

# LEARNING CURVES

CONTINUING EDUCATION • JOB TRAINING

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## Going Back to School to Get a PhD: WHILE WORKING

By Dr. Gary Ellis



**R**eturning to school is a daunting and seemingly impossible task for many adults who though they feel a desire to learn and earn the credentials that the workplace demands, are discouraged by the complex educational landscape. Self-doubt, personal circumstance, and lack of encouragement are some of the barriers that stop some from going past the desire to get a higher education to actually doing it! Let me encourage you that it can be done if you have the desire, determination, and commitment to learn and better yourself and society.

Like many, when I left high school I was interested in going to university but there was no one in my family who had ever gone and I was overwhelmed to even consider how to get started. I also grew up in a time where you could go right into a career job from high school. Notwithstanding this I felt higher education was of value so I started a 4-semester (2-year) college diploma programme in Law Enforcement. After my third semester a police recruiter told me that I didn't need college and 'they' would teach

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# Applying to Be a Part-Time University Student

**F**or many adults, full time study is not an option when deciding to go back to school. It often means that we must find a way to study while maintaining our full-time jobs and family obligations.

There are many universities and colleges out there, and it is difficult to generalize, but there are many similarities, so I have chosen to use the University of Toronto as an example of the process of becoming a part-time university student working towards a university degree.

## 1. Are you ready to commit?

Juggling school, family and work commitments can be very challenging. The following academic readiness checklist has been appropriated from the University of Toronto website. It is a very good reality check. Look it over carefully, to ensure that you can say “yes” to each point. This is not to scare you away, but it is best to know the reality of what part-time study at university will mean in terms of how it will affect your life:

- I am in a place in my life where I have physical, emotional, mental, and financial stability
- I have encouragement and a support system to pursue academic studies
- I am proficient in reading, writing, and speaking English
- I am free from major financial worries, including unsettled financial debts or loan defaults from previous educational programs.
- I am prepared to pay the tuition fee should I not be eligible for financial aid
- I am able to dedicate a minimum of 12 to 15 hours a week to my Academic Bridging course, which will include attending classes and academic support workshops, and completing assigned readings and other homework
- I am willing to work as a partner with the Academic Bridging Office towards my academic goals; this includes but is not limited to: obtaining a student card and U of T email address for identification, as well as reading and responding to materials sent to me from the University by mail or email.
- I am willing to work as a partner with my Academic Bridging instructor towards my academic goals; this includes but is not limited to: attending classes regularly and arriving on time; taking effective notes in class; participating in class discussions; utilising the Academic Writing Centre to review my work prior to submission; and being respectful to my fellow classmates.
- I will take responsibility to inform my instructor of my absences and any difficulties that may affect my attendance in class. If I have problems in meeting a deadline, I will contact my instructor in advance of the due

date to discuss alternative options.

- I am comfortable using a computer for word processing, email, and internet browsing (the Academic Bridging Program uses the online learning management system, Blackboard, to communicate information with students including class announcements, important documents, and student grades).
- I will be attentive to registration, application, and fee deadlines.

## 2. What is the difference between full-time and part-time study?

Admission requirements for part-time study are the same as for full-time study. The difference is the number of courses you can take. A “course” means 1 full credit. You will note from the calendar that there are half-credit courses (with the letter “H” at the end of the course designation) and full-credit courses (with the letter “Y” at the end of the course designation). For example, ANT200Y1 (Introduction to Anthropology) is a full-credit course, 2nd year level, consisting of 48 lectures and 24 tutorials. ANT204H1 is a half-credit course, 2nd year level, consisting of 24 lectures and 12 tutorials. (For your information, courses with tutorials are set up such that the professor lectures, without interruption. You are also required to attend a tutorial, lead by a teacher’s aid – usually a graduate or PhD student – who will tutor the class and answer questions relating to the professor’s lecture).

### Full-time status means:

- 3.0 full courses or more for Fall/Winter semester is considered full-time
- 1.5 full course equivalents or more for the summer semester is considered full-time
- Part-time status means:
- 2.5 full course equivalents or fewer for Fall/Winter semester is considered part-time
- 1.0 full course equivalents or fewer for the summer is considered part-time

Programmes of study and degree requirements are the same whether you are part-time or full-time. When you complete your degree requirements and graduate as a part-time student, you get the same degree as a full-time student. There are often pre-requisites to courses, or co-requisites (meaning requirement to take two courses contemporaneously), so there is some planning involved.

## 3. Things to know before you apply

**A.** As adults coming from varied backgrounds and prior education, the University of Toronto has two main criteria, or hurdles you need to cross, before acceptance:  
Criteria #1 - English proficiency  
Copied here is the information from the U of T’s

website re English proficiency. You may be required to take a course and provide test results confirming your proficiency in English, both reading and writing. If you fall into this category, this would be the step you must take prior to applying for study at the University of Toronto:

## Are You Required to Present Proof of English Facility?

The following will help you to learn whether, in addition to meeting the admission requirements for the undergraduate program you wish to enter, you will be required to present proof of English facility for admission consideration.

What is your first language? “First language” means the language you learned in your home as a child.

If your first language is English: You are not required to provide proof of English facility. Instead, you must include Grade 12 English ENG4U/EAE4U (or an equivalent course) among the courses you offer for admission.

If your first Language is French: How many years have you studied in an English language

school system in a Canadian School?

- If you have successfully completed four or more years of full-time study achieving satisfactory academic progress in a Canadian school, you are not required to provide proof of English facility. Instead, you must include Grade 12 English ENG4U/EAE4U (or an equivalent course) among the courses you offer for admission. Also, you must provide transcripts showing your studies completed in Canada.
- If you have less than four years of full-time study in a Canadian school, you must present proof of English facility.

If your first language is other than English or French: How many years have you studied in an English language school system in a country where the dominant language is English?

- If you have successfully completed four years or more in a country where the dominant language is English, you are not required to provide proof of English facility. Instead, you must include Grade 12 English ENG4U/EAE4U (or an

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## KEY WORDS FOR EDUCATION AT [WWW.LEARNING-CURVES.ORG](http://WWW.LEARNING-CURVES.ORG).

**When you are reading a print calendar or website do all those education words confuse you?**

Words or phrases like Academic Bridging, Advanced Standing, ESL versus LINC versus ELT, Essential Skills, ICT Skills, Mature student status, Numeracy, OSAP, CLSP, OUAC, PLAR, Rubrics, STEM Fields, Transfer Credits, and more

Go to [www.learning-curves.org](http://www.learning-curves.org) Click on Key Words to find all these and more explained in easy to understand language.

This Key Words listing also links you to websites where you can get more information like OUAC Ontario University Application Centre- links you to their website.

Adult teachers, Employment Ontario Counsellors take note! This is a good resource for a class or workshop.

**Also on [www.learning-curves.org](http://www.learning-curves.org) useful articles for adults going back to school posted from back issues of Learning Curves.**



**CONTINUED FROM PREVIOUS**

equivalent course) among the courses you offer for admission. Also, you must provide transcripts showing your studies.

- If you have less than four years in a country where the dominant language is English, you must present proof of English facility.

If you are uncertain whether or not you are required to take an English facility test, contact Enrolment Services for more information.

We accept only official test scores sent directly to Enrolment Services by the testing agency. We recommend that you request that your result be sent to us as soon as it is available. You will not be penalized for an unacceptable result if we receive an acceptable result on a later test.

Ensure that you register for a test using the same first (given), surname (last/family name), date of birth, and gender as on your application for admission. We will not be able to match your results to your application if the information differs.

For verification purposes, the University reserves the right to share English facility test results sent in support of your application for admission with other English facility test provider(s) who have submitted results to Enrolment Services on your behalf.

