

## ACE-WIL BC/ YUKON: WIL PREPARATION COURSES PROGRAM BASELINE 2020

	College Example A	College Example B
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Support student success in education and life experiences.</li> <li>Make WIL open and accessible to students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide resources to make a positive, lasting impression on prospective employers.</li> <li>Complement other curriculum offered in career programs to further develop specific competencies related to employment in student's field of study.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>Vocational students, trades programs, graduate students, and alumni.</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate and graduate students.</li> <li>Anyone meeting the English requirement can take the undergraduate course.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Centralized WIL department supports student preparation (content is modified from co-op) under leadership of discipline-specific course/program instructor. WIL department does not place WIL students.</li> </ul>	<ul style="list-style-type: none"> <li>Industry and discipline-specific preparatory curriculum and career planning embedded into the academic program.</li> <li>Centralized WIL department supports student preparation (content is modified from co-op) under leadership of discipline-specific course/program instructor.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Pre-employment Workshops to support student on-campus employment for office administration, health, trades and vocational programs, graduate students, and alumni.</li> <li>Vocational workshops give guidelines and tools; experience with technology and software, do not focus on transfer of learning.</li> <li>Reflective practices are not formalized, only bringing them in as needed.</li> <li>No WIL preparatory assessment.</li> </ul>	<ul style="list-style-type: none"> <li>WIL student preparation course: Undergraduate employment preparation course, Graduate WIL preparatory courses are three courses.</li> <li>Three one-credit courses for post-degree diploma programs. These graduate-level WIL preparatory courses have same curriculum as the undergraduate courses except the third course is modified to include a job hub format including: spreadsheet, contacts, who students will be interviewing, and finding employment.</li> <li>Midterm exam is master resume organized into groups, no final assignment/ exam.</li> <li>Peer-to-peer application document support, career fairs, role plays, interviews in class, weekly morning mingle events with employers.</li> <li>Tech Thursdays once a month, for Tech and Sciences where a panel comes in.</li> <li>Partnerships with events of interest, leaders of tomorrow program, clubs on campus.</li> <li>Job shadow for a day with employers-sponsor.</li> <li>Professional career portfolio.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Longer workshop in trades and vocational programs.</li> <li>Duration is up to the instructor, may be a two-hour overview, or 2-3 day intensive.</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate course is full term; two hours instruction twice a week for thirteen weeks for fifty-six total instructional hours.</li> <li>Graduates have three courses, two hours a week for nine weeks.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Tailored to the program and instructor's wants.</li> <li>Reflective practices and transfer of learning are not formalized, only bringing them in as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Courses are in the experiential learning programs offering co-op education option.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Synchronous and asynchronous.</li> <li>Role play, videos, self-discovery, mock interview, reflection.</li> <li>Templates (documents sent out to each student) in specific program areas and mindful of audiences.</li> <li>Show and shine events and local networking events (virtual)Employer events; business expo; panel events (virtual).</li> </ul>	<ul style="list-style-type: none"> <li>Combined lecture and seminar.</li> <li>Pre-Covid: offered in person through scheduled classes.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Preparatory workshops for groups not mandatory.</li> </ul>	<ul style="list-style-type: none"> <li>Anyone with English requirement can also take the undergraduate course.</li> <li>Graduate courses are mandatory for some post-degree diploma programs</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Indigenous staff in student services department.</li> <li>WIL Educators.</li> </ul>	<ul style="list-style-type: none"> <li>Career instructors develop workshops.</li> <li>Twelve teaching faculty are co-op coordinators.</li> </ul>

