Final Report of the
Adult Special Education
2006 Cohort Study
Preface

Adult Special Education (ASE) programs and services are provided to BC learners who face barriers to success in post-secondary education because of a disability or a combination of learning difficulties. The Ministry of Advanced Education (AVED) and the post-secondary institutions that deliver ASE programs undertook the Adult Special Education (ASE) 2006 Cohort Study to learn more about the students who take these programs: their reasons for applying to an ASE program or course, how they benefited from their studies, and what they do when they leave.

Phase I of this study collected information on ASE programs—The Program Inventory contains detailed information on 50 Adult Special Education programs, submitted by the 15 public post-secondary institutions in BC that offer ASE programming. This inventory gave AVED and the institutions a sense of the scope and range of ASE programs and courses and was used to inform subsequent phases of the study.

Phase II of the project was the ASE Registrant Study, which collected information on the students who were registered in ASE programs between September 1 and November 30, 2006. The ASE Registrant Study Report summarizes the information provided on students’ characteristics, assessments done, services provided, students’ educational goals, and employment or volunteer work.

Phase III of the study consisted of a brief exit survey that collected information from the students interviewed for Phase II, after they left their programs or courses. The ASE Exit Survey Report presents a system-level summary of the information provided by former students on their immediate plans and on how their studies helped them.

This study could not have been conducted without the participation of the faculty and staff of the institutions that deliver ASE programming. Instructors from BC’s colleges, university colleges, institutes, and Thompson Rivers University collected information on programs, interviewed their students during and after their studies, and for each phase of the study, submitted data through a web interface.
We would like to extend our gratitude to the ASE faculty, institutional researchers, and AVED representatives who participated at various times as steering committee members for this project. In particular, thanks go to Derek Nanson, who chaired the ASE steering committee and who has since retired from his position as Dean of Qualifying Studies and Student Services at Kwantlen University College. Thanks also to BC Stats for developing the web interface, collecting and storing data, and preparing the reports.

Janice Nakamura  
Director, Learning Programs Branch  
Ministry of Advanced Education

Marissa Thola  
Education Officer, Ministry of Advanced Education

Kathleen Bigsby  
Co-chair, Outcomes Working Group

Patty Beatty-Guenter  
Co-chair, Outcomes Working Group

Bob Logelin  
Faculty, Douglas College

Lorna Downie  
Faculty, Vancouver Community College
Contents

Program Inventory Report
Phase I of the Adult Special Education 2006 Cohort Study

Registrant Study Report
Phase II of the Adult Special Education 2006 Cohort Study

Exit Survey Report
Phase III of the Adult Special Education 2006 Cohort Study
Program Inventory Report

Phase I of the
Adult Special Education
2006 Cohort Study
Program Inventory Report
Phase I of the Adult Special Education 2006 Cohort Study

Contents

Introduction ................................................................................................................................. 3
Data Collection and Reporting ......................................................................................................... 4
Summary of Programs ..................................................................................................................... 5
ASE Program Inventory .................................................................................................................. 9
  ASE Program Inventory List ........................................................................................................... 11
  Camosun College .......................................................................................................................... 15
  Capilano College .......................................................................................................................... 19
  College of New Caledonia ............................................................................................................ 29
  College of the Rockies .................................................................................................................. 35
  Douglas College .......................................................................................................................... 39
  Kwantlen University College ........................................................................................................ 57
  Malaspina University-College ........................................................................................................ 81
  North Island College .................................................................................................................... 91
  Northern Lights College ............................................................................................................. 97
  Northwest Community College .................................................................................................... 101
  Okanagan College ....................................................................................................................... 105
  Selkirk College ............................................................................................................................. 117
  Thompson Rivers University and TRU Open Learning ............................................................... 127
  University College of the Fraser Valley ....................................................................................... 139
  Vancouver Community College .................................................................................................. 143
  Examples of Student Profiles .................................................................................................... 177
Introduction

Building the best system of supports for persons with disabilities is one of the Great Goals of the Province of British Columbia. The programs and services provided by public post-secondary institutions under the Adult Special Education umbrella form an integral part of these supports.

In 2004/05 public post-secondary colleges and university colleges reported delivering 934 FTEs in Adult Special Education. This amounts to more than $7M in courses and other services to BC learners who face barriers to success in post-secondary education because of a disability or a combination of learning difficulties. (This figure does not include services provided by institutions under special grant funding.)

The Ministry of Advanced Education (AVED), and the post-secondary institutions involved, would like to know more about the learners who access ASE courses and how well the needs of these individuals are being met. A proposal was developed for an Adult Special Education Cohort Study, to broaden understanding of the programs offered under the Adult Special Education (ASE) umbrella, explore learners’ reasons for applying to these programs, and ask what ASE students are doing when they leave their programs. The study is being conducted in three phases.

Phase I Program Inventory (March 2006–June 2006)

The primary purpose of the program inventory is to provide clear, reliable, and detailed information about ASE programs available in BC’s public post-secondary institutions. This inventory gives AVED and the institutions a sense of the scope and range of ASE programs and will be used to inform Phase II and Phase III of the project.

Phase II Registrant Study (March 2006–March 2007)

The primary purpose of the registrant study is to provide clear, reliable, and detailed information about learners who apply to ASE programs in BC’s public post-secondary institutions. The study will be completed by faculty within the institutions, in collaboration with the learners, parents, and caregivers. This information will be used to determine who will participate in Phase III of the study.

Phase III Follow-up Survey (TDB)

The primary purpose of the follow-up survey is to find out what former ASE students are doing after they leave their programs of study. The survey will be completed by institution faculty, in collaboration with the learner, parents, and caregivers, at some point after the student leaves his or her program.

This ASE Program Inventory Report completes Phase I of the study. This program inventory has been compiled for the use of the participating institutions and AVED. The public—potential students and their counsellors, families, and referral agencies—will still have access to information on ASE programs and services through the Resource Directory of Programs and Services for Students with Disabilities in Public Post-Secondary Institutions on AVED’s website.
Data Collection and Reporting

An ASE Steering Committee was struck to guide the development of the Cohort Study plan and the research instruments. BC Stats was contracted to compose the forms, questionnaires, web interfaces, and databases required.

The information in the Program Inventory was submitted by ASE faculty in the public post-secondary institutions in BC that offer ASE programming. They used a web-based interface, which was developed by BC Stats, in consultation with the ASE Steering Committee. To give context to their program descriptions, the institutions entered brief profiles of some of the students who participated in their ASE programs.

The ASE program inventory site went live on April 5, 2006. ASE faculty were asked to enter their program information by May 5, 2006. Between May 5 and May 23, 2006, the entered data were cleaned and a review of the profiles was conducted, to ensure confidentiality for individual learners. Institutions were sent preliminary reports and asked to review their program information and profiles to confirm that there were no remaining errors or omissions. The deadline for final changes was June 5.

This summary report and attached program inventory is being circulated to the participating institutions and to the Ministry of Advanced Education. As of July 4, 2006, it will be posted on the ASE password-protected website and will remain available until February 2007, when it will be reviewed by the ASE Articulation Committee.

For Phase II of the ASE Cohort Study, BC Stats, in consultation with the ASE Steering Committee, is developing the questionnaire that will be used to collect information from registrants. The institutions will be asked to conduct the registrant questionnaire with all students who are officially registered in an ASE program between September 1 and November 30, 2006. BC Stats will develop and house a database that will contain the information collected during the registrant study.
Summary of programs

There are 50 Adult Special Education programs in the inventory, submitted by the 15 public post-secondary institutions that offer ASE programming. The following statistics are based on 48 of those programs. (At the time of writing, there were two programs under institutional review; they were excluded from the analysis because their data were not complete.)

The majority of programs focus on developing vocational and employment skills, with emphases on employment preparation, job search, and work experience. The training is in an interesting variety of fields, such as food services, child care, automotive assistant, and gardening. Other programs focus on academic development and independent living skills.

Program objectives

ASE programs tend to have multiple program objectives. Over 80 percent of programs have more than one objective; 48 percent have two objectives. The most common program objective is “employment preparation”—it was reported for 73 percent of the programs.

Admission requirements

Almost all programs require an interview with an instructor or program coordinator as part of the admission process. The two other most common admission requirements are a “diagnosis or history that identifies difficulty with learning” and “grooming and personal hygiene skills.”

<table>
<thead>
<tr>
<th>Admission Requirement</th>
<th># of Programs</th>
<th>% of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview with instructor or program co-ordinator</td>
<td>47</td>
<td>98%</td>
</tr>
<tr>
<td>Diagnosis or history that identifies difficulty with learning</td>
<td>35</td>
<td>73%</td>
</tr>
<tr>
<td>Grooming and personal hygiene skills</td>
<td>30</td>
<td>63%</td>
</tr>
<tr>
<td>Grade 5 reading skills</td>
<td>13</td>
<td>27%</td>
</tr>
<tr>
<td>Referral</td>
<td>3</td>
<td>6%</td>
</tr>
</tbody>
</table>
“Other” admission requirements were mentioned for 38 programs (79 percent); examples include willingness to learn, ability to use a transit system, motivation, age requirements, and course or program prerequisites.

Clients
The most common primary client group for ASE programs are students with an intellectual/developmental disability (79 percent of programs), followed closely by students with a learning disability (75 percent of programs). Many ASE programs are intended for multiple client groups and students with cross disabilities.

Services
Many public post-secondary institutions in British Columbia have a range of services they can offer to ASE students. The students of all the ASE programs listed are eligible for services at their institution.

Faculty reported that students are eligible for interpreter services for 67 percent (n=32) of the programs listed. Students in 56 percent (n=27) of the programs are eligible for on-campus orientations and eligibility for adaptive equipment was reported for 48 percent (n=23) of the programs. Other services were listed for 38 percent of programs; “other” includes health care services, counselling, financial aid, and library services.

Program delivery
Fifty-four percent of programs are delivered full time, 21 percent are delivered part time, and 25 percent of programs allow students to register either full or part time.
Delivery method

The majority (58 percent; n=28) of ASE programs are instructor-led. Nineteen percent (n=9) of programs use a combination of instructor-led and self-paced learning, and 15 percent (n=7) use both, plus some group work.

Number of seats in programs

The median seat capacity in ASE programs is 14, although the number of seats ranges from 6 or fewer to 60 per program. (Seat capacity was reported for 45 of the programs.) Over half (53 percent) of the programs have from 10 to 16 seats. Over three-quarters (78 percent) have 20 or fewer seats.

The full-time seat capacity for programs is similar in pattern to the capacity for programs overall, with 78 percent of the programs that offer full-time seats (n=37) having 20 or fewer seats. Half of the programs with part-time seats (n=16) have a capacity of 10 or fewer. (Note that some programs can be taken full time or part time.)
Program length

ASE programs vary in length from 8 weeks to 80 weeks. The median length for ASE programs is 36 weeks; the largest portion of programs (60 percent; n=29) are 35 to 40 weeks long.

Program intake

Twenty-three percent of the programs (n=11) have a continuous intake. Entries for the other programs listed indicate they have semester or annual intakes.

Amount of time in classroom

The amount of time ASE students spend learning in a classroom ranges from 25 percent to 100 percent of the time in the program. The most common range for classroom time per program is 51 to 75 percent—17 programs (35 percent) fall in this category. Many programs (n=16) have students spending 76 to 100 percent of their time learning in a classroom.

Work experience accounts for most of the time spent outside of the classroom; 73 percent (n=35) of students in ASE programs are involved in this external activity. Forty-two percent (n=20) of ASE programs have students involved in external teaching and learning opportunities when they are not in the classroom. Seven programs (15 percent) involve students in other types of non-classroom activities such as lab work, other types of job training, and recreational or community activities.

Program courses and graduation criteria

The number of courses required for graduation from a specific program varies considerably; please see specific programs in the inventory for more information.
ASE Program Inventory

Programs by Institution
## Adult Special Education (ASE) Program Inventory Listing

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Camosun College</strong></td>
<td>ASE Employment Training Program</td>
</tr>
<tr>
<td><strong>Capilano College</strong></td>
<td>Alternative Career Training Program</td>
</tr>
<tr>
<td></td>
<td>Pre Occupational Skills Training Program</td>
</tr>
<tr>
<td></td>
<td>SARAW (Speech-Assisted Reading and Writing Program)</td>
</tr>
<tr>
<td><strong>College of New Caledonia</strong></td>
<td>Job Education and Training (JET)</td>
</tr>
<tr>
<td></td>
<td>TARGET</td>
</tr>
<tr>
<td><strong>College of the Rockies</strong></td>
<td>Access Education Transitions Program</td>
</tr>
<tr>
<td><strong>Douglas College</strong></td>
<td>Basic Occupational Education Program</td>
</tr>
<tr>
<td></td>
<td>Career and Employment Preparation Program</td>
</tr>
<tr>
<td></td>
<td>Consumer and Job Preparation Program</td>
</tr>
<tr>
<td></td>
<td>Customer Service and Cashier Training Program</td>
</tr>
<tr>
<td></td>
<td>Light Warehouse Training Program</td>
</tr>
<tr>
<td></td>
<td>New Directions Program</td>
</tr>
<tr>
<td><strong>Kwantlen University College</strong></td>
<td>Access Programs for People with Disabilities Career Awareness Program</td>
</tr>
<tr>
<td></td>
<td>Access Programs for People with Disabilities Job Preparation Program</td>
</tr>
<tr>
<td></td>
<td>APPD Vocational Skills Training - Automotive Assistant Option</td>
</tr>
<tr>
<td></td>
<td>APPD Vocational Skills Training - Child Care Aide Option</td>
</tr>
<tr>
<td></td>
<td>APPD Vocational Skills Training - Clerical Assistant Option</td>
</tr>
<tr>
<td></td>
<td>APPD Vocational Skills Training - Food Services Assistant Option</td>
</tr>
<tr>
<td></td>
<td>APPD Vocational Skills Training - Janitorial Option (UNDER REVIEW)</td>
</tr>
<tr>
<td></td>
<td>APPD Vocational Skills Training - Light Warehousing Option (UNDER REVIEW)</td>
</tr>
</tbody>
</table>
## Adult Special Education (ASE) Program Inventory

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Malaspina University-College</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employability Skills Program - Cowichan Campus</td>
</tr>
<tr>
<td></td>
<td>Employability Skills Program - Powell River Campus</td>
</tr>
<tr>
<td></td>
<td>Employment and Life Skills Training Program - Nanaimo campus</td>
</tr>
<tr>
<td><strong>North Island College</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Access for Students with Disabilities</td>
</tr>
<tr>
<td></td>
<td>Employment Transition</td>
</tr>
<tr>
<td><strong>Northern Lights College</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Job Education and Training</td>
</tr>
<tr>
<td><strong>Northwest Community College</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workplace Skills Training</td>
</tr>
<tr>
<td><strong>Okanagan College</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Independent Living Skills</td>
</tr>
<tr>
<td></td>
<td>PACE Program (Preparing for Access to Careers and Education)</td>
</tr>
<tr>
<td></td>
<td>SAME Program (Supported Access to Modified Education)</td>
</tr>
<tr>
<td><strong>Selkirk College</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food Service Worker Program - Trail</td>
</tr>
<tr>
<td></td>
<td>Grand Forks Campus Transitional Training</td>
</tr>
<tr>
<td></td>
<td>Transitional Training - Castlegar</td>
</tr>
<tr>
<td><strong>Thompson Rivers University and TRU Open Learning</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education and Skills Training Certificate Program - Career Exploration</td>
</tr>
<tr>
<td></td>
<td>Education and Skills Training Certificate Program - Skills Options</td>
</tr>
<tr>
<td></td>
<td>Part-Time Life Skills</td>
</tr>
<tr>
<td></td>
<td>Work Skills Training Program (Williams Lake Campus)</td>
</tr>
<tr>
<td><strong>University College of the Fraser Valley</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workplace TASK</td>
</tr>
</tbody>
</table>
## Adult Special Education (ASE) Program Inventory

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vancouver Community College</td>
<td>ASE Part-time Literacy Courses</td>
</tr>
<tr>
<td></td>
<td>ASL for Deaf Newcomers to Canada (with the Program for Deaf and Hard of Hearing Adults)</td>
</tr>
<tr>
<td></td>
<td>Career Awareness Program</td>
</tr>
<tr>
<td></td>
<td>Clerical Skills Part-time Courses</td>
</tr>
<tr>
<td></td>
<td>English Upgrading (with the Program for Deaf and Hard of Hearing Adults)</td>
</tr>
<tr>
<td></td>
<td>Food Service Careers</td>
</tr>
<tr>
<td></td>
<td>Job Readiness (with the Program for Deaf and Hard of Hearing Adults)</td>
</tr>
<tr>
<td></td>
<td>Retail Food and Supermarket Careers</td>
</tr>
<tr>
<td></td>
<td>Speechreading (with the Program for Deaf and Hard of Hearing Adults)</td>
</tr>
<tr>
<td></td>
<td>Visually Impaired Information Technology</td>
</tr>
<tr>
<td></td>
<td>Vocational Orientation for the Visually Impaired</td>
</tr>
</tbody>
</table>

Total Number of ASE Programs Entered: 50
Camosun College
ASE Employment Training Program

Program description:
This program provides training for entry-level employment in a variety of work settings. It may be taken full time or part time. It is specifically designed for those students who are unable to meet the entrance requirements for other college-level programs in these areas and for whom upgrading is not a choice or viable option, but who wish to obtain basic, entry-level employment skills.

Students who successfully complete program requirements will receive a Certificate in Employment Training Level I with a specialization in either Gardening and Customer Service or Food and Customer Service. Students will have the option to continue to a second level certificate - Certificate in Employment Training Level II.

Furthermore, this program leads to external certifications including First Aid/CPR, Superhost certificate, Foodsafe Level I certificate, and a modified WHMIS certificate.

Program objectives:
☑ Employment preparation ☑ Academic skills development
☑ Vocational skills training ☐ Personal success (life skills development)

The program is delivered: 4 months, full or part time

Admission requirements:
☑ Interview with instructor or program coordinator
☐ Referral
☐ Diagnosis or history that identifies difficulty with learning
☐ Grade 5 reading level
☐ Grooming and personal hygiene skills

The program's primary clients would have:
☐ Hearing impairment ☐ Sight impairment ☑ Learning disability ☐ Mental health ☐ Physical disability
☑ Intellectual/developmental disorder ☐ Autism spectrum disorder ☑ Fetal Alcohol Syndrome ☑ Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
☑ Adaptive equipment ☑ Transition services ☑ Personal care attendants ☑ Transportation training
☑ Interpreter services ☑ Classroom supports ☑ Tutorial service ☑ On-campus orientations

Seat capacity in program: 60 # of full-time students/seats: 30 # of part-time students/seats: 30

Intake: Continuous

Length of program (in weeks): 16 Application fee: $35.00
Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering  Percentage of time: 25%
- Participating in external teaching or learning opportunities  Percentage of time: 25%

Program's delivery method: Instructor-led and self-paced

Tuition for program, stated by credit or credit equivalent: $0.00

OR

Tuition for program, stated as a lump sum: $0.00

Graduation criteria: CERTIFICATE IN EMPLOYMENT TRAINING - LEVEL I

- ASE 021  Essential Employment Skills
- ASE 022  Effective Job Search Skills
- ASE 025  Work Experience
- ASE 026  Certification

AND ONE OF:

- ASE 030  Food and Customer Service
- OR
- ASE 035  Gardening and Customer Service

CERTIFICATE IN EMPLOYMENT TRAINING - LEVEL II

Core Courses:
- ASE 036  Work Experience Level II
- ASE 038  Directed Studies in Employment

Elective Courses:
One or more courses that are equal to or more than 7 hrs/wk, but do not exceed 8 hrs/wk.

- ASE 037 - Applied Literacy (4hrs/wk)
- ASE 031 - Applied Numeracy (4hrs/wk)
- COMP 030 - Fundamental Computer Studies (8hrs/wk)
- COMP 040 - Intermediate Computer Studies (8hrs/wk)
- ASE 030*  Food and Customer Service (8hrs/wk)
- ASE 035*  Gardening and Customer Service (8hrs/wk)
- ASE 026*  Certification Course (7hrs/wk)
- ASE 021*  Essential Employment Skills (2hrs/wk)
- ASE 022*  Effective Job Search Skills (2hrs/wk)
- ASE 025**  Work Experience Level 1 (6hrs/wk)
Camosun College
ASE Employment Training Program

Contact person: David Greig
(250) 370-3845
greig@camosun.bc.ca
Program Leader, Adult Special Education
Camosun College  
ASE Employment Training Program

Number of courses associated with program:  11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASE 021</td>
<td>Essential Employment Skills</td>
</tr>
<tr>
<td>ASE 022</td>
<td>Effective Job Search Skills</td>
</tr>
<tr>
<td>ASE 025</td>
<td>Work Experience</td>
</tr>
<tr>
<td>ASE 026</td>
<td>Certification</td>
</tr>
<tr>
<td>ASE 030</td>
<td>Food and Customer Service</td>
</tr>
<tr>
<td>ASE 035</td>
<td>Gardening and Customer Service</td>
</tr>
<tr>
<td>ASE 036</td>
<td>Work Experience Level 2</td>
</tr>
<tr>
<td>ASE 038</td>
<td>Directed Studies in Employment</td>
</tr>
<tr>
<td>ASE 031</td>
<td>Applied Numeracy</td>
</tr>
<tr>
<td>ASE 037</td>
<td>Applied Literacy</td>
</tr>
<tr>
<td>COMP 030</td>
<td>Fundamental Computer Studies</td>
</tr>
<tr>
<td>COMP 040</td>
<td>Intermediate Computer Studies</td>
</tr>
</tbody>
</table>
Program description:
The Alternative Career Training program is a transitional program enabling students to move from high school to a college and/or workplace environment. Students explore a range of possible work areas and identify those that match their abilities and interest. Depending on their readiness, after completing this 8-month program they may obtain employment, go on to further skills training or apply to return to the program for a second year.

The program is based on a developmental perspective and is committed to working with young adults with special learning needs. Students are taught to accept the responsibilities of independent living as young adults, as well as the demands of competitive entry-level employment, and will be able to address social or emotional issues that could act as barriers to employment.

The ACT program combines in-class instruction with practical work experience, emphasizing the development or maintenance of skills that may be used in employment situations. Students meet with faculty to discuss an individual course plan that best fits their needs. Personal goals will be set and monitored throughout the year.

The practice of the program is to work in conjunction with not only the student, but the families/guardians as well. It is felt that through the combination of family and college working together, students will more likely be able to achieve their maximum potential.

Program objectives:
- Employment preparation
- Vocational skills training
- Academic skills development
- Personal success (life skills development)

The program is delivered: Full time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations
- Other: Counselling services
Capilano College
Alternative Career Training Program

Seat capacity in program: 14  # of full-time students/seats: 14  # of part-time students/seats: 0

Intake: This is a "wrap around" course offered over the fall and spring semesters, Sept. - April.

Length of program (in weeks): 32  Application fee: $25.00

Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering  Percentage of time: 50%
- Participating in external teaching or learning opportunities  Percentage of time: 

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent: $0.00

OR

Tuition for program, stated as a lump sum: $0.00

Graduation criteria: Upon graduation, students will have demonstrated the ability to:
- successfully complete the entry level employability requirements of four separate 3-week work experience placements
- satisfactorily completed all practical assignments related to the classroom learning components
- regularly attend both the classroom and work experience components of the course
- demonstrated behaviours consistent with entry-level employability skills

Contact person: Laverne Thompson
(604) 984-1711
lthompsso@capcollege.bc.ca
Co-ordinator of ASE Programs
Capilano College  
Alternative Career Training Program

Number of courses associated with program: 6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTP 001</td>
<td>Job Search and Maintenance Techniques</td>
</tr>
<tr>
<td>ACTP 002</td>
<td>Occupational Preparation and Safety in the Workplace</td>
</tr>
<tr>
<td>ACTP 005</td>
<td>Visual and Print Communication Skills</td>
</tr>
<tr>
<td>ACTP 006</td>
<td>Leisure Education</td>
</tr>
<tr>
<td>ACTP 007</td>
<td>Consumer Preparation</td>
</tr>
<tr>
<td>ACTP 008</td>
<td>Interpersonal Communications</td>
</tr>
<tr>
<td>ACTP 009</td>
<td>Work Experience</td>
</tr>
</tbody>
</table>
Program description:
The Pre Occupational Skills Training program provides both technical knowledge and personal and practical skills training through a combination of classroom theory and on-the-job experience. To provide the practical training we have teamed up with a number of leading retail and service businesses that are offering on-the-job experience. Class instruction emphasizes the development and maintenance of skills, which may be used in employment situations. Students will meet with faculty to discuss an individual plan to set personal goals that will be monitored throughout the program.

The POST program is a combination of classroom instruction and practical application in the community. Practical applications take place in industry work sites throughout the program duration and constitute 50% of the program. The targeted outcome of this program is paid employment.

Program objectives:
- Employment preparation
- Vocational skills training
- Academic skills development
- Personal success (life skills development)

The program is delivered: Full time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

Students who will find the POST program beneficial are those with disability issues that may include learning disabilities, physical disabilities and barriers to employment that still allow them to meet employment requirements. The eligibility criteria for incoming student selection is:
- Good general health and respiratory condition
- Physical strength and stamina compatible with handling stock and equipment as required for the program
- Good aptitude and motivation for employment
- Good hand-eye coordination
- Good eyesight
- Previous work experience beneficial
The program's primary clients would have:
- Hearing impairment
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Mental health
- Physical disability
- Sight impairment
- Learning disability
- Brain injury
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Mental health
- Physical disability

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Interpreter services
- Classroom supports
- Personal care attendants
- Tutorial service
- Transportation training
- On-campus orientations
- Other: Counselling services

Seat capacity in program: 12  # of full-time students/seats: 12  # of part-time students/seats: 0

Intake: This is a "wrap-around" course running yearly from October to March.

Length of program (in weeks): 23  Application fee: $25.00

Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering  Percentage of time: 45%
- Participating in external teaching or learning opportunities  Percentage of time: 5%

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent: $0.00

OR

Tuition for program, stated as a lump sum: $0.00

Graduation criteria: Upon graduation, students will demonstrated the ability to:
- complete eight weeks of work experience in an area matched to their strengths and interests
- satisfactorily complete all classroom assignments
- satisfactorily complete all community based information gathering assignments
- maintain regular attendance in both the classroom and work experience components of the course

Contact person: Laverne Thompson
(604) 984-1711
lthomps@capcollege.bc.ca
Co-ordinator, ASE Programs
Capilano College  
Pre Occupational Skills Training Program

Number of courses associated with program: 1 to 5 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTR 001</td>
<td>Occupational Aptitudes and Strategies</td>
</tr>
<tr>
<td>OCTR 002</td>
<td>Occupational Health and Safety</td>
</tr>
<tr>
<td>OCTR 003</td>
<td>Employability Skills</td>
</tr>
<tr>
<td>OCTR 004</td>
<td>Customer Service</td>
</tr>
<tr>
<td>OCTR 005</td>
<td>Occupational Training</td>
</tr>
</tbody>
</table>
Capilano College
SARAW (Speech-Assisted Reading and Writing Program)

Program description:
The SARAW program uses specialized computers to deliver a speech-assisted literacy program to adult students with physical
disabilities. Our computers have adaptive features to accommodate students who have limited speech, or limitations in the use of
their hands. The program focuses on the student's individual goals and works with the student to achieve these goals. Although
many of our students want to take a regular high school curriculum so they can move into a regular ABE program, other students
might have other goals such as learning to communicate their basic needs. This program also has a numeracy component called
SAM (Speech-Assisted Math).

Program objectives:  
☐ Employment preparation  ☑ Academic skills development
☐ Vocational skills training  ☑ Personal success (life skills development)

The program is delivered:  Full time

Admission requirements:  
☐ Interview with instructor or program coordinator
☐ Referral
☐ Diagnosis or history that identifies difficulty with learning
☐ Grade 5 reading level
☐ Grooming and personal hygiene skills

We assess each student individually to determine their appropriateness to the program. A student needs only a working knowledge of the alphabet to enter our program. He/she also needs some basic knowledge of computers. If students are lacking in computer skills or they need help learning to work with their adaptive technology, we refer them to the Neil Squire Foundation to acquire these skills before entering our program. Sometimes if we feel a student is ready, we'll work with them part time before they've acquired these skills.

The program's primary clients would have:  
☐ Hearing impairment  ☑ Sight impairment  ☐ Learning disability  ☐ Mental health  ☑ Physical disability
☐ Intellectual/developmental disability  ☐ Autism spectrum disorder  ☐ Fetal Alcohol Syndrome  ☐ Brain injury

Are students in the program eligible for services at your institution?  Yes

Services:  
☐ Adaptive equipment  ☑ Transition services  ☑ Personal care attendants  ☐ Transportation training
☐ Interpreter services  ☑ Classroom supports  ☐ Tutorial service  ☑ On-campus orientations

Seat capacity in program: 15  
# of full-time students/seats: 15  
# of part-time students/seats: 0

Intake: Semester

Length of program (in weeks): 15  
Application fee: $0.00
Capilano College
SARAW (Speech-Assisted Reading and Writing Program)

Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities

Program's delivery method: Self-paced

Tuition for program, stated by credit or credit equivalent: $0.00

OR

Tuition for program, stated as a lump sum: $0.00

Because this is a literacy course, students pay no tuition.

Graduation criteria:
- Students meet the individual goals they have set for themselves
- Students reach a level of literacy and personal care so they can move into a regular ABE course or another course they are interested in attending.

Contact person: Cathy MacLean
(604) 986-1911, ext 3007
cmaclean@capcollege.bc.ca
Coordinator
Capilano College
SARAW (Speech-Assisted Reading and Writing Program)

Number of courses associated with program: 1 to 5 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>011</td>
<td>Basic English</td>
</tr>
<tr>
<td>011</td>
<td>Basic Math</td>
</tr>
</tbody>
</table>
Program description:
The JET program teaches skills to help students successfully market themselves in the community to find jobs, and then teaches them skills and strategies to help them keep their jobs. The program combines classroom instruction with student work practicum placements.

Program objectives:
- Employment preparation
- Vocational skills training
- Personal success (life skills development)
- Academic skills development

The program is delivered: Full time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury
- Physical disability

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Seat capacity in program: 15

# of full-time students/seats: 15

# of part-time students/seats:

Intake: Continuous

Length of program (in weeks): 35

Application fee: n/a

Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering Percentage of time: 40%
- Participating in external teaching or learning opportunities Percentage of time: 10%

Program's delivery method: Instructor-led
Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $621.59  Full-time student

Graduation criteria:  Successful completion of courses
OR
Successful completion of JET 151 & JET 154 and becoming employed.

Contact person:  Earl Krushelnicki
(250) 562-2131 ext 224
krushelnick@cnc.bc.ca
Instructor
College of New Caledonia  
Job Education and Training (JET)

Number of courses associated with program:  1 to 5 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jet 151</td>
<td>Job Orientation Skills</td>
</tr>
<tr>
<td>JET 152</td>
<td>Assertiveness &amp; Interpersonal Skills</td>
</tr>
<tr>
<td>Jet 153</td>
<td>Interview Skills</td>
</tr>
<tr>
<td>Jet 154</td>
<td>Job Maintenance Skills</td>
</tr>
<tr>
<td>Jet 155</td>
<td>Job Search Skills</td>
</tr>
</tbody>
</table>
Program description:
The TARGET program teaches skills to help students succeed in future employment situations. The program combines classroom instruction with supported student work practicum placements. The program aims to provide basic work skills, attitudes, and experience to those students who have a limited knowledge of the world of work.

