Adult Special Education Articulation
Annual Meeting

This year's articulation meeting will happen over 3 days; May 6th, 13th and 20th on Zoom.
Join Zoom Meeting:
https://selkirk.zoom.us/j/65171750158?pwd=b1FULzZFTDNJc0E3MjFVekNBdk52QT09

Meeting ID: 651 7175 0158
Passcode: ASEartic

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Day 1: Thursday, May 6, 2021
9:00 a.m. – 12:00 p.m.

8:45 am **Zoom Room Open**
　　　　　*Please add your institution name to your name on Zoom ID

9:00 **Welcome** – territorial acknowledgements from the Co-Chairs
Guests: Barb Binczyk AEST, Robert Adamoski BCCAT
Kimberly McIntyre (Coast Mountain College)
Alison Roy (Selkirk College)
Mark Fournier, Jody Isaac (Camosun College)
Christina Cederof, Leanne Mihalicz, Saskia Stinson (Thompson Rivers University)
Alison Hale (Capilano University)
Rosemary Brbot (College of New Caledonia) Shelby Milholm (Vancouver Island University)
Kathy O'Donnell (North Island College)
Ingrid Defert (Vancouver Community College)
Pat Foreman (Kwantlen University)
Davi Bakra (DC)
Alyson Seale (Fraser Valley University)
Shelby Milholm (VIU)
Kimberly McIntyre (Coast Mountain College)
Aimee Bigalka (KPU)
Kyla Ashman (Okanagan College)

　　　　　Icebreaker - led by Alison Hale (share an item that represents something meaningful from the past year)

9:10 **Meeting Administration**
- Our 1st Committee e-meeting: moderating chat etc. (Jody I and Alyson Seale)
- Appoint Minute Takers: Saskia Stinson, TRU, May 6th,
  - Kimberly McIntyre, CMC, May 13th,
  - _____, May 20th

- Identify voter for your institutions as we'll be making motions and approvals
- Voting virtually: raise hand either virtually or raise hand feature in Zoom

- *Approval* of 2019 Minutes
  Adjust spelling of a name (Kimberly McIntyre) and the minute taker name to be added (Bev Smith and Alison Hale)
  Motion to approve minutes: Ingrid Defert (Vancouver Community College)
  Seconder: Rosemary Brbot (College of New Caledonia)
- *Approval* of 2021 Agenda
  May 20th meeting date Additions: Tax Receipts and Adult Upgrading Grant
  May 13th: In chat Pat wants time on agenda to review discuss cross provincial initiatives for ten minutes
  Motion to approve 2021 Agenda: Alyson Seale (UFV)
  Seconder: Shelby Milholm (VIU)

9:30 Institutional reports summaries from everyone (report a highlight, 3 mins max per institution, please read docs in Moodle for more detail)
10:30 Coffee Break

10:45 BCCAT Representative – report on JAM and initiatives Update
Robert Adamoski BCCAT (Director of Research)
1. BC Transfer Guide- a dramatic increase in scope that includes listings for course equivalents at a national and international level (450 institutions, 34 countries, 60,000 courses) assists with transferring courses into new institutions; increased visibility
2. Micro-Credentials Research- exploring micro-credentials to see the benefits for students for laddering up and for creating bridges for employability (national survey) https://bccat.ca/pubs/Reports/MicroCredentials2020info.pdf
3. JAM (Joint Annual Meeting) Bring all individuals (chairs/system liaison people) from institutions who are interested in the transfer guide. Posted talks on Youtube channel talking about better ways to communicate (Google Youtube BCCAT) It will be online for the fall of 2021. Anyone can join this event.
4. Projects of interest: Students with Lived Experience in Care (tuition waiver program, transitions to postsecondary), examining/tracking persistence of students in postsecondary; Pivot to Remote Learning for students in rural and remote areas; BC Registrar's Association in 2021- looking at data to support equity and diversity initiatives

Questions: 1. How do institutions collect data on ethnicity and diversity? Are there systemic biases in these collections of information) 2. Who is targeted? LGBTQ2, Disability? Robert stated that Canada has historically collected limited demographic data on equity seeking communities. The project will focus on ethnicity/ ancestry, but application to other equity seeking communities will be explored.

