

finding Your Path

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A Guide to Career and Education Planning



A Guide to Career and Education Planning
compiled by Karen Bailey-Romanko

compiled by Karen Bailey-Romanko

A Joint Project of



First Nations Education Steering Committee



First Nations
Schools Association



FNSA

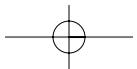


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Introduction

The First Nations Education Steering Committee (FNESC) and the First Nations Schools Association (FNSEA) are very pleased to present *Finding Your Path: A Guide to Career and Education Planning*. This new resource is intended to assist First Nations education coordinators, post-secondary counselors, school staff, and other people who are striving to support First Nations students in achieving every success possible.

This resource was created in response to requests made at previous FNESC Regional Sessions. At those meetings, many people identified the need for clear, user-friendly materials that will assist education workers in helping First Nations youth select courses and make plans that will allow them to pursue their post-secondary and/or career objectives.

The need for continued efforts in this area is clear. Too many First Nations students are leaving secondary school unable to take advantage of future opportunities. Statistics gathered by the Ministry of Education demonstrate that Aboriginal students are graduating at a rate of just over 40%, while a grade 12 diploma is crucial in today's job market. Aboriginal students are also less likely to be enrolled in academic courses, and a very limited proportion of Aboriginal students write the grade 12 English and Math exams. That situation will severely limit their ability to pursue higher education. That reality is unacceptable.

But there is also good reason to be positive. Significant progress is being made, due in large part to the commitment of First Nations education staff and First Nations parents. People throughout the province are working closely with First Nations students, encouraging them to think about their futures and make appropriate plans at an early age; that way the decisions they make today will allow them a broad range of choices later in their lives. We hope that this resource provides assistance to people who are working toward that goal.

Introduction

The intent of this project was to blend the vast array of existing information on this topic into a short, easy-to-use guide. We hope we have achieved that objective. In May of 2003, FNEESC and the FNSA hosted five workshops for education workers and youth to share these materials and promote further discussions about education and career planning. A draft of this guide was also reviewed by the FNEESC and FNSA Boards of Directors and their comments were welcomed. These materials were then revised and finalized based upon the feedback we received.

FNEESC and the FNSA would like to thank the following individuals for their assistance with this project. Karen Bailey-Romanko, researched, reviewed and selected all of this information. She facilitated the project workshops and undertook this work with great enthusiasm despite very short timelines. Her dedication, flexibility, and positive attitude made this project possible. Bill Dietrich of Chehalis Community School and Bev Leon of Tl'azten Nation provided invaluable feedback in the planning stages of this project. We would also like to thank Vince Lee, Donna Stevens and Chris Beauchamp of Contact Printing for the layout and design of these materials. Thanks also to the First Nations Chiefs' Health Committee for the use of health career role model photos taken by David Neel. Finally, FNEESC staff Jennifer White and Marie Natrall provided invaluable support for this project, and particularly for the organization of the project workshops.

Please keep in mind while using this resource that the specific information presented may change. As well, the web sites may change. Some of the information included is also from a specific year, such as 2003. FNEESC and the FNSA will make an effort to update this Guide depending upon the availability of funding. In the meantime, the information included will still give you some ideas regarding the issues being considered and how to locate necessary information, but we strongly recommend that you check for updated details related to specific program requirements and admission processes!

Any comments or suggestions on these materials are more than welcome. A form is included at the end of this resource that can be used to provide feedback and suggest further topics for consideration. Please feel free to return that form to the FNEESC/FNSA office at any time; your responses will be used in making revisions for future editions of this Guide.

Please note, this binder is available for download at www.fnesc.bc.ca.

About This Guide

Finding Your Path: A Guide to Career and Education Planning, is a collection of **tools** to assist you and your students in their career and educational planning search. As with any tool, this resource guide is only as useful as the operator. You will need to work with the information provided here to find the paths that work best for each of your students.

This resource includes extensive use of the Internet, which is an essential tool in today's career and education planning. As noted on the JobHuntersBible.com web site, you **cannot** expect the Internet to tell you what you should do with your life ("That's what fairy godmothers are for!"). Learning about yourself takes time, and working with your students to help them find their path will require time on your part and on your students' part. What this resource provides is interactive sites to assist you in helping students learn more about themselves – their interests, values, skills, and dreams. Knowing 'who you are' is important when looking at 'where you want to go in life'.

Question: If you had \$40,000 handed to you to buy a new car, would you just buy the first car you found, or would you do some research on types of cars, consider the various features and test drive a few cars, before making your choice? Career planning is basically planning for your life – so we can hope that students are prepared to spend some time and research their futures before making any decisions on their post-secondary education, training or future employment.

Finding Your Path requires the following things.

- 1. Time.** This is probably the single most important element. You and your students must be **willing** to invest the time.

About This Guide



*Please remember...
things are constantly
changing. When
assisting students
with their planning,
have them contact
relevant post-
secondary
institutions for the
most current
information.*

- 2. Good Timing.** If students are not in the right mood or do not want to work on career planning right now, they will not be able to make any important decisions. If students are not ready to make decisions, you may encourage them to participate in an overall exploration of the types of information and web sites that are available, so the students will recognize what resources are out there and where they can go for help when they are ready. Setting a climate of motivation and motivating students can be a challenge. Work with students who are ready to accept the information; others will soon see the benefits of planning. (Suggested teacher/counsellor resource: Aboriginal Support Workers' Handbook, Appendix 6 – excerpts from: Counselling for First Nations Students
<http://www.bced.gov.bc.ca/abed/supportwork/app6.htm>)
- 3. A Support Person or Sounding Board.** As students are finding their paths, they will need someone with whom to share their discoveries, someone to encourage them, and someone who is going to be honest and ask questions that will really challenge them. Encourage students to identify their support person(s). This may be an Elder, friend, family member, community role model, etc.
- 4. Personalized Attention.** Try to work with students in small groups and individually. Finding the right path requires using the 'teachable moments' and regularly reviewing the information that is gathered. Providing open access to the Internet, career planning materials, and post-secondary calendars in a place where students can browse will allow the students to continue their search.
- 5. Responsibility.** When making decisions and applying for post-secondary education, encourage students to assume personal responsibility to investigate and confirm the current information on admission requirements, application deadlines, etc. Every effort was made to accurately record the web site links and post-secondary information. But please remember ... things are constantly changing.
When assisting students with their planning, have them contact relevant post-secondary institutions for the most current information.

As the students gather information, learn about themselves, and explore possible careers and training options, have them record their discoveries in a *Finding Your Path* Portfolio. A sample portfolio is included in the resource section of this binder. Use of the portfolio will be referred to throughout the handbook. The portfolio will provide a place for students to record their self-assessment findings, their career exploration and post-secondary institute information. Encouraging students to keep this type of information and pertinent records and documents, such as transcripts, together in a portfolio will assist the students with the important organizing tasks required when they are pursuing their future education, training and careers.

Encourage your students to review their Portfolios as they make plans for their futures.

We realize that the students will encounter a whole new vocabulary when looking at post-secondary education and training options. The A to Z's of Post-secondary Education Glossary is located in the back of this binder. Encourage students to read and become familiar with the terms as they work their way through the planning process.

Importance of Visualizing Success

Assisting youth in Finding Your Path also requires another key element. The youth must be able to visualize themselves as being capable and worthy of reaching their goals. As coaches teach in the sporting world, the youth must be able to 'visualize the win!'

Shelley graduated from high school three years ago, with the minimum of academic courses and only Communications 12. Two years ago, she gave birth to her son. She had held a few minimum wage jobs, but now she needed a better paying job to support herself and her son. She met with the counsellor, who suggested she return to school. Shelley was capable of handling post-secondary schooling, but she did not see herself as 'the school-type'. After doing some investigation of her options and interests, Shelley decided to try going to school. She constantly gave herself 'negative messages' and had self-doubts about her future. She did not see herself as being successful.

After the first semester, she was surprised by her marks. This was encouraging to her, but she still did not see herself as capable of completing the program, much less of getting a good paying job as a result of her education. The counsellors and her fellow students kept encouraging her. Slowly she started to see herself as able to be successful.

Shelley graduated from the diploma program and has gone on to a great job. Furthermore, Shelley now understands the importance of visualizing herself as successful. Today she encourages the other students to 'see the win!'



The key challenge is to help instill a sense of hope and inspire young people to develop a personal vision for success.

About This Guide

The concept of success is very personal. It means different things to different people. But without a personal vision of success, it is unlikely that youth will take the time and effort to develop a personal plan to achieve that success.

Developing a personal vision of success can be particularly challenging for youth. Often youth do not envision the prospects or possibilities for success. They may lack hope. **The key challenge is to help instill a sense of hope and inspire young people to develop a personal vision for success.** If that can be achieved, then steps can be taken to help them plan, and build, a pathway to achieving that success. To see the need for, or value of education, young people will need to see the role that education can play in helping them to accomplish their personal goals. Therefore, a personal vision of success is key.

When working with youth, take time to discuss the concept of success. Encourage the youth to verbalize their visions of success. Ask them, “What does success mean to you?” “When you see yourself as reaching your goals, what does that look like to you?” This is not a conversation you will have just once with the youth. You will need to find the right moments to discuss this topic with the youth, likely again and again. Have the youth record their thoughts and visions of success in their portfolios.

Selection of Internet Sites

In the development of this guide, hundreds of Internet resources were reviewed and the selection of sites was based on the following factors.

1. Free access available/no fee payments required
2. Target audience: high school youth (First Nations)
3. Required self-assessment information: interests, values, skills, abilities, etc.
4. Canadian content, BC specific preferred
5. Readability
6. Ease of navigation within the web site
7. Completeness of site
8. A consideration of whether the site will still be there in six months

Please note: the Internet is a dynamic environment, with constant changes. Therefore, a web site available one day could be totally changed the next day. In this guide, we tried to use sites that have historically been available; however, the pages and the links within the site may change.

If a site is unavailable, first check that you have typed the address exactly as written, with no spaces. If it is correct, the link may be outdated. In this case, you might try going to a Search Engine and perform a search for the site. Or if you have an address such as: <http://canlearn.ca/index.cfm?langcanlearn=EN> that is not working, try inputting just the main page address: <http://canlearn.ca> and clicking on the links until you get to the page you require. Or you could try the original address again tomorrow. Maybe the web site was not available because the organization was updating their pages. If none of these options work, just go to another site with similar information.

Do not let the absence of a web site frustrate you; that is why this handbook includes more than one site reference for each topic.

Students and Internet Usage

This guide requires students to extensively use the Internet, and we feel it is very important to think about creating a policy on Internet use. We have included a sample Internet Acceptable Use Policy for your consideration. We thank Bill Dietrich of the Chehalis Community School for providing the sample. You are welcome to use that sample and/or adapt it to meet your needs.

About This Guide

INTERNET ACCEPTABLE USE POLICY

The School has enabled its computers to connect to the Internet, a world-wide network of networks that gives access to information resources around the world. This connection is provided for the students, the teachers, and the community members to support learning, to conduct research, and to communicate with other Internet users throughout the world.

Internet access is to be used in a responsible, ethical, and appropriate way that respects the School policies, as well as federal and provincial laws.

The following will not be permitted by students, teachers, or community members with access to the Internet at our School:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Violating copyright laws
- Using another person's password
- Trespassing in another's folders, work, or files
- Intentionally wasting limited resources (ie. paper, ink, bandwidth, etc.)
- Employing the school's network for commercial or illegal purposes

ACCEPTABLE USE AGREEMENT FORM

STUDENT OR COMMUNITY MEMBER:

I have read the School's **ACCEPTABLE USE POLICY** and I agree to follow the guidelines. I understand my responsibilities while using the computers and the Internet in the school. I understand that any violation of the guidelines and rules may result in the loss of computer privileges and/or any other consequences deemed necessary.

Date: _____

Name: _____

Signature: _____

PARENT OR GUARDIAN (if under 18 years old):

As the parent or legal guardian of the minor student signing above, I grant permission for the student to access networked computer services such as electronic mail and the Internet. I understand that this Internet access is intended for educational purposes, and that the School is unable to guarantee that the above minor will not gain access to inappropriate or controversial material. In consideration of the School allowing this minor access to the Internet, I release the School from any responsibility for this minor acquiring access to inappropriate or controversial material on the Internet.

Date: _____

Parent or Guardian's Name: _____

Parent or Guardian's Signature: _____

Thanks to Chehalis Community School for sharing their Acceptable Internet Use Policies

TRENDS

Twenty years ago the town of Cassiar in northern British Columbia was an active mining community with an asbestos mine and several small gold properties operating in the area. Today the town no longer exists. The mine was closed as a result of the public becoming more aware of asbestos safety concerns and as the price of gold went down. As a result, people moved away from the town.

Twenty-five years ago a mainframe computer comparable to today's desktop computers encompassed a whole room and required the use of card readers and keypunches. How many keypunch operators do you know today?

You have to keep up with trends. If you don't, you will be left behind. You can not expect to just follow in the footsteps of your parents because those jobs may not be there tomorrow.

But what jobs will be available? By researching trends you can gain some clue as to what new and exciting opportunities may be available to you.

Looking at Trends in the World of Work will help students to better prepare for job opportunities in the next 10 years and beyond. Knowing where job openings might be and what new careers will be created will help them as they enter their career and education planning path.

This section will give a brief overview of Trends and Labour Market Information as it may relate to the youth with whom you work.

Trends

Population Stats

Looking at population demographics gives us information about where the jobs will be and the types of employment that will be available in the next several years. Knowing that the population is getting older tells us two things: 1) that more people will be leaving the workforce and 2) there will be a greater demand for health care professional to care for the elderly.

In British Columbia, the population is aging. BC Stats pinpoints 2011 as the year when the number of retirees will surpass the number of teenagers entering the work force. The gap is projected as growing yearly for another decade after that. This means young workers will be facing less competition for jobs.

For the First Nations people of BC, the working age group will grow by roughly 18% by 2010. Overall, the population of First Nations young people is the fastest growing in Canada. Latest demographic snapshots show the birthrate of First Nations people to be almost twice that of the non-Aboriginal birthrate.

Nationally, more Aboriginal youth are completing high school (39% had less than a high school diploma in 2001, down from 45% in 1996).

The proportion of Aboriginal workers with post-secondary training is increasing (38% in 2001, up from 33 % in 1996).

Trades certification is increasing. More working age Aboriginal people have a trade certification (in 2001, 16% had certification, up from 13% in 1996) (Statistics Canada, 2001).

Going to Post-Secondary Pays!

Getting an education is one of the most important things you can do to prepare for a career. Most jobs demand some level of post-secondary education – a degree, a diploma, trades certification, or technical training.

Furthermore, the best way to “Win the Lottery” and make \$1 million dollars is to stay in school. BC Stats’ latest report shows that the wage gap between workers with university degrees and those who never graduated from high school has reached a record \$23,000 a year, or about \$1,000,000 over a career lifetime.



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To look at it another way, \$20,000 in earnings is equal to a wage of \$10 an hour for an earner working 50 weeks a year and 40 hours each week. In 2000, about 59% of the full-time workers who earned less than \$20,000 per year had a high school education or less. To put this in perspective, \$20,000 represents less than one-half of the average annual earnings of all Canadians working full-time (\$43,231) (Stats Canada 2001).

The top high paying careers for men were in the areas of sales, marketing and advertising management. There was also a big increase in the computer industry and computer sales specialists and financial officers. In 2000, the highest paying career categories for women were lawyers and general practitioners/family doctors. All of these jobs require a significant investment in education.

In the long-term, not getting a post-secondary education is costlier than attending post-secondary. Studies show that even when youth take into account the cost of going to post-secondary and the earnings they forego while getting that education, they still come out ahead in the long run.

Furthermore, the latest studies show that most high school graduates of today will retrain three to five times over their lifetime. Lifelong learning has become crucial to employability.

Jobs in the Future Will Require More Education

Most of the new job openings require post-secondary education. By 2007, about 70% of all new job openings will require some form of post-secondary education. Over the next 5 years, the most promising jobs will require a university or college education. Jobs considered to be the most promising are those where the chances of finding employment are relatively strong, the chances of employment loss are relatively low, and earnings are relatively high (www.jobfutures.ca).

Even the more 'traditional' occupations now require more skills. Truck drivers now need to have computer skills to track parcels and forestry workers are using GPS (global positioning systems).

"Between 1990 and 2001, 1.1 million new jobs were created in Canada for those with a university education; in the same time frame, an equal number have disappeared for those who hadn't finished high school" (MacLean's Guide to Canadian Universities 2003, p. 9).



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Trends

Where Will the Jobs of the Future Be?

An aging population and a shift from a resource-based to an information based economy is creating new career trends for the future. In Canada we will see the fastest job growth in the following areas.

- The population is aging, which will create job growth in Health careers.
- The move towards a knowledge based economy is creating jobs in Natural and Applied Sciences
- The increased need for college, university education, and training will increase job opportunities in the Education and Social Science sectors.
- The aging population means that more people are retiring and having free time. According to *Realm* magazine the fastest growing industry in the world is tourism.
- An aging population is also creating an increased demand for the trades. Many of the existing trades professionals are in their 50's. And in the last 15 to 20 years, young people have not been choosing the trades as a career. There will be an increased demand for the trades and people in these positions will be earning top wages.
- To see the high opportunity occupations projected for British Columbia for 2000 to 2010 check out http://www.workfutures.bc.ca/EN/acc/doc/hoo_et.html

The top nine growth career clusters focus on careers in health, tourism, the arts and sciences. Specifically, it is expected that there will be good opportunity in the following careers.

- Managers in Accommodation, Food and Retail Trade
- Professional Engineers
- Computer Systems, Analysts and Programmers
- Registered Nurses
- Social Workers, and Community and Social Service Workers
- Assisting Occupations in Graphic and Digital Arts, and Technical Occupations in Motion Pictures, Television and Theatre
- Graphic Designers and Illustrating Artists, and Artisans and Craftpersons
- Technical Sales Specialists and Representatives, Wholesale
- Chefs and Cooks

Self-Government and Career Demands

With the move to self-government the demand for First Nations individuals with post-secondary education in all fields will greatly increase. Careers in integrated resource management, health, education, social work, archaeology, and tourism are just a few of the areas in demand. As well, entrepreneurial individuals will find tremendous growth opportunities for small businesses.

Competition to Get into Post-secondary Institutions

Another key trend affecting youth who are planning to attend post-secondary education is the growing challenge of getting into an institution.

Here's a snapshot of the competition that students faced at three universities in 2002: There were 11,531 students competing for 1,516 first-year spaces at the University of Victoria; 16,757 applicants for 4,366 spaces at the University of Alberta; 26,000 vying for 3,100 first-year spaces at Queen's (*MacLean's Guide to Canadian Universities* 2003, p. 11).

What does this tell us? Getting GOOD GRADES is of maximum importance if students plan to attend the big universities.

Data from the 2003 *MacLean's Guide to Universities and Colleges* highlights the trend for higher grade requirements to enter post-secondary institutions (see charts on pages B-8 and B-9).

Even the smaller community colleges are seeing huge increases in the number of students applying to enter specific programs. It is not unusual to have 150 students on the wait list for the 25 seats in a nursing program. Over the past 10 years, all program areas from the trades to engineering have imposed higher entrance requirements. For the 2002/2003 academic year, the University of Alberta increased its grade point entrance requirements in the Faculty of Science, not because they found that students with lower grades were not prepared to handle the curriculum, but because they needed to reduce the number of applicants.

The message is, if students plan to attend any post-secondary education/training institution (see charts on B-7 and B-8), they will need to **GET THE GRADES** required to get into the program. Be sure students are checking entrance prerequisites.



*See Page B-8 for the
Entry Marks chart
and Page B-9 for the
Grade Distribution
chart published by
MacLeans.*



*See Page B-8 for the
Cost of Education
chart published by
MacLeans 2003.*



*Whatever the cost,
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Trends

Tuition Costs Are Rising

The news has been full of information about the increases in post-secondary tuition fees and the high cost of education. But there is good news; the cost of getting an education in British Columbia is generally cheaper than the cost of getting an education in the other provinces. In fact, in 2003 the University of British Columbia was the least expensive university to attend in Canada (this excludes universities in Quebec if you are a Quebec resident).

In British Columbia the cost of post-secondary education/training varies by institution, program and living requirements. Costs in 2003 range from \$15,000 living on campus while attending one of the universities, to \$4,000 attending a smaller community college and living at home.

Whatever the cost, students must be encouraged to consider post-secondary education/training as an investment in their futures.

Each spring, *Maclean's* publishes the Guide to Canadian Universities. The following excerpts from the 2003 edition provide a look at tuition costs and entrance marks for all the universities in Canada. This will help students get a picture of the entrance requirements and tuition costs.

The Grade Distribution Chart shows students the type of students they will be meeting at these institutions. Even if a university has special entrance requirements for First Nation students, the students will still need to be prepared for the level of instruction they will encounter. Students need to be very aware of what they will be facing.

For students who are suited for university, it can be a wonderful opportunity. University allows students to meet new people, think in new ways, and expand their horizons tremendously. Also, First Nations students should be encouraged to remember that university is a new experience for most first year students; almost everyone around them will feel equally nervous and uncertain about their ability to adapt to the new learning environment. Therefore, if First Nations students seem academically and emotionally ready and mature enough for the challenge, it is important that their support people help to boost their confidence, make them feel less intimidated, and encourage them to give university a try.

For other First Nations students, moving directly to university may be very difficult. Moving from a small, remote community to a large city can be too great a change for some students, and in those cases pushing the students into that situation can cause them to struggle unnecessarily. For those students, attending a smaller institution for the first year, such as a community college, may be very beneficial. They can learn to adapt to the rigors of college life without also having to undertake too many changes at once.

How can you know which path is appropriate for your students? The most important way is to spend time with the students and get to know them well. Ask them questions about how they are feeling, and encourage them to think seriously and honestly about how ready they feel for the next step ahead of them. Help your students to understand that what is right for them may not be the same as the decision made by their friends and other students in the community. As well, remind your students that no path is unchangeable; if they try university and it *truly* is not right for them at that time, they can always move to a community college. On the other hand, after attending a community college for a year or two and becoming adapted to a more independent learning environment, they may then feel ready to move on to university and they will be able to take that step with greater self-confidence and a better idea of what to expect. You and your students can work together to determine what choice is right for each of them.

Entry Marks

(Published by MacLeans, 2003)

What marks did first-year students need last fall?

Here is a sampling of cut-off marks for admission, in both general arts and science as well as more competitive programs—many of which require supplementary applications or assessment profiles. The cut-off mark is the lowest grade average of any student admitted, barring extenuating circumstances, in September, 2002.

BRITISH COLUMBIA

The University of British Columbia (UBC)

Arts	78%
Science	85%
Commerce	87%

Simon Fraser University

Arts	75%
Science	75%
Engineering	84%
Computing Science	88%

University of Victoria

Arts	81%
Science	81%
Engineering	78%

ALBERTA

University of Alberta

Arts	70%
Science	70%
Engineering	80%

University of Calgary

Arts	70%
Science	70%
Business	83%
Kinesiology	83%

SASKATCHEWAN

University of Saskatchewan

Arts	67%
Science	67%
Kinesiology	79%

MANITOBA

The University of Manitoba

University One	63%
<small>(Subsequent entry into a B.A. or B.Sc. program is based on grades obtained in University One; entrance requirements vary.)</small>	
Engineering	85%

ONTARIO

University of Guelph

Arts	75%
Science	80%
Microbiology	90%

Laurentian University

Arts	68%
Science	68%
Human Kinetics	75%
Sports Administration	75%

McMaster University

Arts	75%
Science	81%
Health Sciences	90%

Nipissing University

Arts	70%
Science	70%
Computing Science	75%

Queen's University

Arts	80%
Science	83%
Engineering	82%
Commerce	87%

Ryerson University

Arts	72%
Science	72%
Journalism	78%

University of Toronto (St. George campus)

Arts	80%
Math and Physical Sciences	80%
Life Sciences	84%
Chemical Engineering	83%
Engineering Science	90%

QUEBEC

Bishop's University

Arts	73%
Science	73%
Business	75%

Concordia University

Arts	65%
Science	70%
Commerce	75%

NEW BRUNSWICK

University of New Brunswick

Arts	70%
Science	70%
Computer Science	75%

PRINCE EDWARD ISLAND

University of Prince Edward Island (UPEI)

Arts	65%
Science	65%
Nursing	75%

NOVA SCOTIA

Acadia University

Arts	70%
Science	70%
Kinesiology	75%

Dalhousie University

Arts	70%
Science	70%
Engineering	73%

NEWFOUNDLAND

Memorial University of Newfoundland

Arts	70%
Science	70%
Kinesiology	90%

Cost of Education

(Published by MacLeans, 2003)

UNIVERSITY	TUITION	COMPULSORY ANCILLARY FEES	TOTAL
Sherbrooke (Quebec students)	\$1,668	\$265	\$1,933
Laval (Quebec students)	1,668	327	1,995
Montréal (Quebec students)	1,668	392	2,060
Concordia (Quebec students)	1,668	807	2,475
Bishop's (Quebec students)	1,668	892	2,560
McGill (Quebec students)	1,668	1,143	2,811
UBC	2,661	222	2,883
Brandon (Arts)	2,730	191	2,921
Winnipeg (Arts)	2,786	159	2,945
Simon Fraser	2,853	238	3,091
Memorial	2,670	442	3,112
Victoria	2,796	321	3,117
Brandon (Science)	2,965	191	3,156
Winnipeg (Science)	3,210	159	3,369
UNBC	2,755	796	3,551
Manitoba	3,255	338	3,593
St. Thomas	3,520	114	3,634
Moncton	3,820	65	3,885
Regina (Arts)	3,882	203	4,085
Regina (Science)	4,002	203	4,205
Sherbrooke (out-of-province students)	4,013	265	4,278
Lethbridge	3,470	828	4,298
UPEI	3,870	448	4,318
Laval (out-of-province students)	4,012	327	4,339
Saskatchewan (Arts)	4,080	319	4,399
Montréal (out-of-province students)	4,013	392	4,405
Laurentian	4,106	331	4,437
Ottawa	4,085	353	4,438
Calgary	4,120	323	4,443
Lakehead	4,060	423	4,483
Alberta	4,032	459	4,491
Brock	4,107	415	4,522
New Brunswick	4,265	278	4,543
Waterloo	4,112	434	4,546
Windsor	4,008	598	4,606
Carleton	4,070	543	4,613
McMaster	4,032	594	4,626
Saskatchewan (Science)	4,320	319	4,639
Trent	4,106	539	4,645
Ryerson	4,178	513	4,691
York	4,106	600	4,706
Wilfrid Laurier	4,106	608	4,714
Concordia (out-of-province students)	4,013	807	4,820
Guelph	4,106	721	4,827
Queen's	4,111	717	4,828
Western	4,065	805	4,870
Toronto	4,107	768	4,875
Bishop's (out-of-province students)	4,012	892	4,904
Saint Mary's (Arts)	4,685	256	4,941
Mount Saint Vincent	4,575	422	4,997
Saint Mary's (Science)	4,785	256	5,041
McGill (out-of-province students)	4,013	1,143	5,156
Mount Allison	4,980	184	5,164
Cape Breton (UCCB)	4,862	366	5,228
Nipissing	4,581	711	5,292
Dalhousie (Arts)	4,860	460	5,320
St. Francis Xavier	4,940	394	5,334
Dalhousie (Science)	5,520	464	5,984
Acadia	6,584	321	6,905

Grade Distribution Chart

(Published by MacLeans, 2003)

Grade Distribution

While the *Maclean's* ranking takes account of the average entering grade of first-year students arriving from high school or CEGEP, the average tells only part of the story. What percentage of those students entered with grades within each of the following ranges?

	less than 65%	65-69%	70-74%	75-79%	80-84%	85-89%	90-94%	95% or higher
Acadia	0	3	11	19	26	20	16	4
Alberta	0.1	0.7	7.6	19.7	27.2	24.5	15.8	4.4
Bishop's	0	1.7	16.3	27.9	24.1	14.2	10.8	4.9
Brandon	9.6	15.3	18.4	18.9	19.2	13.7	3.7	1.1
UBC	0	0.1	0.2	9.2	28.6	35	19.6	7.4
Brock	0	8.5	24.4	25.3	27.6	9.8	3.8	0.6
Calgary	0.1	0.8	10.8	22.8	30.1	23.5	10.4	1.6
Cape Breton (UCCB)	13.6	14.7	16.1	14.7	16.4	13.4	9.1	2
Carleton	0	0.1	18.5	21.9	23.7	22.5	11.1	2.3
Concordia	8	11.5	18.3	26.6	20.9	11.2	3.2	0.4
Dalhousie	0	0	8.5	19.4	24.4	24	16.5	7.2
Guelph	0	0	0.2	29.9	38.4	21	9.3	1.3
Lakehead	3	17	22	21	21	11	4	1
Laurentian	2	16.2	23.1	21.8	20	12	3.8	1.2
Laval	0.8	2.1	9.8	11.1	20.1	30.5	24.7	1.2
Lethbridge	4	10.1	17.2	23.7	20.7	15.7	7.1	1.5
Manitoba	1.4	6.3	10.5	16	20.6	22.4	16.7	6.1
McGill	0	0	0.1	10.5	32.6	34.6	18.5	3.8
McMaster	0	0.7	13	23.3	31.5	18.7	11.6	1.2
Memorial	0	0	26	26.6	24.3	13.9	8	1.1
Moncton	6	8.4	20.5	23	20.2	14.2	7	0.7
Montréal	0.2	0.1	5.2	7.2	12.4	20.7	51.9	2.3
Mount Allison	0	0.4	6.9	18.4	24.2	24.5	19.9	5.8
Mount Saint Vincent	1	8	15	20	23	16	16	1
New Brunswick	4.5	9.7	15.5	19.9	21.1	16.3	10	2.9
Nipissing	1.5	14.4	22.4	25.6	22.7	9.3	3.9	0.2
UNBC	0	7	18.5	24.8	16.1	18.3	14	1.3
Ottawa	0	0	11.6	23.1	27.8	23.6	11.8	2.1
UPEI	1.9	9.7	16.9	18.5	22.7	15.9	10.9	3.6
Queen's	0	0	0.2	3	22.2	38.7	27	8.7
Regina	0	7.7	13.7	16.4	21.8	21.1	15.4	3.9
Ryerson	0	1.3	22.3	30.6	30.6	11.4	3.4	0.2
St. Francis Xavier	0.2	4.3	11.8	20	23.3	21.3	15.7	3.4
Saint Mary's	1.2	9.9	21.3	23.9	20.1	15.7	7.1	0.6
St. Thomas	0	7	13	17	26	18	14	5
Saskatchewan	0	2	6.6	14	21.9	27.3	21.9	6.4
Sherbrooke	0.2	0.9	10	13.2	20.3	29.1	24.3	2
Simon Fraser	0	0.1	1.2	15	33.5	27.4	18.9	3.9
Toronto	0	0	1.2	11.9	29.4	34.2	17.6	5.7
Trent	3.9	16.5	26.6	22.3	17.5	8.1	5	0.1
Victoria	0.1	0.3	2.9	29.3	28.6	23.9	12.1	2.9
Waterloo	0	0.5	7.1	12.4	20.6	26.7	26.7	6.1
Western	0	0	0.4	6.5	45.6	29.8	15.3	2.4
Wilfrid Laurier	0	1.8	12.9	24.2	31	22.1	7.6	0.4
Windsor	11.3	21.3	21	18.2	15.2	8.2	3.6	1.2
Winnipeg	1.6	5.6	9.3	14.2	22.2	24.2	18	4.8
York	0.3	3.8	24.9	27	20.6	15.1	7.7	0.7

Note: Due to rounding, the total in each row may not equal 100 per cent.

Trends

Labour Market Web Site Resources

For more information about labour market trends and changing career and employment needs, the following web sites may prove to be useful.

Work Info Net: Youth Link

The youth link is full of great information on labour market information and job trends. The best information is the Future Jobs section which has the 'Best Jobs in 2010' listed by regions of British Columbia. Also check out the Strategies for Today's Youth. <http://workinonet.bc.ca/youth2010>

Stats Canada:

This may seem like a boring site, but it is easy to navigate and has a great deal of interesting information and teacher ready lessons for elementary to high school levels. The 2001 Census Results Teacher's Kit activities are appropriate for English, math, theatre arts, art, social sciences, geography, history, and family studies. <http://www12.statcan.ca/english/census01/release/Index.cfm>

Stats Canada: Earnings by Education

This section of the Stats Canada site looks at earnings by regions of Canada and education level. You can go to British Columbia and then look at the average earnings of a male or female in Kamloops (or any other community) by the education level – high school, college, trades, or university. Please note that these earnings are averaged over the total working population and will be higher than entry-level salaries. Using these income figures, you will be able to assist the students in doing an imaginary budgeting exercise. Have them list their wants and needs, such as rent, utilities, food, car payments, entertainment, etc and project their budgets based on an average income with a high school education, etc.

<http://www12.statcan.ca/english/census01/products/highlight/Earnings/Page.cfm?Lang=E&Geo=CMA&View=2b&Code=59&Table=1a&StartRec=1&Sort=2&B1=Both&B2=High>

Ministry of Advanced Education:

Program Planning and Counselling Information

This site provides links to numerous online resources for labour market information, career planning, and work search.

<http://www.aved.gov.bc.ca/labourmarketinfo/cppa.htm>

Career Planning

At 17, Eric had left the Treatment Centre for the third time. He was ready to complete his Grade 12 and planned to enter the local college to become a Drug and Alcohol Counsellor. He was feeling good about himself and wanted to help others. He enjoyed working with people and thought counselling would be a great career. That summer, in order to make enough money, quickly, Eric joined the Fire Fighting Crew. He liked working with the crew and made great money. In the fall, the thought of going to school didn't seem exciting, especially after a summer job where he has jumping from helicopters and dodging fires. For the next five years, Eric spent the summers on the Fire Fighting crew and lived on EI in the winter. Then he went to the oil patch and made even more money. At the age of 27, Eric decided it was time to get back to his original plan of Drug and Alcohol Counsellor. While working for the past 10 years, he learned he did not like working with machines and equipment. He did like making money, he liked the excitement, and he enjoyed working as a member of a team.

Eric met with the career counsellor and explored the next steps. The counsellor asked, "What is it about drug and alcohol counselling that you think you would enjoy?" He said he enjoyed working with people. "Yes, but there are two different types of 'People Careers' – those that involve working with people to help them (Social - counsellors, teachers, social workers) and those that involve working with people to sell them something (Entrepreneurial – sales, tourism, leaders, management).

Career Planning



Information from JobFutures (HRDC) notes that in today's economy the average high school student will retrain 3 to 5 times in their lifetime. Yes – this gives real meaning to the term 'Lifelong Learning!'



Considering that most people will be in the work force for at least 45 years of their life, they might as well have a job that they enjoy doing.

Eric did some self-assessment quizzes, career investigations and informational interviews and he realized his interest in people was more on the sales/management side. He also discovered that he liked organization and office work. At this time, Eric has changed his career direction and is looking into tourism management.

You wouldn't buy a new car without test-driving it first. The same holds for your future. It is important to take the time to do some self-assessments and investigate careers before investing your time and money in pursuing them.

Career Planning is often the last thing on the minds of high school students. For them, the goal is just to graduate. They have spent the last 13 years in school and have constantly heard “Get your Grade 12” or “You can't get a job without your Grade 12.” So, for them, the goal is simply Grade 12. But reaching that Grade 12 graduation is just the beginning of a lifetime of ongoing decision making and learning. Information from JobFutures (HRDC) notes that in today's economy the average high school student will retrain 3 to 5 times in their lifetime. Yes – this gives real meaning to the term ‘Lifelong Learning!’

What is Career Planning?

A career is the sum total of all our life experiences. Career planning is a lifelong process, which includes self-assessment, looking at options, choosing an occupation, getting the education/training, getting the job, growing and learning in the job, retraining, and changing employers and/or careers.

Self-Assessment → Career Exploration → Institution/Program Search

Youth often think of career planning as something they do to complete a school assignment, not as a lifelong process that is both beneficial and enjoyable. All too often, youth look around their community and pick a job they think they might enjoy, or one that is available, or one that someone says “Hey, you should do that job!” Considering that most people will be in the work force for at least 45 years of their life, they might as well have a job that they enjoy doing.

The challenge is to get youth interested in their own career planning. You can help them to take an interest by getting the students to look at themselves. What are their dreams? What are their passions? What are their visions of “Their Future World?” **The key here is to get the youth to understand that they DO have choices, and they also have the RESPONSIBILITY to plan for and make their choices.**

When youth choose a career path, they are making a choice that will affect every aspect of their lives. Understanding ‘Who they are’ and ‘What they enjoy’ can help youth to make more informed and better life decisions. As students get closer to their Grade 12 graduation, they are constantly asked “What do you plan to do after high school?” After 13 years of being told what to do, what to study and how to behave, they are now faced with **THE REST OF THEIR LIVES!**

Self-Assessment

The first step of Career Planning is Self-Assessment. Helping students to develop an understanding of who they are, their interests, values, skills, abilities, desired life styles and dreams will put them in a better position to evaluate their educational options and career choices.

Given the fact that there are 25,000 different job titles in Canada, the question of “What do you want to do after you graduate?” is pretty daunting. Working with self-assessment tools and developing self-awareness is as much about discovering what students would like in a career, as finding out what they do not like.

This section of *Finding Your Path* provides numerous tools and assessments to share with students as they explore who they are and what career direction they want to take. Career exploration is about helping students to constantly examine who they are, their interests and skills, and where they want to go. There are no big decisions to make, only hundreds of little ones that shape students’ lives and build their future.

Matching the youth with career and learning options is an important part of the career planning path. Their interests, abilities, and values strongly influence the work that they choose and their success while on the job.

Self-Assessment quizzes and tools will only provide the student with the starting point for their career exploration. The assessment inventories will not suggest a



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The self-assessment process is the beginning of Finding Their Path. Encourage youth to enjoy the journey!

Career Planning

specific career. No one tool will simply say “You will be a brain surgeon!” Self-assessment inventories are tools to help students gather information about themselves. Career Planning is very much a process that will continue throughout a lifetime. The more honest reflection, work and research students put into their career planning process now, the better prepared they will be to make future decisions. The reliability and validity of their self-assessment “results” will be entirely dependent upon how honest they are when completing the checklists. The self-assessment process is the beginning of Finding Their Path. Encourage youth to enjoy the journey!

Types of Assessments

Interests – I like to do

Interests are the things we enjoy doing. They can be categorized into information (working with facts, data, numbers, information), people (helping and working in groups) and things (working with tools, equipment, or computers). They include looking at activities, hobbies, school subjects, etc. that the student enjoys.

Skills – I am good at doing

A skill is the ability to do something well. Transferable skills are skills that can be used in a variety of work settings, such as math skills. Functional skills are grouped into categories that include working with 1) people, 2) data or information, and 3) things or objects. Another group of categories is problem-solving, leadership, creative, or intellectual skills.

Abilities and Aptitude – I can easily do . . .

Abilities are the traits people possess that allow them to do certain things, such as sports ability. Aptitude is the capacity to learn certain skills. For example, people who are readily able to learn and understand math concepts are said to have an aptitude for math. In other words, abilities and aptitudes can be thought of as peoples’ “gifts.” All students are gifted in different ways. Both their abilities and aptitudes will affect the level and length of education and training that the students can complete and need to reach their career goal(s). For example, two students may

be interested in law. One may have the ability to enter a two year diploma program to become the paralegal, and the other may have the ability to become a lawyer.

Values – Before I make a decision I consider . . .

Values are the things that are important to each individual. They help to define one's lifestyle and play an important role in the decisions one makes. As students define their values, they can use them to narrow their career choices. For example, family is a strong value of some students, so it may make sense for them to choose a career that will enable them to live near their home community.

Guiding Students Through Self-Assessments

When students are working with self-assessment quizzes, let them know there are no right or wrong responses. Encourage them to just be honest with themselves.

The students can draw a number of career related conclusions by putting all their answers together in a **Finding Your Path Portfolio** (a sample portfolio is included in the resource section of this binder). If they like working with things, enjoy working with people, enjoy solving puzzles, and like to live close to nature, perhaps they might enjoy working as a groundskeeper at a golf course, or ...?

Students' personal characteristics hold a career-planning clue as to what they might be happy pursuing and working at.

By reflecting on their personal qualities through self exploration and by looking at the results of an assessment or quiz, students will be able to piece together some broad career/industry clusters that might provide options for them to explore and research further before they make plans to take post-secondary training or enter a career.

Internet Resource Sites – Career Self-Assessment Tools

The following internet sites are recommended for anyone requiring further information about self-assessment and self-assessment tools. The tools are highlighted in terms of their ease of use and readability level, including easy, intermediate, and advanced levels.



TIP: Assessments and quizzes provide the student with only the starting point of career exploration. Use them as a departure point for further research to see if the identified occupational options might provide a possible match. You, as the career counselor or teacher, can help the student reflect on his/her personal options and opportunities.

Career Planning

Easy Level

Job Futures (Know Yourself Quiz):

This site is useful for its provision of a good, simple, short self-assessment of interests. It is easy to navigate, and it includes 24 quick questions with easy readability. From the results, you can link to suggested occupations. Here the student will find At a Glance – wages, outlook and employment rate. There are also links to job descriptions, relevant education and training requirements, work prospects, and other information.

<http://www.jobfutures.ca>

Intermediate Level

Work Search (“Who am I?” Career Quizzes):

This site includes five assessment tools including What Are My Work Interests?, What’s My Work Style?, How Am I Smart? What Career Areas Would I Like? And What Are My Work Values? The assessments are short, but require a more abstract reading level. The results are printable, but do not link to career options. The What Learning or Education Do I Need? section looks at learning styles and contains several links to funding options and Prior Learning Assessments (see the A to Z’s of Post Secondary planning for more information about Prior Learning Assessments).

<http://www.worksearch.gc.ca/english/index.pl?tid=6&sid=XYQJVH51US4s>

HRDC (Nova Scotia) Transferable Skills Inventory:

This is a good tool to pinpoint transferable skills. It provides a summary of top five skills. However, it does not link to occupational possibilities.

<http://www.ns.hrdc.gc.ca/english/career/pathways/look.htm>

Aboriginal Youth Network (AYN):

These self-assessment quizzes include a unique Obstacles Exercise. Choose the Self-assessment section, click on the “Who Are You” tab to access the Interests and Abilities Exercise, Skills Exercise, Values Exercise and Subject Exercise. Click on the “What Do You Bring To Work” tab to access the Attitude Quiz, Learning Style Quiz and Team Player Quiz. Click on the “Choose a Path” tab to access the Obstacles Quiz.

<http://pathfinder.ayn.ca>

Advanced Level**Mazemaster:**

This self-assessment tool includes Interests, Skills and Values. Each assessment leads to career cluster links, leading to a job title with NOC coding (NOC coding is used by HRDC to categorize career clusters and jobs) and job descriptions. Many web sites will refer to the NOC codes and job description. The Goals and Next Steps section can be used as a planning tool. The Action Plan section combines the information from all of the sections in a printable format. The site is extensive and requires registering as a public user. It also requires advanced level reading and computer skills.

<http://www.mazemaster.on.ca/selfassessment/selfassessment.htm>

CanLearn:

This is an extensive, interactive site that contains 15 questions on occupational aptitudes and 144 on interests and work options. The assessment links to a list of potential occupations, with job descriptions and employment outlooks. Students can then choose salary and links to education/training institutions. This site requires advanced level reading and a significant time commitment.

<http://canlearn.ott.bridges.com/canlearn/ci.nsf/frmGettingStarted?OpenForm&Version=CANADA>

Next Steps:

This is an extensive, interactive Career Planning tool. The Self-Evaluation section assesses Interests, Work Values, Lifestyle Values (this is a good section to get students to think about their values), Transferable Skills, Job Related Skills and Personal Traits. There are links to other assessment tools. The assessment information is saved in a printable portfolio.

<http://www.nextsteps.org/career/index.html>

BC Education Career Planning for Students and Parents:

This web site is for students and parents who are looking for information on careers, post-secondary education and the world of work. The Awareness section of this site looks at interests, values, aptitudes, abilities, personal traits and desired life styles. This section links to self-assessment websites. The best link is the 10 Step Planning Guide, but many of these assessments are very involved and advanced. Some assessment links require payment.

<http://www.bced.gov.bc.ca/careers/planning>

Career Planning

Sites Requiring Subscription

CareerCruising:

This is an excellent site that has a short and more extensive interest assessment (Match Maker) which leads to career matches, containing job descriptions, education requirements and interviews. You can use a free 30 day trial.

<http://www.careercruising.com>

Bridges Career Explorer:

This extensive site includes an interest assessment, links to career matches, career planning articles and lesson plans. A free 3 day trial is available. You may consider having students log on and use this site extensively for a three days career planning session. **<http://www.bridges.cx>**

Self-Assessment Results Tips

- Have students keep a record of their results by printing off the information gathered, saving the information in a word file, or by writing down their answers. You may also have the students compile all their personal information in their *Finding Their Path Portfolio* (see the sample portfolio in the final tab of this binder).
- Encourage students to share their findings with their Support Person(s).
- For more tips on how to support students in undertaking a self-assessment, check out the How to Be Supportive section found at **<http://www.nextsteps.org/career/support.html>**.

Career Exploration

Researching your career choices is important, so you know what you are getting into.

Do not be like the non-Aboriginal woman who read an ad in the Vancouver Sun for a Band Manager. As she was into music, had managerial experience and was looking for a change, she applied for the job, thinking she would be managing a music group! She got an interview, only to discover the job was for a Band Manager in a Northern First Nations community. (PS - She was offered the job and took it!)

It is important to ‘check out’ the career before starting your education or training.

With 25,000 different job titles to pick from, choosing a career can be hard work. This section is about helping students to gather information that will help them learn about the careers that interest them and to narrow their career options. It is not necessary for the student to know **exactly** what career they plan to pursue; it is more about exploring what careers are out there and which career clusters match their interests, values, abilities, learning styles and life styles. Remember: students who are graduating today may retrain three to five times in their lifetime.

When looking at careers, have the students research the following.

- The nature of work and job duties – what is it one does in this career?
- Do they see themselves enjoying these tasks on a day-to-day basis?
- What are the salary and advancement opportunities?
- What are the working conditions? Does the job require working outdoors in all weather conditions or spending all the time inside sitting at a desk?



*It is not necessary for the student to know **exactly** what career they plan to pursue; it is more about exploring what careers are out there and which career clusters match their interests, values, abilities, learning styles and life styles.*

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- Where will they find work? Studying to be a marine biologist is great – but not if you plan to live in Central British Columbia.
- What are the education/training requirements? If they plan to only go to school for a short time, aiming to be a lawyer is out. They might want to consider a paralegal career.
- What is the outlook for this career? Studying to be a blacksmith may be rewarding, but what are the opportunities for employment?

Answering these questions and learning more about a career are essential to career explorations.

Gathering Career Information

Usually, students use on-line resources to gather information about careers. Start by having the students use the Internet to explore careers. Encourage them to look at a wide variety of careers. Perhaps you could have a contest amongst the students, challenging them to find the most unique career. You could then post the information they find on a bulletin board. In addition, encourage students to gather information by going to your local employment office, government offices, Band offices, or the local college or university. Have students ask the people who work at these places for information about the specific occupations that interest them. Have them talk to college or university instructors in a program area, such as auto mechanics.

Another very important aspect of career investigation is the **information interview**. This means contacting and interviewing someone who works as or is studying to become whatever the youth is interested in becoming. The interview does not have to be formal, although calling for an appointment and doing a face-to-face interview is good for networking reasons. You never know when there may be a summer or part-time job opportunity.

If you live in a remote community, you could plan a field trip to take a group of youth to a larger center to do a series of information interviews and even tour a college or university campus. Or you may encourage students to use the telephone to conduct an interview. You may want to have the students do practice interviews before sending them on to an information interview.

Career Exploration Web Sites

Career Paths:

This site contains 120 career options including a brief job description, projected job openings, annual salary and projected growth. The site is limited to only 120 careers, but the information is presented in an easy to read format. The link to Work Futures takes you to a more extensive listing of occupations. The Search box is shaded and you cannot initially see when you type your request, but just type and it will work. Unfortunately many occupations are not included, ie. Auto mechanic.

http://www.careerpathsonline.com/site/occ_ops/

Work Futures:

This site contains the most complete information, but has a higher reading level. The National Occupation Classification (NOC) codes are the ones used by HRDC to classify all job titles in Canada. The site includes Nature of Work, Duties, Working Conditions, Education, Job Titles, Employment Projections and graphs indicating salaries.

<http://www.workfutures.bc.ca>

Aboriginal Youth Network: Investigating Occupations:

This site has a Getting Information section that includes Information Interview Questions and ways to use the NOC to gather information. The Career Investigation section has excellent information on how to set up an information interview and what to ask.

<http://pathfinder.ayn.ca/choosePath-Investigate.php>

Next Steps:

This is an advanced level site that takes time to navigate, but provides a great deal of information. The Career Exploration section has steps to getting information on careers and links to other Canadian and US sites. The Choosing a Career section gives 5 steps in the decision making process of choosing a career.

<http://www.nextsteps.org/career/index.html>

Job Futures:

The I Want To Be section of this site lists 226 occupation groups. You can search for careers by job title, interests (people, things or information), NOC, or Work Prospects. When looking at salaries, remember that they are averaged across Canada. Salaries in BC are generally higher than other parts of Canada.

<http://www.jobfutures.ca>



*TIP: After students have explored career options, have them record their career choice information and findings in their **Finding Your Path Portfolio**.*

Career Planning

Career, Occupational, Learning and Labour Market Information (LMI):

The Canadian LMI site quickly searches 28 databases.

<http://collmi.org>

Sites requiring subscription

CareerCruising:

This is an excellent site that contains career planning information including job descriptions, education requirements and interviews. Free 30 day trials are available.

<http://www.careercruising.com>

Bridges Career Explorer:

This extensive site includes a Career Search section providing 4-6 pages of up-to-date information on careers. You can access a Free 3 day trial. Hint: Have students log on and use this site extensively for a three day career planning session.

<http://www.bridges.cx>

Where to Go and How To Get There?

Once students have decided on a potential career path, the challenge is then to help them select the post-secondary institution or training site that has the program they are seeking that will meet their needs, and then ensure that the students can meet the entrance requirements.

Finding Public Post-Secondary Institutions

In British Columbia, there are 27 public post-secondary institutions funded by the provincial government. Those institutes include 5 universities offering undergraduate, graduate and professional programs, 5 university colleges offering selected bachelor degrees, career/technical, vocational and adult basic education, 11 colleges offering academic, career/technical, vocational and adult basic upgrading programs, 5 institutions which specialize in technologies, trades, art and design, law enforcement and indigenous studies, and the Open Learning Agency, which offers distance delivery only.

Where to find information about the public post-secondary institutions

PASBC

The most complete information on British Columbia's post-secondary institutions is found on the Post-Secondary Application Service of British Columbia (PASBC) website. This site provides links to all 27 British Columbia public institutions.

www.pas.bc.ca

Where to Go and How to Get There

From this page follow the link to Information on Post-Secondary Education in BC and then Maps/Links to BC Institutions.

Here you will find maps of the province showing the institutions and direct links to the institutions' web sites. Each institution web site contains program information, on-line Calendars, registration information, and even tours of some of the campuses.

If you prefer the print copy of an institution's post-secondary calendar, you can email your request to that institution. Please note that due to costs, many institutions will no longer send out complete calendars, but will send 'View' booklets. The University of British Columbia no longer prints its calendar; the information is only available on-line.

The following table has web sites and telephone contacts for 27 BC public post-secondary institutions and some of the other private post-secondary institutions.

BC Post-Secondary Institutions

British Columbia Institute of Technology
www.bcit.ca
services@bcit.ca
(604) 434-1610

Camosun College
www.camosun.bc.ca
info@camosun.bc.ca
(250) 592-1556, (250) 370-3841

Capilano College
www.capcollege.bc.ca
admissions@capcollege.bc.ca
(604) 984-4900

College of New Caledonia
www.cnc.bc.ca
askcnc@cnc.bc.ca
(800) 371-8111

College of the Rockies
www.cotr.bc.ca
admissions@cotr.bc.ca
(250) 489-8239

Columbia College (private)
www.columbiacollege.bc.ca
admin@columbiacollege.bc.ca
(604) 683-8360

Coquitlam College (private)
www.coquitlamcollege.com
admiss@coquitlamcollege.com
(604) 939-6633

Corpus Christi College (private)
www.corpuschristi.ca
corpus@interchange.ubc.ca
(604) 822-6862

Where to Go and How to Get There

*Finding Your Path:
A Guide to Career and
Education Planning*

Douglas College

www.douglas.bc.ca
registrar@douglas.bc.ca
(604) 527-5478

Emily Carr Institute of Art & Design

www.eciad.bc.ca
admissions@eciad.bc.ca
(604) 844-3800

Institute of Indigenous Government

www.indigenous.ca
apps@indigenous.ca
(604) 602-9555

Justice Institute of British Columbia

www.jibc.bc.ca
register@jibc.bc.ca
(604) 528-5590

Kwantlen University College

www.kwantlen.ca
admissio@kwantlen.ca
(604) 599-2000

Langara College

www.langara.bc.ca
geninfo@langara.bc.ca
(604) 323-5241

Malaspina University-College

www.mala.bc.ca
advising@mala.bc.ca
(250) 740-6410

Nicola Valley Institute of Technology

www.nvit.bc.ca
info@nvit.bc.ca
(250) 378-3336

North Island College

www.nic.bc.ca
admissions@nic.bc.ca
(250) 334-5000

Northern Lights College

www.nlc.bc.ca
appinfo@nlc.bc.ca
(250) 784-7514

Northwest Community College

www.nwcc.bc.ca
webmaster@nwcc.bc.ca
(250) 635-6511

Okanagan University College

www.ouc.bc.ca
advising@okanagan.bc.ca
(250) 862-5418

Open Learning Agency

(BC Open University, Open College)
www.ola.ca
student@ola.ca
(800) 663-9711, (604) 431-3300

Royal Roads University

www.royalroads.ca
rruregistrar@royalroads.ca
(800) 788-8028, (250) 391-2505

Selkirk College

www.selkirk.bc.ca
admissions@selkirk.bc.ca
(250) 365-1297

Simon Fraser University

www.reg.sfu.ca
undergraduate-admissions@sfu.ca
(604) 291-3224

Where to Go and How to Get There

Trinity Western University (private)
www.twu.ca
admissions@twu.ca
(888) GO TO TWU, (604) 513-2019

University of British Columbia
www.welcome.ubc.ca
student.information@ubc.ca
(604) 822-9836

University College of the Cariboo
www.cariboo.bc.ca
admissions@cariboo.bc.ca
(250) 828-5071

University College of the Fraser Valley
www.ucfv.bc.ca
reginfo@ucfv.bc.ca
(604) 854-4501

University of Northern British Columbia
www.unbc.ca
registrar-info@unbc.ca
(888) 419-5588

University of Victoria
www.uvic.ca/adms
admit@uvic.ca
(250) 721-8121

Vancouver Community College
www.vcc.ca
info@vcc.ca
(604) 871-7191, 443-8453

Yukon College
www.yukoncollege.yk.ca
info@yukoncollege.yk.ca
(867) 668-8710

Other helpful sites to find public post-secondary institution information include the following.

British Columbia Post-Secondary Institutions

This site highlights the mailing addresses, telephone, and fax contacts of the main campuses of all the British Columbia post-secondary institutions. Hint: You may want to print this for future reference.

<http://www.aved.gov.bc.ca/relatedsites/bcuci.htm>

Aboriginal Contacts:

Each of British Columbia's post-secondary institutes has an Aboriginal student support system. Students will want to make contact with the Aboriginal Coordinator at the institution they attend. Hint: You may want to print this list for future quick reference.

www.aved.gov.bc.ca/aboriginal/ab-list.htm

Alberta Post-Secondary Institutions:

Alberta Learning Information Service (ALIS) provides links to Alberta post-secondary education, training and institutions web sites. As well, there are links to Alberta apprenticeship training.

<http://www.alis.gov.ab.ca/learning/pset/alberta.asp>

Schoolfinder

This site is an excellent quick link to more than 700 public post-secondary institutions in Canada. It includes admission requirements, costs, programs and contact details. Students can view interactive virtual campus tours. They can search by keyword for programs, schools, careers and scholarships.

<http://www.schoolfinder.com>

Braintrack:

This site includes the world's most complete Education Index providing quick links to over 6600 higher educational institutions in 170 Countries. For Canada, click on the America link and follow the prompts to the province of choice.

<http://www.braintrack.com/>

Aboriginal Canada Portal:

This site includes links to Aboriginal education and training programs at the universities and colleges across Canada by province. It also includes links to scholarships and bursaries. From the home page click on 'Learning' and follow the links.

<http://www.aboriginalcanada.gc.ca/>

Aboriginal Educational Resources Database:

This is a listing of Aboriginal controlled post-secondary institutions in Canada by province. You can get to their web sites by clicking on the links provided. This project, developed by the Ontario Institute for Studies in Education/University of Toronto, is a work in progress and information is added as it is acquired.

<http://www.oise.utoronto.ca/~first/natdir.html>

Finding First Nations Controlled Post-Secondary Institutions

Throughout BC, there are also numerous post-secondary institutes that are controlled by First Nations. These institutes were created to promote greater access to post-secondary education opportunities for First Nations students who want to study near their communities. The First Nations controlled institutes also emphasize First Nations languages and cultures, and they strive to provide supportive environments that recognize and reflect the unique experiences of First Nations learners. The following is a list of First Nations controlled post-secondary institutes in BC, many of which have designed web sites for further information about the programs they offer. Often, the programs offered in these institutes evolve to reflect the needs of students in the communities as well as funding availability; it is best that students contact the institutes directly to gather specific and up-to-date program information.

Where to Go and How to Get There

Chemainus Native College

Ladysmith
250-245-7155
<http://www.nisa.com/~cnccap/HTML/text.html>

Community Futures Development Corporation of Central Interior First Nations

Kamloops
250-828-9833
<http://www.cfdcofcifn.com>

En'owkin Centre

Penticton
250-493-7181
<http://www.enowkincentre.ca>

First Nations Training and Development Centre

Prince Rupert
250-627-8822

George Manuel Institute

Chase
250-679-3295
http://www.geocities.com/george_manuel_institute/

Gitxsan Wet'suwet'en Education Society

Hazelton
250-842-2248

Heiltsuk College

Waglisla
250-957-2141

Native Education Centre

Vancouver
604-873-3761
<http://www.necvancouver.org/nec/>

Nicola Valley Institute of Technology

Merritt
250-378-3381
<http://www.nvit.bc.ca/>

Nuxalk College

Bella Coola
250-799-0008

Secwepemc Cultural Education Society

Kamloops
250-828-9779
<http://www.secwepemc.org/>

Wilp Wilxo'oskwhl Nisga'a

New Aiyansh
250-633-2290
<http://ctl.unbc.ca/wwn/foundation/>

Yinka Dene Language Institute

Vanderhoof
250-567-5179
<http://www.cnc.bc.ca/yinkadene/ydindex.htm>

Choosing the Post-Secondary Program and Institution

For some students, choosing where to get their post-secondary education or training can be a simple task of just looking at the post-secondary institution closest to home. In many cases, this may be the best choice for a variety of reasons, including family responsibilities and the availability of support systems. Sometimes students may feel more comfortable attending a First Nations controlled institute because of accessibility, comfort in the educational environment, the emphasis on First Nations

cultures and perspectives, or other valid reasons. Overall, however, it is most important that students carefully investigate their educational choice(s) and choose training with their short and long range plans in mind.

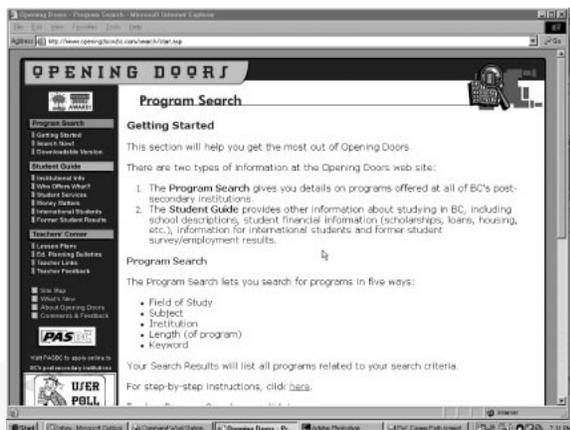
The following questions should be explored by students when they are choosing a post-secondary institution.

- Will the program lead to the student's goal?
- Where are graduates of the program finding employment?
- What are the entrance requirements?
- Is this program accredited?
- Will the program transfer or ladder?
- When is the application deadline?
- Is there limited program entry?
- Where is the school located?
- What are the costs?
- How does one apply?
- What support systems are available?

(Note: for terms and definitions, refer to Section H of this Guide)

To help students search for the right school, you can contact First Nations and public post-secondary institutes to ask about the availability of programs.

Another useful resource is the Opening Doors Program Search material. This web resource provides details on programs offered at all BC public post-secondary institutions, and it includes an interactive program search that students can use to compare post-secondary institutions in relation to their program choice(s). The following is a web page from the Opening Doors Program Search (<http://www.openingdoorsbc.com>), outlining the types of information and searches students can access.



Where to Go and How to Get There

To get a quick overview of what programs are offered in different parts of the province, you can use the following table, **Who Offers What (WOW)**, which is posted on the Opening Doors Student Guide web site (<http://www.openingdoorsbc.com>). While this information may evolve over time, the chart can be used in discussions with students to help them consider which institutes may be able to meet their needs. It can also be useful to show the students the range of options open to them. But remember ... the students must check with the institutes when they are getting ready to apply to make sure they are working with the most up-to-date details.

To use the following charts, refer to the program abbreviation key in the upper right hand corner of each page to see what is offered. For example, Camosun College offers a Diploma (2 years) in Aboriginal Related Studies and University College of the Cariboo offers a Certificate (1 year).

Please note:

The following chart includes information related to public post-secondary institutes in B.C. The newly formed Indigenous Adult and Higher Learning Association is currently working toward the creation of a similar guide for First Nations controlled institutes. That guide will be posted at www.fnesc.bc.ca as soon as possible.

D-12

- A = Associate Degree
- AC = Advanced Certificate
- AD = Advanced Diploma
- AP = Apprenticeship Training
- B = Bachelor's Degree
- C = Certificate
- CS = Concentrated Study
- D = Diploma
- M = Master's Degree
- P = Post Baccalaureate Diploma
- PD = Provincial Diploma
- PhD = Doctoral Degree
- UBT = University Block Transfer
- V = Various Courses
- * = Co-op Education

	COLLEGES										UNIVERSITY COLLEGES										INSTITUTES										UNIVERSITIES									
Electrical Related	Camosun College	Caplano College	College of New Caledonia	College of the Rockies	Douglas College	Langara College	North Island College	Northern Lights College	Northwest Community College	Selkirk College	Vancouver Community College	Kwantlen University College	Malaspina University-College	Okanagan University College	University College of the Cariboo	University College of the Fraser Valley	British Columbia Institute of Technology	Emily Carr Institute of Art and Design	Institute of Indigenous Government	Justice Institute of B.C.	Nicola Valley Institute of Technology	Open Learning Agency	B.C. Open University	Royal Roads University	Simon Fraser University	University of British Columbia	University of Northern B.C.	University of Victoria												
Fine Woodworking/Furniture Related	AP,C		AP,C				AP,C			AP,C		C																												
Machinist			C							C							AP,C,D*																							
Painting/Wallcovering																	AP,C																							
Plumbing/Pipefitting	AP,C						C										AP,C																							
Sheet Metal Work	AP,C																AP,C																							
Tool & Die Making																	AP*,D*																							
Welding	AP,C,V		AP,C	AP,C			AP,C	AP,C	AP,C	C		C,V	C	C	AP,C	C	C																							
Education (Teacher Training)																																								
Adult Education																																								
Early Childhood Education	C,D	C,D	C	C,UBT	C,D	D,V	C,D	C,D,UB T,V	C	C	B,C,D	C,V	C,D	C	C,D	C,D																								
Education (General)																																								
Elementary/Secondary Related																																								
English as a Second Language Teaching																																								
Teacher Assistant/Aide		C	C	C	B,V			C																																
Technology Education																																								

A = Associate Degree
 AC = Advanced Certificate
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 D = Diploma
 M = Master's Degree
 P = Post Baccalaureate Diploma
 PD = Provincial Diploma
 PHD = Doctoral Degree
 UBT = University Block Transfer
 V = Various Courses
 * = Co-op Education

	COLLEGES				UNIVERSITY COLLEGES				INSTITUTES				UNIVERSITIES							
Camoun College																				
Caplano College																				
College of New Caledonia																				
College of the Rockies																				
Douglas College																				
Langara College																				
North Island College																				
Northern Lights College																				
Northwest Community College																				
Selkirk College																				
Vancouver Community College																				
Kwantlen University College	A																			
Malaspina University-College	B																			
Okanagan University College	B																			
University College of the Cariboo																				
University College of the Fraser Valley					B*															
British Columbia Institute of Technology																				
Emily Carr Institute of Art and Design																				
Institute of Indigenous Government																				
Justice Institute of B.C.																				
Nicola Valley Institute of Technology																				
Open Learning Agency																				
Royal Roads University																				
Simon Fraser University																	B* M	B* M	B* M	B* M
University of British Columbia																				
University of Northern B.C.																				
University of Victoria																				

D-18

- A = Associate Degree
- AC = Advanced Certificate
- AD = Advanced Diploma
- AP = Apprenticeship Training
- B = Bachelor's Degree
- C = Certificate
- CS = Concentrated Study
- D = Diploma
- M = Master's Degree
- P = Post Baccalaureate Diploma
- PD = Provincial Diploma
- PhD = Doctoral Degree
- UBT = University Block Transfer
- V = Various Courses
- * = Co-op Education

	COLLEGES										UNIVERSITY COLLEGES										INSTITUTES										UNIVERSITIES									
Philosophy	Camosun College	Caplano College	College of New Caledonia	College of the Rockies	Douglas College	Langara College	North Island College	Northern Lights College	Northwest Community College	Selkirk College	Vancover Community College	Kwantlen University College	Malaspina University-College	Okanagan University College	University College of the Cariboo	University College of the Fraser Valley	British Columbia Institute of Technology	Emily Carr Institute of Art and Design	Institute of Indigenous Government	Justice Institute of B.C.	Nicola Valley Institute of Technology	Open Learning Agency	B.C. Open University	Royal Roads University	Simon Fraser University	University of British Columbia	University of Northern B.C.	University of Victoria												
Political Science																																								
Psychology (Arts)				C								AB	B	B	B*						B																			
Religious Studies Related																																								
Sociology												A	B	B	B*							B																		
Women's Studies							D																																	
Mechanical Related																																								
Aircraft Mechanic/Maintenance	C																																							
Auto Body Repair Related											AP,C	C		AP,C																										
Auto Mechanics	AP,C			C			C,V	D*	C	C	AP,C	AP,C	AP,C	C,V	C	AP,C																								
Business Machine Repair																																								
Diesel Engine Mechanic											C																													
Heavy Equipment Maintenance & Repair	C			C			C,V	C*	C	C		AP,C	AP,C	C	AP,C																									
Millwright										C																														
Misc. Mechanics & Repair	C																																							
Parts and Light Warehousing												AP,C																												

D-20

A = Associate Degree
 AC = Advanced Certificate
 AD = Advanced Diploma
 AP = Apprenticeship Training
 B = Bachelor's Degree
 C = Certificate
 CS = Concentrated Study
 D = Diploma
 M = Master's Degree
 P = Post Baccalaureate Diploma
 PD = Provincial Diploma
 PhD = Doctoral Degree
 UBT = University Block Transfer
 V = Various Courses
 * = Co-op Education

	COLLEGES										UNIVERSITY COLLEGES										INSTITUTES										UNIVERSITIES									
Astronomy	Camosun College	Caplano College	College of New Caledonia	College of the Rockies	Douglas College	Langara College	North Island College	Northern Lights College	Northwest Community College	Selkirk College	Vancouver Community College	Kwantlen University College	Malaspina University-College	Okanagan University College	University College of the Cariboo	University College of the Fraser Valley	British Columbia Institute of Technology	Emily Carr Institute of Art and Design	Institute of Indigenous Government	Justice Institute of B.C.	Nicola Valley Institute of Technology	Open Learning Agency	B.C. Open University	Royal Roads University	Simon Fraser University	University of British Columbia	University of Northern B.C.	University of Victoria												
Atmospheric Science																																								
Biochemistry/Microbiology																																								
Biology (Science)																																								
Chemistry																																								
Community and Regional Planning (Science)																																								
Computing Science/Systems Related																																								
Economics (Science)																																								
Environmental Studies Related (Science)																																								
Forestry/Resource Management Related																																								
Geography/Earth Sciences Related																																								
Human Kinetics/Kinesiology/Physical Education																																								
Linguistics (Science)																																								
Math/Statistics (Science)																																								
Physics Related																																								
Psychology (Science)																																								



Hint: Have students investigate entrance requirements in Grades 10 and 11. Even if they are not sure what program they plan to enter, you can help them to gain an understanding of what high school courses and grades are required to meet a variety of entrance requirements. Waiting until February of Grade 12 is too late to start planning for meeting entrance requirements!

Where to Go and How to Get There

Admission Requirements

Knowing what students want to study and where they want to go to school is followed by the question “Do they meet the admission requirements?”

In BC, students can get into University Transfer studies at any community college with just a Grade 12 Graduation Diploma (or the Dogwood Diploma; see the glossary for more information about the distinction between this Diploma and the School Leaving Certificate).

For specific program areas, colleges will have additional admission requirements that include the completion of certain high school courses with a minimum grade percentage. University and university/colleges also require specific high school courses and/or minimum grade percentages for entrance.

For Admission Information “at a glance,” you can refer to the Selected Post-Secondary Admission Information 2003 chart. This chart provides a summary of Admission Information. Please use this as a guide only. **Students must verify the current admission requirements at the institution they choose.** See the Post-Secondary Admission Information on the following page.

To get an idea of specific program entrance requirements, use the Selected Post-Secondary Program Information 2003 chart. This chart gives a “snap shot” of Program Entrance Requirements, Program Types, Institutions, Application Deadlines and Fees/Tuitions. Information is included for the following programs:

- First Nations Studies
- Business Administration/Management
- Early Childhood Education
- Forestry/Integrated Resource Management
- Nursing
- Pre-Trades/Technology
- Home Support/Resident Care
- Teacher/ Teacher Assistant

Please use both these tables as a guide only. Once again, students must verify the current admission requirements at their institution of choice.

Selected Post-Secondary Admission Information 2003

Note: This is a general guideline only. For more details go to www.openingdoorsbc.com and search Institution. The information in this table is summarized from institution calendars/websites (mostly 2002/03) and is subject to change and revision. Check current specifics with the post-secondary institution. Application fees are non-refundable. Application deadlines are the latest dates; earlier application is recommended. Generally applications accepted starting 11 or 12 months prior to intended start date. Admission is on a competitive basis, so the minimum average may end up much higher. Check with institution which courses are used to determine average.

High School Pre-Requisite Courses													
Institution	Phone	Application Deadline	App Fee	Annual Tuition	ENG 11	MATH 11	Foreign Lang11	SS 11	a SCI 11	ENG 12	MATH 12	Plus Other Gr 12 Academic Courses	Min. Average Admission %
COTR	(250) 489-8239	First come	\$30	\$2110								check program/course	check program/course
Selkirk	(250) 365-1297	First come	\$35	\$2608								check program/course	check program/course
SFU	(604) 291-3224	early Feb 28 Apr 30	\$35	\$2853									General 73%
				Arts	Eng 11	Math 11	Foreign Lang11		a SCI 11	Eng 12		4, check SFU calendar	Early 82%
				Science	Eng 11	Math 11	Foreign Lang11		Chem 11 Phys 11	Eng 12	Math 12	3, including 2 Science	Early 80%
UBC	(604) 822-9836	Mar 31	\$22	\$2661	* Must take Language Proficiency Index test, unless "A" in ENG 12								General 67%
				Arts	Eng 11	Math 11	Foreign Lang11	SS 11 or FNS 11	a SCI 11	Eng 12 + LPI *		3 examinable	68%-75%
				Science	Eng 11	Math 11	Foreign Lang11	SS 11	Chem 11 Phys 11	Eng 12 + LPI *	at least 67%	2 examinable, one must be a Science	85%-89%
UCC	(250) 828-5071	Mar 1	\$15	\$1480 - \$2960						Eng 12		check program/course	check program/course
UNBC	(888) 419-5588	early Feb 28 July 15	\$25	\$3500						Eng 12		4, including 3 examinable	65% (C+)
UVic	(250) 721-8121	May 15	\$30	\$2796									
				Humanities	Eng 11	Math 11	Foreign Lang11	SS 11	a SCI 11	Eng 12		3, including 2 examinable	67%
				Science	Eng 11	Math 11			Chem 11 Phys 11	Eng 12	Math 12	2 Science	67%

Selected Post-Secondary Program Information 2003

Note: This is a general guideline only. For more details go to www.openingdoorsbc.com and search Subject or Field of Study. The information in this table is summarized from institution calendars/websites (mostly 2002/03) and is subject to change and revision. Check current specifics with the post-secondary institution. Application fees are non-refundable. Application deadlines are the latest dates; earlier application is recommended. Generally applications accepted starting 11 or 12 months prior to intended start date. Admission is on a competitive basis, so the minimum average may end up much higher. Check with institution which courses are used to determine average.

Program	Application Deadline	App Fee	Annual Tuition	Program Type	Program / Entrance Requirements	Institutions
Aboriginal Studies	Early, up to 11 months in advance	\$15 - \$40	\$1480 - \$6598	Programs, Certificates, Diplomas, Degrees. 8 mos - 4 yrs	Basic to university entrance, varies depending on program. Basic: Grade 12 with C or C+ average, interview, English conversation & writing skills, basic computer literacy may be required. Programs include film & video, arts, science, pre-engineering, environmental, public administration, social service, First Nations language & history.	Comosun, Capilano, COTR, Inst of Indigenous Govt, Langara, Malaspina, Nicola Valley, North Island, Royal Roads, SFU, UBC, UCC, UCFV, UVic, UNBC
Business Admin/Management	Varies, Year-round	\$15 - \$70	\$1790 - \$3750	Certificates, Diplomas, Degrees. 1 yr - 4 yrs	Varies widely by institution/program. Also check individual course prerequisites. May require related employment. Programs can also include e-business and commerce.	Most BC post-secondary institutions
Early Childhood	Early, First come.	\$15 - \$50	\$1194 - \$4855	Certificates, Diplomas. 9 mos to 1 yr	C or C+ in Eng 12; reading, writing & math assessment tests; general medical exam & immunizations; First Aid certificate; 2 references; related volunteer and/or paid experience; background info; Criminal Record Check; interview.	Comosun, Capilano, COTR, Douglas, Langara, Malaspina, New Caledonia, North Island, Northern Lights, Northwest, Okanagan, Selkirk, UCC, UCFV, UNBC
Forestry/Integrated Resource Management	Varies, first come, some specific timeframes.	\$15 - \$60	\$1800 - \$3500	Programs, Diplomas, Certificates, Degrees. 4 mos - 4 yrs	Varies from basic to university depending on program. Basic: Entry assessment tests, C+ in Math 11, a Sci 11, C in Eng 12 (upgrading available). Includes forest science & operations, land & resource management, wood processing, plannermill maintenance & technician programs.	BCIT, COTR, Douglas, Malaspina, New Caledonia, Nicola, Northern Lights, Northwest, Okanagan, Selkirk, UBC, UCC, UNBC
Nursing	Early, wait lists or some specific timeframes	\$15 - \$70	\$1045 - \$3550	Programs, Diplomas, Certificates, Degrees. 8 mos-4+ yrs	Varies. Generally: Grade 12 with Eng 12, Biol 12, Chem 12, Math 11. Medical exam & immunizations, First Aid & CPR-C certificates, references, related work experience, Criminal Record Check, interview. Programs include LPN, RN, Bridging for RCA grads, re-entry, refresher & specialties.	BCIT, COTR, Camosun, Capilano, Douglas, Kwantlen, Langara, Malaspina, New Caledonia, North Island, Northern Lights, Northwest, Okanagan, Selkirk, UBC, UCC, UCFV, UNBC, UVic, VCC
Pre-Trades/Technology	First come, up to 1 year in advance.	\$25 - \$60	\$45 - \$2998	Bridging. 15 weeks to 9 months	Varies by institution: Assessment tests, C in Eng 10, B in Math 10 to C in Math 11, Eng 11. Programs can include trades discovery intro, CAD, GIS, GPS and/or upgrading to meet entrance requirements for apprenticeship/engineering.	BCIT, Camosun, COTR, New Caledonia, VCC
Home Support/Resident Care	Early, wait lists.	\$15 - \$30	\$220 - \$1931	Certificates & upgrading. 15 weeks to 9 months	Varies: Grade 10 with C in Eng, to C+ in Eng 11. General medical exam & immunizations; First Aid & CPR certificate; 2 references; related volunteer and/or paid experience; background info; Criminal Record Check; interview.	Comosun, Capilano, COTR, Douglas, Kwantlen, Malaspina, New Caledonia, North Island, Northern Lights, Northwest, Okanagan, UCC, UCFV, VCC
Teacher/Assistant	Varies, First come.	\$25 - \$40	\$1659 - \$7000	Certificates, Diplomas, Degrees. 9 months to 4 years	Varies by institution/program, basic to university. Basic: Grade 12 with C+ to A in Eng, interview, general medical exam & immunizations; 2 references, related volunteer and/or paid experience, resume, Criminal Record Check. Teaching includes elementary, middle, secondary, ESL & adult plus teachers aides, paraprofessionals, special ed, support workers.	Comosun, Capilano, COTR, Douglas, Langara, Malaspina, New Caledonia, North Island, Northern Lights, Northwest, Royal Roads, SFU, UBC, UCFV, UVic, VCC

Where to Go and How to Get There

To help students find specific admission requirements by program and institution, use the Opening Doors – Program Search web resource (<http://www.openingdoorsbc.com> and click on **Search Now**).

When working with students on this search, carefully read the ‘Conducting a Search’ step-by-step directions. This web resource will enable the student to search:

- Program Details – an overview of the program including tuition and fees, application deadlines, etc.
- Institution Requirements – admission requirements and application procedures
- Program Requirements - program prerequisites
- Program Notes – key information and how to prepare for the program
- Program Planning – further information from the institution’s calendar



Hint: After students have researched institutions and programs, have them complete the ‘Program Comparison Chart’ found on the Opening Doors web site. Attach the chart to their Finding Your Path Portfolio for further reference.



Opening Doors Program Search Web Resource



The following is an excerpt from the Opening Doors – Program Search Web Resource (<http://www.openingdoorsbc.com>).

We have included this excerpt from the Teacher’s Guide because it can be difficult to find on the web site, but it is a very useful exercise for students to undertake when they are choosing which post-secondary institute to attend. It is important to think carefully about a number of different factors effecting their choice, rather than simply selecting an institute based on one issue only, such as location, familiarity etc. Students should be encouraged to think broadly when making their choices.

FNESC and the FNSA are grateful to the web resource creators for permission to reprint these pages.

Personal Program Search Practice

Now that you know how to do a Program Search, it's your turn!



Do a Program Search based on your interests. Use the steps in the Program Search Practice for help.

- a. Once you get to your **Search Results** page, record four programs from this list onto the **Program Search Chart**.



- b. Next, click on one of the programs you wrote down (it will be in blue and underlined).

You should now be on a **Program Details** page that has information about the program you selected.

There are 5 different buttons listed across the top of the screen. Click on each of these buttons and read what it has to say about the program.

Program elements	Explanation
Program Details	A brief overview of the program including tuition and supplies costs, start date, length of program, etc.
Institution Requirements	Lists the admission requirements for that particular institution and explains how to apply.
Program Requirements	Lists the prerequisites for the program (which are in addition to the institution admission requirements). For example, you may need certain grades to be accepted.
Program Notes	Key information and advises on how to prepare for this program.
Program Planning	Directs you to find further information from the institution's calendar and other sources.

- c. Now complete the handout **Program Comparison Chart** using this information. After you have completed the chart you can quickly compare the programs that interest you!

*Note: Bring your completed **Program Comparison Chart** with you when you meet with your CAPP teacher or career advisor to discuss your career path.*



Program Detail	1	2	3	4
Institution				
Program Name				
Location				
Length				
Start Date				
Tuition	\$	\$	\$	\$
Books & Supplies	\$	\$	\$	\$
Prerequisites				
Co-op? (Y or N)				
Application deadline				
Program Notes				
Rank these institutions (1=first choice 2=second choice, etc.)				



Explanation of Program Details

Program Detail	Explanation
Institution	i.e. Malaspina University College
Program Name	i.e. Carpentry and Residential Construction Certificate
Location	i.e. Nanaimo and Powell River Some institutions have many different campuses spread over a wide area. Make sure you know which one your program of choice is located at as this may involve more traveling than you had anticipated.
Length	The number of weeks, months or years (or semesters) that the program lasts.
Start Date	The month(s) that the program starts each year (some programs have continuous intake).
Tuition	How much tuition will cost each year.
Books & Supplies	How much books and supplies will cost each year (this is an approximate figure).
Prerequisites	Look under the Program Requirements for this information. Write down the highlights i.e. grades required.
Co-op? (Y or N)	Does it offer co-op? Work experience?
Application deadline	Do you have to apply by a certain date? Are applications accepted anytime?
Rank these institutions (1=first choice, 2=second choice, etc.)	Decide which of the above factors are most important to you and rank the schools based on these factors.

Where to Go and How to Get There

An Additional Note on Admission Requirements

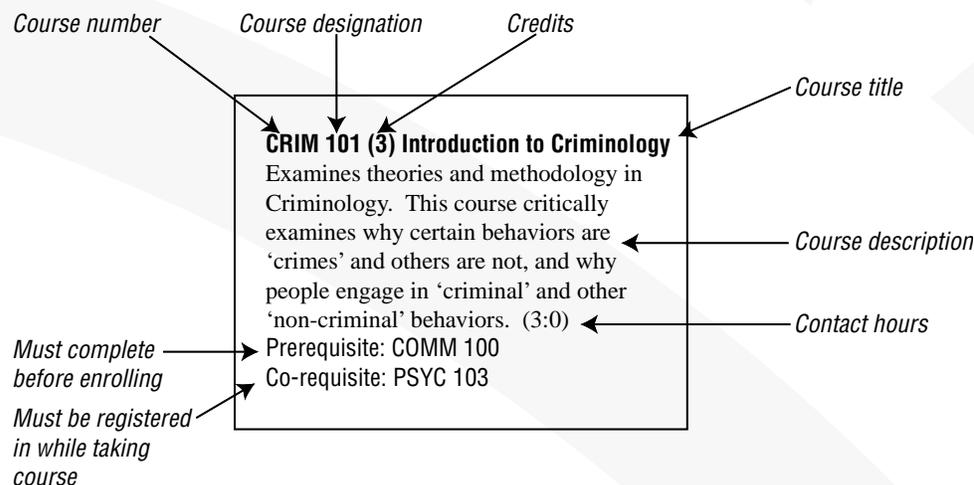
Some post-secondary institutions have special admission requirements that take into consideration an individual's background, other than formal education. For example, the University of British Columbia will admit a First Nations student who does not meet the current academic standing set by the individual faculties and schools, but who does meet the university-wide academic minimum of 67% for first year programs. Then the student will be considered on an individual basis by the applicable faculty or school and a representative of the First Nations House of Learning. (source: ubc on-line calendar, admissions section, pdf cal_3_admission).

The best advice that can be provided is to speak to the Aboriginal Contact person at the post-secondary institution of choice. A list of contacts can be found using www.aved.gov.bc.ca/aboriginal/ab-list.htm

How to Read a Calendar

As students are exploring various post-secondary institutions and programs, they will need to understand how to read and interpret the post-secondary institution's Calendar. Figuring out all the abbreviations and numbering systems will make reading any Calendar easy. (Refer to the Glossary section of this Guide for common terms and definitions).

The following diagram and definitions explain the art of Reading a Calendar.



Numbering System

Upgrading courses are indicated with course numbers under 100.

Introductory University-College level courses, which are normally taken in the first year of a program of study, are numbered 100 to 199.

Advanced University-College level courses are numbered in the 200's indicating second year courses, in the 300's for third year courses, etc.

Credits

The standard unit of credits is the semester credit hour, which usually represents a minimum of one hour per week of classroom work during one semester. Although some University-College courses demand more than three hours of class, laboratory and seminar instructions, most University-College courses carry three credits.

Credits are indicated in parentheses following the course identification.

Contact Hours

Following each course description is a series of numbers. These numbers indicate, in order: hours of lectures, hours of seminar, hours of laboratory work required in each week.

Prerequisite

The "Prerequisite" refers to the course credits you need to have before you will be allowed to take certain courses.

Permission of Instructor as a Course Prerequisite

Some courses include the option of obtaining "Permission of Instructor." In these cases, students who are lacking the stated prerequisite must discuss their backgrounds with the instructor. The instructor may choose to grant students permission to take a course based upon their relevant experience. When this is the case, it will be noted specifically in the institute calendar. Students requiring more information must contact the instructor directly.



In January of Grade 12, students should start their application processes.

Where to Go and How to Get There

For other information on post-secondary information, refer to the Ministry of Education Career Planner booklet Section 2 – Planning Your Post-Secondary Education (located in the Resource section of this Guide).

Transferability

Another consideration when planning where to go and what to take in college is transferability. If students plan to move from one post-secondary institution to another, they must check the transferability of their courses. A first year math course may not be transferable to another institution, or may be transferable, but not accepted for the program the student plans to enter. The transfer system in BC is coordinated and managed by the BC Council on Admissions and Transfer. Students can use the on-line Transfer Guide to check the transferability of courses within BC. (<http://www.bccat.bc.ca>) If transferring to an out-of-province institution, have the student check with the receiving institution for transferability of courses.

Steps to Applying, Registering and Getting Started

In January of Grade 12, students should start their application processes. Many students do not even give the application process any thought until late spring of their Grade 12 year. But if students plan to attend one of the universities or enter a program that has limited seats, encourage them to **APPLY EARLY**.

8 Key Steps

- 1. Applying:** Once students have selected their post-secondary program and the institution of their choice, the next step is applying.

You will need:

- Application for Admission form

Applying to many post-secondary institutions in BC can be done on-line through the PASBC web site www.pas.bc.ca APPLY NOW section. (NB Nicola Valley Institute of Technology and Northwest Community College are not available through this on-line registration. As well, College of New Caledonia and

Where to Go and How to Get There

Vancouver Community College are not available, but will soon be added.)

- A Transcript of high school marks
- Personal Education Number (PEN)
- Application fee

Almost every institution charges an application fee, and your application will not be processed until the institution has received your payment. These non-refundable fees range from \$15 to \$90.

- Other Documents.

There may be other documents or procedures required. Refer to the program section of the university/college calendar to find out what those are.

- 2. Acceptance:** Students will receive a letter of acceptance if they have met all of the entrance requirements of the institution. Remind students to keep this document in their Finding Your Path Portfolio. What happens if the student is not accepted? You can see the OOPS section of this handbook for more information about that situation.
- 3. Selecting Courses:** Depending upon the student's program, this step may vary. In some cases, the courses and timetabling are predetermined in a set program. In other cases, such as university transfer and degree programs, students are required to choose appropriate courses. You can help students to study the calendar carefully. Note - not all courses listed in the calendar are offered each semester, so students will need to refer to the semester Timetable for a list of courses offered. Students may also want to consult with an Academic Advisor for assistance before the registration date.
- 4. Registering:** Most institutions have a set registration date or week. Once students have determined their courses, they will need to develop a timetable prior to their registration date. It is important that they read the information package carefully for all of the registration details.
- 5. Paying Tuition Deposit:** Most institutions have a tuition deposit or commitment fee required to confirm their acceptance. This deposit is applied to their first semester's tuition fees. Watch for the payment due date. Failure to pay may result in students losing their seat in the program.



Hint: Help students to carefully watch for all application deadlines.

Also, remind students to keep copies of all the documents they submit in their Career Path Portfolio. For First Nations controlled post-secondary institutes, student should contact the institute directly to inquire about the application process.



Note: You should encourage students who are entering post-secondary institutions to either live in student housing or with relatives. It may be fun to have your own apartment in Vancouver, but think about the convenience of not having to shop for groceries, haul laundry to the laundromat, pay the high fees for parking, or spend hours riding the bus each day. Living on campus may seem expensive, but have students think in terms of the cost of convenience and the fun of meeting new people.

Where to Go and How to Get There

6. Apply for Housing: If the student needs on-campus housing, apply early. (For further information, see On-Campus Housing section below).

7. Attend an Orientation Session: Post-secondary institutions host orientation sessions either prior to or on the first day of the semester. Have students carefully review their registration information package for details. These sessions are very informative and will make their first week of classes much easier.

8. Pay Tuition Fees: The student registration information package and/or calendar will note the due date for fees. Also, note the date to drop or add any course(s).

On-Campus Housing

In BC, the following universities and university colleges have student housing:

- University of British Columbia
- University College of the Cariboo
- Malaspina University College
- University of Northern British Columbia
- Okanagan University College
- Royal Roads University
- Simon Fraser University
- University of Victoria

As well, many of the community colleges have housing units available.

Housing Applications are separate from the Application for Admission. It is important to apply for Housing early. Due to high demands for limited housing, it is often important to apply for housing, even before you are accepted. Housing applications require an application fee, which is usually refundable.

Note: You should encourage students who are entering post-secondary institutions to either live in student housing or with relatives. It may be fun to have your own apartment in Vancouver, but think about the convenience of not having to shop for groceries, haul laundry to the laundromat, pay the high fees for parking, or spend hours riding the bus each day. Living on campus may seem expensive, but have students think in terms of the cost of convenience and the fun of meeting new people.

Where to Go and How to Get There

Institution/Program Web Sites:

BC Ministry of Education:

This site includes a great list of questions under Frequently Asked Questions About Preparing for Post-Secondary Education.

http://www.bced.gov.bc.ca/graduation/information/postsec_faqs.htm

Opening Doors (BC):

<http://www.openingdoorsbc.com>

Alberta:

<http://www.alis.gov.ab.ca/edinfo/frameset.asp>

CanLearn(Canada wide):

<http://www.canlearn.ca/findit/collegeuniversity/clsea.cfm?langcanlearn=en&sec=schools>

Or:

<http://www.canlearn.ca/findit/program/clsea.cfm?langcanlearn=en&sec=schools>

Individual schools

Next Steps:

The Choosing a School section of this web site contains excellent tips on what to consider when choosing a post-secondary institution. It also includes links to sites to find post-secondary institutions (Canadian and US), On-line education considerations, Apprenticeship, Working Abroad (with links to Youth Link), a large section on Volunteering, including the benefits of volunteering, and Financial Assistance with links to Canada Student Loans.

<http://www.nextsteps.org/career/index.html>

United States Content

The following sites include information for students who are planning to attend school in the United States

iApply:

<http://iapply.bridges.com>

Where to Go and How to Get There

Bridges:

This site allows you to register for free 3 day trial. You must have an email address to use this site.

<http://cdn.cx.bridges.com>

College Board:

<http://www.collegeboard.com>

US Occupational Outlook:

<http://stats.bls.gov/oco/home.htm>

US News America's Best Colleges:

http://www.usnews.com/usnews/edu/college/rankings/rankindex_brief.php

Apprenticeships

An apprenticeship is more than a learning experience; for creative people who prefer to learn by doing and working with their hands, it is also an investment in their future. By looking at Canada's aging workforce, and the growing shortage of employees in many trades, the prospects for a qualified tradesperson today are brighter than ever.

Learning a trade through apprenticeship involves a combination of on-the-job experience and in school training at a college or technical institute. Apprentices spend about 85 percent of their learning time on the job. As an apprentice, students work under a certified tradesperson to learn the skills and tools of the trade. Apprentices earn 50 to 80 percent of a qualified journeyman's wages, with periodic increases.

If students ...

- learn best by doing
- like to solve problems
- enjoy a challenge
- like to work with their hands
- need to have income while learning
- are good at fixing things
- want to be their own boss one day ...

then a career as an apprentice may be for them.

Refer to the Career Planner booklet - Section 4 – Trades and Technical Training – Earn While You Learn for more information about apprenticeships. (See the Resource section of this binder for Career Planner booklet)

You might also want to have interested students check out the following sites for information on a career in the trades.

Where to Go and How to Get There

Ministry of Advanced Education:

Learn and Earn - Industry Training Career Centre (link) Cool Careers

This is a complete site with an inviting layout for youth on apprenticeships. It includes a section on Education and Training – What is an apprentice, How to register, Training Opportunities, Trades and Occupations (complete list of designated trades and occupations), What’s New (news, scholarships and events). See the More Information section – FAQ’s Links Library – for web links to related sites and Field Office contacts.

<http://www.learnandearn.bc.ca>

Aboriginal Youth Network Centre:

This site offers a good question and answer section called “Trades – Red Hot, Red Seal”.

<http://pathfinder.ayn.ca/firstStep-Training.php>

At this time, the apprenticeship program in BC is undergoing changes. The best link for students is through the Ministry of Advanced Education.

<http://www.aved.gov.bc.ca/industrytraining/>

Canadian Apprenticeship Forum:

This site contains documents and reports, projects, and links to apprenticeship sites by province.

<http://www.caf-fca.org/english/english.htm>

WorkFutures:

This site includes a link to apprenticeship information – a text based site with information on the apprenticeship program in BC and the Red Seal designation. It also includes a question and answer section, and links to BC’s Apprenticeship office and regional offices (ITAC). Remember that these offices may be closed, as the apprenticeship program in BC is undergoing changes.

http://www.workfutures.bc.ca/EN/def/doc/appr_e1.html

Post-Secondary Alternatives

Going to school right after high school is one option. But there are other activities that students might choose to gain experience and build skills that will help them on their Path.

Travel

Many students dream of getting out of their community to explore other places for a while, but they do not know how to travel, where to go, or how to pay for it. You can encourage students who are looking at travel as an option to check bulletin boards in the Band offices, contact Friendship Centres, and check with the local colleges for opportunities. There are many opportunities for youth 15 – 30 years of age. If the student is adventurous, flexible and willing to take responsibility – there is a whole world out there.

Youth Link, a government of Canada book is a great source of information about programs for travel, working abroad, and national and international work experience opportunities. The intent of the programs is to help youth to make the transition from school to work. To get a copy, call 1-800-935-5555 or access it on the Internet at <http://youth.hrdc-drhc.gc.ca/ythlink/ythlink.shtml>

One great program to get students started in travel within Canada is the Young Canada Works program, through which youth can gain work experience through summer employment at selected national parks across Canada. To be eligible, youth must be between the ages of 16 and 18, attending school full time, and willing to work in another part of Canada. Students must apply early – around January is the best time to apply. Students can apply on-line. If accepted, they are provided transportation to the workplace, room and board (often in a billet situation) and an hourly wage. Information on this and similar programs can be found in *Youth Link*.

Volunteering

Many youth do not consider volunteering as an option, but if they are unsure of their Path and are having trouble finding work, you can encourage them to consider being a volunteer.

Where to Go and How to Get There

Youth Link lists several volunteer opportunities, such as Katimavik. In this program, volunteers work on community projects, while immersing themselves in the social and cultural activities of the host communities.

Other volunteer programs such as the Volunteer Incentive program can earn youth up to \$2000 to help them attend a post-secondary institution. Check **Youth Link** for details.

Further information in regard to volunteering may be found at <http://www.volunteering.ca>

Working

Finding a job right after high school can help youth to gain valuable experience while they are earning money. If this is the best choice for them, you can encourage students to find a job that will expose them to careers that are similar to their interests. For example, students could work at the local car dealership washing cars if they are interested in mechanics, or mow the golf greens if they are interested in landscaping or golf management.

Preparing to Find Their Path – What Students Need to Do to Get to Where They Want to Go

Marisa graduated from Grade 12 with Communications 12, Math 11 E, and other 'soft' courses. Her main goal was GRADUATION, and she had not given any thought to 'what next'. Her family was very pleased that she was graduating, but they started to ask her what she would be doing in the fall. From her CAPP classes, Marisa got the impression that you needed to have top marks and the 'hard courses' to get into the college.

Over the summer, Marisa met with a counsellor who asked why she wasn't going to the college. "I can't get in," was her reply. "Yes, with planning you can get in." They spent time looking at the college calendar, and Marisa was surprised that many courses she was interested in taking had no prerequisites. The counsellor cautioned that 'no prerequisites' did not mean 'easy'. Marisa really enjoyed psychology and thought about working with kids, either as a teacher or counsellor. Between the counsellor and Marisa, they selected courses for the first and second semesters which would give Marisa an opportunity to build her study skills, strengthen her writing ability, and get a feel for college courses. All of the courses were selected for their transferability and Marisa's interests. Marisa was ecstatic! She was going to the college. The future was a brand new picture for her.

Preparing to Find Their Path

Students need to carefully select their courses in Grades 10, 11 and 12 to keep all their education/training and employment doors open.

We all recognize the importance of getting that Grade 12, but just getting the minimum requirements to graduate is not enough if the student plans to go on to college, university, an apprenticeship, or even a job. The decisions students make in in grades 9 – 12 are critical to the options they will have after high school.

In the world of work, employers are increasingly looking at specific high school courses when hiring employees. Gone are the days of the labourer working at the sawmill with only a Grade 10 education. Employers in the resource industries now use much more complex equipment and require employees who can analyze and problem solve situations. These skills come with more education. Today, most employers want their employees to have at least Grade 12. Some employers even require employees to have certain courses such as Math 12, Chemistry or Physics 12, English 12, and computers just to work at a pulp mill! (For more information, please see the Career Planner Booklet included in the Resource section of this guide).



Today, most employers want their employees to have at least Grade 12.

In Grade 9, students need to start thinking about where the courses they are taking will lead them in the future. Most Grade 9's do not have a clear idea of what they plan to do after high school, but they need to start looking at different careers and what education or training is required for each. Then they need to think about their high school course selections. Encourage students to carefully consider what math and English courses they select in high school. Easier courses may not get the student into the training or career they want.

English is a Must!

Students must have English 12 for university entrance. Many career/technical programs also require English 12. Communications 12 is accepted for most trades programs. In Grade 10, be sure students check the admission requirements for the program of their choice.

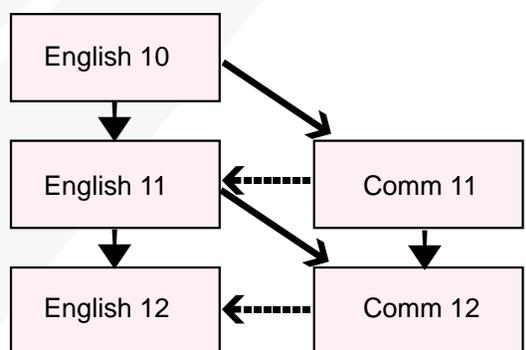
English 10 is a required course providing students with the opportunity to develop listening, speaking, reading and writing skills.

English 11 program is directly linked to English 12. It is designed for all students who intend to write the English 12 Provincial Exam (a prerequisite for entering a post-secondary institute).

Communications 11 is designed as an alternative to the regular English 11 program. It is intended for students who received a marginal pass in English 10, and who will probably not attend an academic post-secondary institution.

English 12 builds upon the skills and knowledge developed in English over the years. All students will be required to write the Provincial examination for 40% of their total grade evaluation. This is a prerequisite for entering a post-secondary institution. Some institutions require a minimum mark or percentage for entrance. Check the specific college/university calendars for more details.

Communications 12 is a continuation of the Communications 11 course. Preparation is given for the final Provincial exam which constitutes 40% of a student's final mark. Communications 12 is designed for students who will not be pursuing academic post-secondary education.



←----- indicates the need for permission of the teacher to transfer

Math is important!

There are three math pathways that students can take. Graduation requires only completing a Grade 11 math, but **taking the right math course is essential for meeting the admission requirements for university, college and trades programs.** Many post-secondary programs require Principles of Math 12. Furthermore, many employers are now requiring math as a job requirement. **It is important to know which is the right math course for the student's career path.**



Help students to understand that English 10 and 11 are required in order for them to take English 12, and students must take English 12 in order to enter most post-secondary programs. If students do poorly or fail English 10, but you feel they have the ability to do better, encourage the student to explore some options. For some students, it may be appropriate to take the course again rather than simply moving into Communications 11. In other cases, the student may take Communications 11 to enhance their writing skills, and then they can move on into English 11 followed by English 12. Students will need to discuss this option with their school, but it may provide a way for them to keep their future options open.



Hint: If students need Principles of Math 12 to meet entrance requirements of a post-secondary institution, then plan their courses so they can take Principles of Math 11 (Math 11 P) in the first semester of Grade 11. Then if they need to improve their mark, they can retake the course in the second semester. Do the same for Principles of Math 12 (Math 12 P). Take it in the first semester; if the classroom mark is low, then do not write the provincial exam; retake the course in the second semester.

This plan also works for a student who needs extra time to learn math. Consider taking Math 11 A and then Math 11 P.

Preparing to Find Their Path

The three math pathways include: Essentials, Applications and Principles. Students may move between pathways subject to their achievement level.

Essentials of Math 10, 11 and 12 provides the basic skills a student will need in daily life. This is the easiest math, but it may not fulfill the entrance requirements of all post-secondary institutes.

Applications of Math 10, 11, and 12 pathway will prepare students for many post-secondary programs that **do not** require calculus as part of the program. It is intended to prepare students for entrance into many certificate, diploma and trades programs. Take note, though: depending on the post-secondary program chosen, students may have to upgrade this math at a later date.

Applications of Math 12 has a provincial exam.

Principles of Math 10, 11 and 12 has an increased focus on the applications of mathematics. One of the primary purposes of Principles of Math is to develop the formalism students will need to continue on with the study of calculus.

Principles of Math 11 is required for entry into most universities, colleges, technical schools and trades.

Principles of Math 12 is a prerequisite for students planning to enter the Faculty of Science, Engineering, and some other faculties. This course has a provincial exam.

Calculus 12 is a locally developed course that is not offered at all high schools. Students planning on pursuing studies in the math, science or commerce fields would benefit from this course. If this course is not available at your local high school, and a student plans to enter first year university sciences, then you should recommend that the student take this course through distance delivery prior to entering university.

Other Course Selections

The other courses students select will be based on their interests and the prerequisites they will need to enter whatever post-secondary path they choose. Work with the student and school counsellor to ensure the student has the right courses for graduation. Also, refer to the Career Planner booklet “Planning Your High School Choices” (Section 1) for information on course planning grades 9 – 12.

Following are the new graduation requirements, which will be implemented for Grade 10 students entering in September 2004 .

GRADUATION PROGRAM CHANGES AT A GLANCE

Graduation Requirements for students graduating prior to June 2007	Graduation Requirements for students entering Grade 10 in 2004
52 credits over Grades 11 and 12	80 credits over Grades 10, 11 and 12
28 credits of Foundation Studies: Language Arts 11 (4 credits)* Language Arts 12 (4 credits)* Social Studies 11 or FN Studies 12 (4 credits) Math 11 or 12 (4 credits)* Science 11 or 12 (4 credits)* Fine Arts 11 (2 credits)* Applied Skills (2 credits)* CAPP 11 (2 credits) CAPP 12 (2 credits) *(one from a number of course options) 24 credits (minimum) Selected Studies Minimum of 16 credits from ministry- authorized courses are required at the Grade 12 level.	48 required credits: Language Arts 10 (4 credits) Language Arts 11 (4 credits)* Language Arts 12 (4 credits)* Social Studies 10 (4 credits) Social Studies 11, Canadian Civics 11 or FN Studies 12 (4 credits) Science 10 (4 credits) Science 11 or 12 (4 credits)* Math 10 (4 credits) Math 11 or 12 (4 credits)* Physical Education 10 (4 credits) Fine Arts and/or Applied Skills 10, 11 or 12 (4 credits)* Planning 10 (4 credits) *(one from a number of course options) Minimum of 28 elective credits Minimum of 16 credits from either ministry or board/authority-authorized or post- secondary courses are required at the Grade 12 level.
Students must write Grade 12 Language Arts exam	Students must write five exams: Language Arts Grade 10 Science Grade 10 Math Grade 10 Social Studies Grade 11 or 12 Language Arts Grade 12
Requirement for graduation portfolio does not exist	Students must complete a Graduation Assessment Portfolio (4 credits)
Students must take P.E. until Grade 10	Students must complete P.E. 10
Students must take Career and Personal Planning 11-12	Students must take Planning 10 (4 credits)
Student can choose between two social studies courses	Students can choose between three social studies courses

Visit the Ministry of Education web site at <http://www.bced.gov.bc.ca> for more information on Graduation requirements.



Remember – it is the students' responsibility to check that they have the correct courses and number of credits to graduate, that they are taking the right courses to meet the entrance requirements for the college, university, or training program, and that they are achieving the required marks for admission. This means the student needs to constantly check with the teacher about their classroom mark.

Hint: Have students record their marks in their Finding Their Path Portfolio. Also have students keep copies of all report cards and transcripts in the Portfolio.

Organization is essential when it comes to applying for post-secondary admission, scholarships, or a job.

Preparing to Find Their Path

Provincial Exams

The Grade 12 provincial exams must be taken on courses that are not locally developed. The Grade 12 provincial exam mark counts for 40% of the final course mark. Students may rewrite a provincial exam **once** within 12 months of the initial attempt without having to repeat the course. When the student rewrites an exam, the classroom mark is combined with the best exam score to produce a new final mark. Provincial exams are written in November, January, April, June and August. If your school is on a semester system (where they would write in January and June only) the student could request to do a rewrite in the November or April sessions. If the student is rewriting in August, they must pre-register with the Ministry of Education. The August exam period is a good idea for students who wish to improve a mark to meet post-secondary entrance requirements.

(As the new Graduation Requirements will be in effect for Grade 10 students entering in September 2004, there will be changes to the provincial exams. Please check the Ministry of Education web site at <http://www.bced.gov.bc.ca> <http://www.bced.gov.bc.ca/> for further information.)

Studying for provincial exams can be done using old provincial exams. Successful students use the old exams, complete with answer keys and exam reports, which discuss a question and outline how most students answered the question and what was required. These reports are great for studying history and English.

The exams, keys and reports can be downloaded from the Ministry of Education site. (<http://www.bced.gov.bc.ca/exams/>) Select 'Write a Practice Exam' section and scroll down to Subject – select the subject, Month, Year and Document – select exam, answer key and report. These exams are large documents. Print and keep copies on file to share with students.

Remember – it is the student's responsibility to check that they have the correct courses and number of credits to graduate, that they are taking the right courses to meet the entrance requirements for the college, university or training program, and that they are achieving the required marks for admission. This means the student needs to constantly check with the teacher about their classroom mark. Going in to take the English 12 exam and discovering on exam day that you only have a 32% classroom mark is not a formula for great success. Encourage students to actively check on their marks and progress in high school. Some students may benefit from a practice role play on 'How to Talk to a Teacher' about their progress.

Hint: Have students record their marks in their Finding Their Path Portfolio. Also have students keep copies of all report cards and transcripts in the Portfolio. Organization is essential when it comes to applying for post-secondary admission, scholarships or a job.

Adult Graduation Requirements

To be eligible to graduate under the Adult Graduation Program, the student must be 19 years of age or over. Students may complete courses from **either** the British Columbia School System **and/or** the College Adult Basic Education (ABE) program.

Required program for Adult Graduation:

BC or Band School Secondary Qualifying courses		College ABE Program Qualifying Courses
Language Arts 12	4 credits OR	Provincial Level English or higher course (ie 1st year university English)
Math 11 or 12	4 credits OR	Advanced or Provincial Level or higher Math course
AND EITHER		
Option 1 Three Grade 12 Ministry – authorized courses	12 credits OR	Three additional courses at the Provincial Level or higher
Option 2 Social Studies 11 or FN Studies 11 AND Two Grade 12 Ministry-authorized courses	4 credits OR 8 credits	Advanced Social Sciences Two Provincial level courses or higher

Students must have the necessary skills to enter the Grade 12 or Provincial level courses. If they lack the prerequisites, they will be required to complete courses or skill enhancement in order to be successful in the Grade 12/Provincial level courses. Students planning to get their Grade 12 and enter a college program are advised to work with a college counsellor to select courses that will enable them to reach their goals.

OOPS – What Do I Do Now?

During her Grade 12 year, Nadine was faced with making a career choice. She had always been interested in the medical field, and after taking career assessments and doing some career investigation, she decided on becoming a pharmacist. She looked into the University of British Columbia entrance requirements and the required grades to stay in the program, and she realized that she was not ‘cut out’ for this program. She was a good student, but not a ‘brain’.

She next looked into being an x-ray technician. The job sounded interesting, but when she learned that the program was only offered at the British Columbia Institute of Technology (in BC) and the program had a limited entrance with a long wait list, she decided to look at something else. (Also her research showed that the average age of first year students at the British Columbia Institute of Technology was 25, and she was just 17).

Nadine entered the local college and took first year math and sciences. While there, she talked to the nursing department and decided to pursue nursing. She needed a C+ in Biology 12 to enter. She had only taken Biology 11 during high school, but was taking BIO 90 (grade 12 level) at the college. Unfortunately, at the end of the semester, she only got a C in BIO 90. Furthermore, in her discussions with nurses at the hospital, she learned that the college nursing program, which transferred to the British Columbia Institute of Technology, only gave her a Bachelor’s of Technology. By 2005, the industry requirements will be a Bachelor’s of Nursing.



*“Don’t Give Up!”
They may have to
take a couple of steps
back, revise their
goals, retake a
course, leave school
for a period of time,
or whatever, but work
with students to find
a plan of action that
will keep them on
their Path.*



*These questions and
answers are offered
as examples of how
students can think
flexibly. The general
ideas can be adapted
to a range of
situations.*

OOPS – What Do I Do Now?

Nadine applied to Selkirk College, which offers a Bachelor of Nursing program, only to learn she needed that C+ in Biology 12 before her name could get onto the long wait list. AND the local college was not offering BIO 90 in the second semester.

But Nadine did not give up. She contacted the correspondence branch and is taking BC Ministry of Education Grade 12 Biology by distance education. She will write the provincial exam in June and apply to Selkirk College for the Fall 2004 intake to Nursing.

Finding Your Path may include some back tracking and resetting of your sights, but never give up on the journey.

When you have a student that has an OOPS, what can you advise them to do? The first piece of advice to give students is “Don’t Give Up!” They may have to take a couple of steps back, revise their goals, retake a course, leave school for a period of time, or whatever, but work with them to find a plan of action that will keep them on their Path. Have them write out the plan and set target deadlines or bench marks.

“What to Do When” Questions and Answers

Q: What can I do if I do not have one prerequisite course to get into a program?

A: Investigate the option of taking the course during a summer session or by Distance Education. Contact the Ministry of Education or the Open Learning Agency for distance courses. Remember ... doing correspondence is tough, but a tutor will work with students on-line and by phone.

Q: What can I do if I do not have the prerequisite for a course, (ie. PSYC 102 has the prerequisite of PSYC 101)?

A: Talk to the instructor. You may be able to take the PSYC 101 as a co-requisite, which means taking PSYC 101 at the same time as you take PSYC 102.

Q: Can I change my major?

A: Yes. Students often make changes after they get into school and learn about other fields of study. If you change programs, such as moving from a University Transfer program to a Nursing program, you will have to make application to the new program and may be charged the application fee again.

Q: I applied to the University of British Columbia and the University of Victoria and I did not get accepted. What do I do now?

A: Apply to a college. **But be sure that you carefully study the BC Transfer Guide and work with the college academic advisor to understand which courses you can take that will transfer in year 2 or 3 at your desired university.** CAUTION – when you are told something will transfer, *check for yourself and get the information in writing.* Yes, the 1st year physics course may transfer to the university, but it may not be the right physics for the program of your choice. **Encourage students to ask lots of questions and get answers in writing.**

Q: I think I will only get 68% in my English 12 course and I need 70% to enter the program of my choice. What can I do now?

A: **Before** you write the provincial exam, talk to your English teacher and explain your need. See if there is any extra work you can do to raise your classroom mark.

Q: I quit school in Grade 10, and now I want to get my Grade 12 and go on to college. BUT I DON'T want to take three years to get my Grade 12, before starting college. Is there a short cut?

A: This depends. If you have good reading, writing and basic math skills, you may be able to get an Adult Dogwood certificate. To graduate with an Adult Grade 12 a student must complete English 12, Math 11 and 3 Grade 12 level courses OR Social Studies 11 and 2 Grade 12 level courses. Many Grade 12 courses do not have the prerequisite of a Grade 11 course. If you are entering college, do not use Communications 12 for your English, as post-secondary institutions often do not accept this course. The Math 11 course you will need depends on the program of study you plan to take. Check the college calendar. For your other courses, consider taking a computer course(s) and a college success or prep



CAUTION – when you are told something will transfer, check for yourself and get the information in writing. Yes, the 1st year physics course may transfer to the university, but it may not be the right physics for the program of your choice. Encourage students to ask lots of questions and get answers in writing.



You can always encourage students to talk to the Academic Advisors and the Aboriginal Support staff at the college or university. They will be able to suggest course and program options to address the 'OOPS'.

OOPS – What Do I Do Now?

course. Many institutions have a college prep course that will give you credit for Grade 12 (Provincial ABE).

Q: I thought I would do better on my provincial exam, but I 'blew it'? What can I do?

A: You are allowed one rewrite of a provincial exam. Study and retake the exam at the next writing (November, January, April, June or August). **Remember ...** the August writing requires you to register directly with the Ministry of Education.

Q: The wait list to get into the welding program has over 100 people on it and they say it will be 8 months before I can get in. What should I do?

A: Get your name on the wait list anyway. Long wait lists are often not realistic. Often other students will leave their name on the list when they have already entered another institution or moved on. But be flexible. If you get a job, be prepared to quit or go to shift work. Frequently students will get a call to enter the program with two weeks notice. Also, call regularly and ask where your name is on the list.

Q: I want to go into nursing, but I do not have the grades or the courses I need. And I am not sure I can go to school for another 4 or 5 years and I have to work to support my child. What can I do?

A: If you like working with Elders, and want to eventually become a nurse, you could consider starting as a Resident Care/Home Support Worker (RC/HSW). This is a 10-month program requiring Grade 10 with a C average. Once you complete the program, you can work in Elders' homes or a long-term care facility. During this time, you can take the prerequisite courses for Licensed Practical Nursing (LPN) or nursing, like Biology, through distance education or by attending the college. Using the 'Laddering' process, you can return to school and take the LPN two-year program and receive some credit for the RC/HSW program. After working as a LPN, once again you can return to take the Registered Nursing program. You will be given credit for some of the work you completed in the LPN program. This way you can become a nurse and earn money along the way.

Parents' Section

How Parents Can Assist With Exploring Careers, Interests and Options

Parental support for students who are planning their education and career paths is critical. Parents can be extremely helpful and encouraging, and their role is strengthened when they are provided some suggestions and advice on how they can assist. Parents can also be made aware of potential mixed messages they may be giving to their children. You can help parents be aware of potential challenges that may be ahead.

Parent support can include:

- encouraging their children to explore careers, interests and options;
- providing continuous support;
- helping with the choice of university, college, institution, or apprenticeship;
- helping with the application process;
- assisting with Financial Aid applications;
- support in residence and housing choices;
- assisting with the costs of post-secondary education; and
- helping students find the information they need.

In order to help with any of those issues, parents need more information. For that reason we've included the following sections for parents. The information outlined in this section is also relevant to education coordinators and other people who are counselling students on their career and education planning. Also included in this section is *A Parents' Guide to Education Planning*. We encourage you to adapt this handout and use it to inform parents in your area about how they can help with career planning.



Parental support for students who are planning their education and career paths is critical.



First Nations people have consistently emphasized the importance of lifelong learning, and we are now truly in an age when that notion is more crucial than ever.

Parents' Section

INFORMATION FOR PARENTS

Exploring Careers with Youth

In today's market, youth will need to be retrained at least three to five times in their working lives. First Nations people have consistently emphasized the importance of lifelong learning, and we are now truly in an age when that notion is more crucial than ever.

When exploring an area of study, encourage your children to consider their interests and skills. For example, if your children enjoy hunting and fishing, a career in resource management, forestry or tourism may be an appropriate consideration. Also, encourage your children to consider present and future job markets. In order to do that, look for information about job trends in other sections of this handbook.

Start early and talk to your children consistently over time about "Where do they see themselves in the future." Discuss with your children the present and future employment opportunities in your community and the surrounding area. All too often, youth reach grade 12 graduation, thinking this is the goal. Then they are asked, "What do you plan to do after graduation?" Parents can help their children to now think about 'What's next'.

When traveling, families can visit college or university campuses. To do this, you can contact the Student Services Centre to arrange a tour, or you can at least pick up a program guide to see what the institution has to offer. This step can be very intimidating for anyone, but visiting a post-secondary setting as a family will certainly help your children feel more comfortable in visiting or attending a university or college themselves sometime in the future.

Supporting the Student

When parents get involved in their children's education, their children do better in every way, regardless of the education level of the parents. What is important is parental involvement.

Marks are important! Reinforce that message at home. University, college and apprenticeship programs look at Grade 11 and 12 marks and at the specific courses

taken in Grades 11 and 12. When young people are selecting high school courses, parents must talk to them about their choices. If the students plan to attend university programs – they must be taking English 12 (not Communications 12) and Math 11 and 12 P (Principles of Math). Start when your child is in Grade 10 to ‘Look Ahead’ by reading together through college calendars to see what might be needed.

Help your children study for Grade 12 provincial exams. Encourage them to prepare early by studying copies of old provincial exams. Past exams, answer keys and reports (which are great for English and History type exams, because they give information on what type of written information was required) are available on the BC Ministry of Education web site. (<http://www.bced.gov.bc.ca/exams>)

Choosing University, College or Apprenticeship

In British Columbia there are over 1,900 different full-time, classroom based programs, plus distance, on-line and private courses. That situation presents quite an overwhelming range of choices for everyone!

British Columbia has four kinds of public post secondary institutions. They vary in terms of the programs and degrees they offer and the nature of these degrees:

Types of Post Secondary Institutions	Certificates	Diplomas	Associate Degrees	Bachelor Degrees	Master or Doctoral Degrees
Universities	No	No	No	Yes	Yes
University-Colleges	Yes	Yes	Yes	Yes	Sometimes
Colleges	Yes	Yes	Sometimes	Not alone	No
Institutes	Yes	Yes	No	Sometimes	No

There are also a number of First Nations controlled post-secondary institutes. They also differ in the programs and degrees they offer.

Public universities are larger and generally more costly, but they offer a larger variety of programs and a longer period of study.

Colleges, University-Colleges, and Institutes generally offer more “Applied” programs as opposed to strictly “Academic” programs.



Start when your child is in Grade 10 to ‘Look Ahead’ by reading together through college calendars to see what might be needed.



In British Columbia there are over 1,900 different full-time, classroom based programs, plus distance, on-line and private courses. That situation presents quite an overwhelming range of choices for everyone!



**APPLICATION
DEADLINES ARE
IMPORTANT –
check each specific
post-secondary
calendar or web site
for deadlines.**

Parents' Section

Admission requirements differ between Colleges, Institutes and Universities.

- Universities require a minimum Grade Point Average (GPA) to enter. However, that GPA will not necessarily qualify a student to enter. Universities fill their seats with the highest achieving students first until all the seats are taken. If the applicant pool has higher admission averages, those applicants with lower averages will not qualify to enter the program for which they applied.
- **APPLICATION DEADLINES ARE IMPORTANT – check each** specific post-secondary calendar or web site for deadlines.
- Colleges, University Colleges and institutes fill seats based on the GPA required in a specific subject area and assign seats based upon a **FIRST COME, FIRST SERVED BASIS. START DATES ARE IMPORTANT.**
- High School Graduation is not necessary for some College and Institute Career Programs.
- Students who do not have the courses for a University Program can upgrade at a College and apply to a University after first or second year.

How to Apply to Post Secondary Education or Training

The application process may include the following:

- Check to make sure your children are enrolled in the correct prerequisite high school courses in order to qualify for a particular secondary program.
- Help your children decide which program(s) they will apply to.
- Help your children choose an institution(s) that offers the programs chosen above.
- Support your children so that they achieve the appropriate grade point average in order to qualify for a particular post-secondary program.
- Work with your children to research the application procedures for each institution. **WATCH** for Application deadlines.
- Encourage your children to collect all of the necessary information such as transcripts, certificates, and letters of recommendation.
- Check that your children mail in their applications with payment or make on-line application with a credit card or by sending a cheque.

- Support your children as they await conditional acceptance by the institution.
- Check that your children pay the registration deposit.
- Help your children register for their courses on the date required by the relevant institution.

Paying for Education

The best advice in regard to paying for post-secondary education is plan early and apply early. Students may be eligible for Band education funding, scholarships and bursaries, or Canada Student loans. Students are responsible for researching and applying to any and all sources, as appropriate for them.

Band School Funding

Many First Nations students are able to access funding for their post-secondary studies through their Band. The programs funded and the policies for accessing funding vary for each Band in BC. Parents can help their children determine the policies of their Band, and can also assist them in fulfilling the application requirements. It is important to do this early. The application deadlines of some Bands are early in the calendar year for the following September. As with all post-secondary planning, students must be encouraged to gather information early and make sure that they are well prepared with all of the required information put together in time.

Scholarships and Bursaries

What are they?

- Scholarships are generally offered on the basis of academic achievement. University Entrance Scholarships are usually awarded to students with very high averages. Other types of scholarships are affiliated with a variety of specific organizations, disciplines, or companies, and they may be awarded on criteria other than scholastic achievement.

Parents' Section

- Sports Scholarships are offered by U.S. institutions. Students, their families and coaches should take an active role in making students who might be eligible for sports scholarships known to the appropriate U.S. institutions. Generally students know by grade 11 whether they are eligible for U.S. offers. Canadian (specifically BC) institutions may make smaller offers such as entrance scholarships for sports achievement.
- Bursaries are offered on the basis of need and often affiliation. Affiliation means association with various groups and organizations, such as parents' membership to a banking institution or union, or the student's course of study such as nursing.
- Financial Awards are offered on the basis of both affiliation and scholarship. They may be in memoriam or related to a particular field of study.

How do students find out where they can apply for Bursaries or Scholarships?

Every school's counselling centre receives listings of Scholarships Bursaries on a regular basis. Check with the counsellors for application criteria and deadlines. **Students must pay attention and check in the counselling centre on a regular basis for the most up-to-date information.**

All students should also regularly check the internet for information about scholarships.

You can also check with the Band Education office for listings of available awards.

How do students apply for Scholarships and/or Bursaries?

- Each Scholarship and Bursary is unique. Some require that students complete a series of forms, answer questions, and/ or write essays about themselves. In many cases, applications will require references from community members or from teachers, counsellors or school administrators. Students must *read each application form carefully before applying*. In most cases a transcript of marks and a transcript of predicted grades will be required. Students can obtain these from the school counsellor.
- Deadlines are important! Students should be encouraged to keep a file of available scholarships and applications.

Student Loan and Work Study Programs

Canada Student Loans are available to students who demonstrate financial need. These loans are interest free while the student is in full time studies. Students should apply by April or May.

These loans are interest free while the student is attending school full time. For information about how to apply for student loans, grant monies, repayment information and to make an on-line application, see the BC student loan program information at <http://www.aved.gov.bc.ca/studentservices/>

Work Study programs are funded at Universities and Colleges for students who are loan recipients and can demonstrate financial need.

Residence and Housing

The major universities in British Columbia offer residence accommodation to students, as do those in other parts of Canada. Out of town students are usually given priority. In BC, the following universities and university colleges have student housing:

- University of British Columbia
- University College of the Cariboo
- Malaspina University College
- University of Northern British Columbia
- Okanagan University College
- Royal Roads University
- Simon Fraser University
- University of Victoria
- BCIT

As well, many community colleges have housing units available.

How to apply for Student Housing

Residence applications are separate from admission applications. The application dates for housing and residence vary between institutions. Many institutions have on-line applications.

It is important to apply **early**. In some cases your children will need to apply before you know if they are accepted to the institution.

A deposit is required with the application for residence. This deposit is generally refundable if your children do not attend the institute.

Parents' Section

Rooms are granted on a first come, first served basis. In some cases, students can request to be roommates, depending upon availability and the institution.

The University of British Columbia and the University of Victoria offer meal plans to first year students. Malaspina, University of Northern British Columbia, British Columbia Institute of Technology, and Simon Fraser University do not.

If application is made on-line, either a credit card or a mailed in cheque must be used.

The Cost of Post-Secondary Education

Generally speaking, the least costly post-secondary option is a college. For youth who wish to enroll in a career-oriented diploma or certificate program, college is the best route. However, students who wish to pursue an academic program have the following choices:

- enter a college to take university transfer programs and then transfer to a university in year 2 or 3;
- enter a university college to earn a degree; or
- enter a university to obtain a degree and perhaps some post graduate (after a Bachelor Degree) professional training.

When budgeting for school, students must consider the tuition, various student fees, books and supplies, room and board, transportation, telephone, and internet access. You and your children may want to use the following chart to enter costs and compare the schools of your choice.

	School #1	School #2
Name of School		
Tuition		
Student fees		
Books and supplies		
Room and board:		
On campus		
Off campus		
Transportation:		
At school		
To and from home		
Community		
Telephone		
Internet access		

Where to Find More Post-Secondary Information

- Check your children's high school counseling centres for university and college calendars.
- **Operation - Graduation for Parents:**
This site includes articles and tips on what parents can do to get involved in their children's education. It includes homework tips, how to establish routines, and how to talk to your children about education matters.
http://www.operationgraduation.com/forparents_main.html
- **Operation: Graduation - Stay in School, Give Yourself a Chance:**
This resource has four sections for students and parents alike. Get Help Now links to homework help like Dr. Math. Some links require a fee, but there are several useful free links. Other sections include: Fuel Your Future, Learn the Facts and Do Something. Although this is a US site, the information is still good.
http://www.operationgraduation.com/index_english.html
- **Career Parent Magazine:**
This electronic newsletter shares weekly tips and planning information for parents to use in their support role. It includes sections for 8-12 year olds, 13-17 year olds, and 18 years and older.
<http://careerparent.com>
- **A Parents' Guide to Education Planning:**
This pamphlet is an excellent source of information and includes web sites for additional information on career planning, selecting a school, applying, funding, and transfer credits. The Grade 11-12 Calendar and Checklist section provides ideas of things your children will need to think about and do to start their post-secondary education.
<http://www.ceiss.org/students/Parents.pdf>
See the **Parents' Guide to Education Planning** on the following pages.

Parents' Guide to Education Planning



The following is an excerpt from the Opening Doors – Program Search Web Resource A Parents' Guide to Education Planning (<http://www.openingdoorsbc.com>).

FNESC and the FNSA are grateful to the web resource creators for permission to reprint these pages.

A Parents' Guide to Education Planning

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2. Education & Career Choices
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8. Take Your Credits With You
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1. Making the Grade

Every post-secondary institution has rules that govern whether a student is accepted for admission or not. Typically, a student needs certain Grade 12 marks to be accepted. Once accepted by an institution, the student needs to apply to a program of study. Usually, programs will have their own set of admission rules. For example, most often the student must have taken Grade 12 courses related to the program in which they are interested.

It's important to ensure your student meets the admission requirements before applying for admission. Otherwise, there may be delays while the student improves grades or takes more high school courses.

Generally, what counts towards admission is Grade 11-12 marks, and the selection of Grade 11-12 courses that were taken. In Canada, provincial exam results may be considered, as well as special exam marks (for example, ESL grades). For more information, refer to the following resources:

- **Opening Doors** has full details on admission (entrance) requirements and program requirements (<http://www.openingdoorsbc.com>)
- Phone the **admissions office** of the institution to confirm entrance requirements
- **Graduation Information for Grades 8-12** is a BC Ministry of Education site (<http://www.bced.gov.bc.ca/graduation/information>)
- The BC Ministry of Education also has more information on **provincial exams** (<http://www.bced.gov.bc.ca/exams>)

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2. Education and Career Choices

As a parent, one of the most fundamental things you need to remember is it's not always easy for students to decide what to study at school, or which career to choose. Making a choice about post-secondary education can be overwhelming. Consider that the public post-secondary institutions in British Columbia alone offer 1,900 different full-time, classroom-based programs! This doesn't include the distance, online or private courses that are available, either.

When it comes to picking a career, it may be helpful to remember that few people continue in the same career for their entire working lives. The Canadian Labour Market Productivity Centre recently reported that graduating students will need to be retrained at least five times in their working lives.

When selecting an area of study, encourage young people to consider their interests and skills, along with present and future job markets. A counsellor may administer tests to help assess their abilities. Ultimately it is best if the student makes his or her own choice, taking into account advice from parents, teachers and counsellors.

Here are some selected resources to help when considering education and career options:

- **Opening Doors** allows students to search among the 1,900 programs in BC, find out what previous students said about their education, and what jobs they have now (www.openingdoorsbc.com).
- **What's Key in Labour Market Information in BC** is a brochure that lists other resources to help with labour market (i.e., jobs and career) research (www.whatskey.org).
- **BC Work Info Net** has lots of job-finding information, helpful to determine if there are job possibilities. There is also a **youth site** that is of particular interest to young people exploring education and careers opportunities. (www.workinfont.net.bc.ca).
- **BC Work Futures** is the official resource on BC careers; it describes jobs and career paths, and provides labour force projections (www.workfutures.bc.ca).
- **Online Transfer Guide** tells you what courses can be transferred between institutions for credit towards a diploma or degree. Taking transferable courses means more options for future studies, and more flexibility in case a student moves or changes direction. This service is from the BC Council on Admissions & Transfer. (www.bccat.bc.ca)

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3. Choosing A School

British Columbia is known as the "education province," with 27 publicly funded post-secondary institutions, including colleges, university colleges, institutes, agencies and universities. There are vocational and academic diploma, certificate and degree programs available across the province. Added to this array, there are hundreds of privately owned schools.

In choosing their education, most students pick their program first, and then look for schools that offer that program. When considering which program or institution to select, consider the following:

- Details of programs offered (for example, does the program offer a co-op option?)
- Location (amenities, proximity to home and family)
- Admission/entrance requirements
- Costs

To research program options use **Opening Doors**. Opening Doors is an online database that allows students to search by field of study, subject, or keyword. Each program write-up provides details on tuition costs, admission requirements and more, making it easy to compare options.



Once your student narrows down a list of programs and schools, it may be helpful to visit the schools and communities with your child. Talk to students and staff to get a sense from them what it's like there.

Use these selected resources to help narrow your search:

- **Opening Doors** has information on admission requirements, programs, scholarships, grants, bursaries, loans and more (www.openingdoorsbc.com).
- **Learn and Earn** is the BC government's official guide to apprenticeship programs in British Columbia (www.learnandearn.bc.ca).
- **WOW – Who Offers What** is a downloadable grid that shows programs and credentials and where they are offered in BC. The grid is also a poster that can be found in high schools, public post-secondary institutions, public libraries and with employment service providers throughout British Columbia. (www.openingdoorsbc.com/pse_guide.asp)

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4. Distance and Online Alternatives

Today, it's possible to go to school without leaving home. Students can study through distance learning, such as correspondence and Web-based courses.

- **BCCourses.com** is a directory of more than 1,000 credit courses at the post-secondary level, offered by most BC institutions. (www.bccourses.com)
- **"Open School," "Open College," and "Open University"** list programs offered by BC's premiere provider of distance education, the Open Learning Agency. Or call toll-free: (800) 663-1663. (www.ola.bc.ca)
- **Canadian Virtual University** offers courses from 13 Canadian universities: the participating BC institutions are University of Victoria (250-721-7211); Royal Roads University (250-391-2511); and the Open Learning Agency (800-663-9711). (www.cvu-uvic.ca/)

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5. How to Apply for Admission

Application deadlines and procedures vary considerably among institutions, but generally early spring is the deadline to apply. Find out what application procedures must be followed as soon as a program and institution have been decided on.



In British Columbia, the easiest way to apply is with the **Post-secondary Application Service of BC**. This is the official online application service for most of the public institutions in BC. The service is convenient for students too; no waiting in line for forms, no long-distance phone calls, and no need to fill in different forms for each program. All the information you need to apply is online at the site (<http://www.pas.bc.ca>). Many of the institutions accept credit card payment of application fees through the PASBC service.

For other alternatives **contact the institution** to which your student is applying.

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6. Paying the Bills

Careful attention to finances is important, no matter who is paying tuition and living expenses while your student is in school. The Canadian Government calculates that a single BC student will spend \$210 per week on living expenses, plus tuition, books and school supplies. This can total \$10,000 to \$13,500 for just eight months of school. Help your child work out a monthly budget – this will help them manage better financially while in school. Your student may also consider a "co-op" program or an apprenticeship, both of which provide paid work experience that can help cover education costs. Contact the chosen institution(s) to see if any financial assistance is available. Learn about RESPs (Registered Education Savings Plan), student loans, bursaries, grants, and entrance scholarships.

Here are some resources to help with financial planning for education:

- **Comprehensive Financial Planning for Education** is a great first step for financial planning, with an Online Student Handbook your student can complete. It also has tips for spending less, and setting and sticking to a budget while at school. (www.ucfv.bc.ca/future/cfpe/cfpe.htm)
- **CanLearn Interactive**, sponsored by the Canadian Government, has a good section on financial planning for students and parents (www.canlearn.ca/)
- **Student Financial Aid** is a BC Ministry of Advanced Education Web site that helps with planning and applying for student financial assistance. (www.aved.gov.bc.ca/studentsservices)
- **Money Matters** is a section on the Opening Doors Web site dedicated to student financial planning. (www.openingdoorsbc.com/money/index.asp)
- **Contact the institution** your child is applying to.

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7. Grade 11-12 Calendar & Checklist

This quick checklist gives you a bit of an idea of the things your student will have to do and think about as they plan and start their post-secondary education.

	September-Dec.	January-March	April-June	July-August
Grade 11				
Research			Determine what programs interest you.	
Money	Get part-time job?		Find summer job	Start summer job
Schools		Study for exams	Think about and visit schools you may attend.	
Grade 12				
Research	Programs & schools	Select program	Visit institution	
Money	Get part-time job?	Research grants/loans	Grants/Loans/Find job	Job/Budget/Grants/etc
Schools	Make Applications	Applications/Exams	Applications	Register
Home				Find new home/Move
Post-Sec.				
Money	Consider co-op programs	Campus job?	Find summer job	Start summer job
School	Register & Start		Satisfied?	Change programs?
Home	Move in		Find summer home	Find new fall home

8. Take Your Credits With You

It is possible a student will switch programs or schools after a year or two, or take post-graduate studies. Because of this, it's important to find out which course credits may be transferred to another institution. This will prevent the student from having to repeat course material. The **Online Transfer Guide** tells you what courses can be transferred between certain institutions for credit towards a diploma or degree. (www.bccat.bc.ca)

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9. Phone Numbers & Web Sites

There are 27 public **post-secondary institutions** in British Columbia. Use this list to help you and your student with your research.

- [BC Institute of Technology](http://www.bcit.ca), (www.bcit.ca) (604) 434-5734
- [Camosun College](http://www.camosun.bc.ca), (www.camosun.bc.ca) (250) 370-3000
- [Capilano College](http://www.capcollege.bc.ca), (www.capcollege.bc.ca) (604) 986-1911
- [College of New Caledonia](http://www.cnc.bc.ca), (www.cnc.bc.ca) (800) 371-8111
- [College of the Rockies](http://www.cotr.bc.ca), (www.cotr.bc.ca) (250) 489-2751
- [Douglas College](http://www.douglas.bc.ca), (www.douglas.bc.ca) (604) 527-5400
- [Emily Carr Institute of Art and Design](http://www.eciad.bc.ca), (www.eciad.bc.ca) (604) 844-3800
- [Institute of Indigenous Government](http://www.indigenous.bc.ca), (www.indigenous.bc.ca) (604) 602-9555
- [Justice Institute of BC](http://www.jibc.bc.ca), (www.jibc.bc.ca) (604) 525-5422
- [Kwantlen University College](http://www.kwantlen.bc.ca), (www.kwantlen.bc.ca) (604) 599-2000
- [Langara College](http://www.langara.bc.ca), (www.langara.bc.ca) (604) 323-5686
- [Malaspina University-College](http://www.mala.bc.ca), (www.mala.bc.ca) (250) 753-3245
- [Nicola Valley Institute of Technology](http://www.nvit.bc.ca), (www.nvit.bc.ca) (250) 378-3300
- [North Island College](http://www.nic.bc.ca), (www.nic.bc.ca) (250) 923-9700
- [Northern Lights College](http://www.nlc.bc.ca), (www.nlc.bc.ca) (250) 782-5251
- [Northwest Community College](http://www.nwcc.bc.ca), (www.nwcc.bc.ca) (250) 635 - 6511
- [Okanagan University College](http://www.ouc.bc.ca), (www.ouc.bc.ca) (250) 762-5445
- [Open Learning Agency](http://www.ola.bc.ca), (www.ola.bc.ca) (800) 663-1663
- [Royal Roads University](http://www.royalroads.ca), (www.royalroads.ca) (250) 391-2600
- [Selkirk College](http://www.selkirk.bc.ca), (www.selkirk.bc.ca) (250) 365-7292
- [Simon Fraser University](http://www.sfu.ca), (www.sfu.ca) (604) 291-3111
- [University College of the Cariboo](http://www.cariboo.bc.ca), (www.cariboo.bc.ca) (250) 828-5000
- [Univ. College of the Fraser Valley](http://www.ucfv.bc.ca), (www.ucfv.bc.ca) (604) 853-7441
- [University of BC](http://www.ubc.ca), (www.ubc.ca) (604) 822-9836
- [University of Northern BC](http://www.unbc.ca), (www.unbc.ca) (250) 960-5555
- [University of Victoria](http://www.uvic.ca), (www.uvic.ca) (250) 721-7211
- [Vancouver Community College](http://www.vcc.bc.ca), (www.vcc.bc.ca) (604) 443-8300

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10. About this Guide

This Guide was produced by [CEISS](http://ceiss.org), an independent organization providing research and technology solutions to improve the performance of education systems. Learners and decision-makers rely on our expertise to save time and money, to improve accountability, and to make informed decisions. Comments and questions are welcome. Email them to ceiss@ceiss.org

Mixed Messages

Parents As Supporters

Julie's daughter, Sandra, was in Grade 10 when she went to Edmonton for a youth conference. When she returned, Sandra told her mother that she was going to Grant McEwan College to become a teacher. This was the first and only time that Sandra had visited a college campus. Julie was pleased that her daughter was thinking about her future, but she was not willing to let her daughter go to the 'big city' to go to school. In her early 20's, Julie had spent five years in Vancouver, and she knew of all the evils of the 'big city'. Sandra had grown up on-reserve and was not 'street wise.' All through Grade 11 and early Grade 12, Sandra continued to talk about going to Edmonton for school. Mom was getting more concerned and started giving negative messages, like "You don't have a clue what that school is like." Sandra was getting the idea her mom did not want her to go to school. Mother was concerned for her daughter's safety. Unfortunately, no one was making plans for post-secondary.

After Christmas, Sandra visited the school counsellor, and the counsellor provided information and alternatives. First, she let Sandra know that if she planned to teach in her community, or anywhere in British Columbia, that a degree in education from Alberta would not give her a BC teaching certificate without more course work in BC. This was good to learn before spending four years in Alberta. Second, the counsellor talked to Sandra about the option of taking the first year or two years at the local college and then transferring to the University of Victoria for her teaching degree.

Parents' Section

Julie was relieved. Her daughter would be able to stay at home and start her education, while gaining more maturity before heading to the big city. Sandra was happy, because she really wanted to get out of town – but this seemed like a compromise she could agree with. Julie is now being that Supporter that Sandra needs as she nears the end of her Grade 12 year and makes application to the local college.

Parents often give 'mixed messages' to their children without realizing it. Youth need to have their parents as their Supporters!

As parents, we want our children to get the best things in life and reach their potential. But sometimes, when it comes to planning for post-secondary education we give our children mixed messages. The following are samples of the types of messages we might be sending to our children.



Think about what you are feeling and talk to your child about their dreams, fears, and your feelings.

Think about what you are feeling and talk to your child about their dreams, fears, and your feelings.

If students say ... “It will be great once I get to University.”

Parents might say ...

“Yeah, if you get good enough marks.” (The underlying message - “You aren’t smart enough.”)

“Yes, but a degree won’t get you a job, you know.” (The underlying message - “Getting a job and supporting yourself should be your first and immediate priority. It is more important than school.”)

“Yes, but you’ve got to get there first.” (The underlying message - “Your ability, drive and direction might not be enough.”)

Instead, parents could say ...

“I agree. It will be great when you go to university. I will miss you, but I am really glad you’re making plans for your future and I’m proud of your efforts to get into university. I want you to tell me how I can help to make sure you get the best grades you can so you will be accepted. I know you can do it.”

If students say ... “I can’t wait to get out of this community (town) and get into university”

Parents might say ...

“I know, but where are you planning to live? Aunt Lizzie is getting pretty old if you are still planning to stay with her.” (The underlying message - “Don’t depend on relatives, including me, to help with your plans.”)

“Yeah, university will be great for you but what’s wrong with _____ (the local institution)?” (The underlying message - “I want you to live at home and stay with me.”)

“Yeah, but Vancouver is so big and far away.” (The underlying message - “You can’t handle living in a big city and I am afraid for you.”)

“All of your friends will be at _____ (the local institution).” (The underlying message - “You won’t be able to make it without your friends and I endorse those friends who have chosen the local school.”)

“You will save money if you go to the local school.” (The underlying message - “Whose money will be saved? The money I’ve saved over the past 20 years for you, plus your own money, plus any you earn while you are studying. I’m in control.”)

Instead, parents could say ...

“I am very glad that you’re excited about going away to school. I am very proud that you have chosen to go to university and I am sure that you are going to really enjoy the chance to be independent. I think we should talk together about how we are going to make this affordable so that you have a really positive experience at school. I want to make sure you have every chance for success.”

If students say ... “I plan to get a degree in education and then teach.”

Parents might say ...

“Yes, I’ll be glad when you have a degree but how are you going to afford it? Degrees cost money, you know?” (The underlying message - “A degree isn’t worth the money. A degree isn’t worth the investment. A degree for you isn’t worth either of these.”)

“There aren’t any teaching jobs.” (The underlying message - “A university degree is a waste of time and you are a time waster.”)



As you talk with your children, think about the message you want to be sending them regarding their future plans.

Parents' Section

“That will be great, but what are you going to do in the meantime?” (The underlying message - “You can’t plan for the short term so how will you be able to get a degree and then teach?”)

Instead, parents could say ...

“What an amazing goal! Teaching is so important. I would really love to talk to you more about your plans. I really want to help make them a reality.”

If students say ... “I want to go to university but I don’t know which one is best”

Parents might say ...

“Have you looked?” (The underlying message - “You are so incompetent, that you can’t even get started.”)

“They are all the same.” (The underlying message - “You are average.”)

“What do they teach at that high school?” (The underlying message - “Your education hasn’t prepared you for university.”)

“Your brother went to _____ (institution) and he did just fine.” (The underlying message - “You are the same as your brother.”)

“What’s wrong with _____ (institution)?” (The underlying message - “This would be the least objectionable choice you could make.”)

Instead, parents could say ...

“I know the choices can be overwhelming, but that makes planning exciting, too. I may not be an expert on post-secondary education, but I would love to help you plan if I can. Why don’t we try asking around to see who can help us find out more information. Then, together, we can compare all of the options and make the best decision possible.”

A to Z's of Post-Secondary Education/Training

Academic: Usually refers to courses or programs leading to a Diploma or Degree.

Accreditation: To receive accreditation, an institution such as a college or university has to meet certain standards set by accreditation organizations. Accredited institutions offer courses and programs that are recognized by other post-secondary institutions and industry.

ACT: American College Testing created the ACT test to assess abilities in areas like math and reading comprehension. Many US schools require the ACT as part of the application procedure.

Admission: The process of applying to a post-secondary institution and providing the necessary documentation. Being admitted to an institution differs from registration. (see Registration).

Admission Requirements: All the things a student will need to have, or to supply with the application to get into a program. This usually includes specific high school courses and/or marks (i.e.. English 12 with minimum of B). It may also include forms, transcripts, questionnaires or interviews. Each program is different and may change from year to year. Be sure to check them in the post-secondary institution's Calendar.

Advanced Placement (AP): If students earn advanced placement in a subject, they can skip the introductory course and go right to a more advanced class.

Aid Package: The complete package of assistance you receive to pay for college. An aid package may include loans, scholarships, bursaries and work-study programs.



*Tip: Application means the student has applied to the post-secondary institution, but once accepted, the student **then** needs to register for courses.*

A to Z's of Post-Secondary Education/Training

Application: The first step to get into a post-secondary institution. Students must supply all information required on the Application for the institution to consider their entrance to the program of their choice. NB. Applications require an Application fee.

Apprenticeship Program: Trades training that is primarily on-the-job, with several months of classroom instruction each year.

Articulated: See Transferable.

Associate degree: A degree in a specific area of study, often a two-year program.

Audit: This refers to registration in a credit course without the intention of obtaining course credit. Audit students do not write exams.

Bachelor's degree: A degree in a specific area of study, often four or five-years of university courses. Usually the first degree you take is called an undergraduate degree.

Block Transfer: The process where a block of course credits completed as a cluster of courses, certificate or diploma are recognized as having an academic wholeness to transfer to part of a degree program.

Bursar: The financial officer of a college or university.

Bursary: A financial award, often based on financial need as well as academic and extracurricular achievement. Bursaries usually do not have to be repaid.

Calendar: The "book" in which the post-secondary institution lists all the programs, with Admission Requirements and policies.

Career/Tech: Applied programs that involve theory and practical training, usually two years in length. These programs offer specialized job skills in specific career areas. Co-op, can be part of these programs. (see Co-op).

Certificate: The credential awarded to graduates of One-Year programs. Most certificate programs are college trades and vocational programs, but there are also Certificate programs in Business Administration, University Arts and Science.

College Entrance Examinations: Exams such as the ACT and SAT that test the student's academic readiness for a college or university program. Generally these exams are taken prior to entering a US institution. The exam scores are usually part of the application requirements.

Co-op: Paid work placements, usually four months long, which are part of a program, and are evaluated as a course credit.

Co-requisite: A course that is required to be taken concurrently with another course.

Credit: A counting system based on hours of class time. Each course has a credit value (usually 3) that is used to calculate tuition fees. Every credit students complete, whether they pass or fail, is recorded on their transcript.

Degree: The credential awarded to graduates of university programs, which are usually four or five years in length.

Diploma: The credential awarded to graduates of two or three year programs. They are also often called academic programs, because they can include university courses, and may ladder into a university degree.

Distance Education: A term commonly applied to non-traditional forms of study that may involve correspondence, computer assisted learning, on-line delivery of a course or a combination of these approaches.

Doctoral degree (PhD): The highest university degree, generally requiring study and research after a bachelor's and master's degree. To earn a doctoral degree, students generally have to complete a research project or thesis of original work.

Early Admission: Early admission allows students with top marks to be admitted to college programs before they finish high school.

Elective: An optional course that is taken as part of a program of study. Some programs allow one or more electives per semester.

Entry Point: The year of study when the student is actually admitted to the degree program. Some degrees are first year entry; others are at third or fourth year.

A to Z's of Post-Secondary Education/Training

Expected Family Contribution (EFC): When students apply for financial aid, the applications may ask questions about the family's earnings, savings and assets. These numbers help calculate the Expected Family Contribution which is the amount the parents are expected to contribute.

Financial Aid: Monetary assistance students receive for their education, including scholarships, loans and bursaries.

Full-time Student: For funding or taxation purposes, a full-time student is one who is actively registered in a minimum of 60% of a full course load for their specific program.

Grade Point Average (GPF): The student's average grade for the total classes they have taken. Students can calculate their GPF by calculating the average of their grades. Refer to the college or university calendar for the grading system.

Graduate Degree: The second (Masters) and third degrees (Doctorate/PhD) that a student can take after a Bachelors degree.

Grants: A sum of money awarded according to financial need. Grants generally do not need to be repaid.

Internship: A job that lets a student gain practical experience in their area of study under supervision.

Ladder: Where one program is connected to another. For example, a Licensed Practical Nursing (LPN) program will ladder into a nursing program. Laddering means the student will receive part or full credit for courses taken in a previous program.

Loans: Money given for education that must be repaid. Conditions and interest rates vary according to the type of loan.

LSAT: The Law School Admissions Test, required for entrance into law school.

Major: A subject that a student specializes in, following a set program of courses and requirements. For example, a student might major in Biology, which means taking several specific biology courses as part on their course load.

Master's Degree: A graduate degree taken after a bachelor's degree and often lasting from one to three years.

Mature Student Admission: Post-secondary institutions allow entrance to student of a certain age who do not meet the admission requirements. For many college or university colleges in B.C. Mature Student Admission is 19 years of age.

MCAT: Medical College Admission Test. The MCAT is required for admission to most medical schools.

Minor: A program in a certain field that requires fewer courses than a major does. It is a second subject area you want to specialize in, to complement your major. For example a student could take a major in Biology and a minor in English.

Open Admission: A college with an open admission policy will admit most high school grads without looking at GPF or entrance exam scores.

PCAT: Pharmacy College Admission Test. The PCAT is required for admission to most pharmacy schools.

Practicum: A part of a course consisting of practical work in a relevant field. Teaching, Early Childhood Education and the health fields are examples of programs that include a practicum.

Prerequisite: A course that must be taken before a student can be admitted to a higher-level course.

Prior Learning Assessment: (PLA) The process by which a student may receive course credit for work experience or any type of formal educational activity. This process involves students presenting proof of work experience or educational activity to the institution granting PLA, and paying a fee(s) to receive the credit.

Private university: A university that does not receive public funding.

Professional Degrees: Medicine, Veterinary Medicine, Law and certain other professions require specific 'professional' degrees, which are available at only a few specialized schools.

Program: A specific set of course requirements leading to the completion of a certificate, diploma or degree.

A to Z's of Post-Secondary Education/Training

PSAT: Preliminary Scholastic Aptitude Test. The PSAT is usually taken in Grades 10 or 11 as part of a student's preparation for the SAT. Students planning to attend a US institution may want to write the PSAT in preparation of writing the SAT. (see SAT).

Public university: A university funded by the government.

Registration: After you are admitted to a post-secondary institution, you select the courses you want to take. Most Career/Tech programs and certain specialized degree programs may already have a preset course schedule. Carefully read the calendar to determine if the student must register for courses individually or as a block or courses.

SAT: The Scholastic Aptitude Test is test of verbal and mathematical ability that students take as a requirement to enter most US colleges and universities. The SAT tests may be written in British Columbia. Contact the college nearest the student to find out SAT exam dates.

SAT II: Subject-specific tests in English, history and social studies, math, science, and languages. Many US schools require that students take at least one of the SAT II tests as part of their admission requirements.

Scholarships: Financial awards based on academic and extracurricular achievement, or achievement and financial need. Scholarships do not have to be repaid.

Semester: A period of time on the school calendar, i.e. Fall semester courses typically run from September through December and Winter semester is January through April.

TOEFL: Test of English as a Foreign Language. Taken by foreign students who wish to study at an English-speaking school if English is not their first language.

Trades: Applied programs, usually less than 12 months long, which offer entry-level job training in specific trades.

Transcript: The official document with the student's courses, credits and grades shown.

Transfer Credit: Credit granted by one post-secondary institution for a course taken at another institution. Use the BC Transfer Guide to determine the transferability of a course between post-secondary institutions in BC. For transfer credit to another province, contact the receiving institution.

Tuition: The money students pay for classes.

University Transfer: One or two year arts and sciences programs offered at colleges. These courses can be credited towards a degree at universities.

Undergraduate Studies: A variety of programs leading to a Bachelor's degree in general and applied studies in arts and sciences.

Upgrading courses: Courses equivalent to high school courses, which are required for entrance to a college or university course. Students may elect to take upgrading courses to improve their understanding of a subject area. Upgrading courses are listed in a calendar with course numbers less than 100.

Vocational: Applied programs, usually less than 12 months long, which offer entry-level job training in specific careers. Example – Resident Care/Home Support Worker program.

Work-study program: A program that allows student to work in order to earn money for their educational expenses.

Resources

Additional Web Site Resources

Ministry of Education Career Planner 2002-2003

Finding Your Path Portfolio

Resources

Additional Resources

Aboriginal Youth Network

<http://www.ayn.ca>

This well-designed site for First Nation youth covers topics on careers and jobs, health, culture and current events. This site contains Daily Rants, which is a youth posting of articles of what's on their minds. The Rants section is well maintained and monitored. Rant articles are posted on the following topics:

Opportunity/Work

General Stories

Culture

Activism/Social – Aboriginal

Racism/Discrimination

Health

Suicide

About AYN

Media Interest

Youth Issues

Politics/Leadership

Education

Gangs/Violence

Success!

We All Gotta Eat . . .

Between Native People

Adoption/Foster Care

Friends

Other sections include Whassup?, which has notices of upcoming youth conferences and opportunities. The Education Centre section contains links to scholarship information and programs. Training/Education section has an excellent article on Why to Stay in School

(the direct link to the article is <http://pathfinder.ayn.ca/firstSteps-Training.php>)

Recommended Career and Labour Market Information web-sites:

BC WorkInfoNET Youth Site

<http://workinfo.net.bc.ca/youth>

An online library of career planning, job search and labour market information for youth aged 15 to 29. Developed with consultation from a youth advisory network, the website includes links to thousands of youth career planning resources, a colourful youth webzine and a directory of youth-servicing agencies in BC and the Yukon.

Career Paths Online

<http://careerpathsonline.com>

This is the online version of Career Paths Youth Newspaper: the Career Planning Guide for BC and the Yukon. The site contains articles on career planning, career trends and the New Economy as well as industry overviews, useful facts, stats and links.

Government of Canada, Youth Employment Information

<http://www.youth.gc.ca>

A comprehensive website for Canadian youth containing job and employment information, self-assessment resources to discover skills and interests, career planning data and details on the federal government's many youth work experience and education programs.

Motiv8 Online

<http://motiv8.com>

The online version of Motiv8 Youth Newspaper. This site focuses on school-to-work transitions and contains articles and information to help youth get a handle on education, work and personal issues. Site includes profiles of youth who are following their dreams, setting goals, taking action, using innovation, developing skills, making choices, learning new knowledge and being flexible.

Opening Doors

<http://www.openingdoorsbc.com>

This site provides detailed information on undergraduate programs at all 27 public post-secondary institutions in BC. The site provides a search for programs by field of study, subject, institution or duration of program. Through this website you will also be able to link to PASBC at <http://www.pas.bc.ca>, which is BC's online post-secondary application service.

Private Post-Secondary Education Commission of BC (PPSEC)

<http://ppsec.bc.ca>

This website outlines the various programs available at private training institutions across BC. The site includes a search feature where you can look for an institute or a specific program.

REALM: Creating Work You Want

<http://realm.net>

A quarterly magazine and webzine about life and work for youth in their 20's. The site looks at the intersections of youth culture and the world of work, and includes strategies, ideas and connections to help readers understand the New Economy, explore entrepreneurship and create meaningful career opportunities and plans.

Resources

The Edge

<http://www.theedgemag.org>

A career magazine and website for teens, as well as, parents and employers. The site provides lots of career planning articles and activities and includes a youth art gallery.

What's Key in Labour Market Information for BC

<http://www.whatskey.org>

This website is a catalogue of career, learning and labour market information resources to assist youth with planning their career. In the site youth will find self-assessment tools, occupational information, labour market trend details, education and training data and work search resources.

10 Step Career Planning

http://10steps.careerpathsonline.com/guide/steps/step7_5.cfm

Extensive interactive career assessment tool to assess interests, skills, values, and learning style. It requires a higher reading level and lots of time. This tool provides a great values section, requiring students to examine their personal values. The assessment includes a printable summary of assessments.

Career Exploration Lesson Plans Web-sites:

BC WorkInfoNet Youth Site

<http://workinfolnet.bc.ca/youth/facguide/default.htm>

Lessons cover career planning, education and training, jobs and recruiting, labour market information, self-employment, workplace issues and support, funding for school and government services. Facilitator's Guide including lesson plans, handouts and resources for grade 11 and 12's.

Career Circuit

<http://www.thecircuit.org>

This free internet-based network of Youth Service Agencies across Canada includes a virtual resource center of lessons and resources on nine topics: money matters, career and life work exploration and planning, education and training, work skills, workplace realities, work discovery and access, entrepreneurship and work creation, personal potential, and the economy.

Internet Search Engine:

<http://www.hvl.net/search/index.html>

If you are looking for an easy to use, advertisement free search engine site, try this site.

Career Planner 2002/2003



Following is the Career Planner 2002/2003, published by the Ministry of Education. FNEC and the FNSA are grateful to provincial government for their permission to reprint the resources.

Finding Your Path Portfolio



Following is “Finding Your Path Portfolio”. This is a template student portfolio, which was referred to throughout this guide as a useful tool for student career and education planning. We recommend that you adapt the attached document if that would make it more useful for the students with whom you work. You are also welcome to reprint the following portfolio as it is written and encourage your students to use, and update, this resource to keep track of their goals, career exploration activities, grades, and plans. Students should keep their portfolios in a safe place, and they will ideally keep them in a file folder or small binder with the other information they will need as they apply for post-secondary education and jobs. Those materials include their transcripts, certificates for completed courses, letters of reference, copies of their resume, and other relevant documents.

This resource is available to be downloaded from the FNEESC web site at www.fnesc.bc.ca

**Opening Doors:
Planning and Achieving Your Goals**

If you have any comments about these materials, or suggestions for other topics to be included in future editions of this resource, please return this form to the FNEC/FNSA Office at fax number (604) 925-6097.

RESPONSE FORM

1. Overall, I found this resource:

- Very useful Somewhat useful
 Not very useful Not at all useful

2. Please tell us the parts of the resource that were most useful (if applicable).

3. Please tell us the parts of the resource that were least useful (if applicable).

4. Please let us know if you found any errors in this resource, or if any of the suggested web sites are no longer operational.

5. Please feel free share any other topics, materials, or web sites that you have found useful and can be included in future editions of this resource.

Finding Your Path

Career Planning Portfolio

Name:

Date:

Dates Reviewed:

ABOUT ME? MY SELF-ASSESSMENT



Knowing who you are can help you decide on the career(s) that would be best for you. Visit some of the career planning websites to help you learn some of your interests, skills, values and preferences.

Website(s):

What are some of the words that describe you: your interests, values, skills and abilities, and work preferences/learning styles? If you print the results from the self-assessment tests, those pages could be inserted in this section as well.

Interests:

Skills and Abilities:

Values:

Work Preferences/Learning Styles:

CAREER EXPLORATION

List any careers or occupation clusters you found through the searches that you want to learn more about.

Career #1:

Investigate the top 3 work/career options that interest you.

What I found out about job duties, salary, job locations, job demand, etc.:

Education and Training Required

I think I might enjoy this career because:

Career #2:

What I found out about job duties, salary, job locations, job demand, etc.:

Education and Training Required

I think I might enjoy this career because:

Career #3:

What I found out about job duties, salary, job locations, job demand, etc.:

Education and Training Required

I think I might enjoy this career because:

WHERE AM I NOW?

To make a career plan, you need to know where you are now in order to determine what direction you would like to go next. So **your job is to collect and record all of the information about yourself.** This will include your report cards, any awards you receive, sports accomplishments, and school and community activities you undertake. You never know when you may need this information. Maybe you'll need it for a resume - a Red Cross Life Saving Certification may get you a job at a summer camp. And that First Aid course may be a prerequisite for you to get into the Early Childhood Education program at the college. Or you'll find yourself applying for a job where you need a security clearance and the application asks for the addresses of the schools you attended over the last ten years. Or maybe you're a good athlete and you want to play at a US college - when you apply for your National College Athletic Association eligibility they ask about your schooling and sport involvement right back to kindergarten. Perhaps you need a reference letter from a high school English teacher for a scholarship application - but what was his name?

Now is the time to organize all of that information.

If you find that your information pages don't include much outside of school classes, maybe it's time you did something about it. Get involved in extracurricular activities, volunteer in your community or take a First Aid course. Not only will it look good on your resume and post-secondary applications, but you will also be gaining valuable skills and interests.

SUMMARY OF MY REPORT CARDS

Grade 9

Course

Letter Grade

Percent

Teacher

Grade 10

Course

Letter Grade

Percent

Teacher

Grade 11

Course	Letter Grade	Percent	Teacher
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Grade 12

Course	Letter Grade	Percent	Teacher
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CERTIFICATES HONOURS & AWARDS

Insert
supporting
documents if
available.

Certificates (First Aid, Life Saving, FoodSafe, SuperHost, etc., include dates)

Honours & Awards (academic, athletic, service, etc., include dates)

Athletics & Extra-Curricular Activities (include years, statistics & positions)

Community Organizations (include years involved & positions held)

Work Experience (dates, job description, supervisor)

MY DREAM

What do I want to do? Where do I see myself in 5, 10 and 20 years? What will be my career path?

Use this space to record your thoughts and dreams. If you are starting this section in Grade 9, 10 or even 11, remember that your choices may change over these years. **Dare to Dream** and use these dreams to develop your plans. Record the date of each entry.

MY POST-SECONDARY EDUCATION PLAN

As you complete this section, refer to the material in Section D-25 "Opening Doors - Program Search" website resource.

Field of Study:

Post- Secondary Institution:

Program:

Note:
Some individual courses in your Program may also have prerequisites (i.e., to take first year Biology you may be required to have Biology 12).

Application Deadline:

Institution Admission Requirements:

Program Admission Requirements:

TIME LINE

Grade 10

Grade 11

s u m m e r *Plans*

Grade 12 *first semester*

start application process

Grade 12 *second semester*

Apply for funding

Graduation

s u m m e r *Plans*

Enter name of institution and program OR next steps of your plan

SUPPORTERS

We do not achieve anything of this magnitude without the support of others. Different people fulfill different roles in our journey. Someone already working in the career you are considering should know about training requirements. Teachers and counselors could help you find where to get that training and ideas on how to pay for it. Family members may offer encouragement. Friends will hopefully get you back on the right path when necessary.

So, who are my supporters and what role do they play?

BARRIERS

In every journey we will face roadblocks. Everything will not always go smoothly with your career planning. But don't give up just because the road gets bumpy. When you encounter an obstacle, you may be able to find a way around it with the help of your supporters. For example, if you see money as a barrier to training for your career, get help finding scholarships and student loans. If you don't meet the requirements to get into a program, improve your grades or reschedule your classes, if possible. Usually, with the help of your supports, you can find solutions to the problems.

Barrier

Next Step to Overcome Barrier

First you have to identify the barrier. Then you can develop a plan to overcome it.



MORE

ENCOURAGEMENT

PAIN + ANGER + GRIEF

HEALTHY LIFESTYLES

SEB

NO MORE

BARRIERS



CHALLENGES

HEAL

BUILD STRENGTH



BUILD KNOWLEDGE

RETRAINING

BRIDGE

TOO HEAVY