

COURSE WLD3020: WILDLIFE PROTECTION & STEWARDSHIP

Level: Advanced

Prerequisite: None

Description: Students examine how human populations and wildlife affect each other, and explore management strategies that enable humans and wildlife to coexist and individual and shared actions that foster environmental stewardship.

Parameters: Access to relevant government and community resources.

Outcomes: The student will:

- 1. describe ways in which human populations and wildlife affect each other**
 - 1.1 explain past and present influences of wildlife on cultures and societies; e.g., food, clothing, shelter, spiritual and aesthetic benefits, medicinal values, recreation and companionship
 - 1.2 identify wildlife relationships expressed through art, literature, dance, music and drama
 - 1.3 explain how social attitudes and values regarding wildlife have changed
 - 1.4 identify positive and negative impacts of human populations on wildlife
- 2. describe and compare strategies used to manage wildlife spaces and species**
 - 2.1 explain how decisions involving Canada's wildlife are a shared responsibility of government agencies and landowners, and are influenced by transboundary concerns
 - 2.2 research decision-making processes that affect wildlife and the environment; e.g., political, economic, social, scientific
 - 2.3 describe two or more wildlife management strategies and related trade-offs or compromises
 - 2.4 compare the contributions of different stakeholder groups that conduct management activities; e.g., government and nongovernment organizations, business and industry, landowners, individual citizens
 - 2.5 assess the impact of individual attitudes, actions and lifestyles on wildlife and habitat; e.g., conservation ethic, consumer practices, recreational choices
- 3. demonstrate commitment to environmental responsibility through individual and shared actions**
 - 3.1 identify an individual action plan for managing wildlife that promotes the achievement of social, cultural, economic and environmental goals; e.g., individual and shared actions, leadership roles
 - 3.2 plan, conduct and assess a school-wide campaign to increase awareness of relationships between lifestyle, wildlife and the environment; e.g., establish goals, plan and conduct, assess results
 - 3.3 research and describe an issue regarding the impact of lifestyle on wildlife; e.g., conduct research, develop a position, participate in debate
 - 3.4 identify ways in which individuals can influence public decisions that affect wildlife and the environment; e.g., voting, lobbying, seeking office, supporting compatible interest groups
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems

- 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE WLD3040: WILDLIFE MANAGEMENT RESEARCH STUDY

Level: Advanced

Prerequisite: None

Description: Students explain applications of the wildlife research process and conduct a research study on the management of a wildlife space or species.

Parameters: Sample research articles, a science laboratory and/or an outdoor wilderness environment.

Note: This course is a supporting course for WLD3050: Wildlife Management Principles and WLD3060: Wildlife Management Applications. It is recommended that students focus attention on a common theme (i.e., a space or species of particular relevance) throughout WLD3040, WLD3050 and WLD3060.

Outcomes: The student will:

1. identify components of the wildlife research process and their application to a sample wildlife space or species

- 1.1 identify and describe major stages and steps in the research process; e.g., defining a research problem, reviewing existing information, organizing information, proposing a plan for data collection, collecting data, analyzing/assessing data, drawing conclusions and making recommendations based on data, communicating results
- 1.2 explain applications of the research process in finding answers to questions about wildlife spaces or species
- 1.3 relate the research process to an existing piece of wildlife research

2. plan and conduct a research study on the management of a wildlife space or species

- 2.1 identify a problem or question regarding a wildlife space or species; e.g., growth rate of a plant, bird preference for seed type, effect of light on plant growth, habitat preference of a mammal, overwintering of species, reproductive rate of composting worms
- 2.2 outline sources for background information about the problem or question; e.g., library, Internet, interview
- 2.3 propose a plan for conducting research related to the problem or question; e.g., research proposal, logistics, partnerships
- 2.4 plan and conduct a research study in an ethical manner, considering but not limited to:
 - 2.4.1 assessment and minimization of potential sources of harm to study and non-study species
 - 2.4.2 non-intrusive collection of samples; e.g., scat, cast-off hair, feathers, branches and leaves
 - 2.4.3 minimization of the frequency and duration of human observation
 - 2.4.4 minimization of disturbances that can lead to abandonment of the habitat
 - 2.4.5 access to traditional/local knowledge and community values
- 2.5 describe baseline and specific data, using a variety of information-gathering techniques; e.g., sampling and surveys, observation, measurement and estimation, experimentation
- 2.6 analyze and interpret data and formulate further questions
- 2.7 draw conclusions related to the problem or question; e.g., recommendations, management actions, further research
- 2.8 communicate the results of his or her research

3. demonstrate basic competencies

3.1 demonstrate fundamental skills to:

- 3.1.1 communicate
- 3.1.2 manage information
- 3.1.3 use numbers
- 3.1.4 think and solve problems

3.2 demonstrate personal management skills to:

- 3.2.1 demonstrate positive attitudes and behaviours
- 3.2.2 be responsible
- 3.2.3 be adaptable
- 3.2.4 learn continuously
- 3.2.5 work safely

3.3 demonstrate teamwork skills to:

- 3.3.1 work with others
- 3.3.2 participate in projects and tasks

4. create a transitional strategy to accommodate personal changes and build personal values

4.1 identify short-term and long-term goals

4.2 identify steps to achieve goals

COURSE WLD3050: WILDLIFE MANAGEMENT PRINCIPLES

Level: Advanced

Prerequisite: None

Description: Students examine the functions and processes of wildlife management and identify issues that may affect the development of a wildlife management plan.

Parameters: Access to government and community agencies responsible for the sustainable management of spaces and species.

Note: This course is a prerequisite for WLD3060: Wildlife Management Applications. It is recommended that students focus their attention on a common theme (i.e., a space or species of particular relevance) throughout WLD3050 and WLD3060.

Outcomes: The student will:

1. describe the purpose and elements of wildlife management

- 1.1 describe wildlife management as a process that ensures the long-term viability of spaces, species and ecosystems
- 1.2 explain the elements of wildlife management, including:
 - 1.2.1 preservation and re-establishment of threatened and endangered spaces and species
 - 1.2.2 conservation of all other spaces and species
 - 1.2.3 monitoring of all other spaces and species
- 1.3 analyze the relationships between wildlife research and wildlife management

2. identify and explain the major components of a wildlife management plan

- 2.1 explain how wildlife management programs and policies are developed through political, social, economic and scientific decisions
- 2.2 identify and describe the basic steps involved in developing a wildlife management plan; e.g., state goals and objectives, collect data and conduct research, gather government and nongovernment input, consider alternatives, consequences and potential conflicts, select a course of action, implement the action plan, monitor and evaluate outcomes, make recommendations and revisions

3. describe alternatives and consequences associated with current issues involving wildlife management

- 3.1 analyze a variety of issues and problems affecting the management of wildlife spaces and species, including but not limited to:
 - 3.1.1 preservation versus conservation
 - 3.1.2 problems with an “ecosystem management” approach
 - 3.1.3 political boundaries and the species and people involved
 - 3.1.4 legislation versus no legislation
 - 3.1.5 public perception of wildlife management
 - 3.1.6 the value of wildlife
 - 3.1.7 environmental impact assessment plans and legislation
- 3.2 explain how philosophies and goals of different wildlife management practices are sometimes incompatible with each other, and how conflicts and trade-offs may occur

4. demonstrate basic competencies

4.1 demonstrate fundamental skills to:

- 4.1.1 communicate
- 4.1.2 manage information
- 4.1.3 use numbers
- 4.1.4 think and solve problems

4.2 demonstrate personal management skills to:

- 4.2.1 demonstrate positive attitudes and behaviours
- 4.2.2 be responsible
- 4.2.3 be adaptable
- 4.2.4 learn continuously
- 4.2.5 work safely

4.3 demonstrate teamwork skills to:

- 4.3.1 work with others
- 4.3.2 participate in projects and tasks

5. create a transitional strategy to accommodate personal changes and build personal values

5.1 identify short-term and long-term goals

5.2 identify steps to achieve goals

COURSE WLD3060: WILDLIFE MANAGEMENT APPLICATIONS

Level: Advanced

Prerequisite: WLD3050: Wildlife Management Principles

Description: Students develop and present a plan for managing a wildlife space or species.