Tests/Qualifications and scores that are acceptable proof of English facility:

Results in Grade 12 ENG4U/EAE4U, or any English course, other than those listed below, are NOT acceptable proof of English facility in lieu of one of these tests/qualifications.

A complete list of University of Toronto English language programs that can lead to

acceptable proof of English language facility can be found at <http://discover.utoronto.ca/international/english-language-programs>.

#### Criteria #2 - Academic Bridging

As part of the application process, you will need to upload transcripts for secondary school and any post-secondary institutions previously attended whether or not they were completed. If you do not meet the criteria of the University of Toronto, they offer an “academic bridging” course. A quote from the University of Toronto Website: “Academic Bridging is designed for individuals who have been away from formal education for some time and do not meet the University’s established requirements for direct entry admission; the course is intended to bridge the gap between a student’s prior education and the requirements of first year university courses in Humanities and Social Sciences. Students who successfully complete the Academic Bridging Program are admitted to the Faculty of Arts and Science, at the University of Toronto, with retained credit(s) towards their degree.”

#### B. Statement of Intent

You will be required to attach a Statement of Intent when you submit your online application. You will be asked to answer five questions in paragraph form, so it is important to start thinking about your responses before logging in and starting the application. The questions include:

1. Why do you want to pursue the Diploma to Degree Program at the University of Toronto?
2. What programs are you interested in pursuing at the University of Toronto?

3. What are some of your long term goals after the University of Toronto?
4. Why is the Diploma to Degree pathway right for you at this time?
5. What is your financial plan for your University of Toronto course?

#### 4. The Application

The application process is done on-line through the University of Toronto website. A google search for “apply to University of Toronto” should get you to the proper place on the University of Toronto website. Then choose “Admissions” – you will see a selection “Who are you?”:

- I am an Ontario High School student
- I am a Canadian High School student, outside Ontario
- I am a student in a Canadian University or College
- I am studying outside Canada
- I want to enroll in degree courses but not towards a degree
- None of these apply to me

For the purposes of this article, I chose “none of these apply to me”. A drop down menu asks you to select one of a number of options, here you could choose “I’m a mature student” or “I want to study part-time” and in each case you can click on “Go find my admission information” for further information.

Presuming that you meet the two main criteria referred to above, proceed to the application:

1. Create a login – you will be allowed to access your application to complete missing fields and

upload documents at any time until completed. Your completed application will be reviewed and you may be required to provide additional documentation, if required.

2. Complete all applicable fields in the online application and provide academic transcripts.
3. Upload applicable transcripts;
4. Upload the Statement of Intent;
5. Pay the \$95 non-refundable application fee.

#### 5. Woodsworth College

Historically, Woodsworth College, 119 St. George Street, Toronto, administered part-time studies at the University of Toronto, St. George campus. Now students can study part-time in any college in the faculty of Arts and Science although Woodsworth still has the largest group.

Woodsworth College, Registrar’s Office, Room 220, 119 St. George Street, Toronto (telephone 416-978-4444) offers counselling services. Call to make an appointment to discuss your particular situation with a counsellor.

Acceptance as a degree student may seem like a daunting task, but I encourage you to seek guidance from one of the counsellors at Woodsworth College. They will help you particularly if you need to prove English proficiency or take one of the academic bridging courses. These are the preliminary stages to acceptance as a part-time student at the University of Toronto.

*We value your opinion. Please let us know what you think about this article. Send email to [learningcurves@hotmail.com](mailto:learningcurves@hotmail.com).*



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# Going Back to School to Get a Degree: WHILE WORKING

By Dr. Gary Ellis

CONTINUED FROM PAGE 1

me all I needed to know. I joined the Toronto Police Service and what followed was a 30-year career, but also a 26-year journey to navigate the world of higher education—while working. This led to a Bachelor of Arts, Master of Arts and a Doctorate/PhD degree. Due to changes and opportunities in the higher education system I now see that the education it took me 26-years to complete can be obtained in less than ten years part-time! Had I been starting now I could have leveraged the various university and college courses from different programs that I had cobbled together over the years as well as having some of my work experience and training credited; when you put it all together I would have saved many years of study.

Some key concepts that will help you navigate towards getting your degree:

1) There are two main higher education systems – Colleges and Universities. They play by different rules and requirements. Colleges were designed primarily to prepare someone for the workplace, whereas universities were designed for academic learning and research. In recent history they are starting to drift into each other's territory. Colleges are increasing offering 'college degrees' and universities are offering applied programs that prepare students for the workplace. This is good for the student because we are seeing increased cooperation between the two sectors where they are working together to ensure that students don't have to duplicate effort to obtain a credential.

2) Understand that the universities and colleges want you! Neither higher education system exists without students and there are structures and people within the two systems whose sole job is to help you get in and be successful. These roles are variously defined as recruitment officer, admissions counselor, special accommodations counselor, academic advisor, and financial services officers and they are paid to help you be successful. Find out who they are and relentlessly consult with them.

3) You must also do your homework before you sign up to an institution. Not all colleges and universities are the same. Some universities will give you credit for courses you have taken at college and will even credit your work experience; whereas others will not and vice versa. This concept is known as Prior Learning Assessment Review or PLAR. When considering applying to a degree program check the universities and colleges policy on how they deal with PLAR. You will find that some are more flexible than others. One way of doing this is by applying to several programs and have them assess your experience and credentials. You will be surprised by the differences.

4) Find the degree programs that cater to the adult working person. There are many of them and they are marketed aggressively, though when you get to an institutions website it can be difficult to navigate through to find the structured adult learner degree completion programs. This is where you contact the institution and have one of the 'real people' guide you.

I am currently the Program Head of Justice Studies at the University of Guelph-Humber and

we offer several 'degree-completion programs' focused on working adult learners ([www.guephhumber.ca](http://www.guephhumber.ca)). Currently we offer degree completion programs in justice studies, early childhood studies, and family and community services. Each of these programs gives credit for work experience and other credit for previous college or university experience. The programs are delivered in a hybrid format (weekends, week long sessions, and online) and normally can be completed in less than 3-years. Following the PLAR concept our students can get up to 18 courses credited out of 30 required for the degree based on their work experience and other education. Other universities also offer a variety of degrees that are tailored to the adult learner.

There are also universities that are now offering a variety of masters' degrees and even some doctorate degrees that cater to the working adult learner. Many of these are at foreign and out of province universities which can be a real adventure—if you can afford them. But there are many closer to home. Most of the 'master degrees take about 2-years to complete and are generally structured around short face-to-face courses supplemented by online learning. The doctorate degree programs can take 3 to 5 years. If you are doing the math you have now taken 5-years to get a Bachelor's Degree and a Master's Degree and another 3-5 years to get a doctorate—part-time. In my situation I spent 21 years getting the first degree one course at a time (now I could do the same thing in 3 years). Things had changed enough by the time I did my masters that it took two years and I was able to finish my doctorate in 3-years at the University of Toronto OISE.

Some things that you should consider when deciding to to get a degree include:

Are you willing to commit the next several years to applying yourself to a degree program? (Keep in mind that the next several years are going to go by anyway—what are you going to spend this time on?)

Does the degree program you are considering give credit for your previous education, training, and work-life experience? Make an effort at getting as much as you can from a prior learning assessment. Shop around.

Do you know, or can you find someone who has already gone through a degree program while working, who you can speak with?

Can you find a degree program that works with all your commitments?

Will the degree program you select be supported by your workplace: financially, time flexibility, practical support and perhaps research access?

Can you start and stop the degree program if you need to?

Society in general is experiencing 'education inflation,' where a degree is becoming an entry-level credential. The challenge for the individual is to seek out and embrace the value of being a lifelong learner to benefit themselves, their family, their organization, and ultimately society in general. Don't hesitate, start your journey today—it will change your life as it has changed mine.