Program objectives:  
☑ Employment preparation  ☐ Academic skills development
☐ Vocational skills training  ☐ Personal success (life skills development)

The program is delivered:  
Full time

Admission requirements:  
☑ Interview with instructor or program coordinator
☐ Referral
☑ Diagnosis or history that identifies difficulty with learning
☐ Grade 5 reading level
☑ Grooming and personal hygiene skills

The student must demonstrate to the instructor a genuine desire to find employment, be it full time, part time, or volunteer. The student must also be able to function independently and responsibly in the college environment.

The program's primary clients would have:

☐ Hearing impairment  ☐ Sight impairment  ☑ Learning disability  ☐ Mental health  ☑ Physical disability
☐ Intellectual/developmental disability  ☐ Autism spectrum disorder  ☐ Fetal Alcohol Syndrome  ☐ Brain injury

Are students in the program eligible for services at your institution?  
Yes

Services:
☑ Adaptive equipment  ☐ Transition services  ☐ Personal care attendants  ☐ Transportation training
☑ Interpreter services  ☐ Classroom supports  ☐ Tutorial service  ☑ On-campus orientations

Seat capacity in program: 14  
# of full-time students/seats: 14  
# of part-time students/seats: 0

Intake:  
Intake for the two semester program takes place between May and August.

Length of program (in weeks): 35  
Application fee: n/a
Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering Percentage of time: 25%
- Participating in external teaching or learning opportunities Percentage of time:

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent: $625.51

OR

Tuition for program, stated as a lump sum:

Graduation criteria:
- The student must have an attendance record of 70% or greater.
- The student must have participated fully in all the classroom learning activities.
- The student must have completed to the instructor's satisfaction one successful work experience.

Contact person: Chris Gibson
(250) 561-5836
gibsonch@cnc.bc.ca
Instructor, TARGET Program
### Number of courses associated with program:
1 to 5 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Employment Skills Training</td>
</tr>
<tr>
<td></td>
<td>Communications and Interpersonal Relationships</td>
</tr>
<tr>
<td></td>
<td>Success Strategies for Employment</td>
</tr>
<tr>
<td></td>
<td>Work Practicum Placement</td>
</tr>
</tbody>
</table>
Program description:
Access Education Transitions program provides transition services to enable individuals to become more self-sufficient in their home and community through education and skills training. Students enrolled in the program will experience a relevant and meaningful curriculum which stresses the development of social and vocational skills, as well as the acquisition of basic skills in daily living. Students experience a learning environment that realizes the dignity and worth of each person and develop an acceptance of and appreciation for the contribution each makes. Students will learn in an atmosphere which develops attitudes of tolerance, respect and consideration for others. Learning opportunities will require each student to demonstrate helpfulness, self-direction, responsibility, independence, self-discipline, cooperativeness and uniqueness. Students and instructors develop an individualized program plan based upon the individual student's needs, taking into account the student's preferences and interests and may include courses from the four options listed previously. Students attend on a full-time basis, Monday to Friday. Start dates are in September and January. Applications are accepted year-round.

Program objectives:
- Employment preparation
- Academic skills development
- Vocational skills training
- Personal success (life skills development)

The program is delivered: Full time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

- Classroom participation and program planning are required as part of admission.
- Assessment may also be part of the admission process.
- Documentation of disability is required from relevant health care professionals.
- Previous educational and/or vocational reports are also required.

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Seat capacity in program: 14
# of full-time students/seats: 14
# of part-time students/seats: 0

Intake: Semester

Length of program (in weeks): 36
Application fee: $30.00
Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering  Percentage of time:
- Participating in external teaching or learning opportunities  Percentage of time: 50%

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $2359.08  Full time status September - May

Graduation criteria: Graduating students demonstrate an acceptable level of achievement/mastery in course work related to their educational and personal goals. Equally as important is the degree to which a student has matured and is ready to face the challenges found in community. Graduating students use the skills they have learned in their home and in the community on a consistent basis to achieve personal and career goals. Graduates possess a profound sense of autonomy and career focus.

Contact person: Wendy Panchyshyn
(250) 489-2751 ext 350
panchyshyn@cotr.bc.ca
Instructor
**College of the Rockies**  
**Access Education Transitions Program**

**Number of courses associated with program:** 11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>TPAC106</td>
<td>Reading for Understanding</td>
</tr>
<tr>
<td>TPAC 107</td>
<td>Writing to Express Ideas</td>
</tr>
<tr>
<td>TPAC 108</td>
<td>Speaking &amp; Listening Effectively</td>
</tr>
<tr>
<td>TPAC 109</td>
<td>Basic Number Operations</td>
</tr>
<tr>
<td>TPAC 110</td>
<td>Measurement</td>
</tr>
<tr>
<td>TPAC 111</td>
<td>Banking &amp; Budgeting</td>
</tr>
<tr>
<td>TPAC 112</td>
<td>Computer Literacy</td>
</tr>
<tr>
<td>TPRE 200</td>
<td>Nutrition</td>
</tr>
<tr>
<td>TPRE 201</td>
<td>Meal Planning &amp; Preparation</td>
</tr>
<tr>
<td>TPRE 204</td>
<td>Consumer Education</td>
</tr>
<tr>
<td>TPRE 206</td>
<td>Household Management</td>
</tr>
<tr>
<td>TPRE 203</td>
<td>Preparing for a Move</td>
</tr>
<tr>
<td>TPSD 305</td>
<td>Personal Awareness</td>
</tr>
<tr>
<td>TPSD 306</td>
<td>Social Maturity</td>
</tr>
<tr>
<td>TPSD 300</td>
<td>Interpersonal Relationships</td>
</tr>
<tr>
<td>TPSD 302</td>
<td>Community Awareness</td>
</tr>
<tr>
<td>TPSD 303</td>
<td>Recreation &amp; Leisure Planning</td>
</tr>
<tr>
<td>TPVO 400</td>
<td>Job Preparation</td>
</tr>
<tr>
<td>TPVO 401</td>
<td>Work Experience</td>
</tr>
<tr>
<td>TPVO 402</td>
<td>Job Search Skills</td>
</tr>
</tbody>
</table>
### Program description:
The Basic Occupational Education Program (BOE) provides vocational training to students with a disability or students who have special learning needs. The program objective is to prepare students for employment in one of three industry sectors including Electronic and General Assembly, Retail and Business Services or Food Services. The BOE program is self-paced and, as a continuous intake program, enrolls students at anytime during the year whenever space is available. Waitlists range from 3 to 12 months. The program averages 10 months in length for students. Each option has three components: classroom instruction, lab instruction, and practicum. In the lab students are provided with individualized, hands-on instruction to acquire relevant industry skills. In the classroom students address employment and training-related topics. Practicum placements are generally four weeks in length. Students must complete at least two successful practica in order to graduate. Program staff provide on-site (employer) training and support to students and employers during this time.

### Program objectives:

- ✓ Employment preparation
- ✓ Vocational skills training
- □ Academic skills development
- □ Personal success (life skills development)

### The program is delivered:

Full time

---

### Admission requirements:

- ✓ Interview with instructor or program coordinator
- □ Referral
- ✓ Diagnosis or history that identifies difficulty with learning
- □ Grade 5 reading level
- □ Grooming and personal hygiene skills

Everyone with a disability is able to work in the community.

---

### The program's primary clients would have:

- ✓ Hearing impairment
- ✓ Learning disability
- ✓ Mental health
- ✓ Intellectual/developmental disability
- ✓ Autism spectrum disorder
- ✓ Fetal Alcohol Syndrome
- ✓ Brain injury
- ✓ Physical disability

Other: Cross disability program with some emphasis on cognitive disabilities. NOTE: common to all noted disability areas is difficulty learning.

---

### Are students in the program eligible for services at your institution?  
Yes

### Services:

- □ Adaptive equipment
- □ Transition services
- □ Personal care attendants
- □ Transportation training
- ✓ Interpreter services
- □ Classroom supports
- □ Tutorial service
- □ On-campus orientations

---

### Seat capacity in program: 56  
# of full-time students/seats: 60  
# of part-time students/seats: 

---

### Intake:

Continuous

---

### Length of program (in weeks): 42  
Application fee: $25.00
Percentage of time students spend in the classroom: 25%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering  Percentage of time: 20%
- Participating in external teaching or learning opportunities  Percentage of time: 

Other: Lab-based instruction  Percentage of time: 55%

Program's delivery method: Instructor-led and self-paced

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $267.58  Tuition fee per month.

Graduation criteria: Grading will be Mastery or Experience Gained or No Credit Granted.

Detailed data collection will be used to monitor student progress.

A student will be granted Mastery for the course when criterion is attained in sufficient tasks to gain competitive or supported employment in the current job market.

Upon completion, students will be given a record of the tasks they have mastered in order to assist with an appropriate job match.

Contact person: Bob Logelin
(604) 527-5126
logelinb@douglas.bc.ca
Coordinator/Faculty Member
Douglas College  
Basic Occupational Education Program

**Number of courses associated with program:**  6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOCE 110</td>
<td>Food Services, 16 credits</td>
</tr>
<tr>
<td>BOCE 111</td>
<td>Food Services (practicum) 6 credits</td>
</tr>
<tr>
<td>BOCE 120</td>
<td>Electronic and General Assembly, 16 credits</td>
</tr>
<tr>
<td>BOCE 121</td>
<td>Electronic and General Assembly (practicum), 6 credits</td>
</tr>
<tr>
<td>BOCE 130</td>
<td>Retail and Business Services, 16 credits</td>
</tr>
<tr>
<td>BOCE 131</td>
<td>Retail and Business Services (Practicum), 6 credits</td>
</tr>
<tr>
<td>BOCE 210</td>
<td>Food Services, 16 credits</td>
</tr>
<tr>
<td>BOCE 211</td>
<td>Food Services (practicum), 6 credits</td>
</tr>
<tr>
<td>BOCE 220</td>
<td>Electronic and General Assembly, 16 credits</td>
</tr>
<tr>
<td>BOCE 221</td>
<td>Electronic and General Assembly (practicum), 6 credits</td>
</tr>
<tr>
<td>BOCE 230</td>
<td>Retail and Business Services, 16 credits</td>
</tr>
<tr>
<td>BOCE 231</td>
<td>Retail and Business Services (practicum), 6 credits</td>
</tr>
</tbody>
</table>
Program description:
The CAEP Program is a full-time, 15-week program that involves the students in an intensive exploration of their career issues and in the development of individual employment goals and plans. The program provides a supportive and stimulating environment to students who are experiencing the effects of a disability, earlier negative learning experiences, and / or other life stressors, and who recognize that these circumstances affect career selection and employment retention.

In a small group of 12 students, participants will learn and practice assertive workplace communication skills, they will develop the confidence to socialize successfully and present themselves with confidence in networking and interview situations. Attendance, punctuality and problem solving are practised on a daily basis in the classroom and in the work place. Students strive to acquire positive work habits and ethics. Accomodations, strategies and coping skills are developed and practiced.

Group participation and the practice of note taking, study and memory skills are useful for students returning to school after an absence, or if they have never studied at the post-secondary level. These practices prepare the student for further education/training and for workplace interactions.

The program includes two work placements, each of two weeks duration.

Program objectives:
- Employment preparation
- Vocational skills training
- Personal success (life skills development)
- Career planning, work experience, job search techniques and preparation for further education, where appropriate.

The program is delivered: Full time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

NOTE: Everyone is able to work in the community.

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Other: Learning disability (LD) typically represents the largest single group.

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations
Seat capacity in program: 12

### # of full-time students/seats: 9

# of part-time students/seats: 0

Intake: Semester

Length of program (in weeks): 15

Application fee: $25.00

Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering
  - Percentage of time: 25%
- Participating in external teaching or learning opportunities
  - Percentage of time: 5%

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

- OR

  Tuition for program, stated as a lump sum: $1311.00
  
  Tuition and student fees for a five course, 15 credit program.

Graduation criteria:

A mastery model of ongoing evaluation is used. A student will have completed the course when he/she has demonstrated through satisfactory completion of exercises and assignments that the course objectives have been achieved. Where formal tests are used, mastery will be defined as a score of 80% or more.

Progress will be monitored on a regular basis by the instructor in consultation with each student. The student will be expected to maintain regular attendance and progress, actively participate in all classroom activities, and complete assignments as directed.

In addition, demonstrate appropriate workplace behaviours; active participation in learning and problem solving; maintain a positive attitude in feedback and evaluation situations; willingness to use coping skills; strategies and communication skills as identified; progress in self awareness and knowledge, and willing to apply these learnings to employment goals; progress in communication skills; development of a career plan with short and long term goals and early action steps identified; and completion of two work placements.

Graduation and Citation on completion.

Contact person:

Mabel Izat

(604) 527-5692

izatm@douglas.bc.ca

Faculty
Douglas College  
Career and Employment Preparation Program

**Number of courses associated with program:** 6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP 0100</td>
<td>Assessment and Intake</td>
</tr>
<tr>
<td>CAEP 0201</td>
<td>Career Exploration and Planning</td>
</tr>
<tr>
<td>CAEP 0202</td>
<td>Job Preparation and Maintenance</td>
</tr>
<tr>
<td>CAEP 0203</td>
<td>Interpersonal Skills for the Workplace</td>
</tr>
<tr>
<td>CAEP 0204</td>
<td>Job Search Skills</td>
</tr>
<tr>
<td>CAEP 0205</td>
<td>Work Placement</td>
</tr>
</tbody>
</table>
Douglas College  
Consumer and Job Preparation Program

Program description:
The Consumer and Job Preparation Program for Adults with Special Needs is designed for students with intellectual disabilities who want to learn about the personal, social and work skills needed to get and keep a job, and to use community services. Students assess their interests and skills in class and through three different jobs in month-long work experience placements. The program covers many areas, ranging from social and personal skills (appearance, conversation, basic problem solving) to work skills (workplace routines, job options). Classes also encourage students to make healthy lifestyle choices, in areas such as leisure and fitness.

Program objectives:  
☑ Employment preparation  ☐ Academic skills development  
☐ Vocational skills training  ☑ Personal success (life skills development)  
Other: Work related life skills and social skills. Community access.

The program is delivered:  
Full time

Admission requirements:  
☑ Interview with instructor or program coordinator  
☑ Referral  
☑ Diagnosis or history that identifies difficulty with learning  
☐ Grade 5 reading level  
☑ Grooming and personal hygiene skills  

Individuals must be referred by the Ministry of Children and Family Development, now Community Living British Columbia.

The program's primary clients would have:  
☐ Hearing impairment  ☐ Sight impairment  ☐ Learning disability  ☐ Mental health  ☐ Physical disability  
☑ Intellectual/developmental disability  ☑ Autism spectrum disorder  ☑ Fetal Alcohol Syndrome  ☐ Brain injury  

Other: Some dual-diagnosis students occasionally.

Are students in the program eligible for services at your institution?  Yes

Services:  
☐ Adaptive equipment  ☐ Transition services  ☐ Personal care attendants  ☐ Transportation training  
☐ Interpreter services  ☐ Classroom supports  ☐ Tutorial service  ☐ On-campus orientations  

Other: Services support is very uncommon however students are eligible.

Seat capacity in program: 12  
# of full-time students/seats: 12  
# of part-time students/seats: 0

Intake:  
Program is 12 months in length. Intake usually takes place in January and February for September start.

Length of program (in weeks): 50  
Application fee: $0.00
Douglas College
Consumer and Job Preparation Program

Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering Percentage of time: 30%
- Participating in external teaching or learning opportunities Percentage of time: 25%

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent: $0.00

OR

Tuition for program, stated as a lump sum: $0.00 Tuition is paid by the Ministry of Children and Family Development.

Graduation criteria: Students receive a Certificate of Completion if they have achieved at least 50% of the programs objectives (five pages of objectives).

Contact person: Jean Emmerson, Program Instructor
(604) 527-5171
emmersonj@douglas.bc.ca
Faculty Member
### Number of courses associated with program: 1 to 5 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>0100</td>
<td>Non-Credit. Intake and Assessment</td>
</tr>
<tr>
<td>0101</td>
<td>Non-Credit. Consumer and Job Preparation</td>
</tr>
<tr>
<td>0102</td>
<td>Job Skills Training</td>
</tr>
</tbody>
</table>
Program description:
The Customer Service and Cashier Training (CSST) program is a one semester program designed for students with disabilities and/or barriers to education and employment. This program has been designed in partnership with the Retail Business Sector and includes a classroom, lab and practicum components. The CSST program addresses the skills required to prepare students for employment in the retail sector.

Program objectives:  ☑ Employment preparation  ☑ Vocational skills training  ☐ Academic skills development  ☐ Personal success (life skills development)

The program is delivered:  Full time

Admission requirements:  ☑ Interview with instructor or program coordinator  ☑ Referral  ☑ Diagnosis or history that identifies difficulty with learning  ☐ Grade 5 reading level  ☐ Grooming and personal hygiene skills

NOTE: Everyone is able to work in the community.

The program's primary clients would have:
☑ Hearing impairment  ☐ Sight impairment  ☑ Learning disability  ☑ Mental health  ☑ Physical disability  ☑ Intellectual/developmental disability  ☐ Autism spectrum disorder  ☑ Fetal Alcohol Syndrome  ☐ Brain injury

Other: Cross disability.

Are students in the program eligible for services at your institution?  Yes

Services:
☐ Adaptive equipment  ☐ Transition services  ☐ Personal care attendants  ☐ Transportation training  ☑ Interpreter services  ☐ Classroom supports  ☐ Tutorial service  ☐ On-campus orientations

Other: Interpreting services would be the most common.

Seat capacity in program: 16  # of full-time students/seats: 16  # of part-time students/seats: 0

Intake: Semester

Length of program (in weeks): 15  Application fee: $25.00
Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering: Percentage of time: 20%
- Participating in external teaching or learning opportunities: Percentage of time: 5%

Other: Lab activities. Also take place in classroom environment. Percentage of time: 20%

Program's delivery method: Instructor-led and self-paced.

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $1,596.55 Effective Sept. 1, 2006. Tuition and Fees. Includes student union medical and dental plan.

Graduation criteria: A mastery model of ongoing evaluation will be used. A student will have completed the course when he/she has demonstrated through satisfactory completion of exercises and assignments that the course objectives have been achieved. Where formal tests are used mastery will be defined as a score of 80% or more.

Progress will be monitored on a regular basis by the instructor in consultation with each student. The student will be expected to maintain regular attendance and progress, actively participate in all lab instructed activities, and complete assignments as directed. Students must successfully complete Topstar Customer Service Certification and Point of Sale Certification.

Contact person: Bob Logelin
(604) 527-5126
logelinb@douglas.bc.ca
Coordinator
**Douglas College**  
**Customer Service and Cashier Training Program**

Number of courses associated with program:  6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCT 0100</td>
<td>Assessment and Intake</td>
</tr>
<tr>
<td>CSCT 0110</td>
<td>Introduction to Employability Skills</td>
</tr>
<tr>
<td>CSCT 0120</td>
<td>Customer Service Basics</td>
</tr>
<tr>
<td>CSCT 0130</td>
<td>Cashiering Applications</td>
</tr>
<tr>
<td>CSCT 0140</td>
<td>Job Search Skills and Maintenance</td>
</tr>
<tr>
<td>CSCT 0150</td>
<td>Business Practicum</td>
</tr>
</tbody>
</table>
Program description:
The Light Warehouse Training Program is a one semester program designed for people with disabilities and/or barriers to education and employment. The program teaches the skills necessary to obtain and maintain employment in the warehouse and distribution centre sector.

Students will have the opportunity to obtain the following recognized certificates:
- Forklift Operators Certification
- Occupational First Aid, Level 1
- WHMIS
- Transportation of Dangerous Goods
- Occupational Health and Safety

Program objectives:
- Employment preparation
- Vocational skills training
- Academic skills development
- Personal success (life skills development)

The program is delivered:
- Full time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

NOTE: With appropriate knowledge (among instructors) and adequate resources, everyone is able to work in the community.

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury
- Other: Cross disability and additional barriers.

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations
- Other: Not commonly used.
Douglas College
Light Warehouse Training Program

Seat capacity in program: 16  # of full-time students/seats: 16  # of part-time students/seats: 0

Intake: Semester

Length of program (in weeks): 15  Application fee: $25.00

Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:

- ✔ Work experience, practicum, or volunteering  Percentage of time: 20%
- ✔ Participating in external teaching or learning opportunities  Percentage of time: 5%
- Other: Includes off-campus training on forklift and lift operations, etc.  Percentage of time: 15%

Program’s delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $1596.55  Tuition and fees, 06/07. Includes (fall semester only) $260.00 student union health and dental fee.

Graduation criteria: A mastery model of ongoing evaluation will be used. A student will have completed the course when he/she has demonstrated, through satisfactory completion of exercises and assignments, that the course objectives have been achieved. Where formal tests are used mastery will be defined as a score of 70% or more.

The instructor, in consultation with each student, will monitor progress on a regular basis. The student will be expected to maintain regular attendance and progress, actively participate in all activities, and complete all assignments as directed.

The Occupational Health and Safety Certificate will be awarded on successful completion of a separate written examination.

Contact person: Bob Logelin
(604) 527-5126
logelinb@douglas.bc.ca
Coordinator/Faculty Member
### Number of courses associated with program:
6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LWTP 0100</td>
<td>Intake and Assessment</td>
</tr>
<tr>
<td>LWTP 0102</td>
<td>General Principles of Warehousing</td>
</tr>
<tr>
<td>LWTP 0103</td>
<td>Warehouse Duties</td>
</tr>
<tr>
<td>LWTP 0104</td>
<td>Lift Truck Theory and Practice</td>
</tr>
<tr>
<td>LWTP 0105</td>
<td>Finding and Keeping a Warehouse Job</td>
</tr>
<tr>
<td>LWTP 0106</td>
<td>Warehouse Work Practicum</td>
</tr>
<tr>
<td>LWTP 0101</td>
<td>Preparing for the Warehouse Environment</td>
</tr>
</tbody>
</table>
Program description:
The New Directions program is a transition and support program that provides adults who have sustained a brain injury the opportunity to build and develop academic skills so that they can better function in the post-secondary environment. The New Directions program has two main components: class instruction and tutorial support. The curriculum for the New Directions class focuses on teaching strategies to compensate for deficits in verbal skills, memory, attention, critical thinking and problem solving. Practical study skill instruction is also provided in such areas as time-management, self advocacy and self-determination, note taking from texts and lectures, library research, exam preparation and test taking strategies. The tutorial support component of the New Directions Program offers students the opportunity to improve and refine learning strategies, memory techniques, and study skills learned in the class.

Program objectives:  
☐ Employment preparation  ☑ Academic skills development  
☐ Vocational skills training  ☐ Personal success (life skills development)  
Other: Specific skill development to promote success in post secondary environments.

The program is delivered: Full or part time.

Admission requirements:  
☑ Interview with instructor or program coordinator  
☐ Referral  
☑ Diagnosis or history that identifies difficulty with learning  
☑ Grade 5 reading level  
☐ Grooming and personal hygiene skills  

Everyone with a disability is able to work in the community; however, New Directions students do not attend for immediate employment purposes as with most other UT and career oriented post secondary students. As with typical students, they are most interested in obtaining a post-secondary credential prior to entering the work force.

The program's primary clients would have:  
☐ Hearing impairment  ☑ Sight impairment  ☐ Learning disability  ☐ Mental health  ☐ Physical disability  
☐ Intellectual/developmental disability  ☐ Autism spectrum disorder  ☐ Fetal Alcohol Syndrome  ☑ Brain injury

Are students in the program eligible for services at your institution? Yes

Services:  
☑ Adaptive equipment  ☐ Transition services  ☐ Personal care attendants  ☐ Transportation training  
☑ Interpreter services  ☑ Classroom supports  ☐ Tutorial service  ☐ On-campus orientations

Seat capacity in program: 6  
# of full-time students/seats: 6  
# of part-time students/seats: 0

Intake: Continuous

Length of program (in weeks): 15  
Application fee: $25.00
Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:

☐ Work experience, practicum, or volunteering  Percentage of time:
☑ Participating in external teaching or learning opportunities  Percentage of time: 25%

Other: Lab work.  Percentage of time: 25%

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $1385.85  Average semester tuition and student fees.

Graduation criteria: Specific to individual courses and programs.

Contact person: Jacquie Arndt
(6040 527-5118
 arndtj@douglas.bc.ca
 Coordinator, New Directions Program
Douglas College  
New Directions Program

**Number of courses associated with program:** 1 to 5 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPHI 0100</td>
<td>Assessment and Intake</td>
</tr>
<tr>
<td>CPHI 0200</td>
<td>Prepartory Skills Development</td>
</tr>
<tr>
<td>CPHI 0210</td>
<td>Applied Learning Skills Lab</td>
</tr>
</tbody>
</table>
Program description:
The Career Awareness program is designed to provide information to students about work opportunities available for adults with disabilities. The program combines job-oriented classroom instruction with a work experience component. This option also focuses on pre-employment and community access skills.

Career Awareness is a 10-month program with the possibility of extension if the student has nearly completed graduation requirements, and there are various intake dates during each year.

This program is offered at the Langley, Richmond, and Surrey campuses.

Program objectives:
- Employment preparation
- Vocational skills training
- Personal success (life skills development)

The program is delivered: Full time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

The applicant must display maturity enough to work independently on a job site and must demonstrate motivation and interest in the program prior to admission. In addition, the applicant must be able to utilize public transit in some form prior to start date and complete a series of interviews.

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury
- Physical disability

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Seat capacity in program: 24

# of full-time students/seats: 24
# of part-time students/seats: 0

Intake: September, November, January, and March (if available).

Length of program (in weeks): 40
Application fee: $40.00
Kwantlen University College
Access Programs for People with Disabilities Career Awareness Program

Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:

- ☑ Work experience, practicum, or volunteering Percentage of time: 50%
- ☐ Participating in external teaching or learning opportunities Percentage of time:

Program's delivery method: Classes are self-paced but instructor-led, and include group work, audio/visual presentations, and have varied learning styles represented.

Tuition for program, stated by credit or credit equivalent:

- OR
- Tuition for program, stated as a lump sum: $1050.00 40 weeks full-time tuition

Graduation criteria:
- Appropriate behavior at all times
- Excellent attendance and punctuality skills
- Successful completion of at least two work experience placements in a year

Contact person:
Yale Shap
(604) 599-2937
yale.shap@kwantlen.ca
Coordinator, Access Programs for People with Disabilities
Kwantlen University College
Access Programs for People with Disabilities Career Awareness Program

Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
</table>

Program description:
The Job Preparation program is designed to meet the vocational needs of adults with disabilities who are seeking competitive employment and includes both employment oriented classroom activities and a work experience component.

Job Preparation is a 10-month program with the possibility of extension if the student has nearly completed graduation requirements, and there are various intake dates during each year.

This program is available on the Langley, Richmond, and Surrey campuses.

Program objectives:
- Employment preparation
- Vocational skills training
- Personal success (life skills development)

The program is delivered: Full time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

The applicant must display maturity enough to work independently on a job site and must demonstrate motivation and interest in the program prior to admission. In addition, the applicant must be able to utilize public transit in some form prior to start date and complete a series of interviews.

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Seat capacity in program: 42
- # of full-time students/seats: 42
- # of part-time students/seats: 0

Intake: September, November, January, and March (if available).

Length of program (in weeks): 40
- Application fee: $40.00
Kwantlen University College
Access Programs for People with Disabilities Job Preparation Program

Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering Percentage of time: 60%
- Participating in external teaching or learning opportunities

Program's delivery method: Classes are self-paced but instructor led, and include group work, audio/visual presentations, and have varied learning styles represented.

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $1050.00 Full time for 40 weeks. Students who enter the program after September pay a prorated amount.

Graduation criteria: - Appropriate behaviour at all times
- Excellent attendance and punctuality skills
- Successful completion of three work experience placements in a year

Contact person: Yale Shap
(604) 599-2937
yale.shap@kwantlen.ca
Coordinator, Access Programs for People with Disabilities
Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
</table>

Page 62
Program description:
The Vocational Skills Training program (VST) is designed to provide specific skills training and work experiences related to those skills.

The options offered at present include automotive assistant, clerical assistant, food services assistant, child care aide, light warehousing assistant, and janitorial assistant. Please note that not all options are available at all times on all campuses.

The program runs for 10 months between September and June of each year.

Program objectives:  
- Employment preparation
- Academic skills development
- Vocational skills training
- Personal success (life skills development)

The program is delivered:  
Full time

Admission requirements:  
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

The applicant must display maturity enough to work independently on a job site and must demonstrate motivation and interest in the program prior to admission. In addition, the applicant must be able to utilize public transit in some form prior to start date and complete a series of interviews.

In addition, applicants must have some work experience in their chosen field, references, and may require Foodsafe, First Aid, Superhost, WHMIS, and/or a criminal record check.

The program’s primary clients would have:  
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution?  
Yes

Services:  
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Seat capacity in program: 12  
# of full-time students/seats: 12  
# of part-time students/seats: 0

Intake:  
Academic year - September through June

Length of program (in weeks): 40  
Application fee: $40.00
Kwantlen University College
APPD Vocational Skills Training - Automotive Assistant Option

Percentage of time students spend in the classroom: 25%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities

Program's delivery method: Classes are self-paced but instructor-led, and include group work, audio/visual presentations, and have varied learning styles represented.

Tuition for program, stated by credit or credit equivalent: OR
Tuition for program, stated as a lump sum: $2500.00

Graduation criteria:
- Appropriate behaviours at all times
- Excellent attendance and punctuality skills
- Successful completion of assigned automotive modules @ 60% minimum
- Successful completion of shop oriented training sessions @ 70% ideally
- Successful completion of at least 15 weeks of work experience
- Meet employability skills requirements
- Successful completion of WHMIS course

Contact person: Yale Shap
(604) 599-2937
yale.shap@kwantlen.ca
Coordinator, Access Programs for People with Disabilities
Kwantlen University College  
APPD Vocational Skills Training - Automotive Assistant Option

Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
</table>

Page 65
Program description:
The Vocational Skills Training program (VST) is designed to provide specific skills training and work experiences related to those skills.

The options offered at present include automotive assistant, clerical assistant, food services assistant, child care aide, light warehousing assistant, and janitorial assistant. Please note that not all options are available at all times on all campuses.

The program runs for 10 months between September and June of each year.

This option offers an integrated curriculum with Kwantlen's Family Daycare Program, as well as work experiences.

Program objectives:
☐ Employment preparation  ☐ Academic skills development
☐ Vocational skills training  ☐ Personal success (life skills development)

The program is delivered: Full time

Admission requirements:
☑ Interview with instructor or program coordinator
☐ Referral
☐ Diagnosis or history that identifies difficulty with learning
☑ Grade 5 reading level
☑ Grooming and personal hygiene skills

The applicant must display maturity enough to work independently on a job site and must demonstrate motivation and interest in the program prior to admission. In addition, the applicant must be able to utilize public transit in some form prior to start date and complete a series of interviews.

In addition, applicants must have some work experience in their chosen field, references, and may require Foodsafe, First Aid, Superhost, WHMIS, and/or a criminal record check.

The program's primary clients would have:
☑ Hearing impairment  ☑ Sight impairment  ☑ Learning disability  ☑ Mental health  ☐ Physical disability
☑ Intellectual/developmental disability  ☑ Autism spectrum disorder  ☑ Fetal Alcohol Syndrome  ☑ Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
☐ Adaptive equipment  ☑ Transition services  ☐ Personal care attendants  ☐ Transportation training
☑ Interpreter services  ☐ Classroom supports  ☑ Tutorial service  ☑ On-campus orientations

Other: As negotiated.
Kwantlen University College
APPD Vocational Skills Training - Child Care Aide Option

Seat capacity in program: 6

# of full-time students/seats: # of part-time students/seats:

Intake: September - June

Length of program (in weeks): 40

Application fee: $40.00

Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:

☑ Work experience, practicum, or volunteering Percentage of time: 65%

☐ Participating in external teaching or learning opportunities Percentage of time:

Program's delivery method: Mixed programming of instructor-led, student-led, and group work all provided in a one-to-one model geared to the student's learning style.

