

LEARNING CURVES

CONTINUING EDUCATION • JOB TRAINING

FREE | VOL. 15: ISSUE2 | WWW.LEARNING-CURVES.ORG | PUBLISHING SINCE 1999 | SUMMER ISSUE 2013

CHANGING IT UP: GOING BACK TO SCHOOL FULL TIME

JOANNE MACKAY-BENNETT

Let's say that you have been out of school for a few years working at a job that pays the bills but doesn't interest you the way it once did. You may have either completed your secondary education or are short a few credits and have been considering going back to school as a full time student.

Sometimes, navigating a college or university website can leave you feeling as if you have landed on a virtual desert island. An ocean of information surrounds you but how do you manage to swim through it all without drowning in details?

Luckily, there are general admission policies for adults who decide to take the plunge and go back to school full time. Most of these policies apply to all Ontario universities and colleges though there may be slight differences amongst them. For purposes of this article, I will refer to Ryerson University, University of Toronto, York University, George Brown College and Seneca College.

Here's my shopping list: 10 Essential Things to Know When Applying for Full Time Studies.

1. At the top of the list, whenever possible, make a face-to-face appointment with an enrolment advisor. U of T offers a fantastic drop-in service with no appointment necessary. Go! Location: 172 St. George St. Hours: MWTRF 9:30am - 4:30pm; T 1:00pm- 6:00pm

If you can't make it to a walk-in appointment, remember that all universities and colleges have admissions counsellors. Call or email using the college or university contact information on their websites. They are there to help you.

CONTINUED ON 15



TO KEEP YOURSELF UP TO DATE, FOLLOW US ON TWITTER AND FACEBOOK FOR ALL THE LATEST NEWS.

TWITTER: [LEARNINGCURVES1](#)
FACEBOOK: [LEARNINGCURVES-WEA](#)

INSIDE:

- BOOMERS CREATING NEXT WAVE OF EDUCATION
- OVERVIEW OF SUMMER COMPUTER COURSES
- SEEDS FOR HUNGER
- JOB SEARCH TIPS
- A TALK WITH JONATHAN MOONEY
- UIC CELEBRATES 10 YEARS
- DECISIONS, DECISIONS, DECISIONS
- LEARNING IN THE SUMMER
- DEAR ELCEE



Durham Business & Computer College

Committed to Excellence in Education Since 1984!



Earn Your Diploma In Less Than One Year!

- Business
- Accounting
- CAD Design
- Graphic Design
- Programming
- I. T. Certifications
- Finance
- Media Arts
- Web Design
- Technology
- e-commerce
- Microsoft Office Certifications
(Prepare and write your exam all at one location)



- LLQP Prep Course
- Six-Sigma
- PMP® Prep Course

100% Instructor-Led Classes
Max 10 Students Per Class
Classes Start Monthly
Full & Part-Time Courses

- Excellent Facilities, Expert Instructors
- Call For a Complimentary Consultation!

All Government Funded Recipients Are Welcome

Registered as a private career college under the Private Career Colleges Act, 2005

Member of Ontario Association of Career Colleges

Programs vary by Campus



Toll Free 1 866 427 3010
www.dbcc.on.ca

Toronto 416 724 1053
Pickering 905 427 3010
Oshawa 905 443 3010

BOOMERS TO CREATE THE NEXT WAVE IN ADULT EDUCATION

BY WENDY TERRY

June is Seniors' month and the first of the baby boomers are becoming seniors. Moses Znaimer has renamed them Zoomers, reflecting the fact that one of the most active generations in history will continue its zest for life into their "third age", as others call it.

In the May/June 2010 issue of Learning Curves, we noted that "the aging baby boomers have been the largest age cohort to move through society in the last hundred years, and as they dominated other aspects of society, their education needs dominated the education system."

In our December 2001 issue, the late Dr. Alan Thomas wrote an article titled "A Canadian Century of Adult Education." He traced the response of adult education to societal needs over the 1900's. In the early part of the 1900's, funding for adult education often came under citizenship funding. It was the hey day of the Workers' Educational Association of Canada, publisher of Learning Curves. We were building a country, adult students attended study groups, listened to radio programs, used film strips to learn, discussed issues of the day, the background of these issues and options for the future. The curriculum was dominated by liberal arts courses and the social sciences.

After the Second World War, people needed education and training to stay in the work force. "Essentially what had happened was that the focus of adult education in Canada had turned from social change in the first half of the Century to maintenance of the society in the second. Science and technology, applied to the economy and employment, had made education or training necessary and a normal part of the lives of most adults." (Dr. Alan Thomas)

The community colleges were established to answer training needs that went beyond what was offered in the vocational stream of a high school education or on-the-job training. The general level of education went up too. Adults went back to university to earn degrees at universities and colleges set up specifically to serve them, such as Atkinson College at York University.

Born in 1947, I was one of the many female boomers who spent years,

seventeen in my case, getting a BA at Atkinson College. Now that that stage of the boomers' education is over, Atkinson College has been melded into the Faculty of Liberal Arts and Professional Studies.

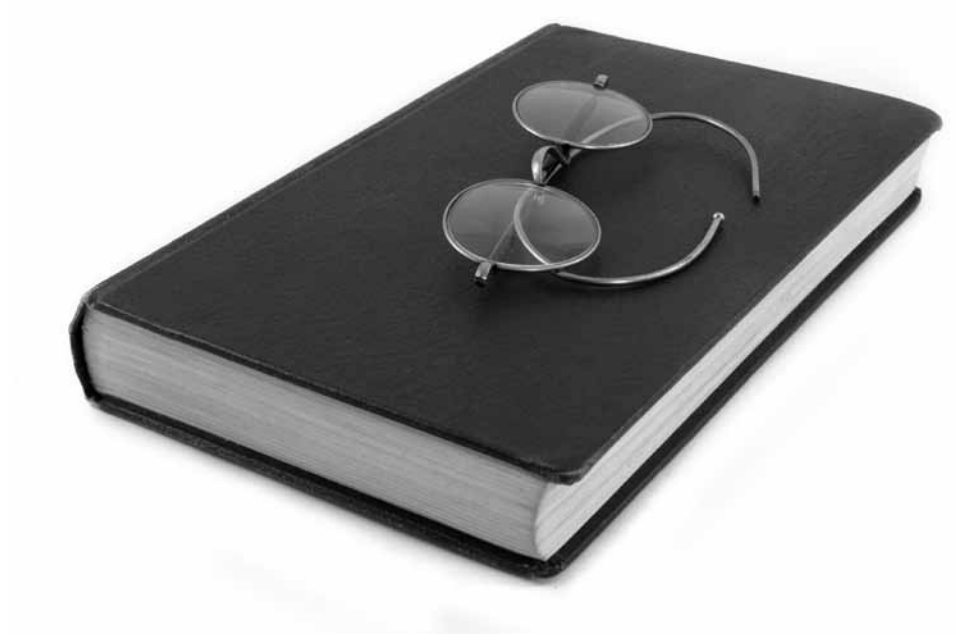
Then the computer revolution hit in the 1990's and we boomers are still constantly taking courses to catch up with the latest app.

For the past couple of decades or so, adult education providers have also catered to the educational needs of the many internationally trained immigrants that arrived because of the change in immigration law in the mid 1980's. Now we are changing immigration criteria again and going back to favouring skilled tradesmen. Recently, with the launch of Second Career funding for laid off workers to retrain, so-called third career programs have grown. Globalization has affected our labour market as well as our education; some come here to work, some of us are laid off as jobs go offshore.

Globalization not only demands that we develop work skills in order to be employed but also requires a new understanding of ourselves as global citizens. Just as we learned to become national citizens in the first decades of the 1900's, we are now learning how to be global citizens. Centennial College launched their Global Citizenship course about five years ago and made it a core mandatory course. To understand the history of others in the world including their literature, music, ideas etc. is a liberal arts/social sciences curriculum.