# ROLLER COASTERS

BY LISA TRUDEL

**A**t this time of year when the sun starts to shine and summer is looming, some people start to dream of roller coasters and the fun at amusement parks. There is Canada's Wonderland in Vaughan north of Toronto, the CNE next to Lake Ontario in August and Six Flags if you want to visit Lake George in New York State.

The expression "roller coaster" not only means a fast train that goes up and down very steep slopes and around sudden bends. According to the Cambridge English Dictionary, it also means "a situation which changes from one extreme to another, or in which a person's feelings change from one extreme to another".

In terms of employment, this is also known as "the roller coaster of unemployment". This roller coaster can be so emotional that it can throw you off balance so much that it can be difficult to conduct a motivated career plan or job search. The good news is that there is a way to get off this roller coaster and to take back control.

The first step is to recognize that just like any loss, pain is inevitable yet suffering alone is optional. If you are unemployed, you can be assisted at no-cost by a Career Specialist at an Employment Ontario funded Career Centre, who can help you through all the emotional stages of job loss and provide ideas about how to manage your bumpy, unpredictable emotional roller coaster ride. You cannot change the erratic nature of your ride, yet you can find ways to manage your reaction to the anxiety of unemployment.

According to extensive research, the first phase of the roller coaster of unemployment is "denial". Even if you suspected your employment contract was ending it can still be a shock when it happens. The next phase is "disbelief". Sometimes you will hold onto a belief that the company where you worked for so long cannot manage without you and you might think that management team you worked so diligently for will call you back.

This leads to the next two phases which are often combined together: "outward anger" and "inward self-criticism". Anger can take many forms and it is at this point that you will benefit from reaching out for support. You can also benefit from support if you experience self-blame and your self-worth begins to diminish.

After the initial enthusiasm of finding support, you might find yourself at the phase of "withdrawal" where you will find every excuse to avoid contact with anyone. You might experience depression, and your inner strength might start to fade. It is crucial at this phase to keep connected to your Career Specialist, to keep moving, to remain inspired with new information and to continue seeing the workplace in a new way. The more active you become, the faster you can move toward the next phase of "reflection".

The roller coaster of unemployment can often bring you to a place of self-inventory

where you can take stock of your life and ask "where do my skills fit?" Instead of looking back, you need to look forward to finally reach the final phase of "acceptance". This is when you recapture hope and start to discover techniques to get off the roller coaster. Here are 6 techniques to consider:

- 1) Don't compare yourself to others: every job seeker is unique and there is no one right way to handle change and transition.
- 2) Become part of a support group: whether it is an online networking group or a group of peers in a workshop, being with others can be an invaluable aid in helping to maintain perspective.
- 3) Name the enemy: instead of being vague about your anxiety, try to figure out what specific things worry you the most. By facing your fears, whether they are financial instability or never finding a similar position, you can see how realistic your fears are and start to work on a plan for addressing them.
- 4) Avoid negative people: align yourself with friends who think more of you than you think of yourself. Their suggestions might empower you.
- 5) Take care of yourself: get lots of sleep, exercise and eat well. Don't allow yourself to sulk around in your pajamas all day. Dress for success every day, and project an image that reinforces a positive outlook.
- 6) Focus on the positive: you cannot change the fact that you are on the roller coaster of unemployment, yet you can change your reaction to it. Think of this time of your life as a gift of time. You have time to spend more hours with family and friends, you have a chance to explore new career directions, and you have time to prepare all the essentials including resumes that can pass applicant tracking systems and a LinkedIn profile so you can have a powerful online presence. You have time to attend free seminars at the Toronto Public Library and time to complete a free online university course.

If you want to learn more about how to cope with the emotional roller coaster of unemployment, contact the Centre for Education & Training Employment Services ([www.tcet.com](http://www.tcet.com)) and ask to speak to a Career Specialist or attend a job search workshop. Roller coasters of all kinds can put a smile on your face.

*This article was submitted by Lisa Trudel, Career Specialist with the Centre for Education & Training. She works at their Toronto Parliament Employment Services location in Cabbagetown and can be contacted at: [ltrudel@tcet.com](mailto:ltrudel@tcet.com)*

*We value your opinion. Please let us know what you think about this article. Send email to [learningcurves@hotmail.com](mailto:learningcurves@hotmail.com).*



# ACCESS BUSINESS COLLEGE: “A college that nurtures and supports its students 24/7”

I went to Access Business College on March 24th half-wondering whether students would brave the ice and sleet to attend the graduation event that was scheduled to take place. The streets were slippery, predictions of freezing rain had materialized and lists of the closures of colleges and universities in the GTA were being tweeted and broadcast on the morning news.

I needn't have wondered. In fact, the crowded room of enthusiastic and happy students made me question whether I had been magically transported to an island in the sun. Shouts of glee filled the lobby as students warmly greeted friends they had made while studying at Access and with whom they had formed tight bonds.

Behind those tight bonds, I soon realized, and integral to their formation, is the College's director, Sonia. A woman of enormous heart and business acumen, Sonia knows from several of her students' profiles just how challenging life can be. But she also knows how crucial friendship and encouragement are, especially when hurdles seem insurmountable. “Do good things for others,” she counseled the recent graduates, “and good things will come your way.”

Sonia's address to the students and their guests was in some ways atypical in its blunt matter-of-fact acceptance of life's difficulties. But that reality was counterbalanced by her stress on the importance of one's response to trying times. Although many of Access' students have returned to school after having experienced loss – a job, their health, a partner, a country – a new and fulfilling life is possible, Sonia pledged, with courage and hard work. “Of course

life is filled with challenges” she unabashedly tells her family of students, “but what counts is how you deal with those challenges!” At that moment, several students spontaneously recited aloud what might be described as the Access Business College motto: Get Up, Dress Up, Show Up ...and Never Give Up!

Isaac, clearly one of Access's 'super teachers' and the event's Master of Ceremonies, introduced each of the ten diploma recipients with a few personal words. He was genuinely proud of this latest cohort of graduates. Sincerely, and with an enthusiastic smile on his face, he added a heartfelt “Congratulations – you really earned this!” as he handed out the diplomas to each student.

Of the ten graduates on March 24th 2016, five received their diplomas in Property Administration, two in Graphic and Web Design, two in Banking and Financial Services and one in the Medical Office Assistant program. Remarkable for this day and age, six of the ten are now employed and the other four are certain that they will soon find a job. I believe them. They are determined and strong individuals:

After the party, I walked back out into the same icy day that I had left two hours earlier. But I knew that behind those clouds, there was the sun and Spring was on its way.

Congratulations and very best wishes to Hyerasto, Jennifer, Isabel, Olga, Rodolfo, Shahra, Shaik, Shamiran, Tomas and Yaghoub. You really earned this!

*Access grads and good friends Jennifer (L) and Olga (R) celebrate the day together.*



*Isabel looks forward to an exciting future. She was hired immediately after completing her diploma studies at Access.*



*Director of Access Business College, Sonia Nerves, takes great pride in her students' accomplishments*



## Adult Continuing Education Programs for the



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## Happy Canada Day!



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# WHO WE ARE!



Toronto Education Workers (Local 4400)

is made up of approximately **12,000**

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who primarily work for the TDSB  
(Toronto District School Board).

At the TDSB alone, there are over

**400** <sup>JOB</sup> **CLASSIFICATIONS**

and over **1,000** **WORK SITES.**

## EDUCATION MATTERS

Not all of our members are employees of the TDSB. Our newer members include employees who work for the Viamonde French School Board, the Bloorview School Authority and at various early education/daycare centres across the GTA.