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $2500.00 Family Daycare integration (P/T) & F/T APPD enrollment with WEP training

Graduation criteria: - Appropriate behaviour at all times
- Excellent attendance and punctuality skills
- Successful completion of Family Child care course at 76% or greater
- Successful completion of at least 20 weeks work experience
- Successful completion of employability skills requirement
- Successful completion of Child Safe First Aid course
- Successful completion of Food Safe Level 1

Contact person: Yale Shap
(604) 599-2937
yale.shap@kwantlen.ca
Coordinator, Access Programs for People with Disabilities
Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
</table>

Kwantlen University College
APPD Vocational Skills Training - Clerical Assistant Option

Program description:
The Vocational Skills Training program (VST) is designed to provide specific skills training and work experiences related to those skills.

The options offered at present include automotive assistant, clerical assistant, food services assistant, child care aide, light warehousing assistant, and janitorial assistant. Please note that not all options are available at all times on all campuses.

The program runs for 10 months between September and June of each year.

This option offers an integrated curriculum with Kwantlen's Applied Business Technology, as well as work experiences.

Program objectives:

- Employment preparation
- Academic skills development
- Vocational skills training
- Personal success (life skills development)

The program is delivered:

- Full time

Admission requirements:

- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

The applicant must display maturity enough to work independently on a job site and must demonstrate motivation and interest in the program prior to admission. In addition, the applicant must be able to utilize public transit in some form prior to start date and complete a series of interviews.

In addition, applicants must have some work experience in their chosen field, references, and may require Foodsafe, First Aid, Superhost, WHMIS, and/or a criminal record check.

The program's primary clients would have:

- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:

- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations
Kwantlen University College
APPD Vocational Skills Training - Clerical Assistant Option

Seat capacity in program: 6  
# of full-time students/seats:  
# of part-time students/seats:

Intake: September to June each year

Length of program (in weeks): 40  
Application fee: n/a

Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering  
  Percentage of time: 65%

- Participating in external teaching or learning opportunities  
  Percentage of time:

Program's delivery method: Mixed programming of instructor-led, student-led, and group work all provided in a one-to-one model geared to the student's learning style.

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $2000.00  
Part-time studies in ABTY (business technology) program (theory and practice) and full-time APPD.

Graduation criteria:

- Appropriate behaviour at all times
- Excellent attendance and punctuality skills
- Successful completion of ABTY companion courses at 70%
- Successful completion of at least 15 weeks of work experience
- Meet employability skills requirements

Contact person: Yale Shap
(604) 599-2937
yale.shap@kwantlen.ca
Coordinator, Access Programs for People with Disabilities
Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
</table>

Kwantlen University College
APPD Vocational Skills Training - Food Services Assistant Option

Program description:
The Vocational Skills Training program (VST) is designed to provide specific skills training and work experiences related to those skills.

The options offered at present include automotive assistant, clerical assistant, food services assistant, child care aide, light warehousing assistant, and janitorial assistant. Please note that not all options are available at all times on all campuses.

The program runs for 10 months between September and June of each year.

This option offers an integrated curriculum with using post secondary food services modules and Kwantlen's cafeteria system.

Program objectives:
- Employment preparation
- Academic skills development
- Vocational skills training
- Personal success (life skills development)

The program is delivered: Full time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

The applicant must display maturity enough to work independently on a job site and must demonstrate motivation and interest in the program prior to admission. In addition, the applicant must be able to utilize public transit in some form prior to start date and complete a series of interviews.

In addition, applicants must have some work experience in their chosen field, references, and may require Foodsafe, First Aid, Superhost, WHMIS, and/or a criminal record check.

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Interpreter services
- Transition services
- Personal care attendants
- Transportation training
- Classroom supports
- Tutorial service
- On-campus orientations
- Other: As negotiated.
Kwantlen University College
APPD Vocational Skills Training - Food Services Assistant Option

Seat capacity in program: 6
# of full-time students/seats: # of part-time students/seats:

Intake: September - June

Length of program (in weeks): 40
Application fee: $40.00

Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:

☑ Work experience, practicum, or volunteering
Percentage of time: 65%

☐ Participating in external teaching or learning opportunities
Percentage of time:

Program's delivery method: Mixed programming of instructor-led, student-led, and group work all provided in a one-to-one model geared to the student's learning style

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $1100.00 Full-time tuition, kitchen lab practice, work experience supervision.

Graduation criteria:
- Appropriate behavioural skills at all times
- Excellent attendance and punctuality skills
- Successful completion of all food service modules at a minimum of 60%
- Successful completion of at least 15 weeks of work experience
- Successful completion of employability skills requirements
- Successful completion of Food Safe Level 1
- Successful completion of WHMIS course

Contact person: Yale Shap
(604) 599-2937
yale.shap@kwantlen.ca
Coordinator, Access Programs for People with Disabilities
Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
</table>


Kwantlen University College
APPD Vocational Skills Training - Janitorial Option (UNDER REVIEW)

Program description:
The Vocational Skills Training program (VST) is designed to provide specific skills training and work experiences related to those skills.

The options offered at present include automotive assistant, clerical assistant, food services assistant, child care aide, light warehousing assistant, and janitorial assistant. Please note that not all options are available at all times on all campuses.

The program runs for 10 months between September and June of each year.

This option offers an integrated curriculum with an existing Building Service Worker Program, as well as work experiences.

Program objectives:

- Employment preparation
- Academic skills development
- Vocational skills training
- Personal success (life skills development)

The program is delivered:

Admission requirements:

- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

The applicant must display maturity enough to work independently on a job site and must demonstrate motivation and interest in the program prior to admission. In addition, the applicant must be able to utilize public transit in some form prior to start date and complete a series of interviews.

In addition, applicants must have some work experience in their chosen field, references, and may require Foodsafe, First Aid, Superhost, WHMIS, and/or a criminal record check.

The program's primary clients would have:

- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution?

Services:

- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations
Kwantlen University College
APPD Vocational Skills Training - Janitorial Option (UNDER REVIEW)

Seat capacity in program: # of full-time students/seats: # of part-time students/seats:

Intake:

Length of program (in weeks): Application fee:

Percentage of time students spend in the classroom:

Activities students are involved in outside of the classroom:

☐ Work experience, practicum, or volunteering Percentage of time:

☐ Participating in external teaching or learning opportunities Percentage of time:

Program's delivery method:

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum:

Graduation criteria:

Contact person:
Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
</table>

Kwantlen University College
APPD Vocational Skills Training - Light Warehousing Option (UNDER REVIEW)

Program description:
The Vocational Skills Training program (VST) is designed to provide specific skills training and work experiences related to those skills.
The options offered at present include automotive assistant, clerical assistant, food services assistant, child care aide, light warehousing assistant, and janitorial assistant. Please note that not all options are available at all times on all campuses.
The program runs for 10 months between September and June of each year.

This option offers an integrated curriculum with Kwantlen's Warehousing Apprenticeship, as well as work experiences.

Program objectives:
☐ Employment preparation ☐ Academic skills development
☐ Vocational skills training ☐ Personal success (life skills development)

The program is delivered:

Admission requirements:
☐ Interview with instructor or program coordinator
☐ Referral
☐ Diagnosis or history that identifies difficulty with learning
☐ Grade 5 reading level
☐ Grooming and personal hygiene skills

The applicant must display maturity enough to work independently on a job site and must demonstrate motivation and interest in the program prior to admission. In addition, the applicant must be able to utilize public transit in some form prior to start date and complete a series of interviews.

In addition, applicants must have some work experience in their chosen field, references, and may require Foodsafe, First Aid, Superhost, WHMIS, and/or a criminal record check.

The program's primary clients would have:
☐ Hearing impairment ☐ Sight impairment ☐ Learning disability ☐ Mental health ☐ Physical disability
☐ Intellectual/developmental disability ☐ Autism spectrum disorder ☐ Fetal Alcohol Syndrome ☐ Brain injury

Are students in the program eligible for services at your institution?

Services:
☐ Adaptive equipment ☐ Transition services ☐ Personal care attendants ☐ Transportation training
☐ Interpreter services ☐ Classroom supports ☐ Tutorial service ☐ On-campus orientations
<table>
<thead>
<tr>
<th>Seat capacity in program:</th>
<th># of full-time students/seats:</th>
<th># of part-time students/seats:</th>
</tr>
</thead>
</table>

Intake:

Length of program (in weeks): Length of program (in weeks):

Application fee:

Percentage of time students spend in the classroom:

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering  Percentage of time:
- Participating in external teaching or learning opportunities  Percentage of time:

Program's delivery method:

Tuition for program, stated by credit or credit equivalent:

- OR

Tuition for program, stated as a lump sum:

Graduation criteria:

Contact person:
Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
</table>

Page 80
Program description:
This part-time program combines classroom instruction and work-site training. It offers adults with barriers to finding and keeping employment opportunities to learn new skills in the areas of:
- employment preparation
- personal management skills required for workplace and independent living
- developing an individual vocational plan

Students may be permitted to take individual courses or program components if space is available.
Students graduate with a certificate issued from Malaspina University-College upon successful completion of coursework.

Program objectives:  
- Employment preparation
- Vocational skills training

The program is delivered:  
Part time

Admission requirements:  
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

The program's primary clients would have:  
- Hearing impairment
- Sight impairment
- Learning disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Mental health
- Physical disability
- Brain injury

Other: Adults with mental health issues, inadequate social skills, and poor self confidence and history of failure in this arena.

Are students in the program eligible for services at your institution?  Yes

Services:  
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations
- Counselling services

Seat capacity in program: 14  
# of full-time students/seats: 11  
# of part-time students/seats: 1

Intake: Semester

Length of program (in weeks): 80  
Application fee: $30.00
Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:
- [x] Work experience, practicum, or volunteering  Percentage of time:
- [ ] Participating in external teaching or learning opportunities  Percentage of time:

Program's delivery method: Instructor-led, with some opportunity for self-paced learning.

Tuition for program, stated by credit or credit equivalent: $0.58

OR

Tuition for program, stated as a lump sum: $0.58/instructional hour. Approximately $250/year, plus student activity and society fees.

Graduation criteria: Students completing coursework for both years or demonstrating mastery in required employability and social skills will graduate from this program.

Contact person: Margaret MacDonald
(250) 746-8822
macdonald@mala.bc.ca
Coordinator/Instructor, Access Programs
Number of courses associated with program: 11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCE 025</td>
<td>Skills for Life and Work I</td>
</tr>
<tr>
<td>ACCE 022</td>
<td>Health and Wellness I</td>
</tr>
<tr>
<td>ENGL 001</td>
<td>Reading for Life and Work I</td>
</tr>
<tr>
<td>MATH 001</td>
<td>Math for Life and Work I</td>
</tr>
<tr>
<td>ACCE 037</td>
<td>Worksite Training I</td>
</tr>
<tr>
<td>ACCE 056</td>
<td>Job Readiness I</td>
</tr>
<tr>
<td>ACCE 019</td>
<td>Tutorial I</td>
</tr>
<tr>
<td>ACCE 038</td>
<td>Worksite Training II</td>
</tr>
<tr>
<td>ACCE 051</td>
<td>Job Readiness II</td>
</tr>
<tr>
<td>ACCE 065</td>
<td>Skills for Life and Work II</td>
</tr>
<tr>
<td>ACCE 039</td>
<td>Worksite Training II</td>
</tr>
<tr>
<td>ACCE 052</td>
<td>Communication</td>
</tr>
<tr>
<td>ACCE 056</td>
<td>Job Search</td>
</tr>
<tr>
<td>ACCE 059</td>
<td>Tutorial II</td>
</tr>
</tbody>
</table>
Program description:

Students in this is a part-time program, which is offered on a three year rotation, are adults with barriers and disabilities to finding and keeping employment. Students may enrol in part or all of the courses offered each year. The program offers opportunities to learn skills in the areas of:

- Employment preparation
- Job search
- Personal management skills for workplace and independent living

Program objectives:  
☑ Employment preparation   ☐ Academic skills development  
☐ Vocational skills training   ☑ Personal success (life skills development)

The program is delivered:  
Part time

Admission requirements:  
☑ Interview with instructor or program coordinator  
☐ Referral  
☑ Diagnosis or history that identifies difficulty with learning  
☑ Grade 5 reading level  
☐ Grooming and personal hygiene skills

Must be at least 17 years old.

The program's primary clients would have:

☐ Hearing impairment   ☐ Sight impairment   ☑ Learning disability   ☑ Mental health   ☐ Physical disability  
☑ Intellectual/developmental disability   ☑ Autism spectrum disorder   ☑ Fetal Alcohol Syndrome   ☐ Brain injury

Are students in the program eligible for services at your institution?  Yes

Services:

☐ Adaptive equipment   ☐ Transition services   ☐ Personal care attendants   ☐ Transportation training  
☐ Interpreter services   ☐ Classroom supports   ☑ Tutorial service   ☑ On-campus orientations

Other: Library usage, computer labs, student services counselling

Seat capacity in program: 14  
# of full-time students/seats: 0  
# of part-time students/seats: 14

Intake: Semester

Length of program (in weeks): 30  
Application fee: $30.00
Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering  
- Participating in external teaching or learning opportunities  

Other: Recreational activities. Students are supported in these areas by Powell River Association for Community Living.

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent: $0.58

OR

Tuition for program, stated as a lump sum: $0.58/ instructional hour

Graduation criteria: Students receive a "Statement of Course Completion" for courses completed.

Contact person: Linda Rosen
(604) 485-8025
rosenl@mala.bc.ca
Coordinator Access Programs/CAP Program
Malaspina University-College  
Employability Skills Program - Powell River Campus

**Number of courses associated with program:** 11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCE 025</td>
<td>Skills for Life and Work I</td>
</tr>
<tr>
<td>ENGL 001</td>
<td>Reading for Life and Work I</td>
</tr>
<tr>
<td>ENGL 002</td>
<td>Reading for Life and Work II</td>
</tr>
<tr>
<td>MATH 001</td>
<td>Math for Life and Work I</td>
</tr>
<tr>
<td>MATH 002</td>
<td>Math for Life and Work II</td>
</tr>
<tr>
<td>ACCE 021</td>
<td>Life Skills I</td>
</tr>
<tr>
<td>ACCE 061</td>
<td>Life Skills II</td>
</tr>
<tr>
<td>ACCE 011</td>
<td>Job Readiness I</td>
</tr>
<tr>
<td>ACCE 051</td>
<td>Job Readiness II</td>
</tr>
<tr>
<td>ACCE 015</td>
<td>Tutorial I</td>
</tr>
<tr>
<td>ACCE 055</td>
<td>Tutorial II</td>
</tr>
<tr>
<td>ACCE 022</td>
<td>Health &amp; Wellness I</td>
</tr>
<tr>
<td>ACCE 062</td>
<td>Health &amp; Wellness II</td>
</tr>
<tr>
<td>COST 011</td>
<td>Computer Basics I</td>
</tr>
<tr>
<td>COST 015</td>
<td>Computer Basics II</td>
</tr>
<tr>
<td>ACCE 053</td>
<td>Service Industry Skills</td>
</tr>
<tr>
<td>ACCE 054</td>
<td>Job Search</td>
</tr>
<tr>
<td>ACCE 052</td>
<td>Communication</td>
</tr>
</tbody>
</table>
Program description:
This program offers adults with a disability opportunities to learn new skills in the areas of:
- employment preparation; and/or
- personal management skills necessary for workplace and independent living: and/or
- job-specific vocational skills

Students may customize a program by mixing and matching courses to create a program specific to their individual learning needs and interests and may attend full or part-time.

Program objectives:  
☑ Employment preparation  ☐ Academic skills development
☑ Vocational skills training  ☑ Personal success (life skills development)

The program is delivered:  
Full or part-time

Admission requirements:  
☑ Interview with instructor or program coordinator
☐ Referral
☑ Diagnosis or history that identifies difficulty with learning
☑ Grade 5 reading level
☑ Grooming and personal hygiene skills
- Must be 17 years or older
- A medical report is required to protect and plan for student's safety
- Assessment information and documentation of disability is required

The program's primary clients would have:
☐ Hearing impairment  ☐ Sight impairment  ☑ Learning disability  ☑ Mental health  ☐ Physical disability
☑ Intellectual/developmental disability  ☑ Autism spectrum disorder  ☑ Fetal Alcohol Syndrome  ☑ Brain injury

Are students in the program eligible for services at your institution?  Yes

Services:
☐ Adaptive equipment  ☐ Transition services  ☐ Personal care attendants  ☐ Transportation training
☐ Interpreter services  ☐ Classroom supports  ☐ Tutorial service  ☐ On-campus orientations

Other: Our students do not typically utilize any student services.

Seat capacity in program: 35  # of full-time students/seats: 30  # of part-time students/seats: 5

Intake:  
Intake is completed in the spring for a fall start-up.

Length of program (in weeks): 38  Application fee: $30.00
Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent: $0.58/hr

OR

Tuition for program, stated as a lump sum: $525.00 Full time for one year of a two-year program.

Graduation criteria: Part-time students receive a passing grade and a certificate of completion in their final year of the program.

Full-time students must successfully complete all but one course for each of the two years. This entitles them to a Mal U/C grad certificate.

Contact person: Wendy Nixon
(250) 758-5660
nixonw@mala.bc.ca
Program Coordinator/Student Success Advisor
Malaspina University-College  
Employment and Life Skills Training Program - Nanaimo campus

Number of courses associated with program: 11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCE 021</td>
<td>LIFE SKILLS 1</td>
</tr>
<tr>
<td>ACCE 022</td>
<td>HEALTH AND WELLNESS 1</td>
</tr>
<tr>
<td>MATH 001</td>
<td>MATH FOR LIFE AND WORK 1</td>
</tr>
<tr>
<td>ENGL 001</td>
<td>READING FOR LIFE AND WORK 1</td>
</tr>
<tr>
<td>COST 011</td>
<td>COMPUTER BASICS 1</td>
</tr>
<tr>
<td>ACCE 023</td>
<td>PROBLEM SOLVING SEMINAR 1</td>
</tr>
<tr>
<td>ACCE 011</td>
<td>JOB READINESS 1</td>
</tr>
<tr>
<td>ACCE 015</td>
<td>TUTORIAL SUPPORT 1</td>
</tr>
<tr>
<td>ACCE 031</td>
<td>VOCATIONAL TRAINING 1</td>
</tr>
<tr>
<td>ACCE 052</td>
<td>COMMUNICATION</td>
</tr>
<tr>
<td>ACCE 054</td>
<td>JOB SEARCH SKILLS</td>
</tr>
</tbody>
</table>
North Island College
Access for Students with Disabilities

Program description:
The Access for Students with Disabilities Department provides programs and courses for students who have a documented cognitive disability or mental health disability. The courses are suitable for individuals who can effectively learn in a group or classroom based setting. Prospective students must be able to arrange transportation to and from classes and other resources that are needed for their ongoing support while at college.

Objectives including development and maintenance of skills used for literacy, interpersonal relationships, personal growth and development, consumer and daily living skills are supported by the course content.

Decisions about course offerings in each community are made based on yearly surveys of students and support persons, as well as on instructor availability. Instruction takes place between September and May. Seat numbers vary depending on course.

Program objectives:  
☐ Employment preparation  ☑ Academic skills development  
☐ Vocational skills training  ☑ Personal success (life skills development)

The program is delivered:  Part time

Admission requirements:  
☑ Interview with instructor or program coordinator  
☐ Referral  
☑ Diagnosis or history that identifies difficulty with learning  
☐ Grade 5 reading level  
☑ Grooming and personal hygiene skills

The program's primary clients would have:  
☐ Hearing impairment  ☑ Sight impairment  ☑ Learning disability  ☑ Mental health  ☑ Physical disability  
☑ Intellectual/developmental disorder  ☑ Autism spectrum disorder  ☑ Fetal Alcohol Syndrome  ☑ Brain injury

Are students in the program eligible for services at your institution?  Yes

Services:  
☐ Adaptive equipment  ☑ Transition services  ☑ Personal care attendants  ☑ Transportation training  
☐ Interpreter services  ☑ Classroom supports  ☑ Tutorial service  ☑ On-campus orientations

Other: Access to counselling, financial aid.

Seat capacity in program:  
# of full-time students/seats:  # of part-time students/seats:

Intake: Continuous

Length of program (in weeks):  Application fee: $25.00
Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:

☐ Work experience, practicum, or volunteering Percentage of time:
☐ Participating in external teaching or learning opportunities Percentage of time:

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent: $0.00

OR

Tuition for program, stated as a lump sum: $0.00

Graduation criteria: Course completion.

Contact person: Cheryl Kramer
(250) 923-9713
cheryl.kramer@nic.bc.ca
Faculty, Department Chair
Number of courses associated with program: 6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 030</td>
<td>Basic Computer Skills</td>
</tr>
<tr>
<td>AED 031</td>
<td>Working with the Environment</td>
</tr>
<tr>
<td>AED 032</td>
<td>Math, Money and Managing It All</td>
</tr>
<tr>
<td>AED 038</td>
<td>Literacy for Life</td>
</tr>
<tr>
<td>AED 050</td>
<td>Preparation for Food Safe Certificate</td>
</tr>
<tr>
<td>AED 060</td>
<td>Contemporary Issues</td>
</tr>
<tr>
<td>AED 062</td>
<td>Intro to Peer Support</td>
</tr>
<tr>
<td>BED 040</td>
<td>Vocational Skills</td>
</tr>
</tbody>
</table>
Program description:
For individuals who wish to learn work-related skills and explore. This program includes courses that focus on workplace success and tools that aid in accessing the workforce. Students who have other learning objectives can also benefit from the content of the program offerings. Objectives including development and maintenance of skills used for literacy, interpersonal relationships, personal growth and development, consumer and daily living skills are supported by the course content.

Depending on the skills acquired by the students, they may exit to competitive employment, supported work, volunteer positions or further specific skills training. Classes are taught through the use of lectures, discussion, role-play, video, group activities and individual exercises. Guest speakers, tours and work shops may be utilized to support material covered in class. Students may register for some or all courses depending on their individual objectives. Certificates are presented to students who complete all courses in the program.

Program objectives:  
☑ Employment preparation ☐ Academic skills development  
☑ Vocational skills training ☑ Personal success (life skills development)

The program is delivered:  
Full or part time

Admission requirements:  
☑ Interview with instructor or program coordinator  
☐ Referral  
☑ Diagnosis or history that identifies difficulty with learning  
☐ Grade 5 reading level  
☑ Grooming and personal hygiene skills

To be accepted into the program, applicants must:  
- Have a genuine desire to work  
- Be a minimum of 18 years of age  
- Be an individual with a cognitive disability who shows the interest, maturity and motivation to participate in the program and possess appropriate interpersonal skills  
- Attend a personal interview

The program's primary clients would have:  
☐ Hearing impairment ☐ Sight impairment ☐ Learning disability ☑ Mental health ☐ Physical disability  
☐ Intellectual/developmental disability ☐ Autism spectrum disorder ☐ Fetal Alcohol Syndrome ☐ Brain injury

Are students in the program eligible for services at your institution?  
Yes

Services:  
☐ Adaptive equipment ☑ Transition services ☐ Personal care attendants ☐ Transportation training  
☐ Interpreter services ☐ Classroom supports ☐ Tutorial service ☑ On-campus orientations  
Other: Access to counselling and financial aid
### North Island College
#### Employment Transition

<table>
<thead>
<tr>
<th>Seat capacity in program:</th>
<th>12</th>
<th># of full-time students/seats:</th>
<th>12</th>
<th># of part-time students/seats:</th>
<th>12</th>
</tr>
</thead>
</table>

**Intake:** Continuous

<table>
<thead>
<tr>
<th>Length of program (in weeks):</th>
<th>33</th>
<th>Application fee:</th>
<th>$25.00</th>
</tr>
</thead>
</table>

**Percentage of time students spend in the classroom:** 76 to 100%

**Activities students are involved in outside of the classroom:**

- [✓] Work experience, practicum, or volunteering
- [✓] Participating in external teaching or learning opportunities

**Program's delivery method:** Instructor-led

**Tuition for program, stated by credit or credit equivalent:** $0.00

**Tuition for program, stated as a lump sum:** $0.00

**Graduation criteria:** Completion of the full-time program core courses with some electives.

**Contact person:** Cheryl Kramer  
(250) 923-9713  
cheryl.kramer@nic.bc.ca  
Faculty, Department Chair
Number of courses associated with program: 11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AED 021</td>
<td>Workplace Communications</td>
</tr>
<tr>
<td>AED 022</td>
<td>Goal Planning and Personal Development</td>
</tr>
<tr>
<td>AED 023</td>
<td>Understanding Employment</td>
</tr>
<tr>
<td>AED 025</td>
<td>Workplace Expectations</td>
</tr>
<tr>
<td>AED 026</td>
<td>Workplace Safety adn Health Promotion</td>
</tr>
<tr>
<td>AED 030</td>
<td>Basic Computer Skills</td>
</tr>
<tr>
<td>AED 031</td>
<td>Working with the Environment</td>
</tr>
<tr>
<td>AED 032</td>
<td>Math, Money, and Managing It All!</td>
</tr>
<tr>
<td>AED 035</td>
<td>Self Employment Skills</td>
</tr>
<tr>
<td>AED 038</td>
<td>Literacy for Life</td>
</tr>
<tr>
<td>AED 017</td>
<td>Work Experience</td>
</tr>
<tr>
<td>AED 020</td>
<td>Career Exploration &amp; Assessment</td>
</tr>
<tr>
<td>BED 024</td>
<td>Employment Skills Review</td>
</tr>
<tr>
<td>BED 025</td>
<td>Competitive Employment Skills</td>
</tr>
<tr>
<td>BED 040</td>
<td>Vocational Skills</td>
</tr>
</tbody>
</table>
Program description:
The Job Education and Training program offers pre-vocational training for youth and adults experiencing barriers to employment. The program consists of a variety of learning opportunities designed to provide the essential skills necessary for success in the workplace. Through participation, students develop personal career goals and work plans based on their individual interests and abilities.

Program objectives:  
- ☑ Employment preparation
- ☐ Academic skills development
- ☐ Vocational skills training
- ☑ Personal success (life skills development)

The program is delivered: Full or part time

Admission requirements:  
- ☑ Interview with instructor or program coordinator
- ☐ Referral
- ☑ Diagnosis or history that identifies difficulty with learning
- ☑ Grade 5 reading level
- ☑ Grooming and personal hygiene skills

Students may require job coaching during the work experience component of the program which is provided by NLC and coordinated by the course instructor. If continuing support is required to accommodate transition to independent employment following program completion, it is coordinated by program staff, but provided by the student’s community support agency.

The program's primary clients would have:  
- ☑ Hearing impairment
- ☑ Sight impairment
- ☑ Learning disability
- ☑ Mental health
- ☑ Physical disability
- ☑ Intellectual/developmental disability
- ☑ Autism spectrum disorder
- ☑ Fetal Alcohol Syndrome
- ☑ Brain injury

Are students in the program eligible for services at your institution? Yes

Services:  
- ☐ Adaptive equipment
- ☐ Transition services
- ☐ Personal care attendants
- ☐ Transportation training
- ☐ Interpreter services
- ☐ Classroom supports
- ☐ Tutorial service
- ☐ On-campus orientations

Other: Job coaches for the student’s work experience placement.

Seat capacity in program: 10  
# of full-time students/seats: 20  
# of part-time students/seats:

Intake: Semester

Length of program (in weeks): 19  
Application fee: $25.00
Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering  Percentage of time: 35%
- Participating in external teaching or learning opportunities  Percentage of time:

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $400.93  15 weeks part time; 4 weeks full time. Student fee, activity fee, and Industry Certificates extra.

Graduation criteria: All students are required to participate in the core modules and demonstrate competency in the performance outcomes. Students must successfully pass all core modules to receive a Completion Certificate. Industrial Safety Certificates and Specific Job Training modules are optional and are selected according to a student's field of interest.

Training modules are paced to complement each student's learning capabilities and are delivered by group or on an individual basis. Provision is made for students already proficient in specific components of the training to receive credit for the outcomes where competency is demonstrated.

No grades are issued. A "pass" or "fail" is assigned upon completion of each module.

Contact person: Carole Taylor
(250) 782-5251 ext.1255
cTaylor@nlc.bc.ca
Instructor
Number of courses associated with program: 6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>JEDT 008</td>
<td>Personal Living</td>
</tr>
<tr>
<td>JEDT 009</td>
<td>Personal Planning</td>
</tr>
<tr>
<td>JEDT 010</td>
<td>Employment Acquisition</td>
</tr>
<tr>
<td>JEDT 011</td>
<td>Employability Skills</td>
</tr>
<tr>
<td>JEDT 012</td>
<td>Numeracy</td>
</tr>
<tr>
<td>JEDT 003</td>
<td>Literacy</td>
</tr>
</tbody>
</table>
Program description:
The Workplace Skills Training program is offered on a part-time basis in Prince Rupert and Smithers. It is a full-time program in Terrace. It is designed to prepare students with learning difficulties for entry-level employment, supported employment, or further studies in regular or modified programs offered at Northwest Community College.

Program objectives:
- Employment preparation
- Academic skills development
- Vocational skills training
- Personal success (life skills development)

The program is delivered:
The program is delivered full time in Terrace, and part time in Smithers and Prince Rupert.

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

Documentation of learning difficulties is not mandatory.

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Seat capacity in program: 16
# of full-time students/seats: 16
# of part-time students/seats:

Intake: Semester

Length of program (in weeks): 36
Application fee: n/a

Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities

Percentage of time: 15%

Percentage of time: 10%

Program's delivery method: Instructor-led
Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $2200.00

Graduation criteria: Students must attend and complete three practicums with successful evaluations. WST courses must be completed with passing grades. Literacy courses and WST 105 completion are not required for graduation. Students can return to complete these courses on a part-time basis.

Contact person: Kari Eisner
(250) 635-6511 local 5223
keisner@nwcc.bc.ca
ASE Coordinator
Northwest Community College  
Workplace Skills Training  

Number of courses associated with program: 11 or more courses  

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>WST 100</td>
<td>Personal Profile and Career Planning</td>
</tr>
<tr>
<td>WST 101</td>
<td>Managing Your Money</td>
</tr>
<tr>
<td>WST 102</td>
<td>Introduction to Workplace Safety</td>
</tr>
<tr>
<td>WST 103</td>
<td>Developing a Positive Work Attitude Part I</td>
</tr>
<tr>
<td>WST 104</td>
<td>Basic Computer Skills</td>
</tr>
<tr>
<td>WST 105</td>
<td>Survival Math</td>
</tr>
<tr>
<td>WST 106</td>
<td>Developing a Positive Work Attitude Part II</td>
</tr>
<tr>
<td>WST 107</td>
<td>Fieldwork Practice (Practicums I, II and III)</td>
</tr>
<tr>
<td>WST 111</td>
<td>Job Search Techniques</td>
</tr>
<tr>
<td>Wst 113</td>
<td>Superhost</td>
</tr>
<tr>
<td>wst 114</td>
<td>Developing Social Skills for Employment</td>
</tr>
<tr>
<td>WST 115</td>
<td>Interpersonal Skills</td>
</tr>
<tr>
<td>WST 116</td>
<td>Interacting with Others at Work</td>
</tr>
<tr>
<td>WST 117</td>
<td>Rights and Responsibilities</td>
</tr>
<tr>
<td>Lit 100</td>
<td>Literacy for non-readers</td>
</tr>
<tr>
<td>Lit 101</td>
<td>Level 1 Literacy</td>
</tr>
<tr>
<td>Lit 102</td>
<td>Level 2 Literacy</td>
</tr>
<tr>
<td>Lit 103</td>
<td>Level 3 Literacy</td>
</tr>
<tr>
<td>Eng 010</td>
<td>ABE Level English</td>
</tr>
</tbody>
</table>
Program description:
This program is for students who wish to expand their skills to increase their independence. Students may choose from a selection of life skills or literacy skills courses. We offer a variety of courses. The selection of offerings changes from year to year and is likely to be different at each campus depending on the needs in that community. Our courses cover two main areas.
1. Literacy skill development
2. Independent living skills

In literacy skill development we have three levels of Basic Academics. These courses help students develop skills in reading, writing, listening and speaking and thinking. The purpose of these courses is to upgrade literacy skills for enjoyment, independence and the workplace.