10:45 Barb Binczyk – AVED Ministry (final meeting and is leaving government in mid-January of 2022)
1. New minister, Anne Kang, educator with experience in education for special needs and inclusive education; Learning continuity group and other groups working hard to support postsecondary to land on their feet
2. Initiatives: Health & Medical, Adult Special Education, ESL to ELL (English Language Learners), "Hear to Talk" line;

3. Increase 2,000 more seats; ECE increase in seats; HCA (Health Assistant) increase in seats; Indigenous Engagement Branch working hard; During COVID-19- ABE/ELL drop in delivery; ASE 670 drop to 503 enrollments; review of CLP (Community Literacy Programs) 170 applications for literacy programs; AUG-accessed funding to support need for technology;

4. Disabilities projects (one-time funding) have run for 7 years and we are fortunate to have received 1.5 million for 20 institutions at $75,000 per institution (letter went out in March 2021-2022 to institutions).

5. ASE left Federal budget with no losses in funding and we no longer have to do the labour market review reporting.

Questions:

Christina Cederlof (TRU): Technology? Students needing personal computers? Is AUG going to be able to support this need? *Demands for requests for funds have dropped and …*

Shelby Milholm (VIU): Issuing tax receipts to students who receives AUG? Barb stated that they have no control over regulations. Alison said that a T4A is distributed to submit for taxes and this funding is considered income and this has impacted their monthly cheques (PWD).

Alyson Seale: What has happened with the 4-year survey/review of exiting students from postsecondary programs? Barb said that outcomes are the challenge for ASE. ABE and ELL have different and more outcomes. Please send information to Barb that is qualitative or quantitative results that showcases where students have gone or what they are doing after they have finished school.

Christina Cederlof: Do you have suggestions for a name change ASE that is used in the Central Data Warehouse? Barb has no suggestions and we need to work on that as an organization

Leanne Mihalicz: Would it be helpful be provide testimonials for AVED to help track what students are doing after they graduate.

Suggestions:

1. *Barb will bring this request to the Chair of the AUG funding for money to help students with technology.*

1. *Barb will work on connecting with new contact from AVED to help transition and create a strong relationship for advocacy*

ACTION for committee (?)

2. *Barb suggested we add a question about what students who graduate are doing to the annual reports submitted by institutions. Providing testimonials is recommended as well.*

11:55 **Closing** meeting for the day
Motion to adjourn: Chistina Cederlof
Seconder: Alison Seale

Adult Special Education Articulation

Annual Meeting

Venue: Online/Zoom
Date: Day 2: Thursday, May 13, 2021
9:00 a.m. – 12 p.m.

Chair: Alison Roy/Alison Hale/ Jody Isaac
Minutes: Davi Bachra/Saskia Stinson
Attending:
Alison Roy (Selkirk College), Mark Fournier, Jody Isaac (Camosun College), Rosemary Brbot, Jason Dauvin (College of New Caledonia), Christina Cederof, Saskia Stinson (Thompson Rivers University), Alison Hale (Capilano University), Irina Tzoneva and Davi Bachra (Douglas College), Shelby Milholm (Vancouver Island University), Kathy O'Donnell (North Island College), Ingrid Defert (Vancouver Community College), Pat Foreman (Kwantlen University), Alyson Seale (University of the Fraser Valley), Kyla Ashman – Okanagan College, Leanne Mihalicz – Thompson Rivers University, Aimee Begalka (SLP).

Regrets: Kimberly McIntyre (Coast Mountain College)

Absent: Paul Brady, College of the Rockies

1. Welcome and acknowledgement of traditional lands.

2. Icebreaker –Glee Club–Alison Roy

3. **Articulation** of College of New Caledonia, NIC, and Douglas College

> A.   College of New Caledonia: Jet Program (Job placement focused). Delivery consisted of guest speakers. Articulation: All areas met criteria 100 percent and the JET program has been successfully articulated at level 2.
> **Motion: The ASE Articulation committee agrees to articulate the Jet Program at Level 2. Name:**
> **Second:**
> **Vote – All in favour**
> **Motion carried.**

> B.   Douglas College: CAEP (Career and Employment Preparation Program: Program focuses on student's exploring career options through research and work experiences. Students leave the program with a detailed career plan consisting of career option A and B. Students also focus on interpersonal skills/communication skills. Interview and computer skills are also taught in the program. The program met 70 percent in many areas such as Communication, Employment, Interpersonal, Customer service and Employability skills. CAEP level 2 has been successfully articulated.
> > **Motion: The ASE Articulation committee agrees to articulate the Jet Program at Level 2. Name:**
> >
> > **Second:**
> > **Vote – All in favour**
> > **Motion carried.**

C.   North Island College presented their Employment Transition Certificate. Courses in this program lead to a certificate and 10 credits are needed to achieve a certificate. During the articulation process, it was noted by the Chair that some of the courses did not meet the transition guide wording exactly but was reflecting the "essence" of the outcomes in the skill areas. There was discussion on moving forward with the guide and how we want to use it along with what was going to serve us best as a committee. It was agreed that the process to articulate may require an alternate format to allow for more institutions to participate. North Island College's articulation was tabled for the meeting on May 20, 2021 to enable further discussion of an alternate format that met the needs of the group.