In looking at the development of adult education, one never gets the sense that adult educators look at the demographics and then plan for adult learning; they plan for children but not for adults. Despite governments throwing the phrase "lifelong learning" about, one never gets the sense that any systematic development for adult education has been undertaken. Adult education programs develop ad hoc in response to specific and immediate needs like the myriad of computer training courses offered or the Second Career retraining support offered to workers laid off in the globalization of our workforce.

One sign of the boomers becoming the next wave is how adult educators



are responding to the growth in the seniors' market as one by one the schools are eliminating senior discounts and auditing options (doing a course but not for credit). The main market is becoming the boomer cohort since the first of the boomers are now retiring; it clearly is not a sustainable business model, to give the education away.

As recently as last year in the summer issue, I was able to list colleges and universities that gave discounts and allowed auditing. But when I asked Centennial for my senior's discount this year when enrolling in the Global Citizenship course, it was no longer available. Joann Mackay-Bennett has noted in her article "Changing It Up" in this issue, that this is the last year the senior discount will not be available at Ryerson. In the Learn4 Life programs at the Toronto District School Board the seniors discount has now gone from 50% to 40% and you now must be 61 to qualify not 60.

The elimination of these discounts is a sign that Boomers are occupying a larger part of the adult education market. However we don't see any commensurate change in educational programs or government support for boomer learning. Academics like Dr. Miya Narushima of Brock University have studied the positive effects of learning on adults'

mental health. To save costs in health care, the government could launch a needs based bursary for senior learners.

And the schools could promote their liberal arts, social science programs to boomer adults, adapting the delivery style to a learning for its own sake, rather than learning to get a course credit. They could reorient discussions to bring in life experience, give writing assignments to aid reflection on such experience. Tutorial size groupings are all easy adaptations.

There is certainly no end of topics as we strive to become world citizens in a globalized world. Some of the titles I would enjoy taking now that I am moving into my senior, Zoomer, third age include: Great Chinese Thinkers, The Tribal History of Africa, pre-colonial. The Slave Trade between Africa and Arabia, Foundation Scientific Ideas from the Middle East, The Tribal History of Canada-pre colonial, Art History around the World, International Development of Human Rights

Just as the boomers have driven adult education for the past half century, they will continue to do so now. This time we might get ahead of the curve, instead of reacting, by planning for it.

UNIVERSITY OF TORONTO SCHOOL OF CONTINUING STUDIES

Achieve more.

Gabriel Paiva

Student, Communications Certificate, and
Project Manager for PCL Construction
Canada Inc.

“Learning English is not about
the language itself but how you
use it to improve your life. The
doors it has opened for me
promise an exciting future.
I have my dream job working
for the best construction
company in Canada.”

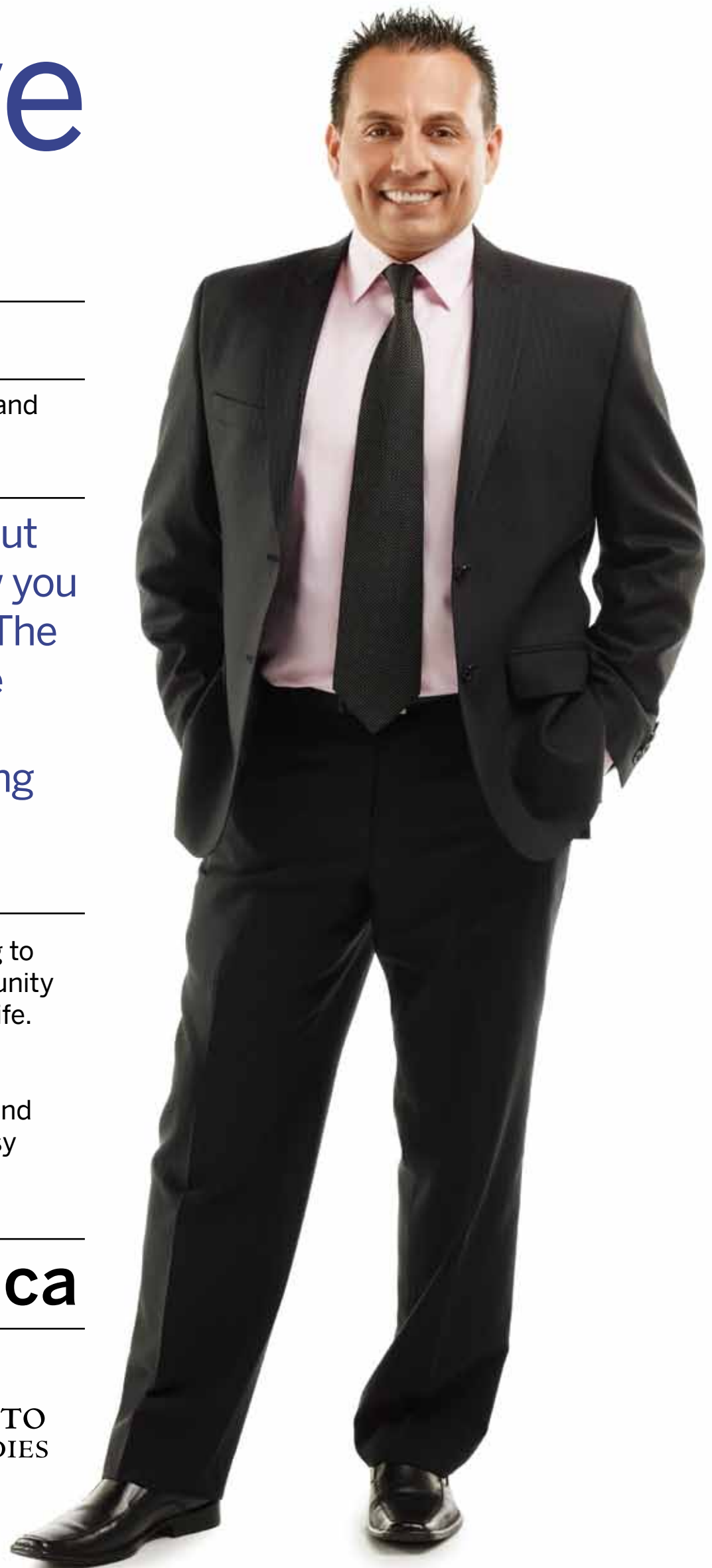
From Business to Arts, Creative Writing to
Languages, we offer boundless opportunity
to enhance your skills and enrich your life.

Classes are available in-class at
U of T St. George, U of T Mississauga, and
U of T Scarborough and online. For easy
registration or a course catalogue, call
416-978-2400 or visit us at:

learn.utoronto.ca



UNIVERSITY OF TORONTO
SCHOOL OF CONTINUING STUDIES



AN OVERVIEW OF COMPUTER COURSES, JUNE JULY AND AUGUST

Because of the difficulty of drilling down into online calendars for schedules, Learning Curves has just picked one course area to survey this year: computers. For an overview of other course offerings go to our web site www.learning-curves.ca and look for the Summer 2012 issue, also the 2011 and 2010 one. Or go to our www.learning-curves.org click on Metro Toronto Neighbourhoods on the home page, then Studying in the summer. For distance education look under Where to Study on the home page for Distance Education Online.

It is important to scan last year's summer issue and/or the articles referenced as there is a wide variety of courses other than computer courses. You will get an idea of what is available, and then you can phone or use the internet to find out what is being offered this summer.

We are constantly in need of upgrading our computer skills. Sometimes I think lifelong learning means taking computer courses for life.

CENTENNIAL COLLEGE 416-289-5207

Centennial publishes schedules in their calendars. So by scanning it is easy to see they offer courses in week long Boot Camps; over eight Sundays or Saturdays; a full weekend, and some weeknights starting in June and July. Thank you Centennial.