We offer a multilevel math course in which students work individually and at their own level on basic math skills. Class work also involves money counting and money management skills like banking and budgeting.

Express Yourself is another of our literacy courses. In this class, students learn through a process of discovery that is based in the realm of the senses. They explore music, creative drama, storytelling, and art as languages with which they can express themselves and reflect on their life experiences. This multi-sensory exploration builds not only literacy skills, but also works to increase self-esteem, confidence, tolerance, and understanding of oneself and others.

Program objectives:
- Employment preparation
- Vocational skills training
- Academic skills development
- Personal success (life skills development)

The program is delivered: Part time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

Applicants must be at least 19 years of age, or be at least 18 years of age and have been out of the public school system for at least 12 months, or have a school leaving certificate.

Students must participate in an intake interview with the instructor. The instructor will determine eligibility based on the following criteria. All students must:
- Have the ability to learn and participate in a group setting.
- Be emotionally stable
- Have no behavioral or emotional problems that would significantly interfere with the learning or safety of self or others.
- Have an identified cognitive disability.

Evidence of the above requirements must include at least two of the following:
- Psycho-educational assessment
- Records of previous participation in special or supported programs in a public institution or school
- Educationally specific documentation from a physician or medical specialist
- Educationally and behaviorally specific certificate from social worker in the Community Living Branch of the Ministry for Children and Families
- Recommendation from an instructor in Adult Academic and Career Preparation, another college, or high school.

Students who lack appropriate documentation may be admitted conditionally on the
recommendation of the instructor with the approval of the department chair.

A student who is non-verbal or multi-disabled and requires special accommodations can only be accepted into the program when those specific accommodation needs have been addressed and met.

The program's primary clients would have:

- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Other: Any cognitive disability including psychiatric disabilities. Students will sometimes also have vision, hearing, mobility impairments.

Are students in the program eligible for services at your institution? Yes

Services:

- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Other: Counselling is also available for ASE students. ASE provides all other supports.

Seat capacity in program: # of full-time students/seats: 54 # of part-time students/seats:

Intake: Continuous

Length of program (in weeks): 38 Application fee: $0.00

Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering Percentage of time:
- Participating in external teaching or learning opportunities Percentage of time:

Program's delivery method: Combination of instructor-led and self-paced.
**Okanagan College**  
**Independent Living Skills**  

**Tuition for program, stated by credit or credit equivalent:** $0.00  

**OR**  

**Tuition for program, stated as a lump sum:**  

**Graduation criteria:** ASE courses are individualized to meet the needs of our diverse population of learners. Courses begin at the students’ level of competency and move them through skill development at their own speed. The levels aimed at and achieved will vary according to the needs, goals, and abilities of the students. Consequently, ASE courses do not have a definitive body of material to be covered in a fixed period of time.  

Completion is defined by:  
-Achievement of goals. The student has achieved the goals set in collaboration with the ASE instructor.  
-Educational Plateau. The instructor has determined that the student has reached a plateau and is no longer making academic progress.  
-Completion of four years. The student has attended for four consecutive years. (This is not formal policy. The Independent Living Skills program is not a certificate program at this point, but is rather a collection of discrete courses designed to meet student need.)  

**Contact person:** Marilyn Raymond  
(250) 762-5445, Local 445  
mraymond@okanagan.bc.ca  
ASE Department Chair
### Number of courses associated with program:
11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSIN 010</td>
<td>Basic Academics 1 - Literacy</td>
</tr>
<tr>
<td>LSIN 0011A</td>
<td>Basic Academics 2 - Math</td>
</tr>
<tr>
<td>LSIN 011B</td>
<td>Basic Academics 2 - Literacy</td>
</tr>
<tr>
<td>LSIN 013</td>
<td>Basic Academics 3 - Literacy</td>
</tr>
<tr>
<td>LSIN 015</td>
<td>Express Yourself</td>
</tr>
<tr>
<td>LSIN 016</td>
<td>Writing Your Life</td>
</tr>
<tr>
<td>LSIN 012A</td>
<td>Basic Computer Skills A</td>
</tr>
<tr>
<td>LSIN 012B</td>
<td>Basic Computer Skills B</td>
</tr>
<tr>
<td>LSIN 020</td>
<td>Human Relations</td>
</tr>
<tr>
<td>LSIN 022</td>
<td>Rights and Responsibilities</td>
</tr>
<tr>
<td>LSIN 023</td>
<td>Health and Safety</td>
</tr>
<tr>
<td>LSIN 024</td>
<td>Safety and Driver's Training</td>
</tr>
<tr>
<td>LSIN 025</td>
<td>Effective Interpersonal Techniques</td>
</tr>
<tr>
<td>LSIN 026</td>
<td>Community Awareness</td>
</tr>
<tr>
<td>LSIN 027</td>
<td>Social Communication</td>
</tr>
<tr>
<td>LSIN 029</td>
<td>Consumer Awareness</td>
</tr>
<tr>
<td>LSIN 030</td>
<td>Cooking</td>
</tr>
<tr>
<td>LSIN 032</td>
<td>Use of Leisure</td>
</tr>
<tr>
<td>LSIN 034</td>
<td>Banking Budgeting and Bill Paying</td>
</tr>
</tbody>
</table>
Program description:
This one year certificate program supports students to achieve their own educational, vocational, and personal development goals. The educational focus is on developing student success skills and, if appropriate, choosing a modified and supported second year specialty within the SAME Program (Supported Access to Modified Education). The vocational focus is on career awareness and preparation for the workplace through the development of appropriate attitudes, values and behaviours.

Students will participate in course work that develops communication, stress management, and conflict resolution skills. Students will also participate in career exploration and work experience in the community.

Successful completion of this program will prepare students for the SAME Program, (an inclusive, modified form of a regular Okanagan College program), or competitive entry-level employment, or supported employment.

In Penticton, the PACE Program is offered as a two year, part-time program offering classroom and workplace skills. The student population is a mix of students with psychiatric disabilities and students with cognitive disabilities. The PACE Program in Penticton has a unique relationship with a Vocational Rehabilitation Center which is linked to Interior Health (Penticton and Area Cooperative Enterprise). The college provides classroom and work experience. Penticton and Area Cooperative Enterprises helps PACE students bridge the gap between the classroom and paid employment.

Program objectives:
☑ Employment preparation ☑ Academic skills development
☑ Vocational skills training ☑ Personal success (life skills development)
Other: Developing student success skills

The program is delivered:
Part time

Admission requirements:
☑ Interview with instructor or program coordinator
☐ Referral
☑ Diagnosis or history that identifies difficulty with learning
☐ Grade 5 reading level
☑ Grooming and personal hygiene skills

Students must:
- Have the ability to learn and participate in a group setting
- Be emotionally stable - have no behavioural or emotional problems that would significantly interfere with the learning or safety of self or others
- Have an identified cognitive disability.
- Have the ability to make routine decisions independently
- Have basic literacy skills (Grade 4 reading and/or listening comprehension)
- Have the ability to use public transportation or have alternate transportation
- Have the desire to explore vocational options
- Be motivated to participate in this program

Evidence of the above requirements must include at least two of the following (students must provide documentation at their own effort and expense):
- Psycho-educational assessment
- Participation in special or supported programs in a public institution or school
- Documentation from a physician or medical specialist
- Educationally and behaviorally specific certificate from social worker in the Community Living Branch of the Ministry for Children and Families
- Recommendation from an instructor in Adult Academic and Career Preparation, another college, or high school
PACE applicants must also have a letter of reference commenting on the student's suitability for the PACE Program from a work related source such as an employment counselor, a work experience coordinator or teacher, or an employer. Students who lack appropriate documentation may be admitted conditionally at the discretion of the department chair upon consultation with the instructor.

The program's primary clients would have:

- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Other: We sometimes have hearing impaired or visually impaired students who also have a cognitive disability.

Are students in the program eligible for services at your institution? Yes

Services:

- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Other: ASE administers a portion of the APSD grant to provide other supports.

Seat capacity in program: 28  # of full-time students/seats: 28  # of part-time students/seats: 28

Intake: Semester

Length of program (in weeks): 38  Application fee: $0.00

Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering  Percentage of time: 20%
- Participating in external teaching or learning opportunities  Percentage of time:

Other: Job shadows, information interviews.  Percentage of time: 10%

Program's delivery method: Small group and individualized with community coordinator
Tuition for program, stated by credit or credit equivalent: $0.00

OR

Tuition for program, stated as a lump sum: $0.00

Graduation criteria: Students who meet the PACE standard are eligible for graduation and will receive the PACE certificate.

Students who meet the participation standard will receive an Adult Special Education certificate of participation, but will not graduate or attend convocation.

Students, who wish to ladder in the SAME program, must meet the standard of the SAME program to be eligible for appropriate second year, inclusive programs.

Participation - PACE - SAME

Attendance and Punctuality
25% of mark 80% 90% 90%+
-(non-attendance is calculated as -1 point, lateness as -½ point)

Participation and Work Habits
35% of mark 80% 90% 90%+
-Demonstrates consistent involvement in class activities, participates in discussions, asks questions, shares ideas, shows interest and enthusiasm, is active in small groups, demonstrates the values, attitudes and behaviors of a successful student and employee.

Journals
10% of mark 50% 80% 90%+
-complete to satisfactory standard (done, on topic, handed in on time)

Assignments, Tests/Quizzes
30% of mark 50% 75% 80%+
-complete to satisfactory standard (done, on topic, handed in on time, complete, correct for tests/quizzes)

Contact person: Marilyn Raymond
(250) 762-5445 Local 4459
mraymond@okanagan.bc.ca
ASE Department Chair
**Number of courses associated with program:** 6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>LSPM 001</td>
<td>Strategies for Success A</td>
</tr>
<tr>
<td>LSPM 002</td>
<td>Strategies for Success B</td>
</tr>
<tr>
<td>LSPM 003</td>
<td>Workplace Interpersonal Skills A</td>
</tr>
<tr>
<td>LSPM 004</td>
<td>Workplace Interpersonal Skills B</td>
</tr>
<tr>
<td>LSPM 005</td>
<td>Career Exploration</td>
</tr>
<tr>
<td>LSPM 006</td>
<td>Job Search Skills</td>
</tr>
<tr>
<td>LSPM 007</td>
<td>Working World A</td>
</tr>
<tr>
<td>LSPM 008</td>
<td>Working World B</td>
</tr>
<tr>
<td>LSPM 009</td>
<td>PACE Applied Skills A</td>
</tr>
<tr>
<td>LSPM 010</td>
<td>PACE Applied Skills B</td>
</tr>
</tbody>
</table>
Program description:
The SAME program (Supported Access to Modified Education) is an ASE program which enables students with cognitive disabilities, who cannot meet the entry criteria for regular programs, to access modified versions of OC programs. In this inclusive, individualized option students are supported to develop the skills to work as an assistant in a specific occupation under the direct supervision of an employer. Students who successfully complete the program will receive an anecdotal grade and a modified certificate.

The PACE Program (Preparing for Access to Careers and Education) is a prerequisite for the SAME Program.

The SAME Program is based on values that assume all students, regardless of their difference, have a right to:
- Choose their own personal, vocational, and educational goals
- Participate in a range of educational opportunities
- Participate in valued work
- Be supported in the process of identifying and achieving their goals
- Be treated with respect and dignity

OC Policy - SUPPORTED INCLUSION OF STUDENTS WITH COGNITIVE DISABILITIES

OC is committed to the supported inclusion of students with cognitive disabilities into appropriate programs and courses for which they are unable to meet regular admission standards. Students admitted under this policy participate in individualized versions of programs and courses.

Program objectives:
- Employment preparation
- Vocational skills training
- Academic skills development
- Personal success (life skills development)
- Other: The programs are modified and success is different for each SAME student.

The program is delivered: Primarily full time but may be modified to part time, if the student's disability requi

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

Students may continue into the SAME program based on successful completion of PACE at the SAME standard (80% average) and recommendation of the ASE instructor and the receiving instructor. Students wishing to enter the SAME Program must have specific documentation of disability which indicates that the student cannot meet the entry criteria for a regular OC program and/or cannot be successful in an unmodified form of a regular program, even with support. Documentation must include one of the following:
- Psycho-educational assessment
- Educationally specific documentation from a physician or medical specialist

Applicants without PACE Completion:
Students may enter directly into the SAME program on the recommendation of the ASE instructor and the receiving instructor provided that they meet the PACE Admission Requirements, have an established record of student success behaviours, have a clear and realistic vocational goal based on eight weeks of prior work experience in a field directly related to the chosen SAME Program, and that space is available (students who are enrolled in or have completed the PACE Program will be given priority access).
Applicants without PACE Completion must also provide two letters of recommendation. One letter from a previous instructor in Adult Academic and Career Preparation or ASE, or from a high school teacher. Another letter from an employment related agency, advocacy group, employer or work place supervisor.

Students applying for direct admission into second year must apply eight months prior to the start date of their chosen program.

The program's primary clients would have:

- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury
- Other: Any cognitive disability. May also have vision/hearing/mobility impairment.

Are students in the program eligible for services at your institution? Yes

Services:

- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Other: ASE provides other supports using a portion of the ASE grant.

Seat capacity in program: 1  # of full-time students/seats: 1  # of part-time students/seats:

Intake: SAME students register in the program. One SAME student per program per intake is accepted. We have two to six SAME students per year.

Length of program (in weeks): 40  Application fee: $0.00

Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities

Other: Different for each student, as length of program is different.

Program's delivery method: Primarily instructor-led. Individualized by ASE.
Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $700.00  Program fee

Graduation criteria: The receiving instructors will evaluate SAME students in their courses. Practicum components may be evaluated by either the receiving department or ASE.

SAME students will not be evaluated in comparison with other students. However, if a SAME student does demonstrate a high level of capability in a specific area of study, that student may challenge the course on a competitive basis. That student would then be expected to work without modifications.

Tests and quizzes should be marked in the customary manner. SAME students may not score at the standard pass level, but their level of achievement will be accepted as a modified pass.

Assignments should be marked pass/fail and include anecdotal observations on the strengths and problems demonstrated in the completed assignment. SAME students who are working at a competitive level should be marked as regular students.

A passing grade will be based on a positive attitude, work done to the best of the student's ability, and demonstration that some knowledge has been acquired and some skills learned and maintained. A failing grade would be based on non-participation or demonstration of inappropriate values, behaviors and attitudes, or demonstration of little learning and an inability to transfer that learning.

Instructors and SAME students need to bear in mind that this is an individualized/supported program and the students is aiming at acquiring knowledge, skills, and attitudes to the best of their abilities.

Contact person: Gayle Thomas
(250) 762-5445 Local 4237
gthomas@okanagan.bc.ca
SAME Coordinator
**Number of courses associated with program:** 11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Programs at OC which have participated in SAME</td>
</tr>
<tr>
<td>2</td>
<td>Applied Business Technology</td>
</tr>
<tr>
<td>3</td>
<td>Home Support/Resident Care Attendant</td>
</tr>
<tr>
<td>4</td>
<td>Culinary Arts</td>
</tr>
<tr>
<td>5</td>
<td>Collision Repair/Painting and Refinishing</td>
</tr>
<tr>
<td>6</td>
<td>Human Service Worker</td>
</tr>
<tr>
<td>7</td>
<td>Special Needs Worker</td>
</tr>
<tr>
<td>8</td>
<td>Custodial Worker</td>
</tr>
<tr>
<td>9</td>
<td>Recreation Vehicle Technician</td>
</tr>
<tr>
<td>10</td>
<td>All OC programs are potentially open for appropriate SAME students</td>
</tr>
</tbody>
</table>
Selkirk College
Food Service Worker Program - Trail

Program description:
Food Service Worker Program:
Level I - Orientation to the Hospitality Industry
Level II - Hospitality Cook Training

Program objectives: ✔ Employment preparation ✔ Academic skills development
✔ Vocational skills training ✔ Personal success (life skills development)

The program is delivered: Full time

Admission requirements:
✔ Interview with instructor or program coordinator
☐ Referral
☐ Diagnosis or history that identifies difficulty with learning
☐ Grade 5 reading level
✔ Grooming and personal hygiene skills

Willingness to learn. Ability to work in a team setting. Math and reading at a Grade 3 level preferred.

The program's primary clients would have:

☐ Hearing impairment ☐ Sight impairment ☑ Learning disability ☑ Mental health ☑ Physical disability

☑ Intellectual/developmental disability ☐ Autism spectrum disorder ☑ Fetal Alcohol Syndrome ☑ Brain injury

Other: The degree of disability may affect admission.

Are students in the program eligible for services at your institution? Yes

Services:

☐ Adaptive equipment ☐ Transition services ☐ Personal care attendants ☐ Transportation training

☐ Interpreter services ☐ Classroom supports ☐ Tutorial service ☐ On-campus orientations

Seat capacity in program: # of full-time students/seats: 12 # of part-time students/seats:

Intake: Continuous

Length of program (in weeks): 36 Application fee: $35.00
Percentage of time students spend in the classroom: 25%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities

Program's delivery method: Instructor-led and self-paced

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: 36.00

Student fees of $36.00 per year. One time registration fee of $35.00.

Graduation criteria:

Level I:
- The student will have experienced different opportunities for employment in different areas of a food service operation.
- The student will understand the requirements of cooking a meal from planning to presentation.

Level II:
- The student can successfully maintain different work stations in a food service operation.
- The student is employment ready.

Contact person:

Geoff Tellier
(250) 364-5765
gtellier@selkirk.ca
Chef/Instructor
Selkirk College
Food Service Worker Program - Trail

Number of courses associated with program: 1 to 5 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>TrTr01</td>
<td>Transitional Training Level 1</td>
</tr>
<tr>
<td>TrTr02</td>
<td>Transitional Training Level 2</td>
</tr>
</tbody>
</table>
Program description:
Classroom and individualized instructions and experiential learning in the areas of:
- Active listening and participation
- Group and independent works skills
- Initiating, committing to and completing tasks and projects
- Problem solving
- Basic and applied numeracy
- Application of academics to real world tasks
- Basic literacy including technical and creative writing
- Employability attributes
- Job search skills
- Job readiness and maintenance skills

Program objectives:
- Employment preparation
- Academic skills development
- Vocational skills training
- Personal success (life skills development)

The program is delivered: Part time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills
- Ability to respectfully and actively relate to other students and instructors.
- Desire to progress in program and work toward established goals.
- Enthusiasm and willingness to comply with classroom and college standards.
- Some articulated goals or aspirations.
- Early elementary level reading and arithmetic skills.

The program's primary clients would have:
- Hearing impairment
- Sighted impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations
<table>
<thead>
<tr>
<th>Seat capacity in program: 20</th>
<th># of full-time students/seats:</th>
<th># of part-time students/seats: 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake:</td>
<td>Continuous</td>
<td></td>
</tr>
<tr>
<td>Length of program (in weeks): 36</td>
<td>Application fee: $35.00</td>
<td></td>
</tr>
<tr>
<td>Percentage of time students spend in the classroom: 76 to 100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities students are involved in outside of the classroom:</td>
<td>Percentage of time:</td>
<td></td>
</tr>
<tr>
<td>Work experience, practicum, or volunteering</td>
<td>Percentage:</td>
<td></td>
</tr>
<tr>
<td>Participating in external teaching or learning opportunities</td>
<td>Percentage:</td>
<td></td>
</tr>
<tr>
<td>Other: Community and sector integration for purposes of orientation (relevant agencies) and consumer readiness and life skills practice.</td>
<td>Percentage:</td>
<td></td>
</tr>
<tr>
<td>Program's delivery method: Both instructor-led and self-paced. Also group projects and peer support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition for program, stated by credit or credit equivalent: $0.00</td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Tuition for program, stated as a lump sum: $24.00</td>
<td>$24.00 is for Learning Resource fee</td>
<td></td>
</tr>
<tr>
<td>Graduation criteria: Completion criteria are tied to original and emergent goals as articulated in intake interview. Goals are always individualized and successful outcomes are based on objective measures such as increased numeracy proficiency, writing skills, technical concept attainment and employability. As well, subjective accounts of overall life satisfaction, integration and independence are key factors as articulated by the students themselves and by family members, social worker.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact person: Jim Leitch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(250) 442-2704</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:jleitch@selkirk.bc.ca">jleitch@selkirk.bc.ca</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Number of courses associated with program: 1 to 5 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>TrTr01</td>
<td>Transitional Training Level 1</td>
</tr>
<tr>
<td>TrTr02</td>
<td>Transitional Training Level 2</td>
</tr>
</tbody>
</table>
Program description:
This program is available to students whose academic, social emotional and/or cognitive skills and abilities require personal support and assistance for them to participate in a college setting. An educational plan is developed with each student and whenever possible students are integrated into regular classes that develop academic, personal and social skills in a cooperative learning environment. It provides students with Math/English upgrading, workplace skills, and independent living skills (money management, meal planning, cooking etc.), self-advocacy skills, personal management skills, (time management, goal-setting) and introductory computer skills.

Program objectives:  
☑ Employment preparation  ☑ Academic skills development  
☐ Vocational skills training  ☑ Personal success (life skills development)

The program is delivered:  
Full time

Admission requirements:  
☑ Interview with instructor or program coordinator  
☐ Referral  
☑ Diagnosis or history that identifies difficulty with learning  
☐ Grade 5 reading level  
☑ Grooming and personal hygiene skills

The program’s primary clients would have:  
☑ Hearing impairment  ☑ Sight impairment  ☑ Learning disability  ☑ Mental health  ☑ Physical disability  
☑ Intellectual/developmental disability  ☑ Autism spectrum disorder  ☑ Fetal Alcohol Syndrome  ☑ Brain injury

Are students in the program eligible for services at your institution? Yes

Services:  
☑ Adaptive equipment  ☑ Transition services  ☑ Personal care attendants  ☑ Transportation training  
☑ Interpreter services  ☑ Classroom supports  ☑ Tutorial service  ☑ On-campus orientations

Seat capacity in program: 16  
# of full-time students/seats: 10  
# of part-time students/seats: 12

Intake: Semester

Length of program (in weeks): 36  
Application fee: $35.00
Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering  Percentage of time: 15%
- Participating in external teaching or learning opportunities Percentage of time: 25%

Program's delivery method: both instructor lead and self-paced

Tuition for program, stated by credit or credit equivalent: OR

Tuition for program, stated as a lump sum: $0.00

Graduation criteria: Individualized as per educational plan.

Contact person: Ron Stinson
250 365-7292 ext.343
rstinson@selkirk.ca
Instructor
Selkirk College  
Transitional Training - Castlegar  

Number of courses associated with program: 6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRTR 01</td>
<td>Independent Living skills</td>
</tr>
<tr>
<td>Math</td>
<td>Fundamental Math</td>
</tr>
<tr>
<td>Math 10</td>
<td>Intermediate Math</td>
</tr>
<tr>
<td>Lask</td>
<td>Language Skills</td>
</tr>
<tr>
<td>R&amp;SS</td>
<td>Reading and Study Skills</td>
</tr>
<tr>
<td>CPSK 02</td>
<td>Fundamental Computer Skills</td>
</tr>
</tbody>
</table>
Program description:
This is a full-time, 9-month program providing students with a disability practical knowledge and experience about future employment opportunities.

Students explore various employment opportunities through courses in Community Awareness. They complete core courses in Communication, Employability Skills, Workplace Health and Safety, Job Search and Computer Literacy. Students also participate in a work experience each semester. Upon completion students may either move on to further education or go directly to entry-level employment.

Program objectives:
- Employment preparation
- Academic skills development
- Vocational skills training
- Personal success (life skills development)

The program is delivered:
Full time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Seat capacity in program: 12
# of full-time students/seats: 8
# of part-time students/seats:

Intake: Semester

Length of program (in weeks): 35
Application fee: $25.00
Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:
- ✔ Work experience, practicum, or volunteering Percentage of time: 30%
- □ Participating in external teaching or learning opportunities Percentage of time:

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $3500.00 Full-time tuition

Graduation criteria: Students who achieve 80% of the listed competencies in each of the courses and who demonstrated good attendance will receive a TRU Certificate. Students who have met the attendance requirements and have demonstrated good effort, but have not achieved 80% of the listed competencies will receive a non-credit Certificate of Completion.

Contact person: Lois Peters
(250) 828-5298
lpeters@tru.ca
Instructor
Thompson Rivers University and TRU Open Learning
Education and Skills Training Certificate Program - Career Exploration

Number of courses associated with program:  11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTR 001</td>
<td>Workplace Communication</td>
</tr>
<tr>
<td>ESTR 002</td>
<td>Workplace Employability</td>
</tr>
<tr>
<td>ESTR 003</td>
<td>Computer Literacy I or II</td>
</tr>
<tr>
<td>ESTR 006</td>
<td>Workplace Health and Safety</td>
</tr>
<tr>
<td>ESTR 007</td>
<td>Job Search and Maintenance</td>
</tr>
<tr>
<td>ESTR 012</td>
<td>Self and Community Awareness</td>
</tr>
<tr>
<td>ESTR 013</td>
<td>Workplace Academics I</td>
</tr>
<tr>
<td>ESTR 014</td>
<td>Workplace Academics II</td>
</tr>
<tr>
<td>ESTR 015</td>
<td>Career Awareness</td>
</tr>
<tr>
<td>ESTR 016</td>
<td>Introduction to Workplace Practical Experience</td>
</tr>
<tr>
<td>ESTR 010</td>
<td>Practical Experience III</td>
</tr>
</tbody>
</table>
Program description:
The Education and Skills Training program provides practical vocational knowledge for students with disabilities. This program combines classroom, lab, and work experience to prepare students for employment. Students choose one of the three Skills Training options: Retail Worker, Automotive Assistant or Kitchen Assistant.

Retail training takes place in the TRU Bookstore, warehouse and offices. Students learn customer service, general merchandising, monetary transactions, inventory, and facing and stocking shelves. Graduates are prepared for employment in warehouses, grocery and department stores and customer service areas.

Kitchen Assistant students receive practical training in the cafeteria kitchen. Students learn safe food handling practices, basic food preparation, use of French knife and kitchen equipment, and dishroom procedures. Graduates work in restaurants, fast-food outlets, institutional settings and catering businesses.

Automotive Assistant students learn safe practices, basic vehicle inspection and service, shop cleanup, equipment maintenance, tires, and detailing. Graduates work in auto wreckers, service stations, repair shops, tire shops, equipment rental and detail shops.

Program objectives:  
☑ Employment preparation  ☐ Academic skills development  
☑ Vocational skills training  ☑ Personal success (life skills development)

The program is delivered:  
Full time

Admission requirements:  
☑ Interview with instructor or program coordinator  
☐ Referral  
☑ Diagnosis or history that identifies difficulty with learning  
☐ Grade 5 reading level  
☑ Grooming and personal hygiene skills

The program's primary clients would have:  
☑ Hearing impairment  ☐ Sight impairment  ☑ Learning disability  ☑ Mental health  ☐ Physical disability  
☑ Intellectual/developmental disability  ☑ Autism spectrum disorder  ☑ Fetal Alcohol Syndrome  ☑ Brain injury

Are students in the program eligible for services at your institution? Yes

Services:  
☑ Adaptive equipment  ☑ Transition services  ☐ Personal care attendants  ☐ Transportation training  
☑ Interpreter services  ☐ Classroom supports  ☑ Tutorial service  ☑ On-campus orientations

Seat capacity in program: 12  
# of full-time students/seats: 7  
# of part-time students/seats:

Intake: Semester

Length of program (in weeks): 35  
Application fee: $25.00
Thompson Rivers University and TRU Open Learning
Education and Skills Training Certificate Program - Skills Options

Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering Percentage of time: 65%
- Participating in external teaching or learning opportunities Percentage of time:

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $3500.00 Full-time tuition

Graduation criteria: Students who achieve 80% of the listed competencies in each of the courses and who demonstrated good attendance will receive a TRU Certificate. Students who have met the attendance requirement and have demonstrated good effort, but have not achieved 80% of the listed competencies will receive a non-credit Certificate of Completion.

Contact person: Lois Peters
(250) 828-5298
lpeters@tru.ca
Instructor
Thompson Rivers University and TRU Open Learning
Education and Skills Training Certificate Program - Skills Options

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTR 008</td>
<td>Workplace English and Written Communication</td>
</tr>
<tr>
<td>ESTR 009</td>
<td>Workplace Mathematics</td>
</tr>
<tr>
<td>ESTR 037</td>
<td>Topics in Workplace Success</td>
</tr>
<tr>
<td>ESTR 038</td>
<td>Topics in Job Selection and Job Search</td>
</tr>
<tr>
<td>ESTR 021</td>
<td>Kitchen Theory I</td>
</tr>
<tr>
<td>ESTR 031</td>
<td>Kitchen Theory II</td>
</tr>
<tr>
<td>ESTR 022</td>
<td>Kitchen Experience I</td>
</tr>
<tr>
<td>ESTR 032</td>
<td>Kitchen Experience II</td>
</tr>
<tr>
<td>ESTR 023</td>
<td>Automotive Theory I</td>
</tr>
<tr>
<td>ESTR 033</td>
<td>Automotive Theory II</td>
</tr>
<tr>
<td>ESTR 024</td>
<td>Automotive Experience I</td>
</tr>
<tr>
<td>ESTR 034</td>
<td>Automotive Experience II</td>
</tr>
<tr>
<td>ESTR 025</td>
<td>Retail Theory I</td>
</tr>
<tr>
<td>ESTR 035</td>
<td>Retail Theory II</td>
</tr>
<tr>
<td>ESTR 026</td>
<td>Retail Experience I</td>
</tr>
<tr>
<td>ESTR 036</td>
<td>Retail Experience II</td>
</tr>
<tr>
<td>ESTR 011</td>
<td>Practical Experience II</td>
</tr>
<tr>
<td>ESTR 004</td>
<td>Computer Literacy II</td>
</tr>
</tbody>
</table>

Number of courses associated with program: 11 or more courses
Thompson Rivers University and TRU Open Learning
Part-Time Life Skills

Program description:
These courses address a variety of topics of interest and importance to adult students with a disability. In all programs the individual needs of the student are a first priority. These programs are designed to encourage personal growth, normalization of behaviour, improve communication and participation in university and community life. A sample of courses are offered in the fall and winter semesters on a part-time basis. Courses include Money Skills, Life Skills Reading and Computer Awareness.

Program objectives:
☐ Employment preparation  ☑ Academic skills development
☐ Vocational skills training  ☑ Personal success (life skills development)

The program is delivered: Part time

Admission requirements:
☑ Interview with instructor or program coordinator
☐ Referral
☑ Diagnosis or history that identifies difficulty with learning
☐ Grade 5 reading level
☐ Grooming and personal hygiene skills

The program's primary clients would have:
☐ Hearing impairment  ☐ Sight impairment  ☑ Learning disability  ☐ Mental health  ☐ Physical disability
☑ Intellectual/developmental disability  ☑ Autism spectrum disorder  ☐ Fetal Alcohol Syndrome  ☐ Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
☐ Adaptive equipment  ☑ Transition services  ☐ Personal care attendants  ☐ Transportation training
☐ Interpreter services  ☐ Classroom supports  ☐ Tutorial service  ☑ On-campus orientations

Seat capacity in program: 48  # of full-time students/seats:  # of part-time students/seats: 48

Intake: Semester

Length of program (in weeks): 13  Application fee: $0.00

Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:
☐ Work experience, practicum, or volunteering  Percentage of time:
☐ Participating in external teaching or learning opportunities  Percentage of time:

Program's delivery method: Instructor-led
Thompson Rivers University and TRU Open Learning
Part-Time Life Skills

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $175.00 Part-time tuition

Graduation criteria: Criteria for completion of the courses is based on attendance and participation. Students are issued a non-credit certificate of participation.