10:45 Saskia Stinson took over note taking 10;45

Committee Discussion Break out room option ideas: (20 mins with group, 10 mins reporting
        take-away)

1.   **Renaming of ASE-** Saskia will create some notes from the breakout group and post it on Moodle
2.   **Work experience in the COVID world-** Alison Hale will create some notes from that breakout group and post it on Moodle

11:15 ASE Committee Showcase of success (KPU, TRU, VIU)
        (Cross-provincial collaborations and upcoming opportunities)
VIU- presentation with presenter Amy Woermke Entrepreneurship Course
Amazing presentation of mentored entrepreneurships with community supports. The course will be available across the province at no cost to the students participating in it. Amy requested that we encourage anyone we think might be interested in applying.
Contact Information: Amy's email is amy.woermke@viu.ca

TRU- presentation with presenter Christina Cederlof- She talked about her Digital Citizenship project that was delivered working collaboratively with other campuses. She also talked about the Online Open Education project she is working on using HP5 to support the delivery of WHMIS. There is an invitation to use this Open Education course to compliment WHMIS online course delivery. Christina has sent

KPU APP Conference and Showcase (Signing Glee Club- Alison Roy's) and Pat Foreman presented a PPT that was a summary of presentations in areas/subjects that students are passionate about (ie. Mental Health, Black Lives Matter) created by students.
*May 16th a deadline for a grant Education for a Post-Covid World and if you are interested please contact Pat or Theresa for more information

11:55 Closing for the day

Adult Special Education Articulation

Annual Meeting

On Zoom

Day 3: Thursday, May 20, 2021

Chairs: Alison Roy, Alison Hale & Jody Isaac
Minutes: Kimberly McIntyre

Attendance: Alison Roy – Selkirk College, Alison Hale – Capilano University, Christina Cederlof – Thompson Rivers University, Kathy O'Donnell – North Island College, Beth Beeching – Vancouver Community College, Davi Bachra – Douglas College, Jody Isaac – Camosun College, Ingrid Defert – Vancouver Community College, Jason Dauvin – College of New Caledonia, Pat Foreman – Kwantlen Polytech University, Kyla Ashman – Okanagan College, Leanne Mihalicz – Thompson Rivers University, Mark Fournier – Camosun College, Rosemary Brbot – College of New Caledonia, Saskia Stinson – Thompson Rivers University, Shelby Milholm – Vancouver Island University, Irina Tzoneva – Douglas College, Kimberly McIntyre – Coast Mountain College.

Regrets: Alyson Seal, University of the Fraser Valley
Absent: Paul Brady, College of the Rockies
Disorderly:

8:45am Zoom Room open

9:00 Welcome – territorial acknowledgements from the Co-Chairs

Poll Everywhere: Alison Hale. Icebreaker – tool for classroom use, students enjoy. Allows students who aren't as comfortable in a group setting. Good for quizzing, sharing, fun way to get participation and feedback. M/C, word clouds, vote on topics, maps, happy faces. Accessible by phone or computer. Can present results live. Can extract the info and save it. FREE. https://www.polleverywhere.com/

9:15 Chairs' Report – Alison Roy, Jody Isaac & Alison Hale

Currently this committee has one Chair and two co-Chairs. Chair Alison R (A-Roy) would like to pass the torch. Jody stayed on as co-chair for an extra year to support A-Roy during the pandemic. Jody is stepping down from the ASE Articulation committee. She will miss our inspiring and supportive group! Alison H stepped up as a co-chair as well in 2019. 3 Chairs is a way of strategic planning for this committee. Chair one leads, Chair two supports, Chair three trains and also supports, this will aid in future transitions as there will always be a knowledge keeper to help Chair. Current Chairs are looking for another committee member to step up as 3rd co-chair. Commitment – organizing, community building, moodle updating, connecting etc. Finding strengths when working together. Meet monthly usually, weekly leading up to articulation meeting. Looks great on CV – good leadership role. JAM Conference – BCCAT covers cost. Supportive SLP as well.
No committee members volunteer.