Week long Boot Camps offer A+ plus July 8-12 and CCNA July 15-26. All day for eight Sundays in a row you can take basics in Micro-Soft applications. Then on weeknights you can do Word Advanced from July 3 to August 14th on Wednesdays, and similarly Excel Advanced on Thursdays and Access Advanced on Tuesdays.

Then to keep up to date with the newest, they offer these eight Sunday courses: Installing and Configuring Share Point, Share Point Administration 2 and so on starting July 7. For Sunday courses, there is also Developing Mobile Applications for Mobile Devices, and Testing Strategies.

Then there are weekend long courses in specialized areas like Network Security June 1-2; Forensics July 13-14; Threats and Attacks June 8-9, Authentication June 15-16; Monitoring and Intrusion Detection July 6-7; Content Filtering, June 22-23. So by investing several weekends you can become the "go to" person at your company for Network Security

There are also weekend courses in Unix/Linux Specializations in June such as Unix- Linux Operation for users June 1-2, Unix Systems Administration June 15-16; Unix-Linux Security June 22-23: Unix-Linux Installation July 6-7: Unix Shell Scripts June 8-9: Working with Linux Graphical User Interfaces July 13-14. By investing several weekends you might get a better job at a bigger company as a Unix-Linux system specialist.

Quality Assurance

On Saturdays for seven weeks in Software Quality Assurance and Testing, you

can do Writing Testable Requirements July 6- Aug 17: Managing the Testing Process July 6- August 17, and Software Testing Automation Tools and Best Practices July 6-Aug 17. On Sundays in Mobile Apps Development and Testing there is Developing Mobile Applications for Mobile Devices, July 7-Aug 18; and Testing Strategies for Mobile Applications July 7- August 18th.

Auto Cad

For the techies there are courses in Auto Cad Module 1 starting July 3, Wednesdays, Module 2 starting July 2, Tuesdays, and Module 3 starting July 4 on Thursdays. Inventory Fundamentals Level 1 is offered starting July 2, Tuesdays: Level 2 starting July 3, Wednesdays, and Level 3 July 5 on Fridays.

SHERIDAN COLLEGE 905- 845-9430

Similarly Sheridan publishes schedules. Be sure to call the Dean and thank her.

They offer full weekend courses Sat/Sun in Adobe Photoshop Fundamentals, June 15-16, and August 10-11; Photoshop for Digital Photography August 17-18h; Adobe Acrobat Pro Fundamentals June 22-23; Adobe Pro Premier Fundamentals, July 6-7; Adobe Dreamweaver Fundamentals July 13-14: Adobe Flash Fundamentals July 20-21; Mobile WebSite Development Aug. 24-25.

They offer one day Saturday workshops in Excel Macros and VBA Level 1, July 20; then Level 2, Aug 10; then Level 3, August 17th.

For the techies there is Auto Cad Level 1 courses with 4 starts in July: a Tues/Thurs. option for 10 session starting July 2 or 16th. There is a full day Saturday one on July 6 or July 2. Then there is Auto Cad Level 2, Mon/Wednesdays starting July 8 and a full day Saturday July 6 and Auto Cad Level 3, Tues/Thurs. starting July 9.

DURHAM COLLEGE

Durham's summer offerings are largely through distance education. See section on Distance Education in 2012 Summer issue. They do publish Schedules. Let the Dean know you appreciate this

GEORGE BROWN COLLEGE 416- 415-5000 Ext 2013

George Brown has stopped publishing schedules but they do put numerous highlighted boxes throughout the calendar titled Question about the following? Call etc. So I called.

Like all front-line information people, J. was very helpful. So we would recommend calling the department numbers listed and asking.

This is what I learned from J.

Office Applications.

In office applications there is Microsoft Word course starting June 12: Excel (Macros and VBA) 1 starting June 22 and Excel (Macros and VBA) 11 Data

Analysis starting July 13 and Excel (Macros and VBA) 11 Form Function starting July 27 ; Micro Software Access 11 starting Jul 13, Web Page 1 XHTML starting July 2: Web Page 111 CSS starting July 3; Microsoft Excel 1 starting July 8 and the same night Microsoft Excel 11. There is something called SEO and Web Analytics starting July 8.

For those of us who are computer challenged there is Computer Literacy and Windows starting July 13.

For the photographers there is Digital Photography 1 starting July 4 and July 8; Digital Photography 11 starting July 8 and Digital Photography 111 July 4. Know the basics then there is the Power of Light, starting July 6: Landscape, Wildlife and Travel Photo starting July 3 and a Sunday section starting July 7; Wedding Photography starting July 2: Adobe Photoshop Lightroom starting July 4

For Humber College and Seneca College you will have to do an internet search.

TORONTO DISTRICT SCHOOL BOARD 416-338-4111

Good News!

The Toronto District School Board is offering General Interest Courses in the evenings during their July term. Previously they were mostly offered in the daytime.

Evening courses are offered at Burhamthorpe, Central Technical School and Scarborough Centre for Alternative Studies. Overland Learning Centre still has day courses Northview Heights and Central Tech also have some day courses. You can go to www.learn4life.ca to see other courses or pick up a calendar at the libraries.

TDSB summer computer courses are 4 weeks long, the classes small 12-15. the topics elementary, the price under \$100.

For the basics, try: Computer

Applications for Everyday Life; Computer Skills for Workplace Proficiency: Upgrading: Servicing, Repairing; Internet and E-Mail; Microsoft Office-Beginner; Microsoft Word/Excel Beginner; Photoshop-Beginner; Top Networking Websites, Facebook, Twitter, LinkedIn; Web Design-Beginner.

For moving on from the basics try: Adobe Illustrator/Photoshop; Digital Music: Mastering Playlists; Digital Photo Album; InDesign; Microsoft Office Intermediate; Web Design Intermediate.

UNIVERSITIES

Using the class schedule bulletin for the G. Raymond Chang School of Continuing Education, at Ryerson University, are some professional level computer courses under Computer Science such as Data Structures, Introduction to Software Engineering, Computer Networks 1 and Introduction to Python all starting June 24, then there is Mathematical Modelling Introduction to MATLAB on June 5.

CAREER COLLEGES

Career Colleges run year-round, and have continuous intake. Many offer computer classes like those advertised in the issue. Access Business College. Business and Technical Institute and Durham Business and Computer College. For others go to Ontario Association of Career Colleges web site. www.oacc.on.ca

COMMUNITY PROGRAMS

Community programs like Skills for Change or Working Women run year round and have continuous intake. For others go to www.211Toronto.org Select Employment, Education and Training, then select Vocational Training.

See Article "Learners Speak Up Now to Get Schedule Overview" page 13



SEEDS FOR HUNGER

LEARNING CENTRE PLANTS CROPS FOR LOCAL FOOD BANK



Breaking new ground, Overland Learning Centre joined up with a local food bank to fight hunger through community gardening.

Learners and staff from Overland and Community Share Food Bank transformed a strip of land between their buildings into garden beds for edible crops.

"We want to establish a community garden to grow fruit and vegetables to donate to Community Share Food Bank," says Overland Manager Grant Reimer. "Since many of our learners access the food bank regularly, this partnership is especially meaningful."

As an adult learning centre, Overland serves many in the community through its English as a Second Language courses, seniors programs and general interest classes. The partnership with Community Share Food Bank, and the opportunities the garden supplies to sow and harvest food, enhances Overland's cultural curriculum.

"Involving our learners in the garden is an important part of the process," Reimer says. "Overland has many New Canadian adult students who come to learn English and to understand Canadian culture. Gardening and environmental issues are an integral part of our programs. Our general interest and seniors classes draw in adults from

the neighbourhood. Together, we believe we can make a valuable contribution."

