

**School of Academic Upgrading and Development**  
**Adult Special Education Program Policies**

<b>DATE(S):</b>		
1.	Next Policy Review:	2022-05-01
2.	Admissions & Standards Committee Approval:	2017-06-13
3.	Education Council Approval:	2017-06-15
4.	Effective:	2017-09-01
5.	Previous Revision(s):	
<b>CREDENTIAL(S):</b>		

**PROGRAM OUTCOMES**

Learners participating in the Adult Special Education program at Selkirk College will finish their studies being able to demonstrate the program outcomes listed below:

1. Demonstrate increased self-confidence.
2. Manage financial matters by applying principles of numeracy.
3. Use appropriate verbal, non-verbal and written skills to communicate.
4. Develop effective learning strategies and adapt them to new situations.
5. Create realistic personal, work, and educational goals and plans to achieve them.
6. Exhibit positive professional behaviours and employment related skills that maximize opportunities for success.
7. Demonstrate resilience, creativity and critical thinking in challenging situations.
8. Participate effectively as part of a team and in society.
9. Identify personal values, make decisions, and balance responsibilities to increase well-being.
10. Practice appropriate safety procedures.
11. Use current and emerging technology effectively.

Students in the Adult Special Education (ASE) Program are subject to the overall policies affecting all students at Selkirk College, with the following additions. College policies may be viewed on-line at the College website ([policies.selkirk.ca](http://policies.selkirk.ca)).

**PART I: ADMISSIONS**

**A. ADMISSION REQUIREMENTS**

The applicant must meet the following Adult Special Education Program requirements to be considered fully-qualified:

1. Academic

The program does not have academic prerequisites, however, the instructor will assess the student's capacity to succeed in the program. All students must:

- a. Participate in an intake interview with the instructor,
- b. Have the ability to learn and participate in a group setting,
- c. Have had no behavioral or emotional problems that would significantly interfere with the learning or safety of self or others,
- d. Have a commitment to learning, and
- e. Have a medical condition affecting cognitive ability.

2. Selection

Instructors will balance the needs of the classroom in regards to the following guidelines that determine capacity.

For a class with maximum enrollment of 12:

- a. 1-2 High Needs Students (no more than 20% of total students): severe cognitive disability, or required to have a support worker with them at all times,
- b. 3-4 Moderate Needs Students (no more than 30% of total students): moderate cognitive disability and extra attention to adaptive functioning skills. No support worker required, but extra attention for location of students, activities done independently, and interactions with others,
- c. 6 Low Needs Students (50% of total students or higher): mild cognitive disability, higher adaptive functioning level. No support worker required, and minimal attention regarding students' independent choices.

B. APPLICATION PROCESS

1. Before an applicant's file is considered to be complete, the following must have been received by the Admissions office:

- a) Completed application form,
- b) An interview (in person or by telephone) with the ASE instructor before entry to the program,
- c) At least two of the following (students must provide documentation at their own effort and expense):
  - A psychological assessment, or
  - A copy of an IEP (Individual Education Plan) or transcript from school, or
  - Documentation of disability from a physician or medical specialist, or
  - A referral from CLBC (Community Living B.C.), or

- A recommendation from an instructor in an ASE program at Selkirk, another college, or high school, or
- A referral from a community agency.

C. ADVANCE OR TRANSFER CREDIT AND PRIOR LEARNING ASSESSMENT

1. A student may obtain credit for a maximum of 75% of program requirements by Transfer Credit, Advanced Placement, Prior Learning Assessment or combination thereof.
2. ASE Inter-centre transfer
  - a) Students may transfer from one ASE centre or campus to another.
  - b) Ideally, students will complete their current courses before transferring to another centre.
  - c) Students should plan in advance and apply early for better positioning on the wait list. Normal entry will be by date of application as seats open up.

D. RE-ENTRY

1. Re-entry to the Adult Special Education Program is permitted at any time subject to space admissibility (see above) and limitations due to changes in curriculum.