Reference to Robert's Rules – Chairs can elect a committee member and they can decline or accept.
Discussion about rotating institutions, if no one wants to take the role how will the roll get filled.
Davi Bachra thinking about it.
Discussion – D.Bachra sates that timing is difficult with pandemic and unknowns and people changing roles, all agree including current Chairs who are juggling the same issues right now. Contact A-Roy if interested in co-chair role.
Saskia stepped forward to volunteer, was nominated and approved to replace J.Isaac starting Fall 2021.

Depending on a number of factors (including Covid 19 pandemic) Cap U has offered to face-to-face host the next ASE Articulation Committee Meeting 2022, updates will be posted on Moodle.

9:30 **Program Transfer Guide Discussion**

How do we want to use the guide? What's going to serve us best as a committee?

Guide is the foundation of what we do at the provincial level. How do we want to move forward with change? Document is considered organic, a living documents that is intended to be responsive to the Committee, the Community and students needs. Because of feedback from various committee members Chairs have been re-imagining what the evolution of this document could look like. Kathy O'Donnell brought forward curriculum last week highlighted not all outcomes fit when using the "cut & paste" method of creating institution curriculum docs. Could this be done differently? Worked well for Selkirk, but other programs might need it to work differently. Do we need to use exact wording or not? Process to articulate takes longer when not exact. We would like the program to work through the document to show how it meets the required outcomes in the guide if not using exact wording, this will help ensure consistency across institutions and help streamline the actual process of articulation at the annual committee meetings. Trying to be responsive to committee feedback, it might be helpful to remove the rigidity of the document, and to capture the essence of the guide in the learning outcomes. For articulation purposes we want to create a straight forward clear document titled; "Indirect ASE Mapping Template for Meeting the Learning Outcome Requirements" to show how the program meets the required outcomes to bring to articulation committee. *Note: that there are no transfer agreements between the ASE programs in province (see link #2 below)

Purpose of the guide from BCCAT – How to Articulate: https://bccat.ca/pubs/Resources/Companion2018.pdf
https://bctransferguide.ca/program/ase

This new process (Indirect ASE Mapping Template for Meeting the Learning Outcome Requirements) with the will provide institutions an opportunity to share some of their program success. This new process will also

allow for opportunities to gain/share feedback if needed/wanted, generate common understandings, share information regarding course objectives/outcomes, common teaching methodologies and other relevant issues and foster collaborative relationships (bctransferguide.ca/program/ase).

Discussion: Guide and structure is very useful and helpful. Feedback from some committee members (and their institutions) regarding Learning Outcomes – too many, cumbersome and not succinct enough Committee member shared that they remember Barb/Ministry of Advanced Education highly recommended we articulate our programs, to have standards for BCCAT and its important to be on the grid and participate in articulation as other educators do in post secondary institutions. It is agreed by most that the guide very useful but needs to evolve. Guide validates what we are doing. Too many outcomes and need to differentiate. Some topics missing – ie. Indigenization, entrepreneurship, sustainability, trades, technology, etc. Updated terminology and topics needed, especially in light of what everyone just went though – most institutions were asked to pivot current ASE programing online due to Covid 19 pandemic in 2020. Evolution. Need to continue to update the Guide annually – its living document. Cut & paste LO's works for some but not all. So, what are ways forward because we want to be responsive to change? Could the essence be extrapolated to show how they meet the currently constructed ASE Articulation Guide LO's? Because Institutions in BC do not have ASE articulation agreements our Articulation group – is more about community of practice.
If we're not meeting our LO's, how do we reframe our guide? Developing new learning outcomes is a big project – are funds available to update it, release time? BCCAT possibly has funding – **ACTION:** Alison Hale will investigate. We need to have something in place now – guide will remain relatively the same at the moment. Moving forward, if funding comes then the big project will be worked on.

Annually – allot time during annual Articulation meeting to review and update. Also, time allotted for Institutions to share how things are working.

Alison Roy and Co-Chairs – shared option on a additional way that Institutions can continue to articulate and go through the EDCO process at this time if not using exact wording of Learning Outcomes from the Grid/Guide. Using the new document titled "Indirect ASE Mapping Template for Meeting the Learning Outcome allows committee members to show how they meet that LO in their program. Alison Roy to attach document (ASE Articulation Document for Level 2 program). Another Articulation group using a similar approach.