Trustee Gerri Gershon was an early supporter of the project, arranging the initial meeting between Overland and Community Share Food Bank.

"This initiative is a wonderful partnership between the community and Overland Learning Centre," says Gershon. "Kudos to all involved!"

The project has had an auspicious start, receiving a start-up grant from TD Friends of the Environment. Also, scientists from the University of Guelph found the garden's soil is rich and fertile. The learning centre's grounds were originally a horse pasture.

As plans for the Overland Environmental Learning Garden grow, so do the number of supporters which now include City Councillor Jaye Robinson, World Crop, the Toronto Botanical Gardens and landscape architect Arifa Shompa Hai.

What comes next?

"Our long-term plans include an outdoor classroom, a naturalized forest and a shady gazebo where our learners and neighbours from the community can meet and admire the garden," says Reimer.

An official opening for the Overland Environmental Learning Garden took place at the end of May. For details call 416-395-5080.

QUOTATIONS ABOUT GOVERNMENT AND SOCIETY

Poverty is the parent of revolution and crime."
– Aristotle

"It is horrifying that we have to fight our own government to save the environment."
– Ansel Adams

Military intelligence is a contradiction in terms."
– Groucho Marx

"When asked what he thought of Western civilization, he said, 'I think it would be a good idea.'
– Mahatma Gandhi

"Freedom isn't free. It shouldn't be a bragging point that 'Oh, I don't get involved in politics,' as if that makes you somehow cleaner. No, that makes you derelict of duty in a republic. Liars and panderers in government would have a much harder time of it if so many people didn't insist on their right to remain ignorant and blindly agreeable."
– Bill Maher

"The purpose of government is to enable the people of a nation to live in safety and happiness. Government exists for the interests of the governed, not for the governors."
– Thomas Jefferson

"If everyone demanded peace instead of another television set, then there'd be peace."
– John Lennon

"The most dangerous man to any government is the man who is able to think things out for himself, without regard to the prevailing superstitions and taboos. Almost inevitably he comes to the conclusion that the government he lives under is dishonest, insane, and intolerable..."
– H.L. Mencken

It is no measure of health to be well adjusted to a profoundly sick society."
– Jiddu Krishnamurti

"Friends are the family you choose."
– Jess C. Scott



Kathleen Wynne, MPP

Member of Provincial Parliament for Don Valley West

**Happy
Canada
Day!**



Don Valley West

795 Eglinton Ave. East, Unit 101, Toronto, ON M4G 4E4
416-425-6777 | www.kathleenwynne.onmpp.ca

Whatever your level, we can help you meet your goals leading to employment in a safe, supportive environment.

Work with our instructors, tutors and employment specialists on your specific pre-employment needs such as job search, resume writing, interview skills, and basic computer skills for job search and referrals to educational upgrading to assist with your employment goals.

Talk to us about: pre-employment supports, related life skills, volunteer experiences and basic computer skills for job search.

ANY LEVEL OF LITERACY IS WELCOME!

HELP WITH

- Reading • Writing • High School/GED • Computers
- College, University Prep

PLEASE JOIN US EVERY TUESDAY & THURSDAY 1:30 p.m. – 4:30 p.m.

Employment & Training Services
248 Queen Street East
Toronto ON, M5A 1S3

Phone: 416-364-8986
Main Intersection:
Queen St. East & Sherbourne St.



fred victor
Helping people find place & purpose

www.fredvictor.org

Seneca

Business Office Skills

Prepare for a career in today's business office environment. Program start dates are flexible; you can begin any Monday and study through the summer.

Earn Your Ontario College Certificate in 32 Weeks or less.

Microsoft Office Computer Software

Bookkeeping/Accounting

Simply Accounting

QuickBooks

Accpac

Business English

Customer Service

Windows/Outlook/Internet/Email/
Web Page Design

Short-term Microsoft Office
training modules also available

REGISTER TODAY AT THREE LOCATIONS:

MARKHAM | 416.491.5050 X77277

NEWMARKET | 905.773.7141 X230

NORTH YORK | 416.491.5050 X44753

REGISTER TODAY AT
senecacollege.ca/
fulltime/BOS

Note: This program qualifies for Second Career funding and WSIB clients.

AGEISM OR ATTITUDE? JOB SEARCH TIPS

BY LISA TRUDEL

Are you a job seeker over the age of 45 who suspects that age is the barrier to your employment success? Are you a job seeker who has been unemployed for more than six months and suspects that your barrier to employment is the attitude towards the gap on your resume?

Whether you suspect ageism or attitude, looking for work can be the hardest job you will ever have and whether your barriers are real or perceived, you might need to find new ways to convince an employer to interview you and then to hire you.

Begin by deciding whether it is ageism or attitude that is your obstacle, or both.

If you think it is age discrimination that is preventing you from getting the job, the reality is that despite employment discrimination being illegal, some employers perceive mature workers with more than 20 years experience as more expensive to hire, as overqualified, or as

not being current with social media skills.

If you think it is the fact that you have not worked in more than 6 months and your resume exposes this gap, the reality is that some hiring managers might judge you due to an attitude around long-term unemployment.

According to an article on April 27, 2013 in the Toronto Star by business columnist David Olive, "Studies show that prospective employers casting their eyes over a resume look first to see how long the job applicant has been out of work. And if it's more than 5 or 6 months, they'll grant an interview instead to a less qualified applicant who has only recently lost a job."

If this harsh fact is really true, it's a sad reflection on today's hiring practices, yet it does not have to stop you from job searching and achieving the job you need. You might not be able to change

CONTINUED ON PAGE 10

Sharpen your skills ...

*f*indhelp

ENROL TODAY for professional development and training opportunities in the field of Information and Referral.

- Practical and informative workshops such as Understanding the Human Services System
- Geared to frontline human service practitioners
- Great networking opportunity
- Affordable, participatory, interactive and *fun too!*

Call Findhelp Information Services at 416-392-4605 or visit Findhelp.ca today and take your I&R skills to the next level!

I & R

www.findhelp.ca | info@findhelp.ca

DISPATCHES FROM THE SHORT BUS: A TALK WITH JONATHAN MOONEY

BY CARTER HAMMETT

Once told he would never be anything more than a dishwasher, author Jonathan Mooney has not only come to terms with his cognitive differences, but graduated from an Ivy League university and now aims for nothing less than a learning revolution.

Jonathan Mooney wants you to start rethinking education. He wants to replace the “chalk-and-talk” days of yesteryear with more individualized narrow cast learning; the “sage on the stage” to a facilitator where the learning is largely inquiry-based.

High goals indeed for the highly-regarded author of the acclaimed book, *The Short Bus*. IT.

“Schools prepare generalists for a world of specialists,” he says. “About 85 per cent of all jobs use only grade eight math, but require degrees.”

Mooney states the time is right to reimagine the future of education, which he sees strength-based and student-centred.

The premise is that America has been having the educational reform conversation, which is about performance and teacher evaluations and so on, but it’s not about the most important thing: learning reform.”

He sees the current state of education as a 19th century approach in a 21st century world.

“Folks learn when education is relevant to their lives and when they have chosen their own educational path,” he emphasizes.

Much of this is the thrust of a new book, his third, *Redrawing the Lines: Dispatches From the Front Line of the Learning Revolution*, which reimagines where education can go, and the changes it must make if it is to remain relevant and impactful.

The book may have its roots in the missing pieces of his own childhood education, where, finally diagnosed with dyslexia and ADHD at age eight, he finally started making inroads towards reading at the age of 12.

“I was pretty much a text book case when it came to dyslexia,” he says. “I don’t really read well and in the traditional grammatical sense, I’m

not that good at writing either.”

He recalls with a touch of sadness in his voice, how, as a child, the expectation was for him to sit still in class. Unfortunately, it wasn’t long before his ADHD dropped in to say hello for the day.