### University Example C

<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>• Each program's primary purpose will be to provide different level of career experience and readiness.</li> <li>• Some target skills, ex. Experiential Career Preparation has mock interviews, networking and these are highly experiential by modeling it with focus on specific topic</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>• Students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>• Decentralized WIL programming; Industry and discipline specific programming.</li> <li>• In class programming includes <b>Portfolio</b> classes that are attached to Arts Degree and Diploma.</li> <li>• Support <b>Experiential Career Preparation/ Career Readiness Training</b>: workshops and courses both inside/ outside of classroom (Provincial education and career planning).</li> <li>• <b>City Studio</b>: course is apart of experiential learning piece.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>• In class <b>Portfolio</b> classes as educational workshops, seminar discussions, portfolio development and experiential learning projects.</li> <li>• <b>Career Readiness Training</b> has cooperative learning as foundation for the course, with group projects, guided discussion, written assignments, oral presentations, direct instruction, guest presentations, and individual interviews and assignments.</li> <li>• Customize workshops and modify content for different audiences: teacher education cohorts, social work cohorts, international and indigenous students.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• <b>Portfolio Part 1</b>: Tutorials and workshops twenty-five hours; supervised online activities twenty hours; total is forty-five hours, three credits.</li> <li>• <b>Portfolio Part 2</b>: Lecture/seminar six hours; tutorials and workshops eighteen hours; supervised online activities twenty-one hours; total forty-five hours.</li> <li>• <b>Experiential Career Preparation</b> (Provincial Education and Career Planning): lectures are forty-five hours; small and large group work is forty-five hours; total ninety hours per term; three credits.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>• In Bachelor of Arts Program: two <b>Portfolio</b> courses in year two and year three; interwoven into the degree programming. Typical instruction methods are workshops and seminar discussions, portfolio development and experiential learning projects.</li> <li>• <b>Career Readiness Training</b> courses intend to prepare for participation in employment and/or further training. Industry specific programming with training for specific career: for example, Education, Social Work, some continuing education, and legal training, have more staff co-teaching in the classroom with instructors. Staff will teach a module with assessment criteria attached.</li> <li>• <b>City Studio</b> course is part of the experiential piece. Not so much resume writing, but dives into what the experience was, breaking down the experience, articulating the experience with employment lens. Focus will change depending on what skills students are tackling and demonstrating. Considered WIL because it is breaking down experiences and articulating skills in development to learn how to communicate these to an employer. Students articulate that on their co-curricular record: the experience and reflecting on it, skills developed, examples and evidence on that result.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• For synchronous, the faculty has access to same resources as above, plus lesson planning, assessments, answer keys, curricula for integrating into courses with assessment with quality standard (up to date, effective practices are taught around career readiness).</li> <li>• Asynchronous programming that is self-directed, view resources through website such as structure of a targeted resume, videos with worksheets to inventory transferable skills, how to write cover letter, interview tips.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>• Some of our programming varies: if in class: mandatory requirement to complete course.</li> <li>• In Bachelor of Arts program: Mandatory two <b>portfolio</b> courses in year two and three. Students can meet the requirement through courses and a non-course option allowing volunteering or work experience.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• For WIL we have non-teaching faculty members that deliver the content: WIL coordinator, experiential learning coordinator, career services coordinator.</li> <li>• Shifting that model where Faculty are delivering that content in their classrooms and do it separate or with us.</li> </ul>

### University Example D

<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>• Expand student horizons, big themes around opening their world, career resiliency, career management.</li> <li>• Develop real world employability skills; take theoretical learning in the classroom and applying it in a real-world situation with partner in the community and instill civic goals in the learner as a connection to community.</li> <li>• Connect community and institution.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>• Students not in co-op (targets Arts and Science students).</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>• Centralized WIL department supports student preparation (content is modified from co-op) under leadership of discipline-specific course/program instructor.</li> <li>• Employment preparation as part of the co-op preparatory course and supported by the WIL department including non-teaching faculty, WIL coordinators.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>• Co-op and Career management course: a one-credit additive course.</li> <li>• Course is the same as the co-op course and offered simultaneously to both co-op and non-co-op students.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• Thirteen-week course, one hour twenty minutes each week.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>• Multiple sessions offered in all three semesters.</li> <li>• Same course as Co-op course, open for all students.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• Synchronous.</li> <li>• Includes face to face in class instruction/ lecture based, panel discussions, online learning, projects, and capstone project.</li> <li>• During COVID, course is online, lots of examples, breakout rooms, specific tasks, hybrid-some recorded some live lectures.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>• Course is one credit additive and there is no mandatory work term required upon completion.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• Faculty within the experiential learning department.</li> <li>• Indigenous experiential learning coordinator.</li> </ul>