June is Seniors' Month in Ontario. In fact, it is the 32nd time that Ontario has rolled out a province-wide program to raise awareness about the capabilities and needs of seniors. If you were 32 when Seniors' Month was inaugurated, you, too, are now approaching the age of 65.

It is no secret that baby boomers (those born between the years 1946 and 1964) live longer, stay healthier and represent a growing, attention-grabbing segment of the world's population. Let's look at the numbers in the Ontario government's recently-published Action Plan for Seniors: [www.ontario.ca/page/ontarios-action-plan-seniors](http://www.ontario.ca/page/ontarios-action-plan-seniors)

By 2017 there will be more Ontarians over 65 than under the age of 15.

By 2036 the number of Ontario seniors will have more than doubled – to over 4 million

By 2050, seniors will represent 16% of the world's population – 1.6.billion

Faced with the reality of numbers, governments are now in full-response mode on federal, provincial and municipal levels. The National Seniors' Strategy (cited above), Ontario's Seniors' Secretariat ([www.seniors.gov.on.ca/en/index.php](http://www.seniors.gov.on.ca/en/index.php)) and Toronto Seniors' Forum (E: [torontoseniorsforum@toronto.ca](mailto:torontoseniorsforum@toronto.ca)), are all planning for the needs of this growing percentage of the population.

Several newly-formed organizations have arisen to address the impact of boomers on social and political policy. Others have been sounding the clarion call for decades. In particular, credit must be given to the International Federation on Ageing ([www.ifa-fiv.org/](http://www.ifa-fiv.org/)), an international NGO (now located in Toronto) with consultative status at the UN, for their ground-laying work. In 1999, IFA members from 68 countries produced a document for the UN's Unit on Ageing called the "Montreal Declaration on the Rights and Responsibilities of Older People." If anything, its principles and recommendations for healthy ageing are even more relevant today. <http://flash.lakeheadu.ca/~mstones/vitalaging.html>

#### Universities respond to the boomer influx

True to their missions, the University of Toronto, Ryerson University and York University are all actively engaged in research on and for Ontario's senior cohort. The Institute for Life Course and Ageing (U of T), the National Institute on Ageing (RU), and the Centre for Ageing Research and Education (York University) fund interdisciplinary research on how to address paramount concerns of older people. To that end, they also offer graduate and post-graduate programs of study.

How are U of T, RU and York (along with others) engaging with age? Here's a brief overview of some of the programs that put seniors first. (Full disclosure: I am the coordinator of University in the Community (UitC), a program that is sponsored by U of T and Innis College. UitC is a project of the Workers' Educational Association, the publisher of this newspaper).

#### University of Toronto

University of Toronto's Institute for Life Course and Ageing will disseminate the findings of their ongoing research project, "Engaged Scholarship: Evaluating Community Care for Older Adults, 2012-2018," through a series of 'pocket tools,' in digital or paper format. Via these brochure-style documents, current information on a range of themes on ageing will reach those who need it most, ie, caregivers and seniors themselves. [www.grandparentfamily.com/](http://www.grandparentfamily.com/)

Since 2008, the Institute has sponsored a series of free, noon-hour workshops for anyone who is interested at 263 McCaul

# KA-BOOMER!

## Universities Engage with Age

Joanne Mackay-Bennett

**Older Canadians are now the fastest growing segment of our population with their numbers expected to double over the next two decades so that by then, one in four Canadians will be older than 65 years of age. This unprecedented demographic shift will present both challenges and opportunities.**

*National Seniors Strategy for Canada, second edition, January 2016: [www.nationalseniorsstrategy.ca](http://www.nationalseniorsstrategy.ca)*

St. Toronto. See 2015-16 offerings:

[www.grandparentfamily.com/events/noon-hour-seminars/](http://www.grandparentfamily.com/events/noon-hour-seminars/)

The Centre for Community Partnerships has promoted the importance of experiential learning since 2004 by offering students the opportunity to learn off-campus (a 'co-curricular learning component') in a workplace that complements their chosen field of study. When experiential learning involves older people, both students and older mentors reap rewards.

[www.studentlife.utoronto.ca/ccp](http://www.studentlife.utoronto.ca/ccp)

The Seniors Program at Woodsworth College provides an opportunity for individuals, age 65 years of age or older, to take courses in the Faculty of Arts and Science without necessarily needing the prerequisite requirements for admission to a degree program. [www.wdw.utoronto.ca/index.php/programs/seniors](http://www.wdw.utoronto.ca/index.php/programs/seniors)

Later Life Learning was established in 1981 when a number of individuals joined with the University of Toronto to form a group that sponsors university level courses for people in their retirement years. Three, 10-week lecture series are offered twice a year in the winter and spring at Innis College. Fee: \$50 per series. <http://sites.utoronto.ca/innis/lll/about.html>

The Academy of Lifelong Learning offers a program of bi-weekly, daytime study groups for adults who are interested in self-directed peer learning. The academic program runs from September through April, followed by a series of Spring Talks. Knox College. [www.allto.ca](http://www.allto.ca) Fee: \$180.00

Ideas for the World is an umbrella program at Victoria College comprised of several different sections. Seminar-style classes blend social interaction, academic reflection, and community awareness (local and global). Some sections are free of charge and open to the community. Contact: E: [ideas@utoronto.ca](mailto:ideas@utoronto.ca) T: 416-585-4528

University in the Community offers a weekly series of free, humanities-based lectures from October to May at Innis College. UitC welcomes adults who may face challenges but who have a passion for learning. Through its affiliation with faculty at Senior College, UitC classes are taught by professors and community experts. E: [universityinthecommunity@gmail.com](mailto:universityinthecommunity@gmail.com)

#### Ryerson University

Launched early this year, Ryerson's National Institute on Ageing focuses its research and educational outreach on the 'four pillars' outlined in Canada's National Seniors' Strategy. According to the NIA website, the centre's mandate includes both the financial and health aspects of ageing. [www.ryerson.ca/nia/about/index.html](http://www.ryerson.ca/nia/about/index.html)

In the Fall of 2016, the newly-formed centre will host a two-day national conference called "Re-think Ageing." [www.ryerson.ca/nia/about/index.html](http://www.ryerson.ca/nia/about/index.html)

Ryerson's G. Raymond Chang School of Continuing Education's Programs for 50+

offers a wide range of classes that are geared to different interests and learning styles. Some financial assistance is available.

Among the numerous offerings of Programs for 50+, the LIFE Institute provides study groups and lecture series in the arts, humanities, science and technology. This Spring, the LIFE Institute is offering over 60 courses that typically run for 4, 6 or 8 weeks. Membership fee: \$80.00. Course fees: \$20.00 - \$89.00.

For those who prefer hands-on learning, Programs for 50+ also includes the Estelle Craig Act II Studio and a program in therapeutic clowning. Fees: vary according to the class. <https://www.thelifeinstitute.ca/> Showcasing their continuing ed. programs for older adults, RU sponsors the 50+ Festival. This year, the festival runs from June 1-4. Most of the lectures are free but require advance registration. <http://fiftyplusfestival.blog.ryerson.ca/>

#### York University

In the Spring of 2016, Dr. Suzanne Cook, initiated "The Redirection Story Contest" with 'Planet Longevity', an ageing research collective. The contest's purpose was to collect the undocumented, inspiring stories of ordinary people who have, either by choice or necessity, changed careers later in life. See: [www.planetlongevity.ca](http://www.planetlongevity.ca)

This Fall (2016), York's Centre for Ageing Research and Education will launch a cross-disciplinary Certificate in Ageing: <http://yucare.info.yorku.ca/education/certificate-in-aging-program/>