10:30 **Coffee Break**

10:45 **Committee returns for discussion on Program Transfer Guide**

NIC – articulating program (depending on the time and outcome of the discussion)

Kathy – NIC – tried the new document called; "Indirect ASE Mapping Template for Meeting the Learning Outcome Requirements" tool as a pilot. NIC: Program isn't run as a cohort as not enough students. Students can register in courses ongoing – apply for certificate upon completion of all courses. Course is one or two semesters depending on the credits.

Using the new Articulation document (see attachment example, this example can also be found in committee online Moodle). Highlighted in red was exact match. LO's limited to 6 at NIC but using the tool was able to show how met 70% of outcomes by referring to where you can find the information in the course outline. This new tool allowed this member to show how their other outcomes are being met in other ways. New tool was found to be useful – a bonus is that it also helped identify gaps. Opportunity for discussion and gaining qualitative information
Course content, course description, learning outcomes. Used any of these to show in the document to show where the LO was met if not exact wording used. Used Course Outline# then LO that met the left outcome needed. Activities described if that was what met the outcome.

Positive feedback on the articulation tool – allows flexibility, enables ownership, and honours the unique characteristics of the program.

Motion – Christina Cederlof – The ASE Articulation committee accepts that there will be two ways to articulate. One way is to use the exact language in the ASE Articulation Guide or to use the Indirect ASE Mapping Template for Meeting the Learning Outcome Requirements.

Second: Alison Hale

Vote – All in favour
Motion carried.

Motion – Alison Roy. The ASE Articulation committee agrees to articulate the NIC Employment Transition program at Level 2.

Second: Christina Cederlof
Vote – All in favour
Motion carried.

Upcoming schedule for articulating

Action:
The following institutions have come forward regarding
next years articulation:
TRU – Education and Skills Training – Career Exploration – Level 2. *Maybe*.
Okanagan College – PACE – Level 2. .

CNC JET articulated this year (Level 2) and Level 1 program (Currently TARGET) will be ready for 2023.
Camosun College; Level 1 and 2, with flexibility to make room for others

11:30 Discussion topic: hiring faculty and comments about qualifications and experiences

Camosun was hiring on-call faculty, Dean asked for department to review qualifications required for faculty across the province. Discussion with all on challenges finding qualified faculty. **ACTION:** All to send job descriptions or information to Mark Fournier. **ACTION:** Mark will compile the information subjectively and send to Alison Roy to post on Moodle.

Co-Chair: Saskia Stinson – Thompson Rivers University stepped up as a Co-chair. Hurray!

11:45 Closing activity – Alison's magic 8 ball. https://magic-8ball.com/

Question: Will we find a minute taker for next years ASE Articulation Committee meeting?
Answer: It seems likely

12:00 Meeting Adjourned.

*Special Note from Chairs:
When location and dates for upcoming ASE Articulation Committee meeting are posted, minute takers will be recruited; if there are no volunteers minute takers will be appointed, this year's minute takers will be exempt. Note: if for what ever reason the appointee is unable to take minutes it is their responsibility to find a replacement, please inform Chair who the replacement will be.

Attached Example of Kathy O'Donnell's work for NIC Articulation Submission using the newly voted upon mapping template.

Use this template if your course outlines **do not** match the guide outcomes exactly.

How to use this template:

1. On the left column, highlight the outcomes your program covers.
2. On the right column, please identify and showcase how you meet these outcomes. Options of how to do this are, but not limited to:
   a. Links or statements from your courses outlines
   b. Listing and/or describing activities
   c. Summarizing your course happenings

Note: feel free to merge the cells and type in the right column in a way that works for you and how you want to present it.

Red font is where the LO's are an exact match

Program Description. # is the course number. Then reference to either LO (learning outcome) or course content.

Four Mandatory Skills Areas (70% in each mandatory areas)	Program description/activities/links to courses etc.
A. Communication Skills	
1. Recognize and define the elements of communication (sender, message and receiver)	011 LO#1 021 Course content. Effective communication skills, active listening. LO Employ effective communication skills at work
2. Identify barriers to communication and use strategies to overcome barriers	011. LO#2
3. Ask for clarification and demonstrate techniques (i.e. paraphrasing, asking questions) to assist communication	011LO#4engage in active listening (paraphrasing and asking questions are active listening techniques)
4. Display/use effective communications	011LO#3
5. Engage in active listening	011 LO#4
6. Differentiate between passive, aggressive and assertive communication	025. LO#7. Display effective responses to criticism 021 LO 4 Express concerns in an assertive and positive manner
7. Express their needs and ask for assistance	011 LO#5
8. Respond to instructions and or feedback	021. Course content. Responding to feedback 025. Course content. Following directions; accepting feedback & criticism.