Contact person: Lori DeFrias
(250) 828-5297
defrias@tru.ca
Program Co-ordinator
Thompson Rivers University and TRU Open Learning
Part-Time Life Skills

Number of courses associated with program: 1 to 5 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer Awareness I</td>
</tr>
<tr>
<td></td>
<td>Computer Awareness II</td>
</tr>
<tr>
<td></td>
<td>Reading I</td>
</tr>
<tr>
<td></td>
<td>Reading II</td>
</tr>
<tr>
<td></td>
<td>Money Skills I</td>
</tr>
<tr>
<td></td>
<td>Money Skills II</td>
</tr>
</tbody>
</table>
Program description:
The program is designed for students with disabilities or learning difficulties who do not have the academic qualifications for regular University programs. Students will develop specific job and job readiness skills and improve their functional reading, writing, math and oral communication skills. The program is individualized to meet student needs and includes opportunities for work experience in the community.

Program objectives:
- Employment preparation
- Academic skills development
- Vocational skills training
- Personal success (life skills development)

The program is delivered: Full or part time.

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Seat capacity in program: 16  
# of full-time students/seats: 8  
# of part-time students/seats: 3

Intake: Semester

Length of program (in weeks): 32  
Application fee: $25.00

Percentage of time students spend in the classroom: 26 to 50%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities

Program's delivery method: Instructor-led
Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $3500.00 Full-time tuition

Graduation criteria: Graduation criteria is based on student attendance and participation. For job-entry level students they are required to complete 450 work experience hours. For lower functioning students completion of 390 hours of work experience is a requirement.

Contact person: Alice Stoddard

(250) 392-8168

astoddard@tru.ca

Instructor
Thompson Rivers University and TRU Open Learning
Work Skills Training Program (Williams Lake Campus)

Number of courses associated with program: 1 to 5 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASET 091</td>
<td>Workplace Numeracy &amp; Literacy I</td>
</tr>
<tr>
<td>ASET 092</td>
<td>Workplace Numeracy &amp; Literacy II</td>
</tr>
<tr>
<td>ASET 062</td>
<td>Communications I</td>
</tr>
<tr>
<td>ASET 063</td>
<td>Communications II</td>
</tr>
<tr>
<td>ASET 020</td>
<td>Community Networking I</td>
</tr>
<tr>
<td>ASET 021</td>
<td>Community Networking II</td>
</tr>
<tr>
<td>ASET 096</td>
<td>Computing I</td>
</tr>
<tr>
<td>ASET 097</td>
<td>Computing II</td>
</tr>
<tr>
<td>ASET 021</td>
<td>Workskills I</td>
</tr>
<tr>
<td>ASET 022</td>
<td>Workskills II</td>
</tr>
</tbody>
</table>
Program description:
This 8-month program offers students with disabilities the opportunity to gain self-management and employment skills and to develop realistic career objectives within their chosen field.

Students will also participate in a series of industry standard employability workshops such as WHMIS, Food Safe, Super Host, etc. Students will learn basic computer skills, including MS Word, email, and how to find information on the Internet.

In addition, students will gain on-the-job experience in institutional and community based work placements.

The goals of the program are to provide the employability skills and experience needed for students to find employment or gain access to further training.

Program objectives:  
☑ Employment preparation  ☑ Academic skills development  
☑ Vocational skills training  ☑ Personal success (life skills development)

The program is delivered:  Full time

Admission requirements:  
☑ Interview with instructor or program coordinator  
☑ Referral  
☑ Diagnosis or history that identifies difficulty with learning  
☐ Grade 5 reading level  
☑ Grooming and personal hygiene skills

Able to access the university college and the community safely and independently.

The program's primary clients would have:  
☐ Hearing impairment  ☐ Sight impairment  ☑ Learning disability  ☐ Mental health  ☐ Physical disability  
☑ Intellectual/developmental disability  ☑ Autism spectrum disorder  ☐ Fetal Alcohol Syndrome  ☐ Brain injury

Are students in the program eligible for services at your institution?  Yes

Services:  
☐ Adaptive equipment  ☐ Transition services  ☐ Personal care attendants  ☐ Transportation training  
☐ Interpreter services  ☑ Classroom supports  ☐ Tutorial service  ☑ On-campus orientations

Seat capacity in program: 32  
# of full-time students/seats: 32  
# of part-time students/seats: 

Intake: Semester

Length of program (in weeks): 30  
Application fee: $0.00
Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:
- Work experience, practicum, or volunteering  Percentage of time: 19%
- Participating in external teaching or learning opportunities Percentage of time: 6%

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $2107.00 Full-time tuition for both semesters, including various student fees.

Graduation criteria: Students must participate and/or show proof of knowledge in all modules and successfully complete their work experience placements in order to receive the Workplace TASK certificate.

Contact person: Darlene Carson
(604) 820-6011
darlene.carson@ucf.v.ca
Instructor
Number of courses associated with program: 11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 01</td>
<td>Self Assessment</td>
</tr>
<tr>
<td>TASK 02</td>
<td>Career Exploration</td>
</tr>
<tr>
<td>TASK 03</td>
<td>Personal Management Skills</td>
</tr>
<tr>
<td>TASK 04</td>
<td>Daily Survival Skills</td>
</tr>
<tr>
<td>TASK 05</td>
<td>Computer Basics I</td>
</tr>
<tr>
<td>TASK 06</td>
<td>Employment Readiness</td>
</tr>
<tr>
<td>TASK 07</td>
<td>Interview Skills</td>
</tr>
<tr>
<td>TASK 08</td>
<td>Work Experience</td>
</tr>
<tr>
<td>TASK 09</td>
<td>Retaining Employment</td>
</tr>
<tr>
<td>TASK 10</td>
<td>Computer Basics II</td>
</tr>
<tr>
<td>TASK 11</td>
<td>First Aid Workshop</td>
</tr>
<tr>
<td>TASK 12</td>
<td>WHMIS Workshop</td>
</tr>
<tr>
<td>TASK 13</td>
<td>Infectious Diseases Workshop</td>
</tr>
<tr>
<td>TASK 14</td>
<td>Food Safe Level 1</td>
</tr>
<tr>
<td>TASK 15</td>
<td>Super Host</td>
</tr>
</tbody>
</table>
Vancouver Community College  
ASE Part-time Literacy Courses

Program description:
Includes three 38 week part-time courses for adults with disabilities who want to improve their fundamental reading, writing, money and computer skills.

Reading and Writing for Everyday Use:
- Four different levels from grade equivalency 1 to 4
- Classes are twice per week for 2.5 hours per class.
- Students progress through the levels with evaluations on an annual basis. A maximum two years at each level will be allowed.

Managing Your Money:
- Classes are twice per week for 2.5 hours per class.
- Design to help students become more skillful in counting and handling money. Students are introduced to some of the rights and responsibilities as consumers.

Computer Applications:
- Classes are twice per week for 5 hours per class. Covers all aspects of Windows, Microsoft Office and basic Internet skills.

Program objectives:
- Employment preparation
- Vocational skills training
- Academic skills development
- Personal success (life skills development)

The program is delivered: Part time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

Computer Applications requires a Grade 5 reading level.

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Mental health
- Physical disability
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Other: Health services, counselling.
Vancouver Community College
ASE Part-time Literacy Courses

Seat capacity in program: 8

# of full-time students/seats: 
# of part-time students/seats: 8

Intake: Semester

Length of program (in weeks): 38
Application fee: n/a

Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent: $0.00

OR

Tuition for program, stated as a lump sum: $0.00

Graduation criteria: Completion certificate only. Anecdotal report issued to each student based on assessment of course objectives.

Contact person:
Don Jordan
(604) 443-8451
djordan@vcc.ca
Student Services Assistant for Students with Disabilities
Vancouver Community College
ASE Part-time Literacy Courses

**Number of courses associated with program:**  1 to 5 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCED0118</td>
<td>Reading and Writing for Everyday Use Level 1</td>
</tr>
<tr>
<td>CCED0119</td>
<td>Reading and Writing for Everyday Use Level 2</td>
</tr>
<tr>
<td>CCED0134</td>
<td>Reading and Writing for Everyday Use Level 3</td>
</tr>
<tr>
<td>CCED0135</td>
<td>Reading and Writing for Everyday Use Level 4</td>
</tr>
<tr>
<td>CCED0080</td>
<td>Managing Your Money</td>
</tr>
<tr>
<td>CCED0043</td>
<td>Computer Applications</td>
</tr>
</tbody>
</table>
Program description:
The Program for Deaf and Hard of Hearing Adults (DHH) offers ASL (American Sign Language) to Deaf Newcomers to Canada which is designed to help deaf (and, on occasion, hard of hearing) students develop ASL skills to communicate with other people and to progress to English Upgrading where instruction may be in ASL or (for hard of hearing students) in speech with sign support.

Students who take ASL for Deaf Newcomers to Canada tend to have minimal or no English skills and minimal or no signing skills.

Program objectives:  
☐ Employment preparation  ☐ Academic skills development  
☐ Vocational skills training  ☐ Personal success (life skills development)  
Other:  Basic skills development.

The program is delivered:  Full or part time.

Admission requirements:  
☑ Interview with instructor or program coordinator  
☐ Referral  
☐ Diagnosis or history that identifies difficulty with learning  
☐ Grade 5 reading level  
☐ Grooming and personal hygiene skills

The program's primary clients would have:  
☑ Hearing impairment  ☐ Sight impairment  ☐ Learning disability  ☐ Mental health  ☐ Physical disability  
☐ Intellectual/developmental disability  ☐ Autism spectrum disorder  ☐ Fetal Alcohol Syndrome  ☐ Brain injury  
Other:  DHH accepts students with additional disabilities provided they meet the student criteria and access requirements are available.

Are students in the program eligible for services at your institution?  Yes

Services:  
☑ Adaptive equipment  ☐ Transition services  ☐ Personal care attendants  ☐ Transportation training  
☑ Interpreter services  ☑ Classroom supports  ☐ Tutorial service  ☑ On-campus orientations

Seat capacity in program:  8  # of full-time students/seats:  8  # of part-time students/seats:

Intake:  Semester

Length of program (in weeks):  40  Application fee:  $30.00
Vancouver Community College

ASL for Deaf Newcomers to Canada (with the Program for Deaf and Hard of Hearing Adults)

Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $158.10

Represents full-time fees (including the application fee) over 3 terms, from Sept. to June.

Graduation criteria: Students do not graduate as this is a program for development of basic skills. Students, however, are given anecdotal progress reports at the end of each term.

Contact person: Andrea Sam
(604) 871-7342
asam@vcc.ca
Department Head
Vancouver Community College
ASL for Deaf Newcomers to Canada (with the Program for Deaf and Hard of Hearing Adults)

Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
</table>

Page 148
Program description:
The program provides a supportive environment where students explore employment options, increase their level of job readiness, and gain practical experience in community work settings and set work-related goals. The training needs of the student are provided through a wide range of experiences including life skills, generic work skills, specific skill training, employment counselling and community work experiences. Reading skills are not required. The program consists of approximately 26 weeks of classroom activities and 12 weeks of supervised community work experiences matched to the student's interests and abilities.

Program objectives:
- ✔ Employment preparation
- ☐ Academic skills development
- ☐ Vocational skills training
- ✔ Personal success (life skills development)

The program is delivered: Full time

Admission requirements:
- ✔ Interview with instructor or program coordinator
- ☐ Referral
- ✔ Diagnosis or history that identifies difficulty with learning
- ☐ Grade 5 reading level
- ✔ Grooming and personal hygiene skills
- -Ability to use public transit independently
- -Demonstrate a working knowledge of spoken English or alternative means of communication
- -Freedom from conditions that would significantly impair learning such as uncontrolled seizures, or severe behaviour or emotional problems

The program's primary clients would have:
- ☐ Hearing impairment
- ☐ Sight impairment
- ☐ Learning disability
- ☐ Mental health
- ☐ Physical disability
- ✔ Intellectual/developmental disability
- ✔ Autism spectrum disorder
- ☐ Fetal Alcohol Syndrome
- ☐ Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
- □ Adaptive equipment
- □ Transition services
- □ Personal care attendants
- ✔ Transportation training
- □ Interpreter services
- □ Classroom supports
- ✔ Tutorial service
- ✔ On-campus orientations

Other: Health services - doctor and nursing staff; counselling.

Seat capacity in program: 10
# of full-time students/seats: 10
# of part-time students/seats:

Intake: Semester

Length of program (in weeks): 38
Application fee: $30.00
Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:
- ✔ Work experience, practicum, or volunteering Percentage of time: 32%
- ☐ Participating in external teaching or learning opportunities Percentage of time:

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $1330.00 Full-time tuition for 38 weeks.

Graduation criteria: Students of the Career Awareness Program will have successfully met the requirements for graduation when they have done the following:
1. Attended 90% of the classroom & work experience parts of the program, unless other arrangements have been made.
2. Developed an understanding of the rights and responsibilities of employees, as well as attitudes and behaviours appropriate to the workplace.
3. Successfully completed at least two work experiences in the community
4. Shown the interest, ability and motivation to form a plan for the future and to pursue it by doing one or more of the following:
   - accepting an offer of paid employment
   - beginning a supported job search
   - applying for skill training or academic upgrading to increase opportunities
   - seeking a volunteer placement
   - demonstrating significant improvement in the social and vocational skills required for independence in community work settings

Contact person: Don Jordan
(604) 443-8451
djordan@vcc.ca
Student Services Assistant for Students with Disabilities
**Vancouver Community College**  
**Career Awareness Program**

**Number of courses associated with program:** 11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAAW0604</td>
<td>Employee Behaviours</td>
</tr>
<tr>
<td>CAAW0605</td>
<td>Safety</td>
</tr>
<tr>
<td>CAAW0606</td>
<td>Interview skills</td>
</tr>
<tr>
<td>CAAW0607</td>
<td>Work Experience 1</td>
</tr>
<tr>
<td>CAAW0608</td>
<td>Legal and Human rights</td>
</tr>
<tr>
<td>CAAW0609</td>
<td>Assertiveness</td>
</tr>
<tr>
<td>CAAW0610</td>
<td>Harassment</td>
</tr>
<tr>
<td>CAAW0611</td>
<td>Vocational Finances</td>
</tr>
<tr>
<td>CAAW0612</td>
<td>Time Management</td>
</tr>
<tr>
<td>CAAW0613</td>
<td>Stress Management</td>
</tr>
<tr>
<td>CAAW0614</td>
<td>Decision Making</td>
</tr>
<tr>
<td>CAAW0615</td>
<td>Community Resources</td>
</tr>
<tr>
<td>CAAW0616</td>
<td>Job Search</td>
</tr>
<tr>
<td>CAAW0617</td>
<td>Work Experience 2</td>
</tr>
<tr>
<td>CAAW0627</td>
<td>Work Experience 3</td>
</tr>
<tr>
<td>CAAW0601</td>
<td>Career Exploration</td>
</tr>
<tr>
<td>CAAW0602</td>
<td>Grooming and Hygiene</td>
</tr>
<tr>
<td>CAAW0603</td>
<td>Communication Skills</td>
</tr>
</tbody>
</table>
Vancouver Community College
Clerical Skills Part-time Courses

Program description:
This series of courses provides students with disabilities the opportunity to be assessed and develop clerical skills for entry level employment. Students can take one or more courses at a time.

Courses vary in length from 20 hours to 60 hours. They are usually completed over a period of eight weeks, with students attending class twice during the week. This series can be scheduled with the half-time Computer Applications course.

Program objectives:  
Yes: Employment preparation  No: Academic skills development  
Yes: Vocational skills training  No: Personal success (life skills development)

The program is delivered:  
Part time

Admission requirements:  
☐ Interview with instructor or program coordinator  
☐ Referral  
☑ Diagnosis or history that identifies difficulty with learning  
☐ Grade 5 reading level  
☑ Grooming and personal hygiene skills

Grade 5 reading level for all courses except:  
-Introduction to Clerical Careers  
-Effective Working Habits

The program's primary clients would have:  
☐ Hearing impairment  ☐ Sight impairment  ☑ Learning disability  ☐ Mental health  ☐ Physical disability  
☑ Intellectual/developmental disability  ☐ Autism spectrum disorder  ☐ Fetal Alcohol Syndrome  ☑ Brain injury

Are students in the program eligible for services at your institution?  Yes

Services:  
☐ Adaptive equipment  ☐ Transition services  ☐ Personal care attendants  ☐ Transportation training  
☑ Interpreter services  ☐ Classroom supports  ☑ Tutorial service  ☑ On-campus orientations

Other: Health services, counselling.

Seat capacity in program: 10  
# of full-time students/seats:  
# of part-time students/seats: 10

Intake: Semester

Length of program (in weeks): 8  
Application fee: $30.00
Vancouver Community College
Clerical Skills Part-time Courses

Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities

Program’s delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent: n/a

OR

Tuition for program, stated as a lump sum: n/a

Varies on course length - cost recovery - $11.25 per classroom hour.

Graduation criteria: Completion certificate only. Anecdotal report issued to each individual based on assessment of course objectives.

Contact person: Don Jordan
(604) 443-8451
djordan@vcc.ca
Student Services Assistant for Students with Disabilities
Number of courses associated with program: 6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLER0630</td>
<td>Introduction to Clerical Careers</td>
</tr>
<tr>
<td>CLER0638</td>
<td>Effective Working Habits</td>
</tr>
<tr>
<td>CLER0636</td>
<td>Document Management</td>
</tr>
<tr>
<td>CLER0646</td>
<td>Mail Preparation and Distribution</td>
</tr>
<tr>
<td>CLER0631</td>
<td>Shipping and receiving</td>
</tr>
<tr>
<td>CLER0637</td>
<td>Customer Service</td>
</tr>
<tr>
<td>CLER0634</td>
<td>Reception and Telephone skills</td>
</tr>
<tr>
<td>CLER0643</td>
<td>Using the Internet</td>
</tr>
<tr>
<td>CLER0632</td>
<td>Record Keeping</td>
</tr>
</tbody>
</table>
Program description:
The English Upgrading program with the Program for Deaf and Hard of Hearing Adults (DHH) helps students to develop basic English skills (which include grammar, vocabulary, reading, writing, and idioms) to further their education or to improve their ability to transfer to other programs within or outside of VCC. It is the only program to offer direct instruction in sign and/or speech in B.C.

Tuition is free for Canadian citizens or permanent residents. Application and student fees are extra.

Program objectives:
- Employment preparation
- Vocational skills training
- Academic skills development
- Personal success (life skills development)
- Other: Basic skills development which may lead to academic skills development.

The program is delivered:
- Full or part time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

Applicants are often referred to DHH by counsellors in high schools, local organizations serving deaf and hard of hearing adults, and word-of-mouth.

Interested candidates often come in on their own to inquire about the English Upgrading program.

Applicants must be 18 years or older.

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Other: Some of our students have other disabilities such as sight impairment, cerebral palsy, and learning difficulties.

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations
Vancouver Community College
English Upgrading (with the Program for Deaf and Hard of Hearing Adults)

Seat capacity in program: 40  # of full-time students/seats: 32  # of part-time students/seats: 8

Intake: Semester

Length of program (in weeks): 40  Application fee: $30.00

Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:

☐ Work experience, practicum, or volunteering  Percentage of time:

☑ Participating in external teaching or learning opportunities  Percentage of time:

Program's delivery method: The delivery method is predominantly instructor-led, but it can also be self-paced depending upon the number of levels of English skill within a class.

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $158.10  Full-time tuition, including application fee, for 10 months (three semesters/terms).

Graduation criteria: Students do not graduate as the program is non-credit. Anecdotal progress reports are given at the end of each (of three) terms.

Contact person: Andrea Sam
(604) 871-7342
asam@vcc.ca
Department Head
Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program description:
This full-time program prepares students with a cognitive disability to work in the food service industry as a kitchen helper and/or dishwasher and busser. The program offers basic skill training while establishing effective employee behaviours that are necessary for success as an entry-level worker. Graduates will be prepared to enter into competitive employment in the food service industry.

Program objectives:
☑ Employment preparation  ☐ Academic skills development
☑ Vocational skills training  ☐ Personal success (life skills development)

The program is delivered: Full time

Admission requirements:
☑ Interview with instructor or program coordinator
☐ Referral
☑ Diagnosis or history that identifies difficulty with learning
☑ Grade 5 reading level
☑ Grooming and personal hygiene skills
- Previous career exploration that supports training in the food service industry
- Possess the ability to perform basic addition, subtraction, multiplication and division
- Desire and willingness to work in a professional kitchen
- Ability to travel independently to the college and workplace
- Ability to attend classroom and practicum on a full-time basis (30 hours/week)
- Ability to perform all program related tasks with strength and endurance
- Good finger and hand dexterity for handling food and equipment
- No uncontrolled seizures within the last two years

The program's primary clients would have:
☐ Hearing impairment ☐ Sight impairment ☑ Learning disability ☐ Mental health ☐ Physical disability
☑ Intellectual/developmental disability ☑ Autism spectrum disorder ☐ Fetal Alcohol Syndrome ☐ Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
☐ Adaptive equipment ☐ Transition services ☐ Personal care attendants ☑ Transportation training
☑ Interpreter services ☐ Classroom supports ☑ Tutorial service ☑ On-campus orientations
Other: Health services, counselling.

Seat capacity in program: 9  # of full-time students/seats: 9  # of part-time students/seats:

Intake: Semester

Length of program (in weeks): 38  Application fee: $30.00
Vancouver Community College  
Food Service Careers

Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:

☑ Work experience, practicum, or volunteering  Percentage of time: 32%
☐ Participating in external teaching or learning opportunities  Percentage of time:

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

Tuition for program, stated as a lump sum: $1330.00  Full-time tuition

Graduation criteria: Students of the Food Service Careers program will have successfully completed the conditions for graduation when they have met the following exit criteria:
- attended 90% of classroom/kitchen and practicum components, unless other arrangements have been made with the instructional team
   AND
- successfully completed a minimum of two community-based practica. A practicum will be considered successful when both the instructional team and the employer have deemed the student capable of employment, based on evaluations of their work performance.
   AND
- is able to demonstrate proficiency as a busser/dishwasher and/or a kitchen helper.
OR
- has secured an offer of suitable employment in the food service industry.

Contact person: Don Jordan
(604) 443-8451
djordan@vcc.ca
Student Services Assistant for Students with Disabilities
Vancouver Community College  
Food Service Careers

Number of courses associated with program: 6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSCR0601</td>
<td>Professionalism</td>
</tr>
<tr>
<td>FSCR0602</td>
<td>Workplace Communication</td>
</tr>
<tr>
<td>FSCR0604</td>
<td>Kitchen Basics</td>
</tr>
<tr>
<td>FSCR0605</td>
<td>Dishwashing and Bussing</td>
</tr>
<tr>
<td>FSCR0606</td>
<td>Practicum 1</td>
</tr>
<tr>
<td>FSCR0607</td>
<td>Basic Food Preparation</td>
</tr>
<tr>
<td>FSCR0609</td>
<td>Cold Kitchen Preparation</td>
</tr>
<tr>
<td>FSCR0616</td>
<td>Practicum 2</td>
</tr>
<tr>
<td>FSCR0626</td>
<td>Practicum 3</td>
</tr>
<tr>
<td>RETS0662</td>
<td>FoodSafe and Worker Safety</td>
</tr>
</tbody>
</table>
Vancouver Community College
Job Readiness (with the Program for Deaf and Hard of Hearing Adults)

Program description:
The Program for Deaf and Hard of Hearing Adults (DHH) offers deaf and hard of hearing adults an opportunity to develop pre-employment skills through its Job Readiness program.

This program runs for 10 months from September to June. Students learn to recognize and understand the importance of literacy and numeracy skills in the workplace, to plan appropriate and realistic career goals, and to recognize, develop, and apply effective job search skills to secure employment to give a few examples.

Program objectives:  
☑ Employment preparation  ☐ Academic skills development  
☑ Vocational skills training  ☐ Personal success (life skills development)

The program is delivered:  Full time

Admission requirements:  
☑ Interview with instructor or program coordinator  
☐ Referral  
☐ Diagnosis or history that identifies difficulty with learning  
☐ Grade 5 reading level  
☐ Grooming and personal hygiene skills

Students must have a certain level of maturity, a degree of responsibility, and a measure of enthusiasm and motivation to take this program.

The program's primary clients would have:

☑ Hearing impairment  ☐ Sight impairment  ☐ Learning disability  ☐ Mental health  ☐ Physical disability  
☐ Intellectual/developmental disability  ☐ Autism spectrum disorder  ☐ Fetal Alcohol Syndrome  ☐ Brain injury  

Other: The students are primarily hearing impaired, but the program will accept those with additional disabilities providing they meet the student criteria.

Are students in the program eligible for services at your institution?  Yes

Services:  
☑ Adaptive equipment  ☐ Transition services  ☐ Personal care attendants  ☐ Transportation training  
☑ Interpreter services  ☑ Classroom supports  ☐ Tutorial service  ☑ On-campus orientations

Seat capacity in program: 8  # of full-time students/seats: 8  # of part-time students/seats: 

Intake: Annual intake as job readiness runs annually from September to June.

Length of program (in weeks): 40  Application fee: $30.00
Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering: Percentage of time: 23%
- Participating in external teaching or learning opportunities

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $158.10
Lump sum, including $30 application fee, for a full-time student.

Graduation criteria: Students will have successfully completed the program if they have attended 90% of the classes and have completed 90% of the assignments. Upon successful completion of the program, students will receive a Statement of Completion.

Contact person: Andrea Sam
(604) 871-7342
asam@vcc.ca
Department Head
Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>0601</td>
<td>Academic Skills</td>
</tr>
<tr>
<td>0602</td>
<td>Personal Management Skills</td>
</tr>
<tr>
<td>0603</td>
<td>Career Choice Skills</td>
</tr>
<tr>
<td>0604</td>
<td>Job Search Skills</td>
</tr>
<tr>
<td>0605</td>
<td>Work Experience</td>
</tr>
</tbody>
</table>
Program description:
This full-time program is designed to introduce the student with a cognitive disability to working in a retail food or supermarket outlet. The program offers basic skill training while establishing customer relations and effective employee behaviours that are necessary for success as an entry-level worker. Graduates will be prepared to enter into competitive employment in the retail food industry.

Program objectives:
- Employment preparation
- Vocational skills training
- Academic skills development
- Personal success (life skills development)

The program is delivered: Full time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills
- Previous career exploration that supports training in the retail food industry
- Possess the ability to perform basic addition, subtraction, multiplication and division
- Willingness to work shifts including evenings and weekends
- Desire and willingness to work with customers in a retail setting.
- Ability to travel independently to the college and workplace
- Ability to stand for long periods of time
- Good finger and hand dexterity for handling goods and equipment
- Ability to attend classroom and practicum on full-time basis (30 hours per week)

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Seat capacity in program: 10
# of full-time students/seats: 10
# of part-time students/seats:

Intake: Semester

Length of program (in weeks): 38
Application fee: $30.00
Vancouver Community College
Retail Food and Supermarket Careers

Percentage of time students spend in the classroom: 51 to 75%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering  Percentage of time: 32%
- Participating in external teaching or learning opportunities  Percentage of time: 3%

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $1330.00  Full-time tuition

Graduation criteria: Students in the Retail Food and Supermarket Careers program will have successfully graduated when they have met the following exit criteria:
- attended 90% of classroom/lab and practicum components, unless other arrangements have been made with the instructional team
AND
- successfully completed a minimum of two community-based practica. A practicum will be considered successful when both the instructional team and the employer have deemed the student capable of employment based on evaluations of their work performance.
OR
- secured an offer of employment in the retail food or related industry.

Contact person: Don Jordan
(604) 443-8451
djordan@vcc.ca
Student Services Assistant for Students with Disabilities
### Vancouver Community College
#### Retail Food and Supermarket Careers

**Number of courses associated with program:** 11 or more courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>RETS0660</td>
<td>Student Success</td>
</tr>
<tr>
<td>RETS0661</td>
<td>Professionalism</td>
</tr>
<tr>
<td>RETS0662</td>
<td>FoodSafe and Worker Safety</td>
</tr>
<tr>
<td>RETS0663</td>
<td>Workplace Communication</td>
</tr>
<tr>
<td>RETS0664</td>
<td>Retail Food Industry</td>
</tr>
<tr>
<td>RETS0665</td>
<td>Unionism, Employment Standards and Politics</td>
</tr>
<tr>
<td>RETS0666</td>
<td>Interview Skills</td>
</tr>
<tr>
<td>RETS0667</td>
<td>Service Clerk Skills 1</td>
</tr>
<tr>
<td>RETS0668</td>
<td>Introduction to Food Store Departments</td>
</tr>
<tr>
<td>RETS0670</td>
<td>Job Search</td>
</tr>
<tr>
<td>RETS0669</td>
<td>Practicum 1</td>
</tr>
<tr>
<td>RETS0679</td>
<td>Practicum 2</td>
</tr>
<tr>
<td>RETS0689</td>
<td>Practicum 3</td>
</tr>
<tr>
<td>RETS0671</td>
<td>Elective - Clerk Training</td>
</tr>
</tbody>
</table>
Vancouver Community College
Speechreading (with the Program for Deaf and Hard of Hearing Adults)

Program description:
The Program for Deaf and Hard of Hearing Adults (DHH) offers a 12-week Speechreading course on Monday evenings, three terms a year: fall term (September to December), winter term (January to March), and spring term (April to June).

Friends and family members are encouraged to enroll along with students who are hard of hearing or deafened.

Program objectives:  
- Employment preparation
- Academic skills development
- Vocational skills training
- Personal success (life skills development)
- Other: Basic skills development which help students and family members cope with implications of hearing loss.

The program is delivered: Part time

Admission requirements:  
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

Students must have good spoken English and be 18 years or older.

The program's primary clients would have:

- Hearing impairment
- Sight impairment
- Intellectual/developmental disability
- Learning disability
- Mental health
- Physical disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Are students in the program eligible for services at your institution? Yes

Services:

- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Seat capacity in program: 8  
# of full-time students/seats:  
# of part-time students/seats: 8

Intake: Semester

Length of program (in weeks): 36  
Application fee: $30.00
Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities

Program's delivery method: Instructor-led

Tuition for program, stated by credit or credit equivalent:

**OR**

Tuition for program, stated as a lump sum: $94.10

Part-time tuition, including application fee, for three terms (Sept. to June).

Graduation criteria: As the program is non-credit, students do not graduate. At the end of each term, however, students are given an anecdotal progress report.

Contact person: Andrea Sam

(604) 871-7342

asam@vcc.ca

Department Head
Vancouver Community College  
Speechreading (with the Program for Deaf and Hard of Hearing Adults)  

Number of courses associated with program:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
</table>
Program description:
This is a post-secondary level certificate program. Students exit the program with MS Office skills. Students also learn business communication skills and advanced transcription. A work experience of three weeks is included.

Program objectives:
- Employment preparation
- Academic skills development
- Vocational skills training
- Personal success (life skills development)

The program is delivered: Full or part time

Admission requirements:
- Interview with instructor or program coordinator
- Referral
- Diagnosis or history that identifies difficulty with learning
- Grade 5 reading level
- Grooming and personal hygiene skills

Students must have completed Grade 12 or must assess high enough in reading and writing on an English language or ABE assessment.