One of the best university initiatives for seniors has got to be York's tuition waiver for seniors. It allows anyone who is a Canadian citizen or permanent resident aged 60 years of age or older to enrol at York without paying tuition fees. The waiver applies to all students who are registered in a degree course, as a visiting student or as an auditor. The tuition fee waiver for eligible senior citizens is restricted to a maximum of one undergraduate and one graduate degree. <http://sfs.yorku.ca/fees/waivers>

Living and Learning in Retirement holds classes for retired persons at York University's Glendon College (2275 Bayview Avenue). Membership fee: \$45.00 Course fee: \$30.00 <http://llir.ca/>

Of Note: Trent University

Located in Peterborough, Ontario, home of Canada's most senior population and second largest retirement community, Trent University founded its Centre for Ageing and Society in 2013. In February

2016, Dr. Mark Skinner, the Centre's founder, was awarded a Canada Research Chair in Rural Aging, Health and Social Care. Research will focus on community engagement with 'rural aging' as its mandate. [www.trentu.ca/aging/](http://www.trentu.ca/aging/)

#### University of Manitoba

On May 2, 2016, the University of Manitoba became the first Canadian member of the Age-Friendly University Network. The keynote speaker at the network's conference in 2015 was Dr. Jane Barratt, Secretary General of the IFA (see top of this article). The network initiative grew out of the World Health Organization designation of age-friendly communities (2006).

Here are the guiding principles of an age-friendly university:

1. To encourage the participation of older adults in all the core activities of the university, including educational and research program
2. To promote personal and career development in the second half of life and to support those who wish to pursue "second careers"
3. To recognize the range of educational needs of older adults
4. To promote intergenerational learning to facilitate the reciprocal sharing of expertise between learners of all ages
5. To widen access to online educational opportunities for older adults to ensure a diversity of routes to participation
6. To ensure that the university's research agenda is informed by the needs of an aging society and to promote public discourse on how higher education can better respond to the varied interests and needs of older adults
7. To increase the understanding of students of the longevity dividend and the increasing complexity and richness that aging brings to our society
8. To enhance access for older adults to the university's range of health and wellness programs and its arts and cultural activities
9. To engage actively with the university's own retired community
10. To ensure regular dialogue with organizations representing the interests of the aging population.

Beyond the University: International Conversations on Age that Inspire:

Canada: For the Samuel Family Foundation, reducing social isolation is a priority. By supporting policy and tangible programs that reinforce the connections between good health and social connection, this Canadian foundation is leading the way for others. See President Kim Samuel's entry: [www.huffingtonpost.ca/kim-samuel/](http://www.huffingtonpost.ca/kim-samuel/)

Age-Well is hosted by Toronto's University Health Network. It supports innovation in the field of technology and aging to improve the quality of life for Canadians and the global community. <http://agewell-nce.ca/about-us>

Aging2.0 is looking for the best aging-focused startups. [www.aging2.com/](http://www.aging2.com/)

South Africa and New York City: Age Well Global recognized the success of 'mothers 2 mothers', a grassroots organization in Africa for women living with HIV. Adapting their peer-led model, and adding technology, Age Well Global backed a successful project in Capetown, S.A. with seniors visiting isolated seniors and providing timely records on their health and well-being. They recently received a grant to work In New York City's Lower east Side. [www.agewellglobal.com/](http://www.agewellglobal.com/)

Japan: When is a postal service more than a postal service? When the postal workers also pay visits to isolated older people! Hello Canada Post?

[www.fastcompany.com/3045800/tech-forecast/with-elder-support-service-apple-goes-deeper-into-the-healthcare-space](http://www.fastcompany.com/3045800/tech-forecast/with-elder-support-service-apple-goes-deeper-into-the-healthcare-space)

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## LEARNING BY DISTANCE EDUCATION

BY WENDY TERRY

Through distance education you can earn high school, college and university credits. You just have to make sure your home college or university (the one where you are working towards a certificate or degree) will accept the credit earned at a different Institute.

Although many distance education courses are offered on a term basis, others are offered on a continuous intake basis and others are on monthly intake. Some have class based schedules, others have an individualized schedule.

Keep in mind the value of taking a course that suits your particular goals and situation from another institution, instead of just taking any course to get the credit from your home program. What you find may be just right instead of just okay.

**Independent Learning Centre** – High school Credits or a Diploma or High School Equivalency (GED) Continuous Intake, individualized schedule. OnLine or by correspondence

2180 Yonge Street, Toronto, Ground Floor  
Call 416-484-2704 or go to [www.ilc.org](http://www.ilc.org).  
\$40 administration fee.

Need advice? Call the Independent Learning Centre - choose "Learner Services" and ask to speak to a Learner Advisor.

You don't have to spend four years or more getting your OSSD (Ontario Secondary School Diploma). They will give you maturity credits, up to twelve, for life and work experience and you can do a prior learning assessment to earn credits.

If you don't want to do courses to earn a high school diploma, then you can do a GED test. The General Education Development test gives adults who did not complete high school an opportunity to show they have a high school level knowledge and skills.

If you feel you would need some prep help before taking the test, the ILC website lists GED Prep Centres throughout Ontario but they do not endorse any one of these. Some are public schools and some are private educational centres. Be sure to understand if there is a fee.

The Independent Learning Centre is the only one authorized by the Ontario Government to give the GED test.

### Community College Credit Courses

Term based, monthly intake  
Tuition based.

At one time, distance education courses were listed in a separate part of a college calendar or web site, now more and more each course indicates how it can be taken, in-class, online by correspondence.

On the OntarioLearn website you can survey all courses offered at Ontario colleges by distance education. [www.ontariolearn.com](http://www.ontariolearn.com). But you must register at the partner college offering the course not through OntarioLearn. There are over 1100 courses.

OntarioLearn is a partnership of 24 Ontario community colleges that have pooled their resources to increase on-line learning options. There were 73,059 registrations in college distance education courses in 2014-2015.

In Toronto and the GTA, Seneca College and Durham College are the ones offering the most distance education offerings. See Durham's ad opposite.

Many people feel that there is a high drop out rate in distance education courses or it is only young people who can navigate the software. On reading the 2014-2015 Annual Report for OntarioLearn, I found out they have a 89.8% retention rate. While 39% of their enrollment were 20-29, 57% were 30-59.

They have tech support 24/7 for current students. Good.

### College Upgrading courses

Got to [www.acedistancelearning.ca](http://www.acedistancelearning.ca)  
Tuition free

Registration Jan, Mar, Apr, Sept, Nov.  
Call 416-774-2479

ACE courses are available at all colleges and on line though they may go under a different program name. These upgrading courses in communication (English), Math, Sciences and Computers help prepare you for college credit courses and apprenticeship training.

The ACE Certificate is recognized as equivalent to the OSSD (Ontario Secondary School Diploma). You need one communication, one math and two other credits to earn a ACE Certificate.

You are first given an assessment test, to identify your current skill levels, called ESEE (Essential Skills for Employment and Education.) Then you must do a 20 hour Learn to Learn course to introduce you to online learning.

Being a math dummy I was interested that there is an ACE Numeracy Support Course then in their main courses they offered: Core Mathematics, Apprenticeship Mathematics, Business Mathematics and Technology Mathematics. There is ACE Computer Fundamentals.

### Universities

Term based and continuous Intake  
Tuition based - depends on province

University courses are offered both in-class and online but many of them require that you be admitted to a program of study whether you go part-time day or night. Most colleges part-time night programs have open admissions and there are Continuing Education programs at the universities that have open admissions. There are universities that have open admission to their online learning programs. Some of these belong to CVU.

Canadian Virtual University is a group of universities in Canada who specialize in online and distance education [www.cvu.uvc.ca](http://www.cvu.uvc.ca) Athabasca University in Alberta, ad opposite to the left, is one of the eleven members of CVU. Also Carleton University in Ottawa, is a CUV member. See ad on opposite page.

