



EFFECTIVE: SEPTEMBER 2003

CURRICULUM GUIDELINES

A: Division: **Educational Services** Date: **March 16, 2001**

B: Department/ Program Area: **Student Development**

New Course	X	Revision	
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If Revision, Section(s) Revised:
Date Last Revised:

C: **CSCT 110** **D:** **Introduction to Employability Skills** **E:** **3**

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description: This course is designed to help students identify the knowledge and skills required for obtaining and keeping employment. Course work will emphasize individual skill assessments, interpersonal communication skills, workplace responsibilities, teamwork skills, safety issues, and personal management skills for the workplace

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

classroom 40%
lab 40%
practicum 20%

Primary Methods of Instructional Delivery and/or Learning Settings:
classroom and lab

Number of Contact Hours: (per week / semester for each descriptor)
70-90 (depending on employment barriers)

Number of Weeks per Semester:
15

H: Course Prerequisites:
Nil

I: Course Corequisites:
120, 130, 140, 150

J: Course for which this Course is a Prerequisite:

K: Maximum Class Size:
12 - 15 depending on barriers or disabling condition

L: PLEASE INDICATE:

- Non-Credit
- College Credit Non-Transfer
- College Credit Transfer:

Requested Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

1. To help students explore their values and career choices through individual skill assessments
2. To make realistic employment choices and to identify the steps necessary to achieve a goal
3. To develop and practice self management skills for the work site
4. To explore and practice basic communication skills
5. To learn skills for discussing and resolving problems on the work site
6. To assess and improve personal grooming
7. To promote safety awareness including rules and procedures on the work site

N: Course Content

- value clarification and matching assessment skills into employment
- long term and short term goals
- dealing with barriers to employment
- decision-making strategies
- setting priorities in work and personal life
- factors that contribute to confidence and self-esteem
- communicating effectively with employers, supervisors, and co-workers
- teamwork approach to completing tasks
- strategies for handling stress
- appropriate clothing choices for interviews and the work site

O: Methods of Instruction

- lecture
- class discussion
- roleplays
- guest speakers
- written assignments
- videos

P: Textbooks and Materials to be Purchased by Students -instructor presentation

Q: Means of Assessment

A mastery model of on-going 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 completes all assignments as directed

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar