



## COURSE OUTLINE: CICE202 - SEM III: TRAN TO EMP

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Approved: Lori Crosson - Dean

<b>Course Code: Title</b>	CICE202: SEMINAR III: TRANS TO EMPL. & COM. INTEG
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Academic Year:</b>	2025-2026
<b>Course Description:</b>	<p>Students critically examine the transition from student to employee and differentiate between field placement and the workplace. Students consolidate knowledge and skills to advance a plan for a self-determined future with support from community organizations as required.</p> <p>Students refine interviewing skills in preparation for future employment opportunities and engage with community agencies to build working relationships and evaluate supports. Learning activities relate directly to co-requisite field placement course CICE212 Field Placement III.</p>
<b>Total Credits:</b>	4
<b>Hours/Week:</b>	2
<b>Total Hours:</b>	28
<b>Prerequisites:</b>	CICE101, CICE102, CICE112, CICE201, CICE211
<b>Corequisites:</b>	CICE212
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1120 - COMMUNITY INTEGRATN</b>
<b>Please refer to program web page for a complete listing of program outcomes where applicable.</b>	VLO 1 Integrate fully in academic, social and community activities.
	VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.
	VLO 3 Develop academic and employment skills related to the workplace and specified area of study.
	VLO 4 Apply interpersonal and communication skills to build relationships with community supports, resources, and prospective employers.
	VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
	VLO 6 Engage in strengths-based, individualized goal setting related to self-determination and independence, both personally and professionally.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.



- EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 10 Manage the use of time and other resources to complete projects.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

**Course Evaluation:**

Passing Grade: 50%,

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Course Outcomes and Learning Objectives:**

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Demonstrate qualities of effective workers.	1.1. Understand strategies to cope with changes in workplace environments. 1.2. Understand professional ethics and integrity, emphasizing honesty and confidentiality. 1.3. Propose and evaluate ethical solutions to ethical dilemmas related to workplace situations. 1.4. Assess personal and professional strengths and set goals for further development as a lifelong learner. 1.5. Evaluate methods to accommodate individual needs in the workplace. 1.6. Develop strategies to promote inclusion in the workplace.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Demonstrate effective professional communication and executive skills.	2.1. Analyze communication challenges collaboratively and propose strategies for effective communication. 2.2. Demonstrate effective decision making and conflict resolution skills. 2.3. Demonstrate foundational understanding of self-regulation and reflect on how emotions impact communication. 2.4. Articulate skills, strengths and needs including those related to employability.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Apply skills of self-determination.	3.1. Develop goals related to transition to graduation, community involvement, employment and independent living using SMART goals criteria. 3.2. Identify strategies related to employment, community involvement and independent living. 3.3. Evaluate options to create and present a Personal and Professional Transition Plan. 3.4. Identify and evaluate relevant community organizations that contribute to community integration and independent living including employment support services. 3.5. Advocate for self and community.



	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	4. Apply knowledge of Diversity, Equity and Inclusion (DEI) concepts to address real-world challenges.	4.1. Recognize and explain the importance of accessibility standards in the workplace. 4.2. Recognize and propose evidence-based best practices to enhance equity and inclusion. 4.3. Analyze and assess cases related to DEI and propose solutions to problems presented.
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	5. Develop effective job search strategies.	5.1. Develop awareness of job market trends. 5.2. Develop networking strategies and attend a job fair. 5.3. Identify professional development goals and opportunities. 5.4. Research careers and employers to find opportunities of interest. 5.5. Network with employment support services and community agencies 5.6. Organize job search resources, including postings, communications, and files. 5.7. Demonstrate effective job interview skills in role play and mock interview. 5.8. Update resume and cover letter to highlight relevant skills, experience, and achievements. 5.9. Demonstrate understanding of personal branding and create a unique value proposition (UVP) identifying unique strengths and skills.

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
In Class Activities	20%
Mock Interview Project	15%
Networking Assignment	15%
Personal & Professional Transition Plan	30%
Student Reflections	20%

**Date:** May 29, 2025

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.