The CVU universities have open admission. When you are shopping across province, remember the university fees vary from province to province.

The CVU website reminds you to get a letter of permission first, if your plan is to transfer the credit to another program and they provide transfer forms. They also do Prior Learning Assessment if you want to earn a degree from a CVU site and they accept transfer credits. They also note financial assistance sources. Yes even as a part-time adult student, there is often financial help.

### Athabasca University

Monthly starts, individualized schedule  
Program Specific advising 1-800-788-9041

They list program specific advisers on their website. This is very helpful especially if you are planning to transfer credits you can get individualized advice.

They have faculties which offer courses and degrees in Business- up to a Doctorate, Health Disciplines, Humanities and Social Sciences, and Science and Technology.

### Carleton University On line

Term start schedules September then January  
Search Carleton University On line. <http://carelton.ca/cuol>  
Call 613-520-2600 ext 4055 for personal assistance.

Carleton offers two Masters Programs on line, a Masters of Philanthropy and Non-profit Leadership and two in Indigenous Policy and Administration. They offer many courses that you could add to your credits for a degree at another institute or take out of interest.

The field of interest learning is growing as the boomers who are retiring are looking courses out of interest. Here is some Carleton courses one could take just for interest: Studying Canada; Globalization of Philanthropy; Social Media, Communications, Marketing; How Things Work: Physics in Everyday Life; Intro to Psychology I and then II.

Other courses would catch my eye if still working, such as Accounting, Finance and Statistics.

### Transferring Credits

[www.Ontransfer.ca](http://www.Ontransfer.ca)  
ONTransfer is a service provided by the Ontario Council on Articulation and Transfer (ONCAT which is a member organization with all 44 publicly funded colleges and universities in Ontario as members. Since 2011, they are working their way through all the courses in these 44 institutions to identify equivalents.

As an adult student you will know that nothing is so straightforward. Recently in talking to ONTransfer I came to understand they have just started with the Continuing Education offerings. Some CE or part-time offerings are equivalent to full time day offerings.

On their site there is a tab, How Can we Help, then choose Find A Transfer Policy Advisor at each college or university. Call them and ask if the course you want to take on line will be credited in your home program. Expect to be transferred around as they are just starting on CE credit courses.

Whatever you do, get a signed letter of permission from your home institution committing them to accept the course you want to take from another institution.

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- Workshops
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# JASON'S WRITING LESSONS

*a short story by Mina Wong*

*February 2016, with permission from Jason Matura.*

Early one semester when I was a tutor at a college's writing centre, a student came in with a professor's referral that requested weekly tutorials to increase his success in pre-college English. The letter asked for support with assignments and test preparation, but more specifically, regular practice with writing paragraphs.

Somewhat shy, the young man soon relaxed enough to tell me about himself, his studies, and why he needed tutoring.

His name was Jason Matura, a new business student with plans to study marketing.

Although polite and engaged, Jason was baffled by his professor's concern. "I can write paragraphs, but the teacher says I jam everything into a page with no organization."

Looking for evidence, I asked, "Can you show me an assignment from this week?"

Reading Jason's self-introduction as his first in-class assignment, I could understand his professor's worry: he had produced a page full of sentences with interesting details, but no paragraphs.

I said, "Jason, you write good stuff, but would you like to get better at organizing it? We can practice writing paragraphs."

Still intrigued but happy he had a tutor, Jason frowned. "Super! But what's a paragraph? Didn't I write a paragraph?"

Encouraged by his question, I explained what a paragraph was, that a new paragraph meant a transition to another topic, and "that's why each paragraph needs a new line."

That afternoon, Jason divided his page-long passage into several topics: myself, my family, friends, hobbies, plans. He began to see how each one merited its space and content.

The taskmaster in me gave Jason his first take-home assignment. "How about put these topics into paragraphs and show them to me next time?"

When Jason returned two days later, the same self-introduction was nicely arranged into five short paragraphs that he read aloud.

I responded enthusiastically. "Bravo, Jason. You have just told a wonderful story about yourself with excellent paragraphs."

Happy with making progress, Jason was still puzzled. "Okay, I know paragraphs now. What else do I need to learn?"

When I proposed that he look at paragraphs as if they were pieces of a whole puzzle, Jason chuckled. "Cool, I love jigsaws!"

Meanwhile, our tutorials taught me a lot about Jason's determination to do well.

The first child in his family to attend college, eighteen-year-old Jason was the older of two boys three years apart. His Albanian mother and Czech father had been young, single migrants who had found their way to

Canada twenty years before, and who met in ESL classes with hopes of finishing high school. However, once married, Jason's father started working in Staples' warehouses to support his new bride who was expecting a child.

Speaking only English at home, Jason's parents often misunderstood each other when the language still challenged them. However, they tried hard to supervise their children's homework just as they respected the schools' guidance during parent-teacher meetings. Still, as Jason entered Grade 7, his parents found it increasingly more difficult to help, and simply hoped their older son could finish high school using available resources.

Without disappointing his family, Jason had enough marks to attend college. However, an assessment placed him in pre-college English, with enrollment in marketing pending success in this bridging course.

When Jason came for his third tutorial that week, he surprised me with a visual chart of five paragraphs for the same self-introduction. "I made it into a puzzle. All five pieces fit together now. What else should I learn?"

I commended Jason on using different learning techniques. For new skills that afternoon, we connected paragraphs with transition words such as "As well", "Similarly", "Furthermore", "In contrast", and "Finally".

Having fun with them, Jason laughed. "Cool! It's like every paragraph saying hello in fancy ways!"

Once Jason had greater ease with paragraphs, our tutorials also went more smoothly. I supported him once a week with completing assignments and studying for tests that required writing.

With positive feedback from the professor who had sent him to me, Jason gradually became more self-assured. Through thinking in paragraphs, he also developed better writing skills. That semester, Jason did earn enough marks in pre-college English to study marketing.

In the end, Jason took an extra year to graduate after several internships in the hosting industry, followed by ten years in promotions with the real estate sector before becoming a self-employed advertiser. Inspired by his parents' cultures these days, Jason works with architects to popularize European home designs in Canadian cities.

An adult educator, Mina Wong enjoys celebrating students' success with their own stories.