Parameters: Access to government and community agencies responsible for the sustainable management of spaces and species.

Note: It is recommended that students focus their attention on a common theme (i.e., a space or species of particular relevance) throughout WLD3050 and WLD3060.

Outcomes: The student will:

1. explain the basic principles of wildlife management

- 1.1 explain sustainable management within the context of wildlife spaces and species
- 1.2 explain how decisions involving wildlife in Canada are made by local, provincial and federal government agencies and private landowners
- 1.3 identify local opportunities for consultation and public involvement in wildlife management decisions

2. develop and present a wildlife management plan

- 2.1 identify short- and long-term goals for the management of a wildlife space or species
- 2.2 identify scientific, economic and social factors that need to be addressed through the management plan
- 2.3 describe the views of different stakeholders; e.g., recreational, environmental, aboriginal, commercial
- 2.4 show that consultation with other resource users and public involvement has been incorporated in the planning process
- 2.5 identify possible approaches of achieving the management goals, and select a preferred approach
- 2.6 describe permits, licenses or other legal agreements that may be required
- 2.7 devise a set of actions and present the management plan; e.g., a general description and background, long-term management objectives, short-term management objectives, proposed standards and guidelines, a schedule of short-term management activities
- 2.8 prepare a map to accompany and elaborate on the management plan; e.g., boundaries, land cover and other resources in the area, physical features, history of past development, road access, proposed development activities
- 2.9 describe techniques for monitoring the management plan to ensure that goals are being achieved

3. demonstrate basic competencies

- 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems

- 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
- 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks
- 4. create a transitional strategy to accommodate personal changes and build personal values**
 - 4.1 identify short-term and long-term goals
 - 4.2 identify steps to achieve goals

COURSE WLD3090: ANALYZING ISSUES IN WILDLIFE

Level: Advanced

Prerequisite: WLD2090: Issues in Wildlife

Description: Students examine the complexity of wildlife issues affecting Alberta and the rest of the world, and demonstrate individual and shared actions that foster the sustainable management of wildlife.

Parameters: Access to relevant government and community resources.

Outcomes: The student will:

- 1. identify and compare social, economic and environmental perspectives regarding a range of current wildlife issues**
 - 1.1 describe past and present trends in the recreational and/or commercial use of a wildlife space or species
 - 1.2 describe ways in which stakeholder groups make use of the judicial, legislative and regulatory systems in working toward their objectives
 - 1.3 analyze differing points of view regarding how, when and to what degree the space or species should be used
 - 1.4 analyze issues concerning the scientific, biological, aesthetic, economic and/or intrinsic value of the space or species
- 2. compare and contrast issues and trends involving wildlife in Canada with similar issues and trends in other parts of the world**
 - 2.1 compare and contrast a Canadian issue involving wildlife with a similar issue in other parts of the world; e.g., habitat loss, distribution, diversity and abundance of species
 - 2.2 research the global impacts of the recreational and/or commercial use of a wildlife space or species; e.g., social and cultural, economic, environmental
 - 2.3 infer the long-range effects of acquiring, protecting, improving and restoring wildlife habitat in Canada and other parts of the world
- 3. present a plan of action for the sustainable management of wildlife**
 - 3.1 compare and contrast different philosophies, ethics and alternatives regarding how best to ensure the health and viability of a wildlife space or species
 - 3.2 evaluate the goals and objectives of one or more wildlife conservation groups
 - 3.3 identify and describe a global issue regarding the consumptive and/or non-consumptive use of wildlife; e.g., conduct research, develop a position, participate in debate
 - 3.4 devise a plan for the use of wildlife; e.g., conduct research, generate alternatives, agree to a workable solution
 - 3.5 demonstrate responsible and ethical actions in relation to wildlife and the environment; e.g., personal actions, leadership roles
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems

- 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
- 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE WLD3130: OUTDOOR LEADERSHIP

Level: Advanced

Prerequisite: WLD2130: Outdoor Excursion

Description: Students develop and demonstrate leadership attitudes, skills and knowledge in the planning and implementation of activities dealing with Outdoor Excursions.

Note: WLD1130: Outdoor Survival Skills, WLD2130: Outdoor Excursion and WLD3130: Outdoor Leadership provide opportunities for wilderness interaction at a personal level. This course sequence should emphasize the development of skills that will enable students to safely observe and appreciate wildlife and habitat within one or more of Alberta's six natural regions.

Parameters: Access to an outdoor wilderness environment and gear for outdoor expeditions. Because of the practical nature of this course, students must have a general knowledge of basic first-aid and survival techniques relevant to wilderness environments.

Teachers require current Standard First Aid—Level C CPR and AED certification. Training in First Aid in the Wilderness is recommended. Teachers may find it beneficial to access the services of a qualified outdoor guide in delivering components of this course.

Off-campus learning activities must be commensurate with previous levels of wilderness training and experience; day trips should precede extended overnight trips and experience in hardcover camping should precede potential softcover camping and/or emergency shelter camping opportunities.

Note: WLD1130: Outdoor Survival Skills, WLD2130: Outdoor Excursion and WLD3130: Outdoor Leadership reflect the *National Occupational Standards for Outdoor Guide* (emerit) and address core skills in environmental awareness, camp and/or trip operation, safety and survival.

Supporting Course: TOU2120: Adventure & Ecotourism 2

Outcomes: The student will:

1. demonstrate skill and judgment while planning and implementing outdoor experiences

- 1.1 apply planning and preparation skills developed in WLD1130 and WLD2130 by creating an itinerary and demonstrating en route organization, hazard evaluation, emergency response, and personal and group hygiene
- 1.2 apply environmentally responsible outdoor living and travelling skills in an expedition setting by demonstrating the use of personal and group gear, food preparation skills, route finding skills, travelling skills required for an expedition (e.g., canoeing, cycling, skiing) and minimum impact camping skills

- 1.3 apply his or her skills and make reasonable judgements in selecting and carrying out activities relative to individual skill level and the hazards involved by:
 - 1.3.1 considering the abilities, needs and skill levels of participants
 - 1.3.2 considering physical hazards such as terrain, plants, animals and weather
 - 1.3.3 considering physiological hazards such as hypothermia, frostbite and dehydration
- 2. demonstrate a positive self-concept and an appropriate regard for others in planning and implementing outdoor experiences**
 - 2.1 establish and address personal goals and challenges within the context of an outdoor expedition
 - 2.2 be aware of personal feelings, beliefs and expectations regarding outdoor experiences
 - 2.3 be aware of and concerned about the needs, wants and welfare of others
- 3. demonstrate and apply skills in group problem solving, group living and group activities**
 - 3.1 demonstrate skill in cooperative outdoor living activities; e.g., activities related to food and shelter
 - 3.2 demonstrate skill in cooperative group recreational activities; e.g., group action in overcoming obstacles and cooperative action with partners
 - 3.3 demonstrate the ability to recognize decisions and establish rules that must be made to enhance the group experience
- 4. identify strategies for responding to environmental concerns; e.g., public policy, practices and regulations in Alberta that may help support the conservation of the province's resources**
- 5. develop and act on plans that will make personal growth a lifelong process**
 - 5.1 make realistic assessments of his or her outdoor skills and strive to improve those skills in areas of personal interest and enjoyment
 - 5.2 recognize limitations in knowledge of environments and actively strive to improve that knowledge
 - 5.3 develop and act on plans for self-improvement as part of an expanding, harmonious relationship with the world
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE WLD3140: INTRODUCTION TO GUIDING

Level: Advanced

Prerequisite: WLD 3130: Outdoor Leadership

Description: Students develop an understanding of elements associated with providing a guided experience; e.g., hunting, fishing, ecotourism.

Parameters: Access to a licensed guide. Because of the nature of this course, students must have a general knowledge of basic first aid and survival techniques relevant to wilderness environments.

