

# Community Integration Through Cooperative Education

Section B.39  
9/22/2020

Ontario College Certificate (2 Years - 4 Semesters ) (1120)

705.759.6700 : 1.800.461.2260 : [www.saultcollege.ca](http://www.saultcollege.ca) : Sault Ste. Marie, ON, Canada



## PROGRAM OVERVIEW

Community Integration through Cooperative Education (CICE) is a fully integrated two year College Certificate program designed to offer students with developmental disabilities or significant learning challenges opportunities to enhance their academic and social skills through participation in a variety of College courses and corresponding field placements.

### HOW THE CICE PROGRAM WORKS

1. Choose one of the 19 program areas of study available to be taken through the CICE program.
2. Develop vocational abilities through a number of field placement experiences that relate to each student`s program area of study.
3. Learning Specialists provide students with in-class labs and shops support as well as tutoring outside (of) the classroom.
4. The Employment Liaison Officer secures field placements and provides intermittent supervision.
5. The curriculum is modified to meet the academic needs of each student.
6. Upon graduation, a CICE program Certificate is received and the graduate is provided with the opportunity to be linked with a Community Employment Support Specialist who will assist in the search for employment.

For more information please [contact us!](#)

## ADMISSIONS

### MINIMUM ACADEMIC REQUIREMENTS

Ontario Secondary School Diploma (or) Certificate of Education, Achievement (or) Accomplishment (or) Mature Student Status.

Meet the CICE Community Integration through Cooperative Education program admission criteria, which will be mailed out once the application has been received.

### ADMISSION PROCEDURES & SELECTION PROCESS

#### Pre-admission:

1. Fill out an Ontario college application form (online: [www.ontariocolleges.ca](http://www.ontariocolleges.ca))
2. Complete CICE admissions package.
3. Attend a personal interview.
4. Demonstrate academic needs that require curriculum modification.
5. Demonstrate a level of independence that does not require constant supervision.

#### Post-admission:

1. Attend a program orientation session.
2. Arrange for own transportation to and from the College and field placements. Due to the

- uniqueness of the CICE program, certain field placements may not follow a traditional time frame.
- Students must submit a completed Health Assessment form that is provided by the College. This assessment is a mandatory requirement for field placement and is required at the start of Semester. It is also recommended that students be vaccinated for Hepatitis B and have a flu shot.
  - A current Police Record Check will be required when instructed to do so by the Employment Liaison Officer. The cost is the responsibility of the student. A current criminal record does not necessarily prevent the student from engaging in field placement, but agencies and the College have the right to deny field placement based on an existing criminal record. Under certain circumstances, in addition to the Police Record Check, fingerprints and/or completion of a Vulnerable Sector Check may be required.
  - Field Placements which typically commence in the second semester, will only proceed when all required documents have been presented to the Employment Liaison Officer.

## CAREER PATHS

Graduates of the CICE program follow many paths. Some volunteer using skills they acquired while in college; many obtain rewarding part-time or full-time employment, and some choose to upgrade to meet the entrance requirements for other college programs. Graduates proudly share that their college experience provided them with the confidence and skills to make choices and pursue employment, continue their education, and get involved in the community.?

After graduating from the CICE program, Owen chose to upgrade and return to college to study Digital Film Production. He's an outstanding mentor for other students, and uses his amazing skills developed in college to advocate through presentations and film.

As a graduate, Tyler is proud to use his skills obtained at college to volunteer at the hospital, and be able to give back to his community by supporting people in need.?

As a graduate of the CICE program, Brandee obtained employment in her area of study and returned to college to further develop her skills and education. With her second diploma and work experience, Brandee continues to be gainfully employed in her field of study.?

At college Eric studied Construction through the CICE program, greatly enjoyed his Field Placement experiences, and upon graduation he gained employment at a building supply company.

Inclusion, community involvement, vocational skill building and academic abilities are all cornerstones of the CICE program at Sault College. Graduates gain confidence, relevant skills and empowerment that they carry with them every day on their journey, wherever opportunity takes them.

## MANDATORY FEES

Domestic		International	
Tuition	Ancillary	Tuition	Ancillary
\$2,648.20	\$1,017.00	\$14,838.60	\$1,477.00

These fees are for the 2020-2021 academic year (year 1 of study) and are subject to change. Please visit your Student Portal to view your Schedule of Fees.

## CLINICAL/LAB OR FIELD PLACEMENTS

All required documents for field placement must be completed and submitted eight weeks prior to commencing placement in Semester 2.

## OTHER INFORMATION

If you are a Canadian citizen or permanent resident and currently unemployed, you may qualify for second career funding for this program! To learn more about your options and how to get started, contact us at [studentrecruitment@saultcollege.ca](mailto:studentrecruitment@saultcollege.ca)

Each program area of study includes student electives, in combination with mandatory courses, and field placement.