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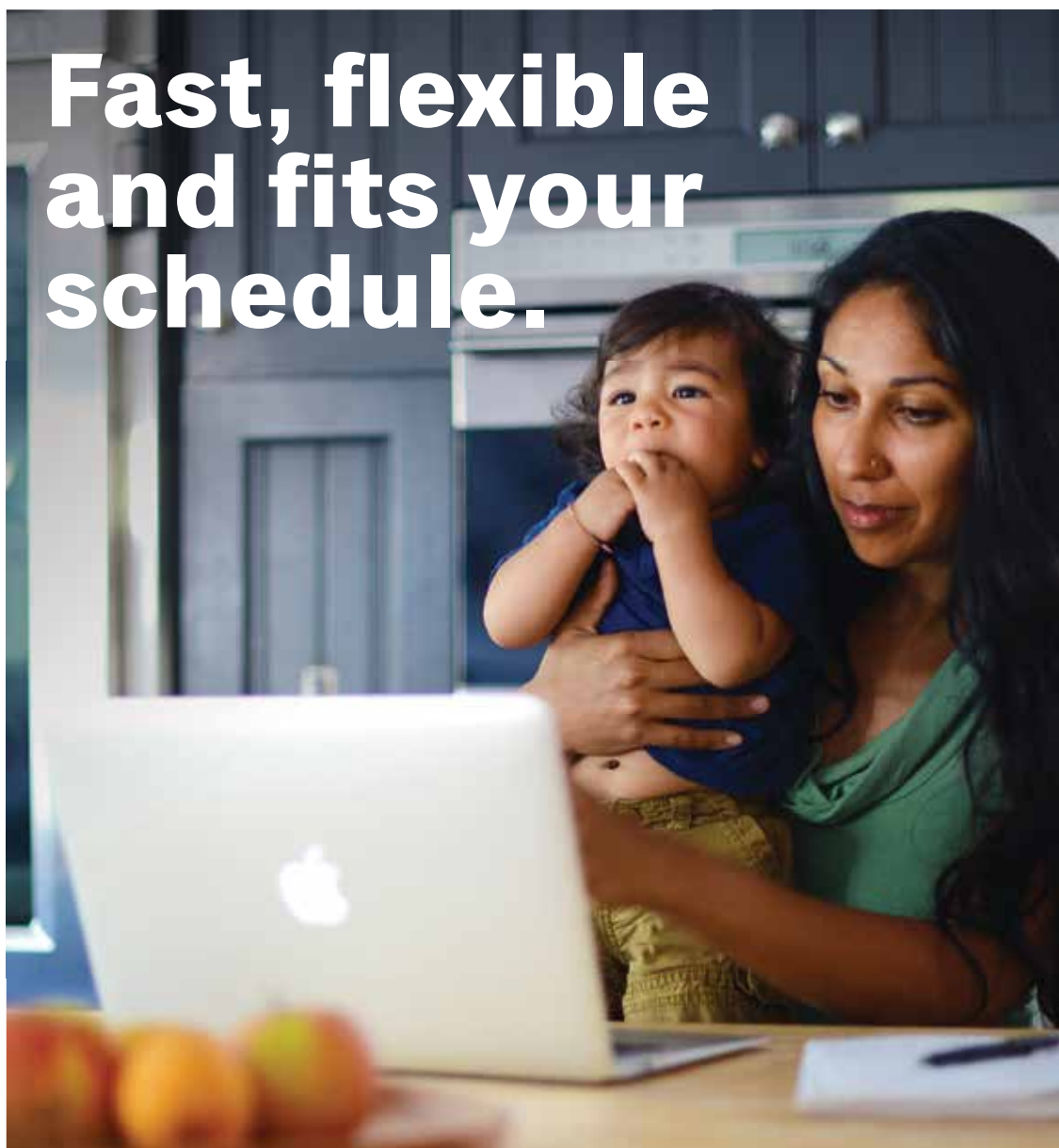


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# ADVISING THE CITIZENS OF THE ADULT EDUCATION WORLD

**M**artha Davis, with over a decade in a post-secondary academic advising role, has assisted nearly every type of student you can think of.

For the last five months, as the academic advisor for the Bachelor of Education in Adult Education program in the Faculty of Education at Brock University, Davis has been working solely with adult learners, a population she says she relates to on a very personal level.

"I spent 25 years working at another university before I came to Brock, and in that time I completed three degrees," says Davis. "I've been a lifelong learner myself and have a real empathy for those who have lives established outside of school and are coming back to their education."

A growing sector, adult education is becoming an increasingly common next step as a broader understanding of continuous learning is embraced and accepted.

This group of post-traditional learners are breaking new ground, says Davis. They're living the adult education experience

they'll eventually be teaching others as they themselves work toward attaining their own personal and professional goals.

"Ultimately we will all have to be lifelong learners," says Davis. "Things are in too much flux to hold on to the concept that once you completed high school, your education was complete, and that you had most of what you needed for life."

"Adult learners return to school with significant strengths," says Davis. "They are self-directed, have a clear sense of where they want their education to take them, and are looking to enhance their professional and personal lives. This can be driven by a change in jobs, the need to enhance skills to grow in a current role, or simply a desire for self-development."

At the same time, they are often dealing with full and often complicated lives outside of school – with working, family issues, and interests and activities of their own. Davis says that many of the students she advises are in situations the traditional student will not encounter for

some time, and that this influences the direction and guidance she provides.

"A lot of adult learners have children, have aging parents, and are working full time," she says. "They have complicated lives and they don't have a lot of time to accomplish everything so they often need some direction on how to function in this new environment."

Davis notes that adult learners already understand how they learn and what works best for them in terms of their own learning.

"At the same time, however, they need an introduction to the way the university works – to new terminology, to the resources available to them, and how to plan their program to accomplish their goals, she says. "It's not so much about telling them what to do, as it is guiding them to what they need and encouraging them along the way."

Programs in Adult Education are popular choices for many. Ninety-four students are expected to graduate on June 6 this year from the Brock program in Adult Education, and Davis

has a theory as to why that might be the case now and into the future.

"I think [adult education] is the wave of the future," she says. "I think education is in a real period of upheaval and your undergraduate degree is going to be a launching point – we'll all have to keep learning and we'll need adult educators who understand how to make that happen for us in a wide variety of settings."

Brock University is located in St. Catharines, Ontario. The Centre for Adult Education and Community Outreach offers a Bachelor of Education in Adult Education degree program and a Certificate in Adult Education program in online delivery and site-based delivery at venues across Ontario including the GTA.

Find out more by visiting <http://brocku.ca/education/futurestudents/adulted>

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# How to Shop Term by Term for Your Courses



## Frustrated Adult Student

### Fall Term

Wait till after Labour Day to register

Classes they want are full, or cancelled for the lack of a few more enrollments or they join the class late, missing the first class, the course orientation one.

### Winter Term

Wait till after the holidays to register

Same problems as for the Fall term if you wait till after the holidays.

### Spring Term

This term has start dates that run from April to August and courses that only run in this term and many regular ones that don't.

Search online thinking only May or June start dates and get fed up drilling down from program area to course to schedule and quit looking, missing the course you want.

Surveying courses is the hardest for this term as the schedules are now all online, instead of in a print calendar so you have to drill down to the start dates instead of scanning across a print page looking for start dates.

### Frustrated Students

Missed fall term course they wanted, started late in the Winter term one and felt confused and behind for most of the Winter term, got a course they wanted in the Spring term but missed another they wanted as they did not look or ask for July and August start date courses.

Four more courses to go for their certificate. Maybe by next summer (2018) they will have their Certificate.



## Happy Adult Student

### Fall Term

Register in July, August

Get the class they want and get to the first class, the orientation one.

### Winter Term

Register before the holidays.

Tell your friends and family to buy you a course or a gift certificate for something that will help you with your courses. So this term costs less. So no holiday present refunds

### Spring Term

Asks the contact persons listed for the course departments you are interested in what they offer in the spring and what are the start dates for these courses through to the summer months.

The departments often have a word file with courses organized by start date for the Spring/Summer term, they will share.

### Happy Students

Earned credits for four courses they wanted, one in the fall, one in the winter, one in the spring months and one in the summer months.

Only two more to go for their Certificate. If they take two in fall, they could have their Certificate by the Holidays Winter 2017

See the Summer 2015 article online at [www.learning-curves.org](http://www.learning-curves.org)

# DON'T WAIT TILL AFTER LABOUR DAY TO REGISTER FOR THE FALL TERM CLASSES.

If you wait, the class may be full or cancelled for the lack of a few more registrations.  
**Registrations for the Fall Term 2015** start in July and some in August

Information Sessions for the 2016-2017 year are held in August

**Call to find out dates now!**





## Do you want to improve your English? New to Canada & looking for a Job?

### Language Instruction For Newcomers To Canada (LINC) – CLB levels 4/5 and 6/7

- Improve your English
- Become a confident speaker
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- Access to the Care for Newcomer Children Program for children aged 19 months to 5
- Learn about Canadian culture Access other programs upon graduation

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- Networking and mentoring (employment and language)
- Paid Job Placements and Supports available

### Family & Individual Settlement Services

- Information Sessions/workshops
- Individual/family settlement counselling
- Referrals to free services in your community



**Contact us:** Denada Likaj at 416-658-3101 ext. 206 email: [dlikaj@skillsforchange.org](mailto:dlikaj@skillsforchange.org) or [elt@skillsforchange.org](mailto:elt@skillsforchange.org)



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**Contact us now**  
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Childhood Education  
Diploma program  
starting in August!

