Course or Program Provider*, please:

- a. Confirm that the course or program is designed to allow students to attain the minimum standards described above, and
- b. Indicate how the standards outlined in Tables 1 and 2 (included in the following pages) are reflected in the learning outcomes, activities and assessment strategies of the course or program.

International Reference Levels for Language Proficiency¹

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express themselves fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

¹ Adapted from: Council of Europe, 2004, *A bank of descriptors for self-assessment in European Language Portfolios*. Retrieved February 2009.

		A1	A2	B1	B2	C1	C2
Understanding	Listening	Students can recognize familiar words and simple phrases about themselves, their family and the things they see around them when people speak slowly and clearly.	Students can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). They can catch the main point in short, clear, simple messages and announcements.	Students can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. They can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	Students can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. They can understand most TV news and current affairs programs. They can understand the majority of films in standard dialect.	Students can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. They can understand television programs and films without too much effort.	Students have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided they have some time to get familiar with the accent.
	Reading	Students can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	Students can read very short, simple texts. They can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.	Students can understand texts that consist mainly of high frequency everyday or job-related language. They can understand the description of events, feelings and wishes in personal letters.	Students can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. They can understand contemporary literary prose.	Students can understand long and complex factual and literary texts, appreciating distinctions of style. They can understand specialized articles and longer technical instructions, even when they do not relate to their field.	Students can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.

		A1	A2	B1	B2	C1	C2
Speaking	Spoken Interaction	Students can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help them formulate what they are trying to say. They can ask and answer simple questions in areas of immediate need or on very familiar topics.	Students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. They can handle very short social exchanges, even though they can't usually understand enough to keep the conversation going themselves.	Students can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).	Students can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. They can take an active part in discussions in familiar contexts, accounting for and sustaining my views.	Students can express themselves fluently and spontaneously without much obvious searching for expressions. They can use language flexibly and effectively for social and professional purposes. They can formulate ideas and opinions with precision and relate their contribution skilfully to those of other speakers.	Students can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. They can express themselves fluently and convey finer shades of meaning precisely. If they do have a problem they can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	Students can use simple phrases and sentences to describe where they live and people they know.	Students can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and present or most recent job.	Students can connect phrases in a simple way in order to describe experiences and events, their dreams, hopes and ambitions. They can briefly give reasons and explanations for opinions and plans. They can narrate a story or relate the plot of a book or film and describe their reactions.	Students can present clear, detailed descriptions on a wide range of subjects related to my field of interest. They can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Students can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points and rounding off with an appropriate conclusion.	Students can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

		A1	A2	B1	B2	C1	C2
Writing	Writing	Students can write a short, simple postcard, for example sending holiday greetings. They can fill in forms with personal details, for example entering their name, nationality and address on a hotel registration form.	Students can write short, simple notes and messages relating to matters in areas of immediate needs. They can write a very simple personal letter, for example thanking someone for something.	Students can write simple connected text on topics which are familiar or of personal interest. They can write personal letters describing experiences and impressions.	Students can write clear, detailed text on a wide range of subjects related to my interests. They can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. They can write letters highlighting the personal significance of events and experiences.	Students can express themselves in clear, well structured text, expressing points of view at some length. They can write about complex subjects in a letter, an essay or a report, underlining what they consider to be the salient issues. They can select style appropriate to the reader in mind.	Students can write clear, smoothly-flowing text in an appropriate style. They can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. They can write summaries and reviews of professional or literary works.