

ACE-WIL BC/ YUKON: SERVICE LEARNING PROGRAM QUALITY STUDENT PREPARATION 2020

QUALITY WIL PREPARATORY CURRICULUM FRAMEWORK

AIMS:

Learning Outcomes & Content

Program objectives and expectations:

Instill civic goals in the learner: a connection to community and between Institution and community.
 Take theoretical learning in the classroom and apply it in a real-world situation with partner in the community.
 Apply attitudes, skills, and knowledge to an employment and/or community context.
 Develop real world employability skills.

Self discovery tools:

Use self-assessment tests.
 Understand flexibility, critical thinking, comfort with unknown, learning from mistakes, adaptability, resiliency.
 Identify personal skills, work values, career, and job choices.
 Develop a personalized work search plan.
 Use career development theory and management strategies.

Application documents:

Develop application documents, prepare a professional resume and program-appropriate resume and cover letter.
 Understand hiring and recruitment process and labor market information.

Communication skills:

Practice interview skills, career communications.
 Understand that individual perceive information differently than yourself and assess strategies of how to work effectively with diversity.
 Discuss diversity in the workplace.

Interview skills and mock interview:

Practice the essential elements of interviewing, including behavioral-based interviewing.

Networking skills:

Practice effective networking and participate in events on campus and in the community.

Transition to the workplace/ practice setting:

Write learning objectives (applying knowledge of program expectations and requirements).
 Take theoretical learning in the classroom and apply it in a real-world situation with partners in the community.
 Engage with career development practices.

Rights and responsibilities of employers and self as employee:

Understand professionalism in the workplace, workplace dynamics and workplace culture.
 Review numerous elements of professional behavior in the workplace; managing expectations, transitioning from student to employee, workplace conflict.

ACHIEVEMENTS:

Assessment & Evaluation

Assessment:

Understand and adhere to policies, procedures, and the expectations of the program.
 Perform self-assessment test and pre-assessment of workplace skills.
 Prepare a functioning and professional resume and cover letter.
 Demonstrate advanced interviewing techniques.
 Network effectively with activities, networking events on campus or in community.
 Demonstrate reflective thinking in every assignment and activity.
 Engage in proactive job search and referral process.
 Submit learning objectives to coordinator for the site visit and assessment of goal achievement.
 Present career portfolio.

Evaluation:

	<p>Student exit interview document and link includes an eight-question written reflection on the service learning experience.</p> <p>Graded capstone project is career portfolio: each student submits a 3–5-minute presentation including a brief overview of skills, accomplishments, and experience as if presenting to a prospective employer. Portfolios must include personal vision statement, updated resume, essential skills assessment and career development plan, self-assessment and relevant artifacts. Submissions are in a professional binder or digital platform.</p> <p>Graded course assignments.</p>
<p>ACTIONS:</p> <p>Learning & Teaching Process & Procedures</p>	<p><i>Program objectives and expectations:</i></p> <p>Lecture-based, course textbook.</p> <p>One-to-one and in-class instruction using an online learning management system.</p> <p><i>Self-discovery tools:</i></p> <p>Projects: capstone project, profile assignment, career story file, development, and presentation files.</p> <p>Student exit interview form that has reflective components.</p> <p><i>Application documents:</i></p> <p>Resume and cover letter development with a resources folder.</p> <p><i>Communication skills:</i></p> <p>Job forum, discussion topics, virtual discussion and breakout rooms, examples, specific tasks, and hybrid of recorded and live lectures.</p> <p><i>Interview skills and mock interview:</i></p> <p>Interview skill development with an interview resources folder.</p> <p>Use chaos theory of careers, conduct career SWOT, informational interview forum and written articles (comment on peers).</p> <p>Capstone project is career portfolio.</p> <p>Interview groups with employers on campus in a panel discussion.</p> <p><i>Networking skills:</i></p> <p>Social media and career development activities.</p> <p><i>Transition to the workplace/ practice setting:</i></p> <p>Portfolio is scaffolded around work performance and allows students to take ownership of their experiences, connecting activities to reflection.</p> <p>Pre-work term objectives and assignment include setting targets for new skills including technical knowledge, personal, and professional growth.</p> <p><i>Rights and responsibilities of employers and self as employee:</i></p> <p>Labor market information: watch lecture or documentary, read article and labor market reports, complete assignment on labor market seminar.</p> <p><i>Institutional supports and resources:</i></p> <p>OER open textbook resources for career management course.</p> <p>Student handbook.</p> <p>Documents that detail expectations and policies.</p>