	025 LO#6. Follow instructions & directions
B. Education and Employment Exploration Skills	
1. Complete various inventories/assessments related to education and employment, and develop and participate in personal, education and career planning	020. Course content. Inventories and assessments related to education and employment LO#2. Identify skills needed for various occupations 024 Course content. Career inventories and assessments
2. Become familiar with the BC Human Rights Code, BC Employment Standards Act and federal Employment Equity Act and his/her rights as a worker and citizen in BC	010 LO#6 demonstrate an understanding of the BC Employment Standards Act, and BC Human Rights Code 016 LO#6 describe employer and employee rights and responsibilities for health & safety 020 LO#4 identify relevant employment legislation and rights of workers in BC & Canada 027 LO#1describe worker and employer rights and responsibilities for workplace safety LO#2identify and demonstrate safe work practices as per WorkSafe BC guidelines
3. Identify and describe reasonable education / workplace accommodations/adjustments and support	010LO#5 020 Course content. Workplace accommodations and supports available for workers with disabilities
4. Research job profile and education/training opportunities	010 course content. job profiles; education and training opportunities 010 LO#2 determine the skills needed for various occupations 020 LO #2 identify skills needed for various occupations (job profiles) 023 LO #4 describe typical working conditions for different types of employment
5. Participate in goal planning and/or information interview	012 LO#3 map out their individual short and long term goals
6. Identify and assess personal skills, abilities, work skills, habits, performance and compatibility with the type of work chosen	010 LO#1 identify their personal work skills, strengths, values and interests 020 LO#1 describe their personal work skills, strengths, values and interests
C. Employability/Workplace Skills	
1. Demonstrate an understanding of the behavioural expectations an employer has when looking for a potential employee	014 LO#5 identify effective employee behaviors 017 LO#5 demonstrate good workplace habits and positive attitudes 025 LO#3 identify effective employee behaviors
2. Participate in verbal and non-verbal feedback	017 course content Responding to feedback 025 course content Accepting feedback and criticism
3. Follow instructions and directions, written and verbal	017 LO#2 follow direction of North Island College representatives, supervisors, and co-workers. Course content following directions 021 course content. Following written and verbal instructions 025 LO#6 follow instructions and directions
4. Demonstrate good organizational skills and work habits	014 LO#4. Describe common workplace routines 017 LO#5 demonstrate good workplace habits and positive attitudes

	Course content. Organizing workspace 021 LO#6 describe and apply own workplace organizational systems 025 Course content. Organizational skills and workplace routines LO#5 identify workplace routines
5. Demonstrate initiative, dependability and reliability on the job	017. Course content Effective employee behaviors LO# 5 demonstrate good workplace habits and positive attitudes
6. Recognize the importance of accepting feedback and criticism	017 course content. Responding to feedback 021 course content. Responding to feedback 025 LO#7. Display effective responses to criticism Course content. Accepting feedback and criticism
7. Demonstrate positive workplace values	017 LO#5 demonstrate good workplace habits and positive attitudes 010 LO#1 identify their personal work skills, strengths, values and interests
8. Present themselves at job interviews in a professional manner	024 LO#3 Demonstrate effective interview skills 014 Course content. Interview skills
9. Respond to interview questions by representing their strengths	024 LO#3 Demonstrate effective interview skills 014 Course content. Interview skills
10. Ask relevant questions of potential employers	024 LO#3 Demonstrate effective interview skills 014 Course content. Interview skills
11. Respond to different forms of feedback positively, considering the information to support positive changes.	025 LO#7 display effective responses to criticism and behavior
12. Employ appropriate conversational skills with fellow students, coworkers and employers	017 LO#5 demonstrate good workplace habits and positive attitudes
13. Understand the responsibility of asking for assistance on the job	021 Course content. Asking for assistance at work LO#2 express needs and ask for assistance at work
14. Demonstrate organizational skills (e.g. use planning tools, follow schedules, maintain punctuality and attendance)	017 LO#3 follow routines and schedules specific to host work-site 021 LO#7 describe and apply own workplace organizational systems
D. Work/Training Experience	
1. Identify and demonstrate safe work practices as per WorkSafe BC guidelines	017 LO#6 identify and demonstrate safe work practices as per WorkSafe BC guidelines
2. Participate in work site training orientation	017 LO#6 cite WorkSafe protocols from work site training orientation
3. Identity and evaluate safe and unsafe work sites	017 LO#6 identify and demonstrate safe work practices as per WorkSafe BC guidelines
4. Complete a minimum of one work experience in an identified job, based on interests, skills and abilities when applicable	
5. Plan transportation to participate in an interview and work placement, as required	
6. Set goals and participate in evaluations	017 LO# 1 meet goals set for the placement course content Personal and professional goal setting course content Employee evaluations