“Pretty soon both feet would be bouncing, and after about 30 minutes,

////////////////////////////////////

“The program’s vision is pretty simple,” he continues. “The idea is that young people who are going through a hard school experience need a positive vision of the future. The natural way to do that seemed to bring living, breathing role models together with younger people. The program strives to give hope through mentoring.”

////////////////////////////////////

I’d bust out the drums. About a minute later, I’d be trying to wrap my leg behind my neck.” Pretty shortly after I’d be sent down to the principal’s office.

He spent so much time sitting outside of the principal’s office, he became good buddies with the school janitor.

But the message he received from the experience was a little more dire: If

you don’t sit still, you’re a bad kid. The cultural norms were, if you didn’t read, you were considered a dumb kid.”

I was in the slow reading group, See Spot Run and all that. Half the time I’d be making fun of my situation; the other half of the time I’d be hiding in the bathroom to avoid reading out loud.”

It’s a fascinating paradox then, that the kid who didn’t want to see Spot run, was not only accepted into an Ivy League school, but went on to major in English Literature as well.

He accounts for the irony in two ways. “One, is kind of pragmatic, he says. I was gonna prove people wrong and show that I could work at the highest level and graduate with a 4.0. The other, more important reason, is that my strengths were story telling, ideas. I was supported by a range of teachers from grade three all the way into college and encouraged to engage in the logistics of literature. I had teachers who said I could engage in the highest levels of literature even if I didn’t read. They handed me books on tape and said, go learn it. Even though my reading and writing weren’t great, I had other strengths—thinking and understanding—that I could do well. “

He has stated that he believes his kind of challenges are largely context-driven. “The same trail that gets you into trouble in school is the same stuff that helps you succeed in the corporate context.”

And succeed, he has. As a consultant, he’s worked with Exxon and The United Way and helped them to realize the benefits of neurodiversity in the workplace by facilitating groups and nurturing youth development.

He’s also the co-founder with Bill Flink, of a national non-profit mentoring program, Project Eye-to-Eye, which has paired thousands of high school kids with LDs and ADHD with college students who act as role models, mentors and guides. The wildly successful program

has been steadily growing over the years with chapters in well over a dozen states.

“The holy grail of this work is positive self concept,” he says. “Parents can tell their kid is smart, but they’re the wrong messenger.

“The program’s vision is pretty simple,” he continues. “The idea is that young people who are going through a hard school experience need a positive vision of the future. The natural way to do that seemed to bring living, breathing role models together with younger people. The program strives to give hope through mentoring.”

But mentoring is just one component in a future ripe with educational possibilities. Mooney points to charter schools as one potential model. We chat about individualized and applied degrees before the conversation turns to technology’s role in educating kids with LDs.

“Technology allows a classroom to be flipped. The traditional model emphasized time broadcasting information with a minimal amount of time applying that. Technology fosters inquiry-based learning and becomes narrow cast. It allows students to work according to their learning style and at their own pace. It also frees the teachers up to connect with students and frees them to facilitate an inquiry-based learning experience where real learning happens.”

And that’s perhaps Mooney’s greatest focus right now: nothing less than a complete learning revolution that’s student focused, inquiry based and future-viewing. “The emphasis has always been on “fix the kid, not the environment,” says Mooney. “Our big challenge is to change the dominant way we educate young people. We need a learning revolution.”

////////////////////////////////////



Faculty of Education
Centre for Adult Education
and Community Outreach



*Apply now
for classes
starting in
September 2013*

BEd in Adult Education

The degree you've always wanted — your way

Our **Bachelor of Education (BEd) in Adult Education**, as a first or subsequent degree, will enhance and advance your professional knowledge and practice as you engage in the education and development of adult learners. There is also an option of taking a Certificate program that focuses on five core Adult Education courses.

The Brock advantage:

- Small class sizes
- Choice of online or on-site experiences (Saturdays) at a selection of venues close to home
- Advanced standing may be available

You'll take courses part time, online or in a classroom setting on Saturdays in various locations across the GTA. It's the fit that you're looking for to balance work, life and studies.

Best of all, you'll be part of a community of learners who share your passion for the many facets of adult education.

For information please visit brocku.ca/education/futurestudents/adulted or contact us at 905 688 5550, x5547 email: adulted@brocku.ca

Centre for Adult Education and Community Outreach
Faculty of Education Brock University St. Catharines Ontario

Get ready to SOAR.

The right credentials.
The right connections.
The right support.

Save this date:

OPEN HOUSE

Thursday, August 22, 2013

4:30 p.m.—7:00 p.m.

ryerson.ca/ce

THE CHANG SCHOOL

RYERSON UNIVERSITY
CONTINUING EDUCATION



UNIVERSITY IN THE COMMUNITY CELEBRATES ITS 10TH YEAR

A 10th year anniversary party for University in the Community was held on April 24th at Innis College's Town Hall. Students past and present, lecturers, volunteers, Board members and friends of the Workers' Educational Association, university and community partners all gathered for an evening that recognized a remarkable decade.

There was much to celebrate! Beginning as an idea in the minds of Anne McDonagh, Wendy Terry, Keith McNair, Mariel O'Neill-Karch and J. Barbara Rose, UiC can now boast an accomplished record of having provided 10 years of free humanities classes to hundreds of students in the GTA. Course topics have delved into everything from 'Why the Sky is Blue' to this year's course, 'Canadian culture: Seeking Common Ground.'

Before the evening's panel discussion, founding UiC Co-ordinator, Anne McDonagh, outlined UiC's history and Wendy Terry, President of WEA, addressed UiC as an initiative of the WEA. Students Jane Rozell and Paul Oxley spoke movingly about what UiC means to them. Current UiC coordinator, Joanne Mackay-Bennett was the event's MC.

In keeping with the UiC format, and to highlight the 10th anniversary, a blue-ribbon panel comprised of Professor Emeritus and Principal of Senior College, Peter Russell, and Professor and Principal of Innis College, Janet Paterson, discussed pertinent issues that continue to define Canada. Their comments addressed essential concerns of indigenous, first nations and québécois peoples. Susanna Kelley, a journalist and editor-in-chief of the online news source www.ontarionewswatch.com expertly moderated the panel before opening up the discussion to the 90+ guests in the audience.

Among those guests, several deserve special mention: John and Pam Broley, Ed Boucher, Maurice Coulter, Art Davis, Cecelia DeKorne, Philip Fernandez, Ben Frenken, Hughes Gibson, Donald Gillies, Carter Hammett, François Langevin, Jeanne Mathieu-Lessard, Patricia MacKay, Mary McColl, Joe McDonald, Deborah Noel, Rod Noel, Damiano Pietropaolo, Joan Sangster, Don Shebib, Paul Willis.

Mostly, though, a special thank you goes to all the students. Your love of learning is the foundation of UiC. You are its true strength.



DECISIONS, DECISIONS, DECISIONS.

BY HEATHER JUNKE

All educators are faced with making decisions on a daily basis. Whether you are a classroom teacher or an administrator at a school, college or university, each and every decision you make will have an impact on students, colleagues and the institution itself.

There's a lot at stake and for that reason it's vital that educators understand how discretion shapes individual decision-making practices.

Dr. Michael Manley-Casimir is a Professor Emeritus of Education at Brock University has been researching discretionary judgment since his days as a doctoral student at the University of Chicago in the 1970s. Added to his research is a long and distinguished career as a university faculty member and administrator — roles in which he accumulated a wealth of experience as a decision-maker.

Manley-Casimir describes the key components of discretionary decision-making as the rational assembling of facts plus an ethical action of exerting preference. Discretionary judgment is a process linking both components with the goal of achieving

just and effective outcomes.