The program's primary clients would have:
- Hearing impairment
- Sight impairment
- Learning disability
- Mental health
- Physical disability
- Intellectual/developmental disability
- Autism spectrum disorder
- Fetal Alcohol Syndrome
- Brain injury

Other: We do accept students with learning or physical disabilities if they meet the criteria for acceptance into the program, but only if they also have a significant visual impairment.

Are students in the program eligible for services at your institution? Yes

Services:
- Adaptive equipment
- Transition services
- Personal care attendants
- Transportation training
- Interpreter services
- Classroom supports
- Tutorial service
- On-campus orientations

Other: Counselling or First Nations services may also be used. Students usually receive orientation and mobility from the CNIB before enrolling. If students have additional disabilities, as well as the visual impairment, they may use an interpreter or personal care attendant.

Seat capacity in program: 12

# of full-time students/seats: 5

# of part-time students/seats: 10

Intake: Full-time students begin in September and finish at the end of May. Part-time students may register on a monthly basis, but have specific start and end dates for each course. We keep track of courses internally and students register for 6, 12, 18, or 24 hours per week.

Length of program (in weeks): 35

Application fee: $30.00
Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:

- ✔ Work experience, practicum, or volunteering  Percentage of time: 10%
- □ Participating in external teaching or learning opportunities  Percentage of time:

Program's delivery method: Instructor-led or self-paced depending on size of group, but mostly self-paced.

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $2044.00  Nine months at $287.60 per month  Prorated for part-time students - 6, 12, 18, or 24 hours per week.

Graduation criteria: Successful completion of all courses.

Contact person: Betty Nobel
(604) 871-7339
b nobel@vcc.ca
Department Head, Program for the Visually Impaired
## Vancouver Community College
### Visually Impaired Information Technology

**Number of courses associated with program:** 6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIIT 1001</td>
<td>keyboarding</td>
</tr>
<tr>
<td>VIIT 1002</td>
<td>Introduction to Windows</td>
</tr>
<tr>
<td>VIIT 1003</td>
<td>Word processing</td>
</tr>
<tr>
<td>VIIT 1004</td>
<td>Spreadsheet Management</td>
</tr>
<tr>
<td>VIIT 1005</td>
<td>Database Management</td>
</tr>
<tr>
<td>VIIT 1006</td>
<td>PowerPoint Presentations</td>
</tr>
<tr>
<td>VIIT 1007</td>
<td>Introduction to the Internet</td>
</tr>
<tr>
<td>VIIT 1008</td>
<td>Business Communications</td>
</tr>
<tr>
<td>VIIT 1009</td>
<td>Keyboarding 2 (advanced transcription)</td>
</tr>
<tr>
<td>VIIT 1010</td>
<td>Work Placement</td>
</tr>
</tbody>
</table>
Program description:
This program gives students entry-level computing skills using adaptive software for screen reading or screen magnification. Students may also learn braille, prepare for the GED exam, or do upgrading in English and Math up to and including the ABE intermediate level.

Program objectives:  
☑ Employment preparation  ☑ Academic skills development  
☑ Vocational skills training  ☐ Personal success (life skills development)

The program is delivered:  Full or part time

Admission requirements:  
☑ Interview with instructor or program coordinator  
☐ Referral  
☐ Diagnosis or history that identifies difficulty with learning  
☐ Grade 5 reading level  
☐ Grooming and personal hygiene skills

The program's primary clients would have:  
☐ Hearing impairment  ☑ Sight impairment  ☐ Learning disability  ☐ Mental health  ☐ Physical disability  
☐ Intellectual/developmental disability  ☐ Autism spectrum disorder  ☐ Fetal Alcohol Syndrome  ☐ Brain injury  
Other: Students may have a physical or other disability such as a learning disability (LD), mental health disorder, etc., as well as a visual impairment, but the visual impairment is the primary disability.

Are students in the program eligible for services at your institution?  Yes

Services:  
☐ Adaptive equipment  ☐ Transition services  ☐ Personal care attendants  ☐ Transportation training  
☑ Interpreter services  ☐ Classroom supports  ☐ Tutorial service  ☐ On-campus orientations  
Other: Students in our program access most of the services mentioned here when they move on to mainstream classes. They also access counselling services. Students in our basic program are not eligible for ATBC services as we have fully equipped labs.

Seat capacity in program: 22  
# of full-time students/seats: 4  
# of part-time students/seats: 40

Intake: Continuous

Length of program (in weeks): 40  
Application fee: $30.00
Percentage of time students spend in the classroom: 76 to 100%

Activities students are involved in outside of the classroom:

- Work experience, practicum, or volunteering
- Participating in external teaching or learning opportunities
- Other: All training takes place in the classroom whether students are full or part time. There is no work experience in the basic program.

Program's delivery method: Self-paced

Tuition for program, stated by credit or credit equivalent:

OR

Tuition for program, stated as a lump sum: $217.82

Monthly fee that is prorated for part-time students. Students register for 6, 12, 18, 24 hrs/week.

Graduation criteria: Students do not graduate. They leave when they have gained the skills they need. The program is non-credit.

Contact person: Betty Nobel

(604) 871-7339

bnobel@vcc.ca

Department Head
Number of courses associated with program: 6 to 10 courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to Windows 2000</td>
</tr>
<tr>
<td></td>
<td>Basic MS Word</td>
</tr>
<tr>
<td></td>
<td>Basic internet</td>
</tr>
<tr>
<td></td>
<td>Basic MS Excel</td>
</tr>
<tr>
<td></td>
<td>Basic Access</td>
</tr>
<tr>
<td></td>
<td>Braille levels 1 and 2</td>
</tr>
<tr>
<td>041 and 05</td>
<td>English</td>
</tr>
<tr>
<td>041 and 05</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Keyboarding</td>
</tr>
</tbody>
</table>
ASE Program Inventory

Examples of Student Profiles

Note that student profiles do not use real names; identifiers have been removed or the information changed to protect the privacy of individuals.
Student Profile Example 1

Amy is a young woman with a mild mental handicap. She lives with her extended family. Amy often baby sits and obviously enjoys it. She participated in a three week transition program where she attended a basic literacy course while being supported by the CEA from her high school. After the transition program she was convinced that college was where she wanted to be.

Over the past two semesters, Amy has been taking other basic academic courses. She has been doing very well in all her coursework and has been growing more independent and self-assured in her relationships and decision making. She is pleasant, friendly, and hard-working.

Amy intends to return to school in the fall to take another program. She also intends to continue with basic academic and other courses as well.

Amy is a little anxious about the program and is not sure she will be able to do the work but she wants to try. We think she is an excellent candidate for the program. At this point Amy is interested in eventually attending a home support program. Amy has chronic back pain and will have to explore how this condition may require that she reconsider this goal.

Amy has been helped by a local employment agency to find a job for the summer, and she is very excited about her part-time job working at a local department store.
DW is a young male with mild developmental delay, mild autism, and a mix of other conditions.

The intake process included meeting with a Program Coordinator and completing application and assessment information. The last two IEP's from the Skills for Life program at high school were provided and an earlier psycho-educational. DW attended the intake interview with a high school counsellor. A consultation was also completed with a high school teacher and foster parent. Some work completed in the resource room reflected a typical student with gaps in academic abilities and overall functioning.

DW comes from a background of family dysfunction and trauma. In foster homes since an early age, depression and acting-out behaviour have been a concern throughout his life. He was isolated and has poorly-developed social skills. Fear and anxiety have been significant barriers to his workplace participation.

He was accepted full-time and is currently ending the second year of a two-year program. DW has the ability to work very well when a job trainer is present. He is not yet confident or able to demonstrate the skills for independent work experience and has sabotaged his placements with a clear intention to remain where it's safe. It was recommended that DW return and repeat the second year with the goals of increasing self-esteem and confidence completing a work experience independently.

All professionals involved with DW have noted significant improvement in overall functioning and support the return to the program for an additional year to build further skills for independence. The anticipated outcome is part-time paid employment and supported independent living.
At age twenty-one, Ann (not her real name) was involved in a motor vehicle accident and suffered a traumatic brain injury. At the time of the accident, she was enrolled in full-time College studies, was achieving A/A- grades, and was close to completing her Associate of Science Degree. Her dream was to become a family physician.

After her injury, Ann's major physical complaint was back pain and headaches, and she was having tremendous difficulty with sleep, concentration, and her mental health. Nevertheless, she was eager to return to her studies. Her attempts were unsuccessful. Instead of graduating as expected, she had difficulties retaining information for her exams, and failed her courses. She became progressively more depressed after this setback. Ann no longer believed pursuing an academic career was possible.

One year passed. She was a young woman who described herself as "having lost hope" but still remained curious to see if she could succeed academically despite her disability-related limitations. She was accepted to her current program. Insights were gained about her strengths and needs and how to ask for support and assistance when needed. By taking small steps (e.g., registering in one course per semester) and by being very determined, Ann found that she had the capabilities to succeed in the post-secondary environment. She earned B grades in courses that in the past proved to be too challenging to complete. Ann will be graduating from the College with her Associate of Science Degree, and she has applied for admission to university. Her goal is to complete her 4-year Science Degree.
Bobby enrolled in the program directly after completing high school. He proudly received his leaving certificate. His disability is Down's Syndrome and, intellectually, he scores well below 70 IQ.

During the initial intake interview, his parents stated they would like their son to acquire the skills to be able to function with greater independence in the home and community. As well they envision him living semi-independently with a roommate and having some type of meaningful occupation to fill his day. Bobby cannot articulate his reasons for coming to college.

Bobby had some difficulty adjusting to post-secondary expectations and took almost a full year to buy into learning to do things differently and to take responsibility for his actions. He shed the pattern of finding enablers among those around him to do his work for him, in exchange for learning to master his own enabling skills and experiencing pride of accomplishment.

To function in society somewhat independently Bobby needed to learn to read and handle numeric problems. Entering the program with pre-K skills in these areas, Bobby worked diligently to build up his reading and math skills. Over time, he demonstrated reading and comprehending skill at a Grade 3 level and performed simple addition and subtraction tasks. He learned to make change counting from the purchase price to the amount the customer paid. This is exciting, given that Bobby could not identify any currency denominations upon entering the program. He learned to use an analogue clock to keep appointments and mastered using a telephone to make plans and appointments with others.

As he matured he became interested in developing his employability skills with the idea that one day he might like a job. An extensive work experience was procured for him where he works admirably to accomplish the duties assigned to him each day. His physical abilities are noted and appreciated by the employer at the worksite. Regretfully, the employer does not have the manpower to support Bobby and take him on as a paid employee.

Throughout Bobby's relationship with the college program, his parents have been closely involved which has been problematic at times. They have not fully bought in to the variety of skills their son needs to learn to become self-sufficient, and Bobby did not benefit from as comprehensive an educational experience as he could have. Overall though, they were appreciative of the skills he learned and could demonstrate.
Rick attended this program directly from high school. He was successful in completing the pre-employment courses displaying a good work attitude and desire to show that he was capable of competitive employment.

Rick is very involved in Special Olympics and is a very active fan of professional sports. He has a wonderfully supportive family and is connected with social services in his community.

During his time in this program he consistently showed interest in a clerical career, however his instructors were concerned that many of the tasks required in an office setting required at least a literacy level of Grade 5 equivalency. Although Rick demonstrated a substantial verbal vocabulary and awareness of the world around him, his reading comprehension level was tested at approximately Grade 3. He struggled with written directions and relied on verbal prompts and guidance to be independent with many tasks. During his time in the program he stated that his ideal job would be working for a local sports organization. By the end of the program his instructors felt that in order for him to enter a training program that may benefit him in his clerical career path, he would need to improve his reading comprehension.

Rick entered the reading and writing courses. Over the next 2 years Rick worked diligently to raise not only his reading and writing skills but also to develop his critical thinking skills. Over the past year his community support worker and his family have pursued volunteer opportunities with a sport organization. This past winter Rick secured a part-time clerical position with "his favourite team." He would like to continue with clerical training and has applied, and been accepted, in a computer applications course.
Student Profile Example 6

Martin is a young man with cerebral palsy. He was accepted in a part-time life skills program (computer class). Martin joined the class with more computer knowledge than most other students. His goal in this class was to prepare and complete a project.

His project at the end of the program was an oral presentation in front of the entire class. This presentation, prepared on the computer, was accompanied by music and pictures of a trip.

His limited motor skills did not stop him from attempting to control the computer mouse and keyboard. Thus, he started and completed his project with much pride and joy.

Although speech is difficult for him, he did not shy away from attempting to make the presentations to his classmates.

Martin enjoys the computer as he finds it a great way to communicate, find entertainment, and information. He is always trying to learn more.

Martin has other skills and interests in life. He has a part-time job, and he also does volunteer work. He is active in the Special Olympics.

Martin is supported by his family and this is shown by his social skills in the classroom and in his outlook towards life. He is one of the students who is always thinking of "what he can do, and not what he cannot do." This attitude has provided him with a "tool" that is helping him cope and strive forward. Martin will succeed in his future steps in life.
Arthur is a young man who has neurofibromatosis that affected his muscle tone and strength. He also was quite distractible and very shy. He required encouragement and repetition to learn and develop new skills. He enjoyed cooking at home with his family and chose a foods program to enable him to work in a restaurant setting. The foods program includes Foodsafe, first aid, employability skills, along with a full curriculum of cooking, baking and food preparation lessons. Arthur practiced many new tasks while at a variety of work experience placements. Through repetition, regular feedback, and assistance with problem solving, Arthur learned to perform a wide variety of tasks that transfer to many restaurant settings. He is now employed as a dishwasher and food prep worker at a neighbourhood pub and a cafeteria style restaurant.
Student Profile Example 8

Student #2 is a young deaf student who entered this program directly from a school for the deaf. Her work experience and knowledge of the world of work was very limited. She knew that she liked children and thought this could be a work focus for her but was quite unspecific and lacking in information about related career options. She also lacked awareness of her own skills and the qualities she would bring to work and how her deafness would affect employment. Gathering knowledge and information and creating understanding in all these areas became the focus of her participation in the program.

Early childhood educator, community support worker, educational assistant and child and youth care counsellor were identified and explored as career and training options. On her first work placement at an elementary school she worked as a teacher's aide. She worked well with children and staff. A need to show initiative was identified and explored. At a second work placement in a group home, the student experienced a different helping situation and again received positive feedback and a request to show more initiative. With support and experience her confidence grew and initiative developed appropriately. During this second work placement cultural limitations on the student's activities were recognized. Shift work, solitary work, and work with males was not possible. Community work was eliminated as a result. Deafness also placed limitation on the clients with whom the student could interact. The option of teacher's assistant with special needs children was attractive to the student and also offered good potential for employment, salary, and security. Upgrading of English skills was the first step and the student progressed to developmental studies at another institution. This student is now well on her way to completing a program for educational assistant at another institution, with every chance of finding regular employment on completion.
Before entering the this program, Wanda's schooling was erratic because there was not a special education program in her school and the regular classroom couldn't provide adequately for her needs. When she entered our program, she was working at about a Grade 4 level. Wanda was sharing an apartment with a roommate; both had care-aid assistance. Wanda has cerebral palsy. She uses a wheelchair, has limited speech and fairly good use of her hands and is able to operate a keyboard without extensive assistance. Her motivation was good, and she attended the program five days a week.

Wanda went through the regular intake procedure for this program. We interviewed her to determine her goals, appropriateness for our program, and computer skills. We assessed her needs for specialized equipment and gave her a writing assessment to determine her literacy level.

The program teaches literacy and numeracy using speech-assisted computers. It runs for two semesters per year, 15 weeks per semester, 5 hours a day. Students attend as many days and hours as their energy allows.

Wanda took part in a language experience approach to literacy. She wrote from her own life experience and kept a journal and a portfolio and worked with the instructor one-on-one. She eventually worked her way up to a Grade 9 level of literacy and left our program to attend our regular Adult Basic Education program.
This certificate program started in January 2004. Some graduates were in our basic program and qualified to enter the new program. Most students are relatively new to vision loss and need to retrain for employment. Students are totally blind or have low vision. They want to re-enter the workforce. Some students are self-employed on a part time basis and want to ensure that they have adequate computer skills. Our youngest student was 20 and our oldest in her sixties. Some work placements have been arranged outside the college, but this has been a challenge. Typically, students have worked in settings that work with people who are blind or visually impaired. We record any additional disabilities that might impact their training, and we ask them to outline their short and long term goals. To date, only one student has obtained term employment, but she is now again looking for work.
Registrant Study Report

Phase II of the
Adult Special Education
2006 Cohort Study
ASE Registrant Study Report
Phase II of the Adult Special Education 2006 Cohort Study

Contents

Executive Summary .......................................................................................................5
Introduction ...................................................................................................................9
Student Demographics ...............................................................................................11
Assessment Information .............................................................................................15
Services Information ....................................................................................................21
Program Information ...................................................................................................25
Educational Goals .........................................................................................................27
Employment and Volunteer Work ................................................................................31
Conclusions ..................................................................................................................35
Appendix A: ASE Registrant Study (ASE Cohort Study Phase II) Methodology ..............37
Appendix B: Program Names ........................................................................................40
Executive Summary

Introduction

- The purpose of this Adult Special Education (ASE) Registrant Study is to provide clear, reliable, and detailed information about students who attend ASE programs in BC’s public post-secondary institutions.

- The study describes 637 students who were registered in ASE programs between September 1 and November 30, 2006.

- Information about students was collected by faculty at 15 public, post-secondary institutions, in collaboration with the students, their parents, and caregivers.

Student Demographics

- Almost one-half (47 percent) of the 637 ASE students included in the study are younger than 22. In comparison, 25 percent of students in the general college and institute student population are younger than 22.

- One-half (51 percent) of ASE students are female. In comparison, 53 percent of students in the general college and institute student population are female.

- Two-thirds (67 percent) of ASE students live with family.

- Most (88 percent) are single persons with no children.

- Sixteen percent of ASE students learned English as a second language, usually beginning at the age of 6 or younger.

- Eleven percent of ASE students are Aboriginal. In comparison, 5 percent of students in the general college and institute student population are Aboriginal.

- Before enrolling in their current ASE program, more than one-third (39 percent) of ASE students had previous post-secondary education experience at this institution or another public post-secondary institution in BC.
Assessment Information

- Almost two-thirds (64 percent) of ASE students have multiple conditions or health problems.
  - Most frequently, students are reported to have learning disabilities or developmental disabilities, followed by mental health problems.
- At least 44 percent of ASE students have had a professional assessment done recently (within the last 7 years) to determine their educational needs.
  - Assessments for ASE students are most often completed by psychologists or psychiatrists.
- An assessment of estimated reading level is available for 59 percent of the ASE students.
  - Most (72 percent) of those with such assessments read at less than a Grade 7 level.
- Seventy-one percent of the ASE students in the study are working with one or more professionals in addition to their instructors. (In some cases, “working with” may mean only that these students are on the professionals’ caseloads.)
  - Social workers and Community Living BC facilitators are the types of professionals working with students most frequently. (Respondents may be referring to the same professionals using these two different terms.)

Services Information

- One-in-three ASE students have requested or would benefit from assistive devices or services. These are additional services not automatically part of their programs. (Not all devices or services noted may be needed.)
  - ASE students most often request or would benefit from tutors or teacher’s aides.
- Of the ASE students who requested or who would benefit from specific services, 73 percent had all or some of them arranged at the time of the study.

Program Information

- Most of the programs that ASE students enrol in have multiple objectives. In particular, programs focus on employment preparation and personal success (life skills development).
- The majority of ASE students enrolled in programs that were wholly or partly employment-related, including career planning, job preparation, employability and transition programs, as well as those related to specific occupations (e.g., Food Services Assistant and Child Care Aide).
• One-in-two ASE students (54 percent) enrolled full time and 44 percent enrolled part time in programs; enrolment for the remainder (2 percent) is unknown.

• The majority (78 percent) started their program in or after September 2006.

Educational Goals

• Most ASE students (80 percent) held more than one goal when they enrolled in their ASE program.

• Family or caregivers agreed that students have multiple goals for their participation in ASE programs.

• Students and their family or caregivers’ most common goals are employment preparation and life skills. The next most common are academic and vocational skills acquisition goals.

• The goals of the students, the goals their family or caregivers have for them, and the objectives of the programs are consistent.

Employment and Volunteer Work

• Twenty percent of the ASE students in this study are working in paid employment at or above $8.00 (minimum wage) per hour while attending their program. This includes part-time, occasional, and seasonal work.

  ° 82 percent of those employed work for 16 hours or less a week.

• Twenty-seven percent of ASE students are volunteering or participating in volunteer work experiences that are paid less than $8.00 per hour. These include positions that provide honorariums (e.g., for delivering flyers or participating in a sheltered workshop).

  ° 92 percent of those participating in these activities spent 16 hours or less a week on them.

• An additional 11 percent of ASE students have been employed at some time during the past 24 months at or above $8.00 per hour.

• A further 11 percent of ASE students have been employed at some time further in the past but are not currently working or volunteering.

• Twenty-six percent have never been employed.

• For the remaining 5 percent of ASE students, employment status is not reported.
Conclusions

- ASE programs deliver courses to a diverse group of students, including sizeable groups of Aboriginal ASE students and students who learned English as a second language.

- ASE instructors have access to professional or reading assessments for about one-half of their students; a majority of ASE students are on the caseloads of one or more professionals.

- ASE programs, students, and their families or caregivers focus on employment preparation as their primary educational goal.

- About one-half of ASE students attend their programs full-time and one-half attend them part-time. One-in-two ASE students work or volunteer while studying.

- The ASE Registrant Study identified the following strengths:
  - Programs are enrolling and delivering services to students with a wide range of conditions.
  - Most students (71 percent) work with (or are on the caseload of) one or more professionals, in addition to their instructors.
  - The goals of the students, the goals their family or caregivers have for them, and the objectives of the programs are consistent.

- The ASE student study identified the following as areas that merit further exploration:
  - At least 36 percent of ASE students have not had a professional assessment done; there was no information on assessments for 21 percent of students.
  - According to faculty, almost a third of the students who did not request assistive devices or services would have benefited from some.
Introduction

Building the best system of supports for persons with disabilities is one of the Great Goals of the Province of British Columbia. The programs provided by public post-secondary institutions under the Adult Special Education (ASE) umbrella form an integral part of these supports.

In 2005/06 public post-secondary colleges and university colleges reported delivering 986.6 FTEs in Adult Special Education. With the current funding model, this amounts to approximately $8 million annually in courses to BC learners who face barriers to success in post-secondary education because of a disability or a combination of learning difficulties. (This figure does not include services provided by institutions under special grant funding.)

The Ministry of Advanced Education (AVED) and the post-secondary institutions involved wanted to know more about the learners who access ASE courses and how well the needs of these individuals are being met. The Adult Special Education Cohort Study was undertaken to broaden understanding of the programs offered under the ASE umbrella, explore learners’ reasons for applying to these programs, and ask what ASE students are doing when they leave their programs. The study is being conducted in three phases. (At the time of writing, Phase III has not been completed.)

Phase I Program Inventory (March 2006–June 2006)

The primary purpose of the program inventory was to provide clear, reliable, and detailed information about the ASE programs available in BC’s public post-secondary institutions. This inventory gives AVED and the institutions a sense of the scope and range of ASE programs and was used to inform subsequent phases of the cohort study.

The ASE Program Inventory Report completed Phase I of the study. While this program inventory was compiled mainly for the use of the participating institutions and AVED, a version of the report is available to the public online at http://outcomes.bcstats.gov.bc.ca/Publications/special.asp. As well, potential students and their counsellors, families, and referral agencies have access to information on ASE programs and services through the Resource Directory of Programs and Services for Students with Disabilities in Public Post-Secondary Institutions on AVED’s website.

There are 50 Adult Special Education programs in the inventory, submitted by the 15 public post-secondary institutions that offer ASE programming. The majority of the programs focus on developing vocational and employment skills, with emphases on employment preparation, job search, and work experience. The training is in an interesting variety of fields, such as food services, child care, automotive assistant, and gardening. Other programs focus on academic development and independent living skills. To give context to their program descriptions, institutions wrote brief profiles of some of the students who participated in their ASE programs.
Phase II Registrant Study (March 2006–March 2007)

The primary purpose of the registrant study was to provide clear, reliable, and detailed information about learners who register in ASE programs in BC’s public post-secondary institutions. This information was also used to determine the cohort for Phase III of the ASE Cohort Study.

An online questionnaire was used to collect information about students. The questionnaire was completed by faculty within the institutions, often in collaboration with students, parents, and caregivers. This study encompasses students who were officially registered in an ASE program between September 1 and November 30, 2006. (Please see Appendix A: Methodology, for more details.) Please note that institutions were not able to provide complete information for some students, and in a few cases, students refused to participate in the study.

There were 637 students in the study cohort and 15 institutions that provided student information. (Please see Appendix A for numbers of students by institution.) For 305 students, a caregiver was listed. Information from caregivers or family members was solicited for some questions; where this was done, it is noted in the report.

Please note the following caveats:

- The findings presented in this report are descriptive; in most cases, the number of respondents is too small to permit comparisons that show statistical significance or meaningful differences.
- The results may not be representative of all ASE students since the cohort was made up only of the students who were registered during a specific period and may not include all registered students at all institutions.
- The answers to many of the questions in the study included “don’t know,” “unknown,” and no response. In some cases, these percentages are high. Except where noted, they are included in the presentation of results. Please keep in mind that a high percentage of unknowns add uncertainty to the percentages that are reported. Interpret the following results with caution.

For consistency and ease of presentation, the percentages in the report text, tables, and charts have been rounded and may not always add to 100.

Throughout this report, individual profiles of ASE students (from Phase I of the ASE Cohort Study) have been inserted to give a “human face” to the information presented. The profiles illustrate ASE students’ experiences with their programs. Please note that to protect the privacy of individuals, the student profiles do not use real names, identifiers have been removed, and sometimes personal information has been changed.

(Note re Phase III: This part of the study consists of an exit survey that is collecting information from the students interviewed for Phase II, as they leave their programs. A final report will be produced in the fall of 2007.)
Almost one-half of the 637 ASE students in the study are younger than 22 years of age as of December 31, 2006 (they were born in 1985 or later). This is a significantly higher proportion than in the general college and institute student population. One-quarter (25 percent) of the 2005/06 students in BC’s Post-Secondary Central Data Warehouse (CDW)\(^1\) are younger than 22 years of age.

Fifty-one percent of the ASE students in the study are female; 49 percent are male. This balance is similar to that of the general college and institute student population—53 percent of the 2005/06 students in the CDW are female.

Males and females are, in general, equally distributed across the four age groups; there are no statistically significant differences.

---

\(^1\) The Post-Secondary Central Data Warehouse reflects student-level data submitted by 21 of BC’s public post-secondary institutions, including colleges, university colleges, institutes, and Thompson Rivers University. (Source: Fall 2006 Data Submission Standard Reports, Information and Data Management Branch, Ministry of Advanced Education.)
Almost two-thirds (67 percent) of ASE students live with family. The remaining one-third live in a variety of other arrangements, such as living alone, with caregivers, in group homes, or with non-relative friends.

Most of the ASE students (88 percent) are single with no children. A few are part of a couple, with (5 percent) or without (3 percent) children. Three percent are single parents—the family status of the remainder (1 percent) is unknown.

Aboriginal students form 11 percent of the ASE students in the study. This is a significantly higher proportion than in the general college and institute student population. Five percent of the 2005/06 students in the CDW are Aboriginal.² Non-Aboriginal students comprise 86 percent of the ASE students in the study. For the remaining 4 percent, whether or not they are Aboriginal is unknown.

Of those whose background is known, 16 percent (n=100) learned English as a second language, but most (84 percent) did not. More than half of the students who learned English as a second language did so at the age of 6 or younger.

---

² Please note that Aboriginal status is defined in the CDW as self-declared by students at their institutions or identified through Ministry of Education linkages. In the Phase II Registrant Study, Aboriginal status is as reported by students, their family and caregivers, or faculty members completing the forms.
Before enrolling in their current ASE program, more than one-third (39 percent) of ASE students had previous post-secondary education experience at the same institution or another BC public post-secondary institution (including an occasional course or a formal program).

Fifty-seven percent of ASE students who are 22 or older have had previous post-secondary education experience, as have 25 percent of those who are younger than 22. As well, 52 percent of those who learned English as a second language had previous post-secondary experience, as had 38 percent of those who did not learn English as a second language.
Student Profile: Rachid

Rachid is a 20 year old from an immigrant family who has lived in Canada for most of his life. He has cerebral palsy with some challenges including difficulty with walking, partial paralysis in his left arm, speech difficulties, and learning disabilities related to writing and processing of information. Rachid graduated from high school with a modified program. He lives at home with his mother and father but is motivated to secure employment so he can become independent. He has his driver’s license and did have his own car for a short period of time.

He is a very likeable and engaging young man. Rachid was referred to our program by his special education high school teacher with the hope that he would be able to discover what his capacity for employment was and to have some ‘doors’ open for him. All his classmates and co-workers have said they really like Rachid and enjoy his company.

Rachid’s interest assessment and self-report targeted potential work in the automotive field. We secured a work placement for him at a truck rental outlet where Rachid experienced a variety of tasks from cleaning vehicles to learning how to wire trailers. His employer was impressed with his desire and ability, considering his limitations. To be employed by this organization each employee must pass their entrance exam. Faculty spent time each week prepping Rachid for this test, which he passed. He was hired but discovered that after a short while, he had too much difficulty with some of the more physical aspects of the paid employment, including the speed at which he needed to work. He subsequently left this employment and returned to us for more work experience in another field.

We advised Rachid to try work experiences with large retail outlets. He had successful work placements and all reports came back positive. The employers invited him to apply for work but made no guarantees.

Student Profile: Wanda

Before entering the program, Wanda’s schooling was erratic because there was not a special education program in her school and the regular classroom couldn’t provide adequately for her needs. When she entered our program, she was working at about a Grade 4 level. Wanda was sharing an apartment with a roommate; both had care-aid assistance. Wanda has cerebral palsy. She uses a wheel chair, has limited speech and fairly good use of her hands and is able to operate a keyboard without extensive assistance. Her motivation was good, and she attended the program five days a week.

Wanda went through the regular intake procedure for the program. We interviewed her to determine her goals, appropriateness for our program, and computer skills. We assessed her needs for specialized equipment and gave her a writing assessment to determine her literacy level.

The program teaches literacy and numeracy using speech-assisted computers. It runs for two semesters per year, 15 weeks per semester, 5 hours a day. Students attend as many days and hours as their energy allows.

Wanda took part in a language experience approach to literacy. She wrote from her own life experience and kept a journal and a portfolio and worked with the instructor one-on-one. She eventually worked her way up to a Grade 9 level of literacy and left our program to attend our regular Adult Basic Education program.
Assessment Information

The Phase I Program Inventory found that many ASE programs\(^3\) are intended for multiple client groups and students with cross disabilities. The most common primary client group for the ASE programs listed in the inventory are students with an intellectual or developmental disability (79 percent), followed closely by students with a learning disability (75 percent of programs). Three-quarters (73 percent) of the ASE programs require a “diagnosis or history that identifies difficulty with learning” for admission into the program. One-quarter (27 percent) require Grade 5 reading skills for admission.

In the Phase II Registrant Study, almost two-thirds (64 percent) of students have multiple conditions or health problems, according to the information reported on the ASE questionnaires.

### Exhibit 5 - Number of Known Conditions or Health Problems

- One (34%)
- Two (30%)
- Three (15%)
- Four (10%)
- Five or more (9%)
- Unknown (2%)

Base: Total respondents n = 637.

Most frequently, ASE students have learning disabilities or developmental disabilities, followed by mental health problems. Among the 623 students for whom one or more conditions or health problems were reported (i.e., excluding the 2 percent of students for whom conditions were not reported):

- 47 percent have learning disabilities, such as Attention Deficit Hyperactivity Disorder (ADHD), Mild Intellectual Disorder (MID), or non-verbal learning disabilities.\(^4\)

---

\(^3\) Please note that the ASE programs included in the Phase I Program Inventory are slightly different from the ASE programs in the Phase II Registrant Study. There are 50 programs in the inventory, while there are 45 referenced in this Registrant Study—some programs were not underway during the September to November 2006 time period.