	course content Self evaluations
7. Demonstrate good workplace habits and positive attitudes	017 LO#5
Plan and complete tasks as per instructions	017 LO# 3. Follow routines and schedules specific to host work site 017LO#4 identify and apply specific workplace strategies to improve productivity and quality control
Optional Skill Areas (70% in four or more areas)	
E. Technology Skills	
1. Access a computer for word processing	
2. Demonstrate a basic level of skill in using digital resources	
3. Access an email account, compose and reply to messages	
4. Understand and use safe internet protocols	
5. Construct resumes, cover letters, and thank-you letters	024 LO#7 attach and upload resume and cover letter to job search engines
6. Upload resumes to submit a job application online	024 LO#7 attach and upload resume and cover letter to job search engines
F. Interpersonal Skills	
1. Identify and demonstrate attitudes for success	025 LO#7 describe positive work habits
2. Identify and demonstrate workplace expectations	025 LO#3 identify effective employee behaviors 021 LO#1employ effective communication skills at work
3. Demonstrate respectful interactions in a diverse multi-cultural learning/work environment	011 LO#6 explain the influence that cultural differences may have on communication 025 LO#9 026 LO#2 describe how cultural differences influence health promotion
4. Explore multicultural diversity in the workplace	011 LO#6 explain the influence that cultural differences may have on communication 026LO#2 describe how cultural differences influence health promotion 025 LO# 7identify key attributes of workplace relationships and recognize different workplace cultures
5. Demonstrate cooperative workplace behaviours	025 LO #3 identify effective employee behaviors 021 LO#3 demonstrate the ability to work co-operatively with team members
6. Identify ways of demonstrating initiative on the job	025 LO #3 identify effective employee behaviors
7. Demonstrate appropriate interpersonal skills with supervisors, coworkers and customers	025 Course content Professional relationships and interpersonal skills
8. Develop strategies for getting along with others, co-workers, supervisors, customers and other stakeholders	021 LO#3 demonstrate the ability to work co-operatively with team members 025 Course content Professional relationships and interpersonal skills

9. Define conflict and demonstrate conflict resolution strategies.	
10. Demonstrate problem-solving strategies	022 LO demonstrate problem solving strategies in relation to own personal goals course content. Problem solving
11. Give and receive feedback in an effective manner	025 LO#7 display effective responses to criticism
12. Define and demonstrate ethical behaviors	
G. Personal Awareness	
1. Identify personal learning strategies	020 LO#1 describe their personal work skills, strengths, values and interests
2. Describe personal attributes, strengths and challenges	020 LO#1 describe their personal work skills, strengths, values and interests
3. Identify supports for educational/vocational success	012 LO#4 identify networks of support in the local community 020 course content Workplace accommodations and supports available for workers with disabilities
4. Develop awareness of vocational strengths and challenges	020 LO#1 describe their personal work skills, strengths, values and interests 022
5. Set learning goals, and review and discuss progress	012LO#3 map out their individual short and long term goals 022 LO describe the steps in setting short term and long term goals demonstrate the ability to map out goals for work and other areas of life demonstrate problem solving strategies in relation to own personal goals
6. Identify common stressors and strategies for stress management	
7. Develop personal coping strategies to deal with change	
8. Identify ways to build self-esteem	
9. Recognize different personal and workplace styles for work settings	014LO#6 describe and differentiate the types of relationships that exist at work 025 LO#8 identify key attributes of workplace relationships and recognize different workplace cultures
10. Understand the responsibility of asking for assistance on the job	021 LO#2 express needs and ask for assistance at work
11. Understand the relationship between personality, attitudes and actions	
12. Identify personal values and how they apply to job satisfaction	025 LO#1 describe common motivating factors for working LO#2identify personal reasons for working
13. Develop awareness of community resources and leisure	022LO identify networks of support available to them in the local community
14. Identify personal-based and social-based resources, including family and friend relationships and spiritual supports	012 LO#4 identify networks of support in the local community 022LO identify networks of support in the local community