"This is the calculus of decision making that requires the lived practical wisdom that Aristotle defined centuries ago as *phronesis*," Manly-Casimir explains. "The central issue is a matter of judgment. You have to live with the decision and feel that you have made the correct decision — it's the component of ethical decision that I label as conscience."

Manley-Casimir says an individual's experience in decision-making forms precedents and knowledge that he or she utilizes on an ongoing basis in making new decisions. This is similar to the way in which judicial systems operate in society.

"You make decisions as an educator through the chain of specific roles and responsibilities you experience as a classroom teacher, a department head, principal, school board member," he says. "Experienced decision-makers form a memory of decisions and develop an array of precedents. You are constantly assembling a bank of precedents in a mindful and compassionate manner for future reference."

Manley-Casimir offers his best piece of advice on decision-making based on his research and years of experience.

"If you find yourself in a position in which you feel pressured to make a decision quickly, particularly if it's a confrontational situation or issue, never rush to judgment," he says. "Get away so that you can draw on your experience and consult colleagues on their experiences. Always give yourself time to consider the precedent of experience and from that you will have practical wisdom."

*Dr. Michael Manley-Casimir is a former Dean, Faculty of Education at Brock University. He and Alesha D. Moffat, a graduate of Brock's Master's of Education program and currently a PhD student at the Faculty of Education at York University, are the editors of *Administrative Discretion in Education*. The book, published in August 2012 by Brush Education, is a collection of papers written by scholars and graduate students who examined the role of discretion in shaping decisions by educational administrators.*

DISCRETIONARY JUDGMENT IN DECISION-MAKING

- TAKE YOUR TIME
- CONSIDER YOUR EXPERIENCES
- THINK ABOUT YOUR ETHICAL COMMITMENTS
- DRAW FROM YOUR PRACTICAL WISDOM
- CONSULT OTHERS
- DON'T FORGET, TAKE YOUR TIME

AGEISM OR ATTITUDE? JOB SEARCH TIPS

BY LISA TRUDEL

CONTINUED FROM PAGE 6

the hiring habits of some employers and human resources departments, but you can infuse your job search approach with the following tips which focus on the issues of ageism or attitude.

Raise your self-promotion. Build an online presence on social media sites including www.linkedin.com.

Revisit your online brand. Try "Googling" yourself to see what appears. It

might be time to update your online image.

Revise your applications. If you haven't been getting job interviews, it might be time to adjust your applications. Since applications are seldom initially read by people anymore and instead are read by resume scanners and screeners, improve your chances by targeting and customizing every cover letter and resume you send. Keep your cover letter to one page and your resume to

two pages, for a total of a 3-page application.

Review your email address. Is your email address inappropriate or does it contain the year you were born or your age? If your email address is "lovely-old-gal-from-1957" it might be time to create a more professional address.

Re-examine the dates on your resume. Be sure to keep recent work history dates on your resume, but if they go further back more than 10 or 15 years, you might want to cluster this part of your work history together and title a new section "Previous Employment" or "Additional Work History" without the dates. For your education section, the dates are optional. It is important to note that after your application passes the initial resume scanner, a person will be reading it but they might not have been born until 1990, so be careful about aging yourself by listing the 1980's and definitely not the 1970's.

Refresh your skill sets and delete gaps on your resume. This can be achieved by listing volunteer work that is relevant to your objective, committee work you are active in, current professional development and even by adding self-directed learning such as appropriate online lectures and TED talks you have listened to and learned from at www.ted.com

Recharge your job search methods. Put the majority of your job search time into networking not only applying to job ads. Over and over again, statistics state

that most employers interview people who have been personally referred, not strangers who answered their job advertisements.

Reconsider the ageism factor. In some occupations you can be considered "too old" in your early 40's and sometimes even in your 30's depending on the company and the industry; thus be sure to age-proof your resume, maximize your chances by networking and building alliances through informational meetings and volunteer work, and promoting yourself as technologically current by mentioning your social media skills.

Re-evaluate the myths and truths of older workers. If you are over 45, at your next job interview be confident knowing that statistics have proven that a mature worker brings a lower turnover rate than younger workers, are generally more loyal to the company, has a lower absenteeism rate than younger workers, and most of all brings a wealth of experience to the table.

Whether you are worried about ageism or attitudes toward employment gaps, learn more about how to job search successfully by visiting www.tcet.com and consider meeting with a Career Specialist who can help coach you through your next steps. It isn't just an athlete who benefits from a coach; a job seeker can profit from a coach too!

Lisa Trudel is a Career Specialist with the Centre for Education & Training. She can be contacted at: ltrudel@tcet.com



"I'm actually the CEO of a major corporation... but they tied my pay to performance."



education you take with you

NEW Online Certificates:
PROFESSIONAL Language Certificates
EVERYDAY Language Certificates
Institute of Language and Culture



**CERTIFICATES
& CLASSES**

ESL Writing Skills
 Grammar & Editing
 American Sign Language
 Business Communication Certificate
 Language Interpreter Training Certificate

Offered in:

ESL
 French
 Spanish
 Italian
 German



Registration begins July 31st for September classes.

FOR FURTHER INFORMATION:

Call: (416) 675-6622 ext. 4086

Email: liberalartsce@humber.ca.

Register: (416) 675-5005

Website: www.humber.ca/liberalarts

TABLA
 classes
 with
Ritesh Das
 Toronto • Scarborough
 Mississauga
 torontotabla.com
 416 504 7082

KATHAK
 dance classes
 with
Joanna de Souza
 Toronto • Scarborough
 Mississauga
 kathactoronto.com
 416 504 7082

JUNE IS SENIORS' MONTH

“The excitement of learning
 separates youth from old
 age. As long as you are
 learning you are not old.”

– Rosalyn S. Yalow

Nobel Peace Prize in Physiology or Medicine 1977

GET TO KNOW US BETTER

Follow Us on Twitter @learningcurves1

Learn more about what is happening behind the scenes, as we count down to our latest issue of Learning Curves.

Read informative stories about education, careers and upgrading your skills.

Find out about our exciting line up of free courses available through University In the Community.

Discover more about our organization and how you can become involved.

Follow Us on Facebook learningcurves-WEA

LEARNING-CURVES.CA

TOP 5 REASONS TO ADVERTISE IN LEARNING CURVES

1. We are the only community newspaper dedicated to adult learners in Toronto and the GTA. One in every five adults participates in adult education.
2. We have over 700 distribution points including all Toronto and GTA libraries as well as schools, colleges, universities, community programs and employment resource centres, apprenticeship offices and many neighbourhood, community and recreation centres and other sites.
3. Our readers are new Canadians, youth returning to school, working and unemployed people trying to upgrade or change careers, seniors, employment counsellors, teachers, and employers.
4. Our editorial is informative and insightful - profiling programs and learners and government policy for adult learning. Our articles are posted and handed around.
5. Our rates are affordable

CALL US AT: 416-923-7872

LEARNING-CURVES.CA

JOIN THE WEA

Publisher of Learning Curves for 15 years.

Learning Curves is a volunteer run publication so we would appreciate your financial support.

Membership to the WEA for one year is \$20. Any contributions over \$20 will receive a charitable receipt.

Mail cheques made payable to The Workers's Educational Association of Canada or just The WEA to 157 Carlton Street Unit 205 Toronto, Ontario M5S 2K2

WEACANADA.CA

DON'T WAIT TILL AFTER LABOUR DAY TO REGISTER.

If you wait, the class maybe full or cancelled for the lack of a few more registrations.

Registrations for the Fall Term 2013 starts in July and some in August

Information Sessions for the 2013-2014 year are held in August

Call to find out dates now!