## **PART II: ASSESSMENT, PROMOTION AND GRADUATION**

A. ASSESSMENT

1. Grading

Grading will be based on Competency Based Grades Table found in Selkirk College *Policy 8612: Grading*.

2. Types of Assessments

Progress in Adult Special Education courses is obtained by fulfilling the course specific Skills Checklist through use of individual portfolios which may include small group projects (e.g. poster presentations), individual projects (e.g. goal setting using the BC First Nations Perspective on Wellness), written and/or pictorial assignments (e.g. skills and abilities lists), and classroom based work experiences (e.g. popcorn sales).

B. PROMOTION

1. In the Adult Special Education Program, it is not necessary to obtain a level certificate in order to take courses in the next level. However, courses within a certificate level are sequential and must be completed in order.

C. GRADUATION

1. Credentials:

Adult Special Education Program has the following Certificates of Completion:

**Foundations: Skills for Adult Living**  
**Discovery: Skills for Employment**  
**Mastery in Food Service**  
**Mastery in Retail Service**  
**Mastery in Applied Arts**  
**Mastery in Agriculture and Sustainability**  
**Mastery in Entrepreneurship**  
**Mastery in Leadership** – courses under development. Grad table to follow.  
**Mentorship: Skills for Transitions** - courses under development. Grad table to follow.

2. Requirements: (see *Policy 8617: Graduation*)

<b>Adult Special Education Program Foundations: Skills for Adult Living</b>		
<b>Course Code</b>	<b>Course</b>	<b>Hours</b>
EMPS 13	Beginner Employment Skills, or EMPS 15	60
COMU 13	Communication Skills for Adult Living, or COMU 15	60
DISC 13	Discovery of Self for Adult Living, or DISC 15	60
LLIT 13	Beginning Living Literacy, or LLIT 15	60
LMAT 13	Beginning Living Math, or LMAT 15	60
WELL 13	Healthy Living Skills for Adult Living, or WELL 15	60
<b>Total Program Hours</b>		<b>360</b>

<b>Adult Special Education Program Discovery: Skills for Employment</b>		
<b>Course Code</b>	<b>Course</b>	<b>Hours</b>
EMPS 15	Employability and Workplace Skills I	120
EMPS 17	Employability and Workplace Skills II	120
COMU 15	Effective Communication Skills I	120
COMU 17	Effective Communication Skills II	120
DISC 15	Discovery of Self, Others and Community I	120
DISC 17	Discovery of Self, Others and Community II	120
INTS 15	Interpersonal Skills I	120
INTS 17	Interpersonal Skills II	120
WELL 15	Health and Wellness I	120
WELL 17	Health and Wellness II	120
LMAT 15	Living Math I or MSK 01	120
LLIT 15	Living Literacy I, RSK 01 or LSK 01	120
<b>Total Program Hours</b>		<b>1440</b>

<b>Adult Special Education Program Mastery in Food Service</b>		
<b>Course Code</b>	<b>Course</b>	<b>Hours</b>
FSWS 20	Space Management I	120
FSWS 23	Space Management II	120
FSWF 20	Food Handling I	120
FSWF 23	Food Handling II	120
CUST 20	Customer Service I	120
CUST 23	Customer Service II	120
CPRJ 20	Community Project I	120
CPRJ 23	Community Project II	120
SAFE 20	Safety on the Job Site I	120
JOBS 20	Job Search II	120
<b>Total Program Hours</b>		<b>1200</b>

<b>Adult Special Education Program Mastery in Retail Service</b>		
<b>Course Code</b>	<b>Course</b>	<b>Hours</b>
RETE 20	Exploration of Retail Skills	120
RETC 20	Retail Sector in the Community	120
RETS 20	Retail Sector Skills	120
CUST 20	Customer Service I	120
CUST 23	Customer Service II	120
CPRJ 20	Community Project I	120
CPRJ 23	Community Project II	120
SAFE 20	Safety on the Job Site I	120
JOBS 20	Job Search II	120
<b>Total Program Hours</b>		<b>1080</b>