H. Literacy and Numeracy Skills	
1. Develop knowledge about wages, personal finances and budgeting	020 course content Employment legislation including BC Human Rights Code, BC Employment Standards Act, Federal Employment Equity Act and their rights as a worker and citizen of BC and Canada 025 LO # 11. Describe conditions of employment
2. Identify payroll terms and payroll deductions	023 LO#3 define common work terms 025 LO # 11. Describe conditions of employment
3. Demonstrate ability to use calendars, planners, and timetables	
4. Recognize, read, write and order numbers	
5. Demonstrate the ability to solve real-life problems using basic numbers operations	
6. Recognize and count coins and paper money	
7. Create and respond to written and digital workplace communications	
8. Use basic number operations in daily tasks	
9. Identify and use currency in monetary transactions	
10. Identify taxes, PST, and GST	
11. Recognize typical gratuities expected for certain services	
12. Demonstrate an ability to use a calculator for basic calculations (adding, subtracting, multiplying and dividing)	
13. Demonstrate an ability to prepare a personal budget	
14. Read and decode a pay cheque/pay stub	023 LO#7 decode a statement of earning
15. Read and decode bills, invoices and receipts	
I. Job Search Skills	
1. Collect all related information to prepare a resume	020 course content Portfolios for work Resume building 024 Course content. Resume building
2. Identify his/her personal job search network	020 course content Workplace accommodations and supports available for workers with disabilities
3. Prepare and practice responses to communication skills for interviews	014 course content. Interview skills 024 course content Interview skills
4. Prepare for an interview	024 course content Interview skills
5. Participate in role plays	
6. Present himself/herself at job interviews in a professional manner	
7. Respond to interview questions by representing his / her strengths	024 course content Interview skills

8. Ask relevant questions of potential employers	
9. Identify local public and private employment agencies	010 LO#4 identify employment support agencies in their community 020 Workplace accommodations and supports available for workers with disabilities
10. Conduct a local job market analysis	010 LO#3 identify potential employers in their community 020 create a list of potential employers relevant to their area of interest
11. Describe elements of and create a supported or independent job search plan	020 LO#3 create a list of potential employers relevant to their area of interest 024 LO#2employ job search strategies relevant to chosen field of work
12. Identify and outline individual employment support and training needs	020 course content Portfolios for work 022 LO identify networks of support available to them in the local community
13. Demonstrate effective goal setting and time management skills	012 022LO demonstrate the ability to map out goals for work and other areas of life
14. Demonstrate an understanding of the strategies needed to start and maintain a job search	014 LO#1 demonstrate effective job search strategies 024 LO#2 employ job search strategies relevant to chosen field of work
15. Develop appropriate job-targeting cover letters	024 LO#7 attach and upload resume and cover letter to job search engines
16. Demonstrate effective job search techniques	014LO#1 demonstrate effective job search strategies
17. Identify the pros and cons of when and how to disclose one's disability	
J. Health and Wellness	
1. Describe the inter-relationship of mental, emotional physical and spiritual health	026 LO#1
2. Explain the relationship between positive health behaviours and the prevention of injury illness and diseases	026 LO#3
3. Describe and demonstrate ways to reduce risks related to unhealthy behaviours and attitudes affecting physical health	026 LO#4
4. Demonstrate a practical knowledge of the main areas of health and wellness	026LO#5
5. Identify community resources for health maintenance in independent living	026LO#7
6. Demonstrate a greater understanding of health and/or disability	026LO#8
7. Set goals in area of health management e.g. nutrition, fitness, stress management, leisure	026LO#9 describe the steps in how to set personal goals in area of health management such as nutrition, fitness, stress management and leisure activities
K. Customer Service Skills	

1. Identify the impact and importance of first impressions	
2. Demonstrate positive customer service skills and an understanding of the importance of excellent customer service skills	
3. Demonstrate effective customer service communication, including responding to nonverbal communication	
4. Identify and demonstrate the use of empathetic listening skills when responding to customer needs	
5. Identify and demonstrate treating customers in a respectful manner	
6. Identify and demonstrate appropriate responses to customer inquiries	
7. Identify and demonstrate ways of dealing with challenging customers	