WEACANADA.CA

Adult Continuing Education Programs for the



DURHAM CATHOLIC DISTRICT SCHOOL BOARD

Check out the following learning
opportunities – Serving Durham Region

www.con-ed.ca

High School Credit (OSHAWA CAMPUS; AJAX CAMPUS)
Personal Support Worker,
ESL, Linc, Computers for ESL
Correspondence (at home learning)
Adult Upgrading - Literacy and Basic Skills (MTCU Funded)
Night school, Summer school, E-Learning, Computer Courses
Microsoft Office Specialist Training

Oshawa Campus 905 438-0570 & 905 626-6631
Re-engagement Program - 905 438-0570 Ext. 8448
Ajax Campus 905 683-7713 & 905 626-6631
Whitby Centennial Building Campus ESL & Linc – 289 481-1226
Welcome Centre ESL & Linc - 289-481-1336
Adult Upgrading LBS Program 905 438-0570 Ext. 8444
International Languages 905 683-7713
Interest Courses - 905 683-7713

LEARNING IN THE SUMMER 2013- LEARNERS SPEAK UP NOW TO GET SCHEDULE OVERVIEWS

Summer is not a down time for learning. Since 2010, Learning Curves has compiled a Learning in the Summer overview for our readers so they know that summer does not have to be a down time for Learning. You can find these back issues on www.learning-curves.org.

But every year doing this has gotten harder. Many of the colleges have stopped publishing schedules, that is, the date, the day of the week, and the time of day. Seneca has stopped publishing a course calendar altogether—going completely online. Although many start dates are in May, some have start dates in June, July and even August. So seeing the schedules for the spring term would be helpful. For these start dates, there are not as many courses so you have to scan the schedules to identify them.

Scanning versus Drilling Down

Adults like to flip through a print calendar looking for courses that fit into their busy lives: a night they don't have to work or have easy access to a baby sitter, a start date that doesn't conflict with a year end or seasonal busy times or their kids' activity schedules. Printed schedules are a big help in this search.

Drilling down in a website from the program area, to a course title, then to the schedule, to then find it is not offered at a convenient time or day or start date, then coming back up and drilling down again until you find a convenient course is too much like your work day—online

all the time—and time-consuming.

The colleges put the schedules online because they want to save print costs; also the information online can be kept up to date and accurate though there are promotional costs in driving adults to your web site. Seneca bought billboards all over Toronto to do just that when they went to an online calendar only. Moreover, if not maintained, websites can be just as out of date as print material.

A Schedule Scanning Model

There is a better way to publicize summer courses. The G. Raymond Chang School of Continuing Education at first went to a totally online calendar. Front line staff and students complained. We assume sales dropped as people gave up trying to find courses on the website. So now they publish a Class Schedule Bulletin that lists only course titles with their schedules. If you want a course description, you can go online where you get more up to date information. Printing costs are reasonable and the students get a printed schedule to scan.

Readers, if you want schedules printed, let the school know. Ask to speak to the Dean of Continuing Education, or the Program Head, the ones who make the decisions about calendars and budgets. Don't complain to the front line staff. If the schedule is published call those deans and program heads and thank them.

DEAR ELCEE



Dear Elcee is a feature in every issue of Learning Curves. Send your questions about education, training, careers, jobs to: Elcee
The WEA of Canada
157 Carlton Street, Suite 205
Toronto, On M5A 2K2

Dear Elcee

I am a 48 year old physically challenged person who works from home. I am pretty computer literate, am online, and have a small business doing editing and bookkeeping. I would like to upgrade my skills but am limited to my house. I would like to take some courses online but am afraid to invest my limited income. What if I am not able to complete the program or have difficulties with the technology. It has been a long time since I have been in school. Am I still able to learn? How will I cope with the pressure? I am worried that I may not be up to the challenge. I am a person who is very eager to learn. Any suggestions?

Charlie

Charlie:

You are in luck. This year is definitely the Year of the MOOC (massive open online courses). Wikipedia defines a MOOC as "an online course aiming at large-scale interactive participation and open access via the web." In short, MOOC's are free online learning programs on everything under the sun. Be aware that most of these courses do not offer accreditation. Some, such as California's University of the People will offer certificates. In some of these cases you may have to pay to take the exams. If certification is what you need I would advise you to stick to local accredited Universities or Colleges. If you are dipping your toe in the "online learning" water I would explore many of the offerings available on www.mooc.ca and take a course or two in a subject that interests you.

MOOC has both its admirers with its free access to online learning while others lament the lack of interaction with peers and educators. There is no question however that the legions of people who sign up with such MOOC providers are growing daily. Although there are literally thousands online, the three main providers at this time are;

Coursera (www.coursera.org)
 Coursera was early in the game and has won many awards. They offer a variety of courses in the humanities and sciences.

EdX (www.edx.org) has connections to major Universities such as Harvard and University of Toronto.

Future Learn (www.futurelearn.com) is UK based and linked to many prominent UK learning institutions, including the British Museum, and actively encourages online participation.

Curious? Check it out and be sure to let us know either here or on Facebook how you are doing. Good luck. Volunteering is also a great way to add to your skills and network in your chosen field. More and more, employers are expecting to see community work on a resume. Try to make your volunteer work "strategic" in that the tasks you do will be transferable to your goals. If your field is teaching, volunteer as a literacy or ESL tutor. If you are looking to go into the IT field, volunteer to coach seniors to learn computer skills or assist a non-profit agency with the development of a website. The possibilities are endless.

Try temping! Working as a temporary is a great way to explore various industries and build up your connections and skills. Many agencies offer both long and short term assignments in a variety of areas.

Above all, don't limit yourself. As scary as this time may seem it can also be a great time of growth and new possibilities. Good luck!

Elcee

**BUSINESS & TECHNICAL
TRAINING COLLEGE**



TRAIN WITH THE SCHOOL THAT PUTS YOU TO WORK

Get the right skills and
training you need at the
right SCHOOL

Business & Technical
Training College offers
Programs & Courses that
PUTS you to WORK!

Choose the right DIPLOMA for you!

- Medical Office Administrator - Medical Receptionist
- Network Engineer Specialist - Computer Networks
- Computerized Accounting & Payroll - Financial Acct.

TECHNOLOGY

- A+ Certification
- Windows Server 2012 Admin
- Cisco CCNA
- VMWare ESX Fast Track

ACCOUNTING

- QuickBooks Level I & II
- Mastering QuickBooks
- Canadian Pay using QB
- Financial Acct I & II

TAXATION

- Taxation I - T1
- Taxation II - Small Bus
- Corporate Taxes - T2
- Using Profile

Microsoft Office Training

Word, Excel, Powerpoint, Outlook, Access

\$450

Corporation Tax - T2 Training

IF YOU ARE NOT WORKING WE TRAIN YOU TO GET YOU BACK TO WORK!

You may qualify for **FREE training** if you are a

recipients of:

Social Assistance, OW, EI /
SECOND Career, Skills
Upgrade & WSIB.

SPECIAL

**PC REPAIR
TRAINING**

\$99

www.bttcollege.com
150 Eglinton Ave East, Suite 402
416 - 483 - 3567

CHANGING IT UP: GOING BACK TO SCHOOL FULL TIME

CONTINUED FROM 1

2. ALL full time applicants to Ontario universities must apply through a centralized bureau called the Ontario Universities' Application Centre: www.ouac.on.ca Paper applications are still accepted. Address: Ontario Universities' Application Centre, 170 Research Lane, Guelph, Ont. N1G 5E2.

Speaking to someone on the phone can save you hours. Call OUAC at: 518 823.1063. Personally, I found talking to their advisors extremely helpful since they are knowledgeable about all Ontario universities rather than just one.

3. If you currently reside in Canada and are applying as a 'mature student,' you will use application form 105D. Mature student status is not defined by age but by level of academic background and the number of years since you last attended formal secondary school. You are not considered a mature student if you have a secondary school diploma, even if you graduated from high school decades ago.