416-483-0511 or  
[college@mothercraft.org](mailto:college@mothercraft.org)



# A QUALITY EARLY CHILDHOOD EDUCATION DIPLOMA PROGRAM AT A COLLEGE THAT FEELS LIKE HOME

“Mothercraft was the most amazing experience for me. It is small enough to feel like a family and the faculty were all outstanding and passionate about early child development. It makes such a difference to not merely be a number but to be able to really get to know the staff and students who were all so supportive. I found that I was really well prepared for my work...I feel inspired and excited and very privileged to be part of the Mothercraft community.” ~ 2015 ECE graduate

At Mothercraft College, we strive to ensure that, regardless of where children begin in life, they are on a path to reach their full potential. In fact, for over 80 years, we have been a leader in providing education and training to early learning professionals who work with families and children in various service sectors. Mothercraft operates a registered Private Career College and offers an accelerated, intensive Early Childhood Education Diploma program that is recognized by Ontario's College of Early Childhood Educators. This means that Mothercraft College graduates are eligible to become Registered Early Childhood Educators (RECE) which expands their employment opportunities.

“Mothercraft College's ECE diploma program taught me new ways of looking at education, learning and teaching others that I will continue to put in practice for the rest of my life.” ~ 2015 ECE graduate

Our graduates regularly obtain work as teachers, supervisors, coordinators, and teaching assistants in a variety of early learning settings including child care centres, specialized settings for children with unique needs, after-school programs, nursery schools, resource programs, Ontario Early Years Centres and Parent and Family Literacy Centres, and elementary schools. As provincial initiatives like full-day kindergarten and Ontario Early Years Child and Family Centres are implemented, the demand for RECEs is expected to continue to grow.

“I graduated from Mothercraft College in August 2015 and got hired within few weeks... The instructors and staff at Mothercraft are professionals, they helped me every step of the way, from starting my school to finishing my diploma.” ~ 2015 ECE graduate

Mothercraft values diversity and strives to create an environment that is welcoming and inclusive. We are committed to ensuring that all students receive the best possible training in early childhood education and take pride in our above average student satisfaction, professional registration and employment rates.

“Mothercraft College is more than classrooms and lectures, it is a wonderful group of people that challenged me to give always the best I could, and mentored me to find direction and purpose in my life.” ~ 2015 ECE graduate

The program runs from August to August each year over four academic semesters, including 23 courses and three placement blocks. As a highly specialized post-secondary institution, Mothercraft's ECE Diploma program offers several advantages, including:

- Completion of a Diploma in one year;
- A limited number of students admitted each year which allows for more

individualized student support and promotes a collegial learning environment;

- Qualified instructors who have extensive experience in the field;
- Course curriculum based on up to-date research, legislation and evidence-informed best practice;
- A pre-set program schedule which allows instructors to bridge, scaffold and reinforce key concepts and practices across the courses being offered;
- A comfortable and accessible learning environment equipped with state of the art classroom technology and a computer lab;
- Academic recognition by other institutions in Ontario, Canada and internationally;
- Enhanced training in the areas of infant/toddler, diversity, the Ontario Early Learning Framework (ELF) and the ‘Reaching In/Reaching Out’ program; and,
- Financial assistance for eligible students.

“With the devoted instructors in addition to the phenomenal courses in the program, I was able to utilize what I was taught and incorporate it into my career. Furthermore, I developed strong relationships with my peers as Mothercraft emphasized the importance of partnerships and communication.” ~ 2015 ECE graduate

Individuals studying with Mothercraft College benefit from evidence informed training that is focused on best and promising practice. We are committed to excellence, continually testing new concepts and ideas related to the development of healthy children. We are also known for our ability to translate these learnings into everything we do – from our quality high child care and enrichment programs, to our widely recognized services for children and families who may need specialized supports or early intervention services.

“Mothercraft has changed my life. It pushed me to achieve goals that I didn't know I could reach and taught me how to deal with hurdles that I didn't know I could overcome.” ~ 2015 ECE graduate

We strive to provide a stimulating environment for adult education which includes both classroom instruction and applied practical experience. We offer a range of enrichment opportunities, including additional specialized training and international placements. Each year, we undertake a curriculum review to ensure that our students are provided with the most up to-date program possible. Our graduates often come back to update their skills through post-diploma certificate programs and professional learning sessions. Others have gone on to pursue a Bachelor Degree and other post-diploma specializations.

“Little minds deserve only the best quality to teach them and help them grow, that's why I chose Mothercraft College.” ~ 2015 ECE graduate

With over 80 years' experience in education and training, Mothercraft College is your first step in joining a rewarding, exciting and growing profession!



## 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 have been accepted into college for September 2016 and am very excited. My biggest anxiety is that I have a learning disability (dyslexia). Will my professors allow me to record their lectures so that I can review them later? Are there any other resources available to me to ensure my college experience is a success?*

*Wanda*

Dear Wanda!  
Congrats! Making the decision to enter secondary education is scary for anyone but for someone dealing with an LD it can be terrifying. The good news is that there has been tremendous progress over the past twenty years and colleges now have many resources available to help students overcome any challenges they face in the learning process.

Most colleges have a Centre for Students with Disabilities. Find it and introduce yourself. They provide confidential services such as counselling, support, advocacy and accommodations. Try to contact them as early as possible so that they can ensure that you can access all the resources they have available. That can range from providing physical equipment to personal tutoring. They will best advise you on recording lectures, arranging specialised testing and the use of aides in the classroom.

There are some great websites which offer information and advice for people studying with an LD. They include:

Abilityhub.org – Ability Hub offers assistive technology solutions for people with a disability who find operating a computer difficult, maybe even impossible. This site includes collective resources to adaptive

equipment and alternative methods available for accessing computers.

Disabilityawards.ca – You may be eligible for extra funding or a scholarship. This website is a portal to awards and scholarships for students with disabilities studying at Canada's colleges and universities

Ldao.ca – This site is operated by the Learning Disabilities Association of Ontario. This site provides up-to-date information on learning, research and supports for people with LD's.

I recommend for everyone entering college to visit the campus well before the start date to get a “lay of the land” so that those first few days aren't spent trying to figure out where the library and the cafeteria is located. See if there are study groups that you can join. Visit your campus student office to get information on supports available for students. Take advantage of discounts and perks available just for students. You have made a great decision to go to college. Enjoy!

*Dear ELCEE is written by Deborah Noel, [deborahjnoel@gmail.com](mailto:deborahjnoel@gmail.com)  
Send her your questions.*

*We value your opinion. Please let us know what you think about this column. Send comments to [learningcurves@hotmail.com](mailto:learningcurves@hotmail.com).*

# Next-Steps Employment Centres

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**Monday - Friday  
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- Workshops on job-search specific topics
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- ✓ Training to be delivered by an eligible, third-party trainer.

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***For more information, contact or visit a Next-Steps Employment Centre near you:***

**Don Mills**  
Peanut Plaza  
3030 Don Mills Rd.  
Toronto  
416-395-5101

**Downsview**  
3701 Chesswood Drive  
Unit 100, Toronto  
416-395-9559

**Riverdale**  
Gerrard Square  
1000 Gerrard St. E.  
2<sup>nd</sup> Floor, Toronto  
416-396-2313

**Scarborough Rouge**  
91 Rylander Boulevard  
Unit 102-104, Toronto  
416-396-8110

**Dundas-Dixie**  
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Unit 14A, Mississauga  
905-896-2233

**Mississauga  
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