\(^4\) Please note that ASE students with disabilities will commonly identify themselves as having a learning disability rather than another form of disability, especially developmental disabilities. Unless there is documentation to the contrary, others may continue to use this description.
• 46 percent have developmental disabilities, such as Prader Willie Syndrome or are mildly to moderately mentally challenged.
• 25 percent have mental health problems (including emotional, psychological, or behavioural conditions), such as ADHD, anxiety attacks, Bipolar Disorder, depression, Obsessive Compulsive Disorder, and Schizophrenia.
• 23 percent have speech or language difficulties, such as delayed development, stuttering or difficulties associated with Cerebral Palsy, or a cleft palate.
• 21 percent have vision difficulties; for example, they are blind in one or both eyes.
• 20 percent have a neurological disability, such as a brain injury, Cerebral Palsy, or Epilepsy.
• 15 percent have hearing difficulties; for example, they are hard of hearing or are deaf in one or both ears.
• 14 percent have difficulty with mobility (walking or moving around); for example, as a result of gross motor delays, Cerebral Palsy, Spina Bifida, or a club foot.
• 8 percent have Autism Spectrum Disorders.
• 8 percent have Fetal Alcohol Syndrome Disorders (FASD).
• 6 percent have Down Syndrome.

At least 44 percent of the ASE students surveyed have had a professional assessment done recently (within the last 7 years) to determine their educational needs. This assessment differs from an instructor’s professional judgment of educational needs.

Exhibit 6 - Professional Assessment Completed

At least 54 percent of ASE students who are younger than 22 years and 35 percent of those who are 22 years of age or older have had professional assessments done. As well, at least 50 percent of students with more than one condition or health problem and 32 percent of those with only one have had professional assessments done.
Since students with learning disabilities make up almost half of the ASE students surveyed, 50 percent of the assessments done are with students with learning disabilities. However, students with certain conditions are more likely than others to have had professional assessments done. At least 59 percent of ASE students with speech difficulties, 57 percent of those with mental health problems, and 56 percent of those with Autism Spectrum Disorders have had a professional assessment done within the past 7 years. At least 37 percent of ASE students with vision difficulties have had such an assessment done.

Psychologists or psychiatrists are the professionals who have completed assessments for ASE students most often. Professionals completing ASE students’ assessments include:

- Psychologists or psychiatrists (28 percent);
- Special education consultants (12 percent);
- Social workers (10 percent);
- College advisors or instructors (5 percent);
- Speech or language therapists (4 percent); and,
- Other professionals or specialists, such as a doctor, occupational therapist, or audiologist.

An assessment of estimated reading level is available for 59 percent (n=373) of ASE students. The majority (72 percent) of the ASE students with such assessments read at less than a Grade 7 level.

Sixty-seven percent of ASE students who learned English as a second language have had a reading assessment done, as have 64 percent of other students.
Seventy-one percent (n=453) of the ASE students in the study are reported to be working with professionals in addition to their instructors—either one professional (37 percent) or more than one professional (34 percent).5 Thirty-seven percent of the ASE students are connected to social workers and 26 percent with Community Living BC facilitators.6

The survey also showed that 78 percent of ASE students who are 22 or older and 64 percent of those who are younger than 22 are working with professionals, as well as 75 percent of students whose first language was English and 51 percent of students who learned English as a second language.

The likelihood that a student is working with a professional varies somewhat by condition. For example, 46 percent of those with developmental disabilities and 34 percent of those with mobility difficulties work with social workers. Further, 59 percent of students with Down Syndrome, 58 percent of those with Autism Spectrum Disorders, and 53 percent of those with Fetal Alcohol Syndrome work with social workers.

With regard to other professionals, 32 percent of students with vision difficulties, 29 percent of those with hearing difficulties, and 28 percent of those with mobility difficulties work with disability facilitators from community agencies, and 54 percent of students with mental health problems work with mental health workers.

5 In some cases “working with” may mean only that the student is on the professional’s caseload.
6 Please note that responsibility for people with developmental disabilities has recently shifted from the Ministry of Children and Family Development to Community Living BC. The worker name has also changed—from social worker to community living facilitator. It is possible that in a majority of cases, respondents are talking about the same professionals.
Student Profile: Eve

Eve is a young woman, with Neurofibromatosis, Turner’s Syndrome, and Ehlers-Danlos Syndrome. She presents as shy but friendly and wanting to please. Academically, Eve is able to read and comprehend information at a grade four level but struggles with the processing. She tends to shut down when unsure of what to do rather than asking for assistance. She requires step by step, clear instructions and additional time to process. Eve received a leaving certificate from high school where she was successful in her modified program. She experienced successful work experiences through school but has not had a paying job.

Eve has a supportive single parent home and is connected with community organizations and the Special Olympics. She has a small group of friends and a support worker she sees regularly.

This student has come with the strong desire to find a career in the field of child care worker. She would also consider working in the food services industry.

The instructor interviewed Eve. Eve was well prepared arriving on time with her School Portfolio and her disability documentation. She was cooperative but visibly nervous. She was able to communicate with minor prompts and seemed to relax close to the end of the interview. She had several people both past teachers and professionals as personal references. All referees agreed that Eve would be a good candidate for the program, were able to talk about her success and her limitations. Eve was accepted into the program.

Eve’s program was a full-time, pre-employment program for people with disabilities. It ran for eight months, three days per week from 8:30–3:00. It included several modules in areas such as self awareness, career exploration, interview skills, computers, retaining employment etc. It also included an in-house work placement at the host institution and two community work placements: one in food service and one in a daycare facility.

Eve graduated from the program having decided to follow the child care field. She volunteered in a daycare and was connected to a local employment agency with a program for people with disabilities. Eve and the agency were able to convince the daycare facility where she volunteered to hire her on with a wage subsidy. The subsidy has since run out and Eve continues to work as a paid child care assistant at the daycare facility. Eve is also taking a certificate program one module at a time through the university college. She is able to access support from Disability Services when required. She is apparently doing well in both her job and in her education and is pleased with the direction she is leading her life.
Services Information

Many public post-secondary institutions in British Columbia have a range of services they can offer ASE students. These are additional services not automatically part of ASE programs. In some instances services can be an issue; e.g., deaf or hard of hearing or visually impaired students may find that technical or personnel limitations restrict the services available. However, not all requested devices or services may be needed. For example, many students would like teacher’s aides (similar to those they worked with in high school), but the low ratio of students to faculty in ASE programs already takes this into account. That is, ASE instructors have fewer students in their classes than do high school teachers.

The Phase I Program Inventory listed the services available to students of ASE programs. For example, ASE students are eligible for interpreter services in 67 percent of the programs in the inventory and for adaptive equipment in 48 percent of the programs.

In the Phase II Registrant Study, assistive devices or services have been requested from the institution by the student, caregiver, or parent for at least 14 percent of the ASE students in the study. A further 23 percent of these ASE students would benefit from an assistive device or service from their institution, based on the observations of the faculty members involved in completing the ASE questionnaires. In comparison, at least 55 percent of the ASE students are not seen as requiring assistive devices or services.

The majority (68 percent) of the ASE students who request, or would benefit from, devices or services would benefit from more than one—that means, of all the ASE students in the survey, 25 percent have requested or would benefit from multiple services (from two to nine different types).

Most frequently, the assistive devices or services requested or of benefit are a tutor or teacher’s aide and counselling services.
The percentage of students who request or who would benefit from services or devices varies according to specific conditions, for example:

- 13 percent of students with neurological disabilities have requested or would benefit from note takers or readers;
- 39 percent of students with Down Syndrome have requested or would benefit from tutors or teacher’s aides;
- of the students with vision difficulties, 47 percent have requested or would benefit from computers with Braille, large print, or speech access; 39 percent, recording equipment or portable note takers; 38 percent, Braille or large print reading materials; 38 percent, talking books; and 21 percent have requested or would benefit from magnifiers or CCTVs;
- 27 percent of students with hearing difficulties have requested or would benefit from sign language interpreters and 19 percent have requested or would benefit from oral language services; and

<table>
<thead>
<tr>
<th>Assistive device or services requested or of benefit</th>
<th>% of ASE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A tutor or teacher’s aide</td>
<td>20%</td>
</tr>
<tr>
<td>Counselling services</td>
<td>13%</td>
</tr>
<tr>
<td>A computer with Braille, large print, or speech access</td>
<td>11%</td>
</tr>
<tr>
<td>Talking books (for visually impaired and/or low literacy students)</td>
<td>11%</td>
</tr>
<tr>
<td>Recording equipment or portable note takers</td>
<td>11%</td>
</tr>
<tr>
<td>Braille or large-print reading materials</td>
<td>8%</td>
</tr>
<tr>
<td>Note takers or readers</td>
<td>8%</td>
</tr>
<tr>
<td>Magnifier or closed circuit television readers (CCTVs)</td>
<td>5%</td>
</tr>
<tr>
<td>Sign language interpreters</td>
<td>4%</td>
</tr>
<tr>
<td>Computer-hardware or software</td>
<td>4%</td>
</tr>
<tr>
<td>Oral language services</td>
<td>3%</td>
</tr>
<tr>
<td>Attendant care services</td>
<td>2%</td>
</tr>
<tr>
<td>Frequency modulation (FM) device/microphone (for students who are hard of hearing)</td>
<td>1%</td>
</tr>
<tr>
<td>Job coach</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
</tbody>
</table>

Base: Total respondents n = 637.
12 percent of students with mobility difficulties have requested or would benefit from attendant care services.

Over one-quarter (27 percent) of the ASE students had all or some of the services they requested or that would benefit them arranged at the time their ASE student questionnaire was completed, while 9 percent had none of them arranged. This means that of the ASE students who requested or who would benefit from specific services, 73 percent had some or all of them arranged at the time of the study.

Of students who are 22 or older who requested or would have benefitted from services, 80 percent had some or all of those services arranged; 61 percent of those younger than 22 had some or all arranged. Again of those who requested or who would have benefited from services, 88 percent of those who learned English as a second language versus 69 percent of those whose first language was English had some or all services arranged, and 80 percent of students with a professional assessment done in the past 7 years had some or all of their services arranged, compared with 73 percent of those who hadn't had such an assessment done.

There were certain services or devices that were arranged for most of the students who requested or would have benefited from them by the time the ASE questionnaire was completed, a couple of months into the semester. Some or all services were arranged for:

- 100 percent of those requesting or benefiting from oral language services;
- 98 percent of those requesting or benefiting from Braille or large print reading materials;
- 96 percent of those requesting or benefiting from sign language interpreters;
- 94 percent of those requesting or benefiting from magnifiers and CCTVs;
- 91 percent of those requesting or benefiting from recording equipment or portable note takers; and,
- 88 percent of those requesting or benefiting from talking books; and,
- 87 percent of those requesting or benefiting from a computer with Braille, large print or speech access.
Student Profile: David

The School District referred a Grade 12 student to the program. David (not his real name) participated in a pre-screening interview with the instructors and provided the college with his Individual Education Plan (IEP).

David did require a full-time classroom support worker in the classroom. David was diagnosed with Global Developmental Delay. In a classroom environment he had difficulty understanding abstract concepts and inferences, sequencing information, recalling details, facts, and information, and problems with written and visual materials and social interactions.

David along with eight other students with disabilities spent 15 weeks in the classroom taking pre-employment and life skills training. The work experience was 120 hours (approx 5 weeks). David has an interest in Ski Doos and four-wheelers and spends many hours taking apart engines and rebuilding them in his spare time. David chose a Ski Doo/four wheeler repair business for his work experience placement, where he helped take apart engines and repair various pieces of equipment. After the first week of the placement, it was apparent that David did not need constant supervised support as he found hands-on learning very easy to grasp. Under the supervision of the business owner, he worked independently for the remainder of the hours.

Once the work experience was complete, David was offered a part-time position fixing Ski Doos, four wheelers and motorbikes along with other assigned duties. Once he has completed Grade 12, his hours will increase to full-time. David is doing extremely well at the business and with the support of the business is interested in pursuing an apprenticeship in the area of Small Engine Repair.

Student Profile: Charlene

Charlene is a young woman with severe reading difficulties (dyslexic & sequencing) and poor hand-eye coordination. She demonstrated good auditory and visual memory and good old common sense.

Throughout the childcare program, she was supported with audio tapes of the reading materials and a scribe to complete her assignments. Classes were structured to include a lot of discussion with a rich exchange of ideas gained from each student’s work experience placements. The program included participation in a Kwantlen continuing education night school classes once each week and one Saturday each month, along with 5 work experience placements (5 weeks each) and extensive tutoring assistance in the classes once each week and 3 weeks between each work experience placement.

At the end of the 10 month program, Charlene obtained temporary full time employment with a local daycare centre. To satisfy licensing requirements for credentials, Charlene went on to successfully complete one ECE course to obtain her ECE assistant letter. The only support Charlene required for the ECE course was having the text on tape. Because of her earlier learning, she easily passed the course, increasing her confidence and allowing her to be hired as a permanent employee at the daycare centre.
Program Information

The Phase I Program Inventory found that 80 percent of ASE programs have more than one objective; 48 percent have two objectives. The most common program objective in the inventory is “employment preparation”—it was reported for 73 percent of the programs.

Similarly, in the Phase II Registrant Study, most of the programs that ASE students enrol in have multiple objectives. The majority focus on employment preparation and personal success (life skills development).

The majority of ASE students enrolled in programs that were wholly or partly employment-related, including career planning, job preparation, employability and transition programs, as well as those teaching skills related to specific occupations (e.g., Food Services Assistant and Child Care Aide). Five percent or more of ASE students are registered in Independent Living Skills, Basic Occupational Education Program, or ASE Part-Time Literacy Courses. A full list of the programs students are enrolled in is presented in Appendix B.

One-in-two (54 percent) ASE students enrolled full-time in their programs, 44 percent enrolled part-time and for 2 percent whether their enrolment is full-time or part-time is unknown. (From the Phase I Program Inventory: 54 percent of ASE programs are delivered full-time, 21 percent are delivered part-time, and 25 percent allow students to register either full or part-time.)
Among the 615 ASE students (97 percent of the students in the study) for whom enrolment dates are known, the majority (78 percent) enrolled in or after September 2006. An additional 6 percent of these students enrolled earlier in 2006. Eleven percent enrolled in 2004 or 2005 and 5 percent enrolled before 2004 (the earliest in 1989).

**Student Profile: Sandy**

Sandy is a 41 year old woman who tests at the mild mental handicap range and is a part-time student. She was referred to the program.

Intake documentation indicated that Sandy was socially isolated and had low self esteem. She indicated she was reluctant to attend classes as in her previous experience in the school system she had been subjected to bullying and her experience attending adult literacy classes had been negative. Sandy had obtained several employment positions in the past in the retail and food service industries but had been unsuccessful at maintaining employment. She was unemployed for ten years prior to attending the program.

Sandy began attending elective courses. Sandy experienced success in these courses and took on a leadership and mentor role for many of the other students. She reported that by attending the college program she gained confidence and increased her self esteem.

During her first year at the college Sandy worked with the program to obtain part time work in a busy restaurant as a dishwasher/prep cook. She returned to the college the following year to attend the Workplace Safety course while continuing and increasing her employment hours.

**Student Profile: Nathan**

Nathan is a young man with Asberger’s Syndrome. He enrolled in the career exploration option of the program. He moved from a smaller community.

Although he had an interest in wanting to work, adjustment to a new city, a new group of peers and a different environment was difficult in the Fall Semester. There were some problems arriving for class on time, in grooming and in developing peer relationships. He was also found “borrowing” food from other lunches as he was having trouble managing his finances and shopping.

Throughout the second semester many of these issues were resolved as he learned to trust faculty and develop relationships with his peers. His final practicum is in a busy family style restaurant kitchen, where he is doing well. On one occasion his supervisor heard him in the next room, “Goodbye Anna, I’m leaving now. I’ll see you tomorrow.” Not knowing what was happening she found Nathan practicing saying good bye to his co-workers and supervisor.

Nathan is planning to return next academic year to take another program.
Educational Goals

The ASE questionnaire asked whether enrolling students had one or more of four types of educational goals: employment preparation, vocational skills, academic skills, and life skills. Most ASE students (80 percent) held more than one educational goal when enrolling in their ASE program.

The students’ families or caregivers agreed that most ASE students had multiple reasons for enrolling in their ASE programs. However, students’ goals from the family or caregiver perspective are less likely to be known by those completing the ASE questionnaires. They are also less likely to be applicable; for example, such goals may not apply to single ASE students with no caregivers.

Each of the four types of education goals specified in the questionnaire was selected by between 35 percent and 71 percent of the ASE students. The questionnaire also enabled respondents to specify “Other” goals. Less than 10 percent of ASE students have each of the most common other goals reported in this way, such as computer/technology skills training, basic English upgrading, and career exploration.

Goals for ASE students from the perspective of the family or caregivers were also requested. From this perspective, between 31 percent and 59 percent of ASE students have employment preparation, vocational skills, academic skills, and life skills goals. One percent have computer/technology skills training, basic English upgrading, and career exploration goals.

Since goals from the family or caregiver perspective are unknown or not applicable for 21 percent of ASE students (n=134), the students’ goals from the perspective of their families or caregivers are closer to students’ goals for themselves than they first appear. For example, families or caregivers hold employment preparation as a goal for 75 percent of the 503 ASE students for whom family or caregiver goals are known. They also hold life skills acquisition as a goal for 67 percent, academic skills acquisition for 42...
percent, and vocational skills acquisition for 39 percent of the ASE students for whom these family or caregiver goals are known.

The greatest proportion of ASE students (71 percent) have employment preparation as a goal for enrolling. Of the students who are younger than 22, 82 percent have employment preparation as a goal, as do 74 percent of students with multiple conditions or health problems and 77 percent of those who had a professional assessment done within the past 7 years.

Many ASE students (61 percent) also have life skills, including social skills and communication skills, as a goal for enrolling. Of those who are younger than 22, 68 percent report this as their educational goal. Two-thirds (68 percent) of students with multiple conditions or health problems and 65 percent of students who had a professional assessment done also say life skills was their goal.

Forty-four percent of ASE students have academic skills as a goal for enrolling. A slightly larger percentage (49 percent) of ASE students who are 22 or older report having academic skills as their goal, as do 49 percent of students working with professionals and 46 percent of those with learning disabilities.

Students whose family or caregivers’ goals for them were not known or were not applicable are significantly more likely to have computer skills/training or basic English upgrading among their goals for themselves: 23 percent have computer/technology skills training goals (as compared to 7 percent of all ASE students). Further, 63 percent have employment preparation goals (as compared to 71 percent of all ASE students), while 9 percent have basic English upgrading goals (as compared to 3 percent of all ASE students).

Some educational goals are commonly held together. For example, 86 percent of the ASE students who have vocational skills as a goal also have employment preparation as a goal (as compared to 71 percent of

---

7 These are ASE students for whom family or caregiver goals are not known by those completing the ASE questionnaires, as well as those for whom such goals are not applicable; for example, such goals may not apply to single ASE students with no caregivers.
all ASE students), and 69 percent of students who have academic skills acquisition as a goal also have life skills as a goal (as compared to 61 percent of all ASE students).

On the other hand, employment preparation is less often the objective for those who have academic skills as a goal. Only 62 percent of students with academic goals have employment preparation as a goal (as compared to 71 percent of all ASE students).

The educational goals students have for themselves are consistent with those their families or caregivers have for them. For example, 454 ASE students have employment preparation as a goal for themselves. For 370 of these 454 ASE students, goals from the perspective of their families or caregivers are known. Of these 370 ASE students with employment preparation as a goal, 94 percent (348) of their families or caregivers also have employment preparation as a goal for them.

ASE students’ educational goals are also consistent with the objectives of their programs. For 452 of the 454 ASE students who have employment preparation as a goal for themselves, program objective information is also available. Of these 452 ASE students, 94 percent of the programs they are in also have employment preparation as a goal.

The goals and objectives most consistently held by students, their families or caregivers and their programs are employment preparation and life skills/personal success. More than 90 percent of the students with these goals share them with their families or caregivers and programs. They are in also have employment preparation as a goal.

Eighty-seven percent of ASE students with academic skills acquisition goals share them with their families or caregivers. Similarly, 80 percent of ASE students with these goals share them with their programs.

---

Exhibit 15 – Student Goals, Family or Caregiver Goals, and Program Objectives

<table>
<thead>
<tr>
<th>Goal</th>
<th>Family or caregiver goals</th>
<th>Program objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Preparation</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Life skills/Personal Success</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Academic Skills</td>
<td>87%</td>
<td>80%</td>
</tr>
<tr>
<td>Vocational Skills</td>
<td>87%</td>
<td>79%</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>25%</td>
<td>95%</td>
</tr>
<tr>
<td>Basic English Skills</td>
<td>44%</td>
<td>67%</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>25%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Bases: For each goal, the number of students who had that goal for enrolling; missing values are excluded.

---

8 When these goals or objectives are known and applicable.
9 When these goals or objectives are known and applicable.
Students are more likely than their families or caregivers to have computer skills training goals for themselves; only one-in-four of the ASE students with computer skills training goals have families or caregivers who have this as a goal for them.¹⁰

Most students who have computer skills training (95 percent) as a goal are in programs for which this is also an objective. However, less than half of the students who have basic English upgrading (44 percent) and career exploration (40 percent) as goals are in programs that have these as objectives.

**Student Profile: Doug**

Doug entered the program as a mature student who had experienced a severe mental health crisis, mid life. A career change was needed, probably with retraining. Work capacity and stress management skills were a focus, confidence building on the agenda.

This student identified the following goals at the intake interview:
- sample and explore career possibilities
- live in a structure for an extended period of time
- be motivated (catalyst) in a positive direction
- make a plan, set goals and action steps
- comprehensive procedure of exploration and planning
- be well prepared, less room for unexpected difficulties

These goals were the focus for the student’s participation. Wanting to work with people in recovery and rehabilitation, and having both the interests and the qualities to do this, the occupations identified were Occupational Therapy, Therapeutic Recreation, and Psychiatric Nursing. The student was at first set on Occupational Therapy, despite the long-term educational difficulties for this. Two work experiences and a Field Survey brought him into contact with many people working in the Mental Health Field. Gradually he opened to real consideration of the options and the recommendations he received. On his first work placement he discovered a real satisfaction in working with high need clients, and demonstrated skill and ability in so doing.

Since the student at times experienced agitation, he needed to make adjustments to medications and to learn and practise self-care skills. The student managed to maintain his routine and appreciated the structure and support he received. After the second work placement the student began to re-define his career path. Based on salary and security needs (a single parent) and Labour Market Information he eliminated the Therapeutic Recreation option and made a clear choice for Psychiatric Nursing. In his final presentation to the class this student said, “as I move beyond the doors of this room I am pleased to be able to say that I feel confident about the direction I am moving in.” According to plan, this student accomplished the necessary prerequisites for the Psych Nursing program and was accepted. He is now near the completion of his diploma and recently let me know that he has been offered employment in two hospitals.

¹⁰ When these goals or objectives are known and applicable.
Employment and Volunteer Work

One-in-five ASE students work at the same time as attending their ASE programs. One-quarter have worked at some time in the past—either in the past 24 months or before—though they are not currently working or volunteering. One-quarter of ASE students have never been employed (and are not currently volunteering). One-in-four ASE students are volunteering\(^\text{11}\) at the same time as attending their ASE program. (Seventy-three percent of the programs in the Phase I Program Inventory involve work experiences.)

**Exhibit 16 – Employment and Volunteer Work Status**

- Don’t know/no response (5%)
- Currently working for pay of $8 per hour or more (20%)
- Currently volunteering or working for pay of less than $8 per hour (27%)
- Has never worked (27%)
- Has not worked in 24 months, but worked sometime in the past (11%)
- Not currently working, but has worked in past 24 months (11%)

Base: Total respondents \( n = 637 \).

**Employment**

Twenty percent (\( n = 126 \)) of the ASE students in the study currently work in paid employment at or above $8.00\(^\text{12}\) per hour. This includes part-time, occasional, and seasonal work. Among those working:\(^\text{13}\)

- 44 percent work an average of 8 hours or less per week;
- 38 percent work from 9 to 16 hours per week, on average; and
- 18 percent typically work more than 16 hours per week (including 5 percent who work full-time at 35 to 40 hours per week).

---

11 This includes work-place experience at less than $8.00 per hour.
12 $8.00 was BC’s minimum wage in the fall of 2006.
13 Based on 109 of the 126 ASE students currently employed—those who reported their average hours of work per week.
Male ASE students were more likely to be employed (at $8.00 per hour or more) than female; 24 percent versus 16 percent. Over a quarter—26 percent—of the students who were not working with professionals were employed at the time of the survey.

Although not currently working or volunteering, 11 percent of ASE students have been employed at some time during the past 24 months at or above $8.00 per hour. This percentage was different for some groups of students:

- 39 percent of Aboriginal students;
- 31 percent of students with learning difficulties;
- 29 percent of students with mental health problems; and
- 31 percent of those not working with professionals have worked in the past two years.

Eleven percent of ASE students have been employed at some time in the past (but are not currently working or volunteering, and have not worked in the past 24 months).

Although they haven’t worked recently, 48 percent of students who are 22 or older, 44 percent of those with a single condition, and 41 percent of students with vision difficulties have worked at some time in the past.

Twenty-six percent of ASE students have never been employed (and are not currently volunteering). The percentage of students who have never worked varied for some groups, as follows:

- 36 percent of students who are younger than 22;
- 46 percent of students with Down Syndrome;
- 40 percent of students with mobility difficulties; and
- 32 percent of female students.

**Volunteer Work**

Twenty-seven percent (n=170) of ASE students currently volunteer or participate in volunteer work experiences for pay of less than $8.00 per hour. These could include positions that provide honorariums where students deliver flyers, participate in a sheltered workshop, or volunteer in the community. In a few cases, students may be paid a training wage of less than $8.00 an hour while gaining work experience. Among those in such volunteer or training positions:

- 82 percent participate an average of 8 hours or less per week;
- 10 percent participate from 9 to 16 hours per week on average; and
- 8 percent typically participate more than 16 hours per week (including 2 percent who participate 35 or 36 hours per week).

---

14 Based on 157 of the 170 ASE students currently in volunteer work experiences—those who reported the average hours they participate in these experiences per week.
The rate of participation in volunteer experiences differed from the overall rate for some groups of ASE students, as follows:

- 38 percent of students who are 22 or older;
- 45 percent of students with mental health problems;
- 42 percent of students with developmental disabilities;
- 40 percent of students with learning disabilities; and
- 39 percent of those working with professionals.

For 5 percent of the ASE students, the faculty members completing the survey did not report employment or volunteer work status.

---

**Student Profile: John**

John is a young man who resides with family. John received a school completion certificate through regular and modified classes. John was referred to the program after successfully completing a few work experiences during high school. He showed a positive attitude to whatever task or job was handed to him and received an excellent rating from work experience supervisors.

The program is 38 weeks long and includes 12 weeks of practicum in the community. It was apparent early in the program that John needed assistance to stay on task and be productive. John works and moves at a slow steady pace. Although motivated to learn and work in a production kitchen, the instructors noted that he had difficulty making eye contact and when a task or event caused John to exceed his “comfort zone” he became overwhelmed. Change caused John to become overly nervous. The medication that John was on helped John in most situations; however, ongoing support and teaching of strategies was a necessary component if John was to become “job ready.”

Through practice in the kitchen lab at the College, John increased his cooking knowledge and improved his working speed and stamina. Daily repetition and constructive weekly feedback was helpful. John’s own self-evaluation helped him work toward more independence. The work practicums provided both valuable real-life deadlines and employer feedback that encouraged John. The variety of three different work sites gave John the opportunity to decide if Food Service was the right field for him.

John graduated from the program with a certificate. Through his work practicum he was hired as a basic food service worker on an on-call basis. Within six months this had developed to a part-time position where he was the dishwasher, bus person and handled some basic food preparation. He was paid minimum wage. Within two years he was working in various work stations in this 200 seat cafeteria, full-time at $9.00 an hour. John continues to be a hard worker, dedicated employee and is proud of his achievements and his ability to live an independent life.
Student Profile: Cathy

Cathy, a reserved, mature woman, entered the certificate program. She had completed some regular programs and courses from a variety of universities and institutions.

Cathy has above average cognitive abilities; however she suffers from paranoid schizophrenia, anxiety, and depression. Her mental illness interferes with personal, school, and workplace success. Cathy's goals were to learn how to maintain a positive attitude and to reinforce her coping skills when dealing with people and daily responsibilities.

When Cathy suffers from her illness she has difficulty in building and maintaining positive relationships. Her paranoia causes her to believe that the people around her are talking about her, plotting against her, or will harm her in some way. Cathy's anxiety interferes with her memory and at times she is unable to comprehend verbal or written information.

She depends on an extensive community network for support in maintaining her mental wellness. The network includes: BC Schizophrenia Society, Canadian Mental Health Association, medical health professional case workers, a local organization, and the program.

Cathy was referred to the program. She needed to review and practice many of her personal and workplace skills such as: attitude, behaviour, communication, assertiveness, stress management, and conflict resolution.

During the program Cathy had paid part-time employment, in the co-operative, as a retail clerk. In October, Cathy moved out of the co-operative and began paid part-time employment in a store in the community—a wage subsidized job with a job coach. She worked 3 days a week, 4 hours per shift. For Cathy the job was challenging but provided sufficient personal and financial rewards for her to want to stay. In April the employer offered Cathy permanent part-time employment without the subsidy. Cathy was a good employee.

Cathy enjoyed success throughout the two years in the program. In Cathy's case, the greatest benefit of the program was the socialization and opportunity to debrief in the safety of the classroom environment about the events and people in the workplace. She was able to logically and emotionally work through any difficulties that occurred at work. She was able to continue to work, rather than quit because of a conflict. Cathy's grade average was 80% or higher.
Conclusions

ASE programs deliver courses to a diverse group of students. The ASE students who are part of the ASE Registrant Study comprise a range of ages with an equal mix of males and females. They include individuals with multiple and varied conditions. Some ASE students are employed, some were previously employed, and some have never worked. In addition, there are sizeable groups of Aboriginal ASE students and students who learned English as a second language.

ASE instructors have access to professional or reading assessments for about one-half of their students. As well, a majority of ASE students are on the caseloads of one or more professionals other than their instructors (e.g., social workers). Most of the ASE students do not request assistive devices or services; however, it is possible that a number of those students who do not request devices or services would benefit from them.

ASE programs, students, and their families or caregivers are focused on employment preparation as their primary educational goal. Life skills development is also an important goal of ASE programs, students, and their families or caregivers. Life skills are incorporated into the delivery of employment-related programs or delivered through separate programs.

About one-half of ASE students attend their programs full-time; the rest attend part-time. One-in-two ASE students work or volunteer during their courses. One-quarter of ASE students have worked at some time in the past, though are not working or volunteering while they attend their ASE programs. One-quarter of ASE students have never been employed.

The ASE Registrant Study identified the following strengths:

- Programs are enrolling and delivering services to a diverse student body. ASE students vary widely in terms of their personal characteristics and many face multiple educational challenges.

- The majority of students (71 percent) work with one or more professionals in addition to their instructors. (Although in some cases, “working with” may mean only that these students are on a professional’s caseload.)

- The goals of the students, the goals their family or caregivers have for them, and the objectives of the programs are consistent. For example, for 94 percent of the students with employment preparation goals, their family or caregiver goals and the objectives of their program also included employment preparation.
The ASE student study identified the following as areas that merit further exploration:

- At least 36 percent of ASE students have not had a professional assessment done within the past 7 years (although there was no information on assessments for 21 percent of the students in the study). Similarly, assessments of reading level are only available for 59 percent of students.