CICE graduates returning as extension students to take elective courses through the CICE program are not eligible for OSAP funding, so alternative funding is required. For more information, please contact [student.financial.assistance@saultcollege.ca](mailto:student.financial.assistance@saultcollege.ca) or our general inquiry line of 705-759-2554, ext. 2704.

For more information contact Velma Simon, CICE Team Lead at 705 759-2554, Ext. 2437 or email [velma.simon@saultcollege.ca](mailto:velma.simon@saultcollege.ca)

## PROGRAM OF STUDY

### SEMESTER 1

IVT110-6 Field Placement Preparation

**Electives:** + 3 courses in program area of study

### SEMESTER 2

IVT130-12 Field Placement I

IVT112-4 Self-Advocacy & Rights in the Workplace

**Electives:** + 3 courses in program area of study

### SEMESTER 3

IVT118-4 Self-Determination in the Workplace

IVT131-12 Field Placement II

**Electives:** + 3 courses in program area of study

### SEMESTER 4

IVT128-4 Transitions to Work

IVT132-12 Field Placement III

**Electives:** + 3 courses in program area of study

## PROGRAM OF STUDY NOTES

Note: + 3 courses in program area of study

## Course Descriptions

### Semester 1

**Field Placement Preparation (IVT110) (6 credits)**

This course will endeavor to prepare the student for the transitions from college to the field placement setting and the community. The growth and learning of the student will be supported and enhanced in the areas of job preparedness which include, but are not limited to personal hygiene, attire, confidentiality, individual responsibility, interpersonal communication, health and safety, and students rights and responsibilities not only as a student, but also within the college environment and the community. As a group, students will discuss a variety of techniques that will assist with the acquisition of skills necessary to participate in an effective, collaborative approach in the classroom and workplace setting. This introductory course aims to promote successful transition between College and community and interaction with College life. This course will also assist students to understand and maximize field placements that occur in subsequent semesters. Students will also gain a basic understanding of the purpose and techniques of appropriate APA documentation style.

## **Semester 2**

### **Field Placement I (IVT130) (12 credits)**

This course is designed to provide students with practical learning experience in their chosen academic program area of study. Students will be evaluated on their professional work habits, skill development and interpersonal communication skills. Students will understand the importance of and demonstrate self-advocacy skills as addressed within their seminar class, IVT-112 - Self-Advocacy and Rights in the Workplace.

### **Self-Advocacy & Rights in the Workplace (IVT112) (4 credits)**

This course is designed to assist the student in establishing his/her role within the field placement environment. Students will gain an understanding of the importance of self-advocacy, the government legislation that applies to student and employee rights. Student experiences and ideas, as well as suggestions for interacting and participating effectively, within field placement, will be exchanged. In addition, professional responsibilities, particularly reliability and confidentiality, will be emphasized through review of field placement packages.

## **Semester 3**

### **Self-Determination in the Workplace (IVT118) (4 credits)**

This course is designed to assist the student in establishing his/her role within the field placement environment. The principles of this course are a continuation of IVT112 where the concept of self-advocacy now is put into action through self-determination in the workplace and within the college environment. In preparation for beginning a job search, students will develop comprehensive action plans to identify goals, skills, strengths, challenges and barriers to the workplace setting. A key component of this course is for the expression of skills and experiences and for students to `know and value` one`s self, and learn how to express him or her self in an affirmative manner. Student experiences and ideas, as well as suggestions for responsibilities, particularly reliability, accountability and confidentiality, will be emphasized through review of field placement packages.

### **Field Placement II (IVT131) (12 credits)**

This course is a continuation of Field Placement I. Field Placement II is a third semester course and applies the concepts taught in IVT118 - Self-Determination in the Workplace. Students are supported and supervised while gaining vocational skills, professional work habits, and developing appropriate interpersonal skills in the field placement setting. Students will be encouraged to advocate and express one`s self in an affirmative manner to address challenges and barriers in the work placement environment. Specific learning outcomes are developed at the onset of the field placement, and students are evaluated throughout the semester.

## **Semester 4**

### **Transitions to Work (IVT128) (4 credits)**

In this course, students will explore the transition from student to employee and gain an understanding of

the differences between the practicum setting and workplace. This course is designed to consolidate information from the first three courses into this final course. Policies, legislation, processes, roles, responsibilities and expectations of both the employer and employee are themes that will be examined and discussed. Students will develop resume and interviewing skills through in-class activities. This will serve to prepare the students for future employment opportunities. In addition, field placement packages will be reviewed.

**Field Placement III (IVT132) (12 credits)**

This course is a continuation of Field Placement II. Field Placement III is a fourth semester course. Training will be at a higher level and students are expected to have good work habits and interpersonal communication skills. Students will consolidate the concepts obtained from the previous three semesters into this final field placement opportunity. Students will gain an understanding of the roles and responsibilities of both the employer and employee in regard to one`s individual disabilities and barriers or challenges that may be faced. Specific learning outcomes are developed at the onset of the field placement, and students are evaluated on an ongoing basis with a mid-term and final evaluation.