<b>Adult Special Education Program Mastery in Applied Arts</b>		
<b>Course Code</b>	<b>Course</b>	<b>Hours</b>
ARTE 20	Exploring the Arts I	120
ARTE 23	Exploring the Arts II	120
ARTC 20	Art Appreciation and Community Connections I	120
ARTC 23	Art Appreciation and Community Connections II	120
ARTS 20	Creating Art – Skill Building I	120
ARTS 23	Creating Art – Skill Building II	120
CUST 20	Customer Service I	120
CUST 23	Customer Service II	120
CPRJ 20	Community Project I	120
CPRJ 23	Community Project II	120
SAFE 20	Safety on the Job Site I	120
JOBS 20	Job Search II	120
<b>Total Program Hours</b>		<b>1440</b>

<b>Adult Special Education Program Mastery in Agriculture and Sustainability</b>		
<b>Course Code</b>	<b>Course</b>	<b>Hours</b>
AGRE 20	Exploring Garden Basics I	120
AGRE 23	Exploring Garden Basics I	120
AGRC 20	Invasive, Native, Local and Imported Plants in our Community I	120
AGRC 23	Invasive, Native, Local and Imported Plants in our Community II	120
AGRS 20	Planting Gardens - Skill Building I	120
AGRS 23	Planting Gardens - Skill Building II	120
CUST 20	Customer Service I	120
CUST 23	Customer Service II	120
CPRJ 20	Community Project I	120
CPRJ 23	Community Project II	120
SAFE 20	Safety on the Job Site I	120
JOBS 20	Job Search II	120
<b>Total Program Hours</b>		<b>1440</b>

<b>Adult Special Education Program Mastery in Entrepreneurship</b>		
<b>Course Code</b>	<b>Course</b>	<b>Hours</b>
ENTE 20	Exploring the Market I	120
ENTE 23	Exploring the Market II	120
ENTC 20	Connecting to Community Mentors I	120
ENTC 23	Connecting to Community Mentors II	120
ENTB 20	My Business Development – Skill Building I	120
ENTB 23	My Business Development – Skill Building II	120
CUST 20	Customer Service I	120
CUST 23	Customer Service II	120
CPRJ 20	Community Project I	120
CPRJ 23	Community Project II	120
SAFE 20	Safety on the Job Site I	120
<b>Total Program Hours</b>		<b>1320</b>

### **PART III STUDENT CONDUCT** (See also College *Policy 3400: Student Code of Conduct*)

#### A. ATTENDANCE

1. Attendance at all scheduled classes, field trips and other learning experiences is mandatory. Students may risk losing their placement in a program if attendance of less than 80% and/or there is unsatisfactory progress through course activities and course skills checklists.

#### B. APPEAL

1. Most disagreements should be resolved through informal discussion between the parties involved before beginning the appeal procedures. This would typically involve the Instructor and the School Chair or designate. For more details refer to College *Policy 8400: Student Appeals*.

### **Part IV COLLEGE POLICIES RELEVANT TO ACADEMIC AND STUDENT AFFAIRS:**

Note: Some Selkirk College policies may not apply or may apply differently based on particular circumstances and individual student capacity.

Policy 3400: Student Code of Conduct

Policy 6550: Protection of Privacy

Policy 8400: Student Appeals

Policy 8600: Pre-Admissions Basic Skills Assessment

Policy 8611: Admission

Policy 8612: Grading

Policy 8613: Evaluation of Student Learning

Policy 8614: Advanced Standing – Course Challenge, PLA, Transfer Credit

Policy 8615: Standards of Academic Progress

Policy 8616: Student Withdrawals and Refunds

Policy 8617: Credentials and Graduation

Policy 8618: Cheating and Plagiarism

Policy 8619: Student Probation

Policy 8620: Interdisciplinary Studies