- A substantial percentage (30 percent) of the students who did not request assistive devices or services would have benefited from certain devices or services, according to the faculty involved in completing the surveys.
Appendix A: ASE Registrant Study (ASE Cohort Study Phase II) Methodology

The 2006 Adult Special Education (ASE) Cohort Study was undertaken to broaden understanding of the programs offered under the ASE umbrella and to learn more about the ASE students who take these programs. This study is being conducted in three phases; the ASE Registrant Study is Phase II.

ASE Cohort Study Project Management

In early 2006, an ASE Steering Committee was struck to guide the development of the 2006 Cohort Study plan and the research instruments. The committee had representatives from the Ministry of Advanced Education (AVED), the participating public post-secondary institutions, and the Outcomes Working Group (the body that oversees the BC College and Institute Student Outcomes Survey.) BC Stats was contracted to compose the forms, questionnaires, and web interfaces, and set up and maintain the databases required, and to provide the reporting.

Phase I of the study was completed in 2006, with the publication of the ASE Program Inventory. A version of this document is now available to the general public at http://outcomes.bcsarts.gov.bc.ca/Publications/special.asp.

Data Collection

For Phase II of the ASE Cohort Study, BC Stats, in consultation with the ASE Steering Committee, developed the questionnaire that was used to collect information from registered students. The institutions gathered data with all students who were officially registered in an ASE program between September 1 and November 30, 2006. BC Stats developed and maintains the database that contains the information collected during the study.

The information for the Registrant Study was submitted by public post-secondary institutions in BC that offer ASE programming. The institutions were asked to complete a questionnaire with all students registered in an ASE program between September 1 and November 30, 2006. The information was submitted via a web-based interface over a secure site.

The ASE Registrant Study site went live on September 1, 2006. ASE faculty were asked to enter data on students by November 30, 2006. Data entry was completed in December and by January 5, 2007 the entered data were cleaned, validated, and prepared for analysis.

Data from 15 public post-secondary institutions that offer ASE programming were entered. Among these institutions: 4 institutions entered data on 10 students or less; 3 institutions entered data on 11 to 25 students; 4 institutions entered data on 26 to 50 students; and 4 institutions entered data on more than 50 students.
The following table summarizes the number and percent of all students entered.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number of Students</th>
<th>Percent of Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camosun College</td>
<td>18</td>
<td>3%</td>
</tr>
<tr>
<td>Capilano College</td>
<td>33</td>
<td>5%</td>
</tr>
<tr>
<td>College of New Caledonia</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>College of the Rockies</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Douglas College</td>
<td>90</td>
<td>14%</td>
</tr>
<tr>
<td>Kwantlen University College</td>
<td>66</td>
<td>10%</td>
</tr>
<tr>
<td>Malaspina University College</td>
<td>31</td>
<td>5%</td>
</tr>
<tr>
<td>North Island College</td>
<td>10</td>
<td>2%</td>
</tr>
<tr>
<td>Northern Lights College</td>
<td>3</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Northwest Community College</td>
<td>23</td>
<td>4%</td>
</tr>
<tr>
<td>Okanagan College</td>
<td>106</td>
<td>17%</td>
</tr>
<tr>
<td>Selkirk College</td>
<td>29</td>
<td>5%</td>
</tr>
<tr>
<td>Thompson Rivers University</td>
<td>44</td>
<td>7%</td>
</tr>
<tr>
<td>University College of the Fraser Valley</td>
<td>14</td>
<td>2%</td>
</tr>
<tr>
<td>Vancouver Community College</td>
<td>155</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>637</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Analysis and Reporting

This report presents an overview of the student data entered by these institutions. It is being circulated to the participating institutions and to the Ministry of Advanced Education.

The writing of the Phase II Registrant Study Summary Report was contracted to Tindall Consulting.

Analyses for this report included frequencies, crosstabs, and bivariate correlations. In addition, several tests were used—primarily chi square—to determine if the observed differences between groups were statistically significant.

It was not possible to test all of the results displayed in the tables and charts; however, differences noted in the report text as differences are those that were statistically significant, achieving a p value of < .05.

For consistency and ease of presentation, the percentages in the report text, tables, and charts have been rounded and may not always add to 100.
Interpret the findings presented in this report with caution. The ASE cohort is extremely varied and the programs cover very different training needs—putting such a broad range of students together in one system-level report may obscure some of those differences.

The report is intended to be descriptive only; in most cases, the cohort number is too small to permit comparisons that show statistical significance. The results may not be representative of all ASE students since the cohort being described is made up only of the students who were registered during a specific period and may not include all registered students at all institutions during that period.

The answers to many of the questions in the survey included “don’t know,” “unknown,” and no response; in many cases, these percentages are high. These high levels of non-response to questions add to the possibility of non-response bias in the analysis.
### Appendix B: Program Names

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Institution</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Education Transitions Program</td>
<td>College of the Rockies</td>
<td>10</td>
<td>1.6%</td>
</tr>
<tr>
<td>Access for Students with Disabilities</td>
<td>North Island College</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>Access Programs for People with Disabilities Career Awareness Program</td>
<td>Kwantlen University College</td>
<td>24</td>
<td>3.8%</td>
</tr>
<tr>
<td>Access Programs for People with Disabilities Job Preparation Program</td>
<td>Kwantlen University College</td>
<td>31</td>
<td>4.9%</td>
</tr>
<tr>
<td>Alternative Career Training Program</td>
<td>Capilano College</td>
<td>14</td>
<td>2.2%</td>
</tr>
<tr>
<td>APPD Vocational Skills Training - Child Care Aide Option</td>
<td>Kwantlen University College</td>
<td>8</td>
<td>1.3%</td>
</tr>
<tr>
<td>APPD Vocational Skills Training - Food Services Assistant Option</td>
<td>Kwantlen University College</td>
<td>3</td>
<td>0.5%</td>
</tr>
<tr>
<td>ASE Employment Training Program</td>
<td>Camosun College</td>
<td>18</td>
<td>2.8%</td>
</tr>
<tr>
<td>ASE Part-time Literacy Courses</td>
<td>Vancouver Community College</td>
<td>40</td>
<td>6.3%</td>
</tr>
<tr>
<td>ASL for Deaf Newcomers to Canada (Program for Deaf and Hard of Hearing Adults)</td>
<td>Vancouver Community College</td>
<td>5</td>
<td>0.8%</td>
</tr>
<tr>
<td>Basic Occupational Education Program</td>
<td>Douglas College</td>
<td>42</td>
<td>6.6%</td>
</tr>
<tr>
<td>Career and Employment Preparation Program</td>
<td>Douglas College</td>
<td>9</td>
<td>1.4%</td>
</tr>
<tr>
<td>Career Awareness Program</td>
<td>Vancouver Community College</td>
<td>13</td>
<td>2.0%</td>
</tr>
<tr>
<td>Clerical Skills Part-time Courses</td>
<td>Vancouver Community College</td>
<td>8</td>
<td>1.3%</td>
</tr>
<tr>
<td>Consumer and Job Preparation Program</td>
<td>Douglas College</td>
<td>12</td>
<td>1.9%</td>
</tr>
<tr>
<td>Customer Service and Cashier Training Program</td>
<td>Douglas College</td>
<td>12</td>
<td>1.9%</td>
</tr>
<tr>
<td>Education and Skills Training Certificate Program - Career Exploration</td>
<td>Thompson Rivers University</td>
<td>11</td>
<td>1.7%</td>
</tr>
<tr>
<td>Education and Skills Training Certificate Program - Skills Options</td>
<td>Thompson Rivers University</td>
<td>11</td>
<td>1.7%</td>
</tr>
<tr>
<td>Employability Skills Program - Cowichan Campus</td>
<td>Malaspina University-College</td>
<td>6</td>
<td>0.9%</td>
</tr>
<tr>
<td>Employability Skills Program - Powell River Campus</td>
<td>Malaspina University-College</td>
<td>3</td>
<td>0.5%</td>
</tr>
<tr>
<td>Employment and Life Skills Training Program - Nanaimo Campus</td>
<td>Malaspina University-College</td>
<td>22</td>
<td>3.5%</td>
</tr>
<tr>
<td>Employment Transition</td>
<td>North Island College</td>
<td>8</td>
<td>1.3%</td>
</tr>
<tr>
<td>English Upgrading (with the Program for Deaf and Hard of Hearing Adults)</td>
<td>Vancouver Community College</td>
<td>21</td>
<td>3.3%</td>
</tr>
<tr>
<td>Food Service Careers</td>
<td>Vancouver Community College</td>
<td>9</td>
<td>1.4%</td>
</tr>
<tr>
<td>Independent Living Skills</td>
<td>Okanagan College</td>
<td>84</td>
<td>13.2%</td>
</tr>
<tr>
<td>Job Education and Training</td>
<td>Northern Lights College</td>
<td>3</td>
<td>0.5%</td>
</tr>
<tr>
<td>Program Name</td>
<td>Institution</td>
<td>Number of Students</td>
<td>Percent of Students</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>--------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Job Education and Training (JET)</td>
<td>College of New Caledonia</td>
<td>5</td>
<td>0.8%</td>
</tr>
<tr>
<td>Light Warehouse Training Program</td>
<td>Douglas College</td>
<td>11</td>
<td>1.7%</td>
</tr>
<tr>
<td>New Directions Program</td>
<td>Douglas College</td>
<td>4</td>
<td>0.6%</td>
</tr>
<tr>
<td>PACE Program (Preparing for Access to Careers and Education)</td>
<td>Okanagan College</td>
<td>20</td>
<td>3.1%</td>
</tr>
<tr>
<td>Part-Time Life Skills</td>
<td>Thompson Rivers University</td>
<td>12</td>
<td>1.9%</td>
</tr>
<tr>
<td>Retail Food and Supermarket Careers</td>
<td>Capilano College</td>
<td>11</td>
<td>1.7%</td>
</tr>
<tr>
<td>SAME Program (Supported Access to Modified Education)</td>
<td>Okanagan College</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>SARAW (Speech-Assisted Reading and Writing Program)</td>
<td>Capilano College</td>
<td>8</td>
<td>1.3%</td>
</tr>
<tr>
<td>Speechreading (with the Program for Deaf and Hard of Hearing Adults)</td>
<td>Vancouver Community College</td>
<td>5</td>
<td>0.8%</td>
</tr>
<tr>
<td>Transitional Training - Castlegar</td>
<td>Selkirk College</td>
<td>29</td>
<td>4.6%</td>
</tr>
<tr>
<td>Visually Impaired Information Technology</td>
<td>Vancouver Community College</td>
<td>13</td>
<td>2.0%</td>
</tr>
<tr>
<td>Vocational Orientation for the Visually Impaired</td>
<td>Vancouver Community College</td>
<td>33</td>
<td>5.2%</td>
</tr>
<tr>
<td>Work Skills Training Program (Williams Lake Campus)</td>
<td>Thompson Rivers University</td>
<td>10</td>
<td>1.6%</td>
</tr>
<tr>
<td>Workplace Skills Training</td>
<td>Northwest Community College</td>
<td>23</td>
<td>3.6%</td>
</tr>
<tr>
<td>Workplace TASK</td>
<td>University College of the Fraser Valley</td>
<td>14</td>
<td>2.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>637</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Exit Survey Report

Phase III of the
Adult Special Education
2006 Cohort Study
ASE Exit Survey Report
Phase III of the Adult Special Education 2006 Cohort Study

Contents

Introduction ...................................................................................................................5
Methodology .................................................................................................................7
Summary of Findings .....................................................................................................9
  Program completion ......................................................................................................9
  Former students’ immediate plans ..............................................................................9
  Goal achievement .......................................................................................................10
  Program objectives ....................................................................................................11
  Helpfulness of program ............................................................................................12
  How program helped .................................................................................................13
Conclusion ...................................................................................................................15
Appendix A: Exit Survey Questionnaire ........................................................................17
Appendix B: Respondents by Institution and Program .................................................19
Introduction

Building the best system of supports for persons with disabilities is one of the Great Goals of the Province of British Columbia. The programs provided by public post-secondary institutions under the Adult Special Education (ASE) umbrella form an integral part of these supports.

In 2005/06, public post-secondary colleges and university colleges reported delivering 986.6 FTEs in Adult Special Education. With the current funding model, this amounts to approximately $8 million annually in courses to BC learners who face barriers to success in post-secondary education because of a disability or a combination of learning difficulties.

The Ministry of Advanced Education (AVED) and the post-secondary institutions involved wanted to know more about the learners who access ASE courses and how well the needs of these individuals are being met. The Adult Special Education Cohort Study was undertaken to broaden understanding of the programs offered under the ASE umbrella, explore learners’ reasons for applying to these programs, and ask what ASE students are doing after they leave their programs. The study was conducted in three phases.

Phase I Program Inventory (March 2006–June 2006)

The primary purpose of the program inventory was to provide detailed information about the ASE programs available in BC’s public post-secondary institutions. This inventory gave AVED and the institutions a sense of the scope and range of ASE programs and was used to inform subsequent phases of the cohort study.

The ASE Program Inventory Report completed Phase I of the study. While this program inventory was compiled mainly for the use of the participating institutions and AVED, a version of the report is available to the public online at http://outcomes.bcstats.gov.bc.ca/Publications/special.asp. As well, potential students and their counsellors, families, and referral agencies have access to information on ASE programs and services through the Resource Directory of Programs and Services for Students with Disabilities in Public Post-Secondary Institutions on AVED’s website.

Phase II Registrant Study (March 2006–March 2007)

The purpose of the registrant study was to provide clear, reliable, and detailed information about learners who register in ASE programs in BC’s public post-secondary institutions. An online questionnaire was used to collect information about students. The questionnaire was completed by faculty within the institutions, often in collaboration with students, parents, and caregivers.
This study included students who were officially registered in an ASE program or course between September 1 and November 30, 2006; survey information was collected for 637 students. A report of findings was produced—The ASE Registrant Study Report—and is currently available at [http://outcomes.bcstats.gov.bc.ca/Publications/special.asp](http://outcomes.bcstats.gov.bc.ca/Publications/special.asp). Information from the registrant study was used to determine the cohort for Phase III of the ASE Cohort Study.

**Phase III Exit Survey (April 2007–September 2007)**

This part of the study consisted of a brief exit survey that collected information from the students interviewed for Phase II, after they left their programs or courses. (See Appendix A: Exit Survey Questionnaire.) This document presents findings from that survey.
Methodology

The information for the Phase III Exit Survey was collected and submitted by ASE faculty in the public post-secondary institutions in BC that offer ASE programs and courses. They used a web-based interface, which was developed by BC Stats, in consultation with the ASE Steering Committee.

The ASE Exit Survey site went live on May 15, 2007. ASE faculty were asked to conduct the brief interviews with their students and enter their information by July 31, 2007. After the data were downloaded and cleaned, individual summary reports were prepared for each participating institution.

Limitations

The results of this Exit Survey may not be representative of all ASE students since the cohort was made up only of the students who were registered during a specific period and may not include all registered students at all institutions. Furthermore, not all of the former students in the Registrant Study were part of the cohort for the Exit Survey; many were continuing in their program or course and were, therefore, not eligible. Of those who were eligible, a significant number were not available to do the survey. (In some cases, there was no staff on hand at the institutions to conduct the interview, since the interview period was over the summer months.)

The final number of respondents is too small to permit analysis by program or by institution; the information summarized in this report is at the system level only. This type of presentation masks the differences that may exist between students in different programs. The programs under the ASE umbrella are very diverse and are taken by a broad range of students for many different reasons. (See the ASE Phase I Program Inventory and the ASE Phase II Registrant Study Report.) The results presented in this report should be interpreted with caution.

Data for this report

There were 637 students in the ASE Phase II Registrant Study who were potential candidates for the Exit Survey. Not all of those students were actually eligible for Phase III, because they were still in the same program or they intended to continue in the same program after a summer hiatus.

Information was entered electronically for a total of 354 former students; however, when the data were reviewed it was determined that some of the surveys were for ineligible students—they were actually continuing in the same program or course. The final number of exit surveys available for this analysis was 329 or 52 percent of the students in the Registrant Study.
The former students who answered the exit survey had recently left one of 36 programs or courses at one of 14 public post-secondary institutions that deliver ASE programming in BC. (See Appendix B for numbers of respondents per program and institution.)

For consistency and ease of presentation, the percentages in the report text, tables, and charts have been rounded and may not always add to 100. The missing values have been included with “Don’t know” or “unknown,” because it is not possible to distinguish between what was unknown to the student and what was unknown to the faculty entering the data.
Summary of findings

Program completion

Of the 329 eligible former students who did the exit survey, 88 percent completed their program and 10 percent did not. Completion status for 2 percent was unknown.

For the students who did not complete their programs, the faculty were asked to provide a reason. The largest number, 13, withdrew for health or personal reasons, 9 didn’t meet the criteria for completion, and 6 had difficulty with their work experiences. Reasons for the remaining 6 former students were not specific enough to code.

Former students’ immediate plans

The former students were asked what their immediate plans were. Many gave more than one response. The largest number (146) said “further education”; although almost the same number (144) had “employment” as part of their plans. Other, less frequently-cited plans included job searching and volunteering, while others were personal. The plans for 7 percent of the respondents were unknown.

There was considerable overlap among the goals; for example, between the top two goals—employment and further education—49 respondents were planning to work and return to school. Also of those planning on further education, 24 were going to look for a job, and 17 intended to volunteer.
Goal achievement

Former students were reminded of the goals they had said they had for enrolling in their programs—this information was captured for the Registrant Study—and then they were asked if they had achieved those goals. A large majority said yes. Less than one-fifth of respondents said they only achieved some of their goals, and very few said “no” meaning they achieved none of their goals.

At the time of the Registrant Study, employment had been the only goal or the primary goal (among some or several other goals) for 79 percent of the former students who did the exit survey. A much smaller percentage of former students had cited academic goals as their only or primary goal—this group had not had employment as a goal. Other primary goals included personal success and developing vocational skills. The following table shows the percentages of respondents who said they achieved all, some, or none of their goals, by the type of goal they had had 6 to 11 months earlier.

<table>
<thead>
<tr>
<th>Achieved goals, by type of goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved Goals</td>
</tr>
<tr>
<td>n</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Academic Goals</td>
</tr>
<tr>
<td>Employment Goals</td>
</tr>
<tr>
<td>Personal Success</td>
</tr>
<tr>
<td>Vocational Skills</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

The former students who said they only achieved some of their goals or did not achieve any were asked to explain why not. Almost half said they needed more training or experience or were not ready for employment, other respondents cited health or personal reasons, some had not found a job yet, and a few changed their minds.
Program objectives

The programs or courses taken by ASE students usually had more than one objective, often including two, and sometimes all three, of the following purposes: employment preparation or vocational skills training, personal success or life skills development, and academic or literacy skills development. The majority of the programs or courses taken by the Exit Survey respondents had components on vocational skills or employment preparation, including job search and work experience. There was considerable overlap of objectives, so even though a large majority (82 percent) of respondents had taken a program to focus on employment preparation or vocational skills, over half were also studying for personal success.
Helpfulness of program

The former students were asked the following questions, according to the objectives of the program or course they had taken:

- Did the program or course help you prepare for work?
- Did the program or course help you become more independent?
- Did the program or course help you develop your academic or literacy skills?

Overall, large majorities said they had been helped. Of the former students who took a program or course that had employment preparation or vocational skills training as stated objectives, 80 percent said their studies helped them prepare for work. An even higher percentage—84 percent—of those who took a program or course that included personal success or life skills development as goals said they were helped to become more independent. And 70 percent of those who took a program or course with academic or literacy skills development as objectives said it helped them develop those skills.

Not very many former students gave negative responses to these questions; however, 12 percent of those who took a program or course that included academic skills said they were not helped to develop academic or literacy skills.

### Did the program or course help you...

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>...prepare for work?</td>
<td>80%</td>
<td>2%</td>
<td>19%</td>
</tr>
<tr>
<td>...become more independent?</td>
<td>84%</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>...develop academic skills?</td>
<td>70%</td>
<td>12%</td>
<td>19%</td>
</tr>
</tbody>
</table>

Respondents = 329
How program helped

All respondents were asked to say how their program or course helped them. Almost every former student surveyed answered this question—302 out of the 329 in the dataset. The differences in responses reflected the differences in students and emphasize once again the range of students that these programs accommodate.

Although the programs or courses had overlapping goals, the following responses are sorted according to the three main groupings of program objectives: employment preparation or vocational skills training, personal success or life skills development, and academic or literacy skills development.

Many of the former students whose program or course emphasized employment or vocational skills said they learned job skills, got good work experience, or even that they found employment as a result of their training. A large component of what they learned was self-confidence; this was mentioned a number of times and was important to students regardless of their skill level or abilities.

Before the program I was spending time at home and helping my Mom and after the program I am getting out more, and working and I go to places to see people to help me to find a job. The program helped me a lot.
Confident about finding a job, better interview skills.
Found full-time employment, financially independent.
Helped me get over my shyness. Helped me think I can get a job and keep it.
Helped with independence, and learned to listen more; helped me get a job through work experience.
I feel that I have a better chance at getting a job now. I am also more able to make my own decisions . . . . I am also smarter now.
I learned how to be more independent. I learned about what employers want from a worker (i.e. be on time; act in a mature way). I got to explore a variety of jobs and meet different kinds of people in the workplace.
It gave me job skills and more confidence.
It got me a job!
It helped me in a lot of ways with my confidence and self esteem. It grew so much. It helped me realize the goals I wanted and how to achieve them and basically what career I wanted and how to pursue it to get there.

The majority of former students had taken programs or courses that included elements of personal success or life skills development. These skills are essential for any other education or employment.

Made me more confident in myself - opened me up to what is out there - for employment.
Improved my skills - brought up my abilities - improved my patience and my behaviour - communication skills have improved.
Friends; connecting with others; lifelong learning is crucial and adds another dimension to everyday life; love going to school; a good experience.

Helped me decide what kind of job I want and helped me get signed up for a computer program.

Helped me get over my shyness. Helped me think I can get a job and keep it.

Helped me to know when I need help and the right words to ask for help.

I am better at organizing and more able to communicate with people. I am able to keep my job and don't worry so much about getting a new job.

I am much better at keeping a job. Also I am more confident to do other things and I get along with people better. I know more about how smart I am and I am getting better at reading and writing.

I learned how to read a bus schedule and to take the bus. I know about job readiness and to be on time. I really liked working.

I liked to be able to learn how to do things on my own.

It gave me new ways to deal with work and personal problems. It also boosted up my confidence by learning about different skills.

Made new friends. Made me less shy.

Former students who had taken a program or course that included academic or literacy goals were likely to say their studies had improved their reading, writing, and comprehension skills; they also improved their English language, math, and computer skills.

I'm reading much better.

Helped me get better at reading and writing. My mom was surprised I could read a banner at the parade.

Counting money, learning math and flyers and how much things cost.

I got a computer and can use it independently at home.

I got my GED and improved my vocabulary. I learned word processing skills too.

I learned Braille. I practiced my writing skills. I learned a lot about word processing.

My English is better and I have better computer skills.

My math skills are getting better, a little bit.

My reading is better. I like to read. I read at home. I got books for my birthday.

Reading comprehension and math skills have improved.

Update my computer skills at my own pace in a non intimidating atmosphere. Added certain amount of structure & routine into my schedule. Valuable, transferable skills.
Conclusion

The ASE Phase III Exit Survey was undertaken to find out what former students were doing immediately after leaving their Adult Special Education programs or courses. The former students who were eligible for the Exit Survey were those who had been enrolled in an ASE program or course sometime between September 1 and November 30, 2006 and who had left by the time they completed the Exit Survey. The majority of survey respondents completed their program or course.

Upon leaving, most of the former students planned to seek employment or pursue further education. Over three-quarters said they achieved all their goals for enrolling. Those who had vocational skills or personal success as their goals were particularly likely to say they had achieved them. Of the respondents who did not achieve all their goals, half thought they needed more training.

Large majorities agreed that their program or course helped them prepare for work, develop academic skills, and become more independent. Many former students noted that they had increased their independence and developed self-confidence—important steps toward achieving any goal, and particularly for finding employment. A number of respondents said they had found employment as a result of their course work.

While the former students surveyed were a little less likely to agree that their program or course helped them develop academic skills, as compared with work or life skills, many said they had improved their reading, writing, and math skills, and had learned computer skills. These skills are important for employment training as well as preparation for further education.

Most of the ASE programs and courses taken by the exit survey respondents had an employment or vocational skills focus, although they usually had other purposes as well; for example, an employment preparation program could include a certain amount of academic upgrading and a significant focus on life skills development. Life skills or personal growth development is vital for the majority of students who take ASE courses.

ASE programming is complicated, but it must address the challenges of servicing a diverse student body with an enormous range of problems and conditions. For the most part, these challenges are being met: the majority of the former students who provided information for the Exit Survey said that the programs or courses they took helped them to develop academic skills, prepare for work, and, above all, to become more independent.
Appendix A: Exit Survey Questionnaire

Student Information  ***Note that the web form will automatically show the student information***

<table>
<thead>
<tr>
<th>Item</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>&lt;Institution-assigned student ID&gt;</td>
</tr>
<tr>
<td>Last name</td>
<td>&lt;Student's last name&gt;</td>
</tr>
<tr>
<td>First name</td>
<td>&lt;Student's first name&gt;</td>
</tr>
<tr>
<td>Institution</td>
<td>&lt;Institution&gt;</td>
</tr>
<tr>
<td>Program</td>
<td>&lt;Program name&gt;</td>
</tr>
</tbody>
</table>

<User name>, please ask the student who is leaving (or has left) their program the following questions.

**Phase III ASE Exit Survey Questions**

1. What are your immediate plans?
   (Please enter a one or two word response, such as: "employment", "job searching", volunteering", "further education", or "personal")

   ____________________________________________
   ____________________________________________
   ____________________________________________

   □ Check this box if immediate plans are unknown

2. When you started the program or course you said that your goal(s) for enrolling was/were:
   <The web form will automatically show the student's goal(s) from the ASE registrant study>

   Did you achieve that goal/these goals?
   ○ Yes (all)
   ○ No
   ○ Some
   ○ Don't know

   If achieved only some or no goals, why not?
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. The program objective(s) was/were:
   <The web form will automatically show the program objective(s) from the ASE program inventory>

   If one of the program objectives was employment preparation or vocational skills training, please ask the following question:

   a. Did the program or course help you to prepare for work?
      ○ Yes
      ○ No
      ○ Don't know
ASE Phase III Exit Survey

Phase III ASE Exit Survey Questions continued…

If one of the program objectives was personal success (life skills development), please ask the following question:

b. Did the program or course help you to become independent?
   - Yes
   - No
   - Don’t know

If one of the program objectives was academic skills development or literacy skills, please ask the following question:

c. Did the program or course help you to develop your academic or literacy skills?
   - Yes
   - No
   - Don’t know

If the answer to any part of question 3a, b, or c was Yes, please ask the following question, otherwise skip to the next section (Faculty/Faculty Questions)

4. How did the program or course help you? (Please record response verbatim)

Instructor/Faculty Questions

Did the student complete the program or course?
   - Yes
   - No
   - Don’t know

If the student did not complete the program or course, why not?

23/05/2007
<table>
<thead>
<tr>
<th>Institution</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camosun College</td>
<td>15</td>
</tr>
<tr>
<td>ASE Employment Training Program</td>
<td>15</td>
</tr>
<tr>
<td>Capilano College</td>
<td>25</td>
</tr>
<tr>
<td>Alternative Career Training Program</td>
<td>12</td>
</tr>
<tr>
<td>Pre Occupational Skills Training Program</td>
<td>11</td>
</tr>
<tr>
<td>SARAW (Speech-Assisted Reading and Writing Program)</td>
<td>2</td>
</tr>
<tr>
<td>College of New Caledonia</td>
<td>3</td>
</tr>
<tr>
<td>Job Education and Training (JET)</td>
<td>3</td>
</tr>
<tr>
<td>College of the Rockies</td>
<td>3</td>
</tr>
<tr>
<td>Access Education Transitions Program</td>
<td>3</td>
</tr>
<tr>
<td>Douglas College</td>
<td>66</td>
</tr>
<tr>
<td>Basic Occupational Education Program</td>
<td>25</td>
</tr>
<tr>
<td>Career and Employment Preparation Program</td>
<td>9</td>
</tr>
<tr>
<td>Consumer and Job Preparation Program</td>
<td>12</td>
</tr>
<tr>
<td>Customer Service and Cashier Training Program</td>
<td>11</td>
</tr>
<tr>
<td>Light Warehouse Training Program</td>
<td>9</td>
</tr>
<tr>
<td>Kwantlen University College</td>
<td>34</td>
</tr>
<tr>
<td>Access Programs for People with Disabilities Career Awareness Program</td>
<td>14</td>
</tr>
<tr>
<td>Access Programs for People with Disabilities Job Preparation Program</td>
<td>13</td>
</tr>
<tr>
<td>APPD Vocational Skills Training - Child Care Aide Option</td>
<td>4</td>
</tr>
<tr>
<td>APPD Vocational Skills Training - Food Services Assistant Option</td>
<td>3</td>
</tr>
<tr>
<td>Malaspina University- College</td>
<td>8</td>
</tr>
<tr>
<td>Employment and Life Skills Training Program - Nanaimo campus</td>
<td>8</td>
</tr>
<tr>
<td>North Island College</td>
<td>10</td>
</tr>
<tr>
<td>Access for Students with Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Employment Transition</td>
<td>8</td>
</tr>
<tr>
<td>Northwest Community College</td>
<td>8</td>
</tr>
<tr>
<td>Workplace Skills Training</td>
<td>8</td>
</tr>
<tr>
<td>Okanagan College</td>
<td>18</td>
</tr>
<tr>
<td>Independent Living Skills</td>
<td>8</td>
</tr>
<tr>
<td>PACE Program (Preparing for Access to Careers and Education)</td>
<td>9</td>
</tr>
<tr>
<td>SAME Program (Supported Access to Modified Education)</td>
<td>1</td>
</tr>
<tr>
<td>Selkirk College</td>
<td>9</td>
</tr>
<tr>
<td>Transitional Training - Castlegar</td>
<td>9</td>
</tr>
<tr>
<td>Thompson Rivers University (TRU)</td>
<td>34</td>
</tr>
<tr>
<td>Education and Skills Training Certificate Program - Career Exploration</td>
<td>10</td>
</tr>
<tr>
<td>Education and Skills Training Certificate Program - Skills Options</td>
<td>11</td>
</tr>
<tr>
<td>Part-Time Life Skills</td>
<td>9</td>
</tr>
<tr>
<td>Work Skills Training Program (Williams Lake Campus)</td>
<td>4</td>
</tr>
<tr>
<td>University College of the Fraser Valley</td>
<td>10</td>
</tr>
<tr>
<td>Workplace TASK</td>
<td>10</td>
</tr>
<tr>
<td>Vancouver Community College</td>
<td>86</td>
</tr>
<tr>
<td>ASE Part-time Literacy Courses</td>
<td>35</td>
</tr>
<tr>
<td>Career Awareness Program</td>
<td>11</td>
</tr>
<tr>
<td>English Upgrading (with the Program for Deaf and Hard of Hearing Adults)</td>
<td>3</td>
</tr>
<tr>
<td>Food Service Careers</td>
<td>8</td>
</tr>
<tr>
<td>Retail Food and Supermarket Careers</td>
<td>8</td>
</tr>
<tr>
<td>Speechreading (with the Program for Deaf and Hard of Hearing Adults)</td>
<td>2</td>
</tr>
<tr>
<td>Visually Impaired Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>Vocational Orientation for the Visually Impaired</td>
<td>16</td>
</tr>
</tbody>
</table>