U of T does not have a 'mature student' age requirement but both Ryerson and York universities do. For Ryerson, you need to have been away from school for at least 2 years and be 21 by December 31st in the year that you are applying. Same goes for York except that you need to be 21 on the first day of classes. For more information, go to: www.ouac.on.ca/ouac-105/. Note that if you are applying as a mature student to York University only, you can apply directly through York's website, as opposed to going through OUAC.

4. Applications cost money. The basic fee for applying to up to 3 universities/programs is \$135.00. In addition, as a 105D applicant, you may be charged supplemental fees

for document evaluation which vary from \$90.00 at U of T to \$40.00 at Laurentian University. All fees are non-refundable.

5. If after evaluating your credentials your admission requirements are deemed incomplete, you may be asked to take an English or Math test or to enroll in a pre-university course to upgrade your skills. U of T, Ryerson and York all have excellent bridging programs that will lead you to full time registration. See: Academic Bridging Program and/or Transitional Year Program (U of T), Spanning the Gaps (Ryerson) and a host of bridging programs at York including the Transitional Year Program, Bridging for Internationally-Educated Professionals, Steps to Liberal Arts and Pre-University Studies (www.futurestudents.yorku.ca/access_bridging).

6. Going back to college full time in Ontario involves a similar process except that for colleges you must apply through a different central bureau: the Ontario College Application Service or OCAS (www.ontariocolleges.ca/). The non-refundable application fee is \$95.00. It allows you to apply for up to 5 colleges/programs or up to 3 programs at any 1 college. For information, call 1 888 892-2228 M-F 8:30am -5:00pm, or email: Ask-Us@ontariocolleges.ca

If you are thinking of going to George Brown, do take advantage of their information sessions for mature students and register. Dates are posted online at www.georgebrown.ca/matureinfo/ or call 416 415. 5000 x 2896. These workshops run monthly throughout the summer and staff are available to answer all your questions about the ins and outs of going back to school.

7. At George Brown and Seneca, you can apply to study full time as a mature student if you are 19 years old or older and do not have an Ontario Secondary School Diploma (OSSD). Mature students are considered on an individual basis. Although you must meet the program's eligibility requirements, you may be accepted into a program under the condition that you take a pre-admissions test.

8. One of the biggest differences between universities and colleges is the possibility of obtaining credits through prior learning assessment and recognition, often referred to as PLAR. At U of T and York, credit transfer is solely based on previous transcripts; Ryerson, interestingly, offers the possibility of 'challenge credits' for prior learning and/or experience for some courses. Each challenge costs \$120.00 and departments decide individually which courses are eligible. Go to: www.ca/content/dam/currentstudents/forms/ChallengeCreditApp.pdf.

Colleges are more open to giving credit for the knowledge and skills you've gained through 'non-credited' education like working or volunteering. They have advisors who will guide you through the process. At Seneca and George Brown, you have to be enrolled in a program before you can apply for PLAR. Not all courses are eligible for PLAR, but generally those that are will be assessed by various methods that include demonstrations, interviews, written tests and/or portfolios. Note that PLAR does not recognize experience per se, but the knowledge and skills that you gain from experience. It is important to note, too, that currently in Canada there are no national standards for PLAR processes. At George Brown, a challenge costs

\$109.20 per course (plar@georgebrown.ca). At Seneca, the cost is \$101.00.

For more information on PLAR, see: Canadian Association for Prior Learning Assessment www.capla.ca and Canadian Information Centre for International Credentials www.cicic.ca/412/prior-learning-assessment-and-recognition

9. If you are not ready to commit to full time studies, enrolling part time at university or college is often a good place to start. Be aware that not all programs are offered part-time. If you want to register as a part-time student for a college program (during the day), or as a part-time student in a university program (day or evening), you must be admitted to the program first. Part-time application forms can be accessed through the individual websites of the university or college that you wish to attend. You can also enroll part-time at university through schools of continuing education, such as Ryerson's G. Raymond Chang School of Continuing Education (www.ryerson.ca/continuing/) or U of T's School of Continuing Studies (www.learn.utoronto.ca/). Only continuing education departments have a policy of open admissions. That means that anyone can register, regardless of age or academic record.

10. In the grab-it-while-it-lasts department: York University offers one tuition-free degree at the domestic rate for seniors who are 60 years old or over. You pay only the ancillary fees. The same goes for Ryerson but you'll have to be quick. As of Fall 2014, Ryerson will no longer offer the tuition waiver.

SUCCESS IS YOURS: BE JOB READY LEARN HOW TO START A CAREER IN FINANCIAL SERVICES INDUSTRY

BY SONIA NERSES

In the last 30 years, Ontario's economy has gone through dramatic structural change. Numerous jobs in the manufacturing industry disappeared, replaced by the newly created jobs in the service industries. The financial services industry accounts for a large portion of those jobs.

In addition, Toronto is a financial centre in North America. Major financial institutions have offices in the city. The Toronto stock exchange is the third largest stock exchange in North America and seventh largest in the world.

The financial services industry provides employment opportunities and career growth. To get a position in the financial services industry, the

applicants are usually required to have certain certification. The widely accepted certifications are CSC and CIFIC.

CSC stands for Canadian Securities Course. Volume 1 covers financial markets, fixed income securities, common and preferred shares, derivatives, and financial statements. Volume 2 covers fundamental and technical analysis, financial ratio calculations, portfolio management, managed and structured products, and other topics.

A Graduate can work as a financial representative, a personal banker, a financial advisor, investment advisor, advisor assistant, or customer service representative.

Financial representatives/personal bankers/financial advisors give advice to clients about their personal finance such as RRSP, RESP, etc.

The six big banks, which are RBC, CIBC, TD, Scotia, BMO, and National Bank, hire a large number of people every year. Students should not ignore major foreign-owned banks such as ICICI Bank Canada and HSBC Canada as well as smaller banks, which also recruit graduates. Furthermore, smaller securities brokerage firms hire financial customer service representatives, who answer questions from potential clients and help them to open accounts.

CIFIC is the abbreviation for Canadian Investment Funds Course. It covers mutual funds.

The program at Access Business College is specifically designed for adult learning. It will not only save them time and effort to pass the exams, but more importantly, it will help them really understand the knowledge in a comprehensible way, and prepare them for the job.

For more information call Access Business College (416) 510-2739

BE JOB READY



ACCESS to SUCCESS

*do what
you love.*

**PUT YOURSELF IN HIGH DEMAND WITH A CAREER AS A
PROPERTY ADMINISTRATOR OR BANKING & FINANCIAL SERVICES.**

DIPLOMA PROGRAMS

FACULTY OF BUSINESS / FINANCE / LAW

- Administrative Assistant
- Banking Financial Services (CIFIC/CSC)
- Business Administration (BA)
- Computerized Accounting & Canadian Payroll (CPA)
- Property Administrator
- Customer Service

FACULTY OF LAW

- Law Clerk

FACULTY OF HOSPITALITY

- Hospitality Management
- Food and Beverage Management

FACULTY OF HEALTH CARE

Health care needs you! Be a

- Medical Office Assistant (MOA)

MULTIMEDIA

- Graphic / Web Design

ADMISSION CRITERIA

- International Students
- Grade 12 OR equivalent
- Mature Student Status
- "WSIB - Approved provider"
- ODSP / GED
- Second Career Funding

No Job? Laid off?

GOVERNMENT FUNDED SECOND CAREER EDUCATION

Are you Laid off / Maternity / Parental
Sickness leave / Reachback OW

Ontario Government provides
laid off workers with skills training and

FINANCIAL SUPPORT

if qualified. The grant is **up to \$28,000**.
It covers Tuition, books, transportation, and basic
living allowance.

If applicable: **Child daycare up to \$1000/child,**
maximum \$2000/month.

Call
416-510-2739
to find out if you are qualified

email: info@accessbuscollege.com

www.accessbuscollege.com