Outcomes: The student will:

1. identify a variety of guiding experiences

- 1.1 identify a variety of organizations that provide guided services in Alberta; e.g., hunting, fishing, river, ecotourism
- 1.2 identify public policies, regulations and legislation involved in providing guided experiences

2. identify a variety factors that influence decisions regarding guided experiences

- 2.1 research and describe motivating factors and trends that affect the demand for guided experiences; e.g., leisure time, income, individual attributes
- 2.2 compare the expectations of different groups regarding guided experiences; e.g., families, adults, tourists
- 2.3 identify and explain factors that would limit participation in guided experiences

3. identify the range of competencies required to provide a successful guided experience

- 3.1 research and explain guiding competencies
- 3.2 identify a variety of guiding certifications, requirements and specialized skills required by professional guides

4. identify and describe the setting attributes (physical, social, economic and infrastructure) needed to provide a guided experience in a variety of situations; e.g., hunting, fishing, river, wildlife viewing

5. describe the roles and responsibilities of a guide

- 5.1 make a personal connection to a licensed, practising guide
- 5.2 experience the day-to-day activities of a practising guide; e.g., job shadow a practising guide for a day

6. research a variety of associations that support guiding experiences

- 6.1 research and describe business associations that promote and advocate guided experiences
- 6.2 research and describe organizations that provide certification and accreditation for guides
- 6.3 research and describe post-secondary programs related to guiding

7. demonstrate basic competencies

- 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems

- 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
- 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE WLD3910: WLD PROJECT D

Level: Advanced

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
 - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
 - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
 - 2.1 identify the project and/or performance by:
 - 2.1.1 preparing a plan
 - 2.1.2 clarifying the purposes
 - 2.1.3 defining the deliverables
 - 2.1.4 specifying time lines
 - 2.1.5 explaining terminology, tools and processes
 - 2.1.6 defining resources; e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor the project and/or performance and make necessary adjustments
 - 3.3 present the project and/or performance, indicating the:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE WLD3920: WLD PROJECT E

Level: Advanced

Prerequisite: None

Description: Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

Parameters: Advanced project courses must connect with a minimum of two CTS courses, one of which must be at the advanced level and be in the same occupational area as the project course. The other CTS course(s) must be at least at the intermediate level from any occupational area.

Project courses cannot be connected to other project courses or practicum courses.

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes:

The teacher/student will:

- 1. identify the connection between this project course and two or more CTS courses**
 - 1.1 identify the outcome(s) from each identified CTS course that support the project and/or performance deliverables
 - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
 - 2.1 identify the project and/or performance by:
 - 2.1.1 preparing a plan
 - 2.1.2 clarifying the purposes
 - 2.1.3 defining the deliverables
 - 2.1.4 specifying time lines
 - 2.1.5 explaining terminology, tools and processes
 - 2.1.6 defining resources; e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present the proposal and obtain necessary approvals

The student will:

- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor the project and/or performance and make necessary adjustments
 - 3.3 present the project and/or performance, indicating the:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship of outcomes to goals originally set

- 3.4 evaluate the project and/or performance, indicating the:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE WLD3950: WLD ADVANCED PRACTICUM

Level: Advanced

Prerequisite: None

Description: Students apply prior learning and demonstrate the attitudes, skills and knowledge required by an external organization to achieve a credential/credentials or an articulation.

Parameters: This practicum course, which may be delivered on- or off-campus, should be accessed only by students continuing to work toward attaining a recognized credential/credentials or an articulation offered by an external organization. This course must be connected to at least one CTS course from the same occupational area and cannot be used in conjunction with any introductory (1XXX) level course. A practicum course cannot be delivered as a stand-alone course, cannot be combined with a CTS project course and cannot be used in conjunction with the Registered Apprenticeship Program or the Green Certificate Program.

Outcomes: The student will:

- 1. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
 - 1.1 identify regulations and regulatory bodies related to the credential(s) or articulation
 - 1.2 describe personal roles and responsibilities, including:
 - 1.2.1 key responsibilities
 - 1.2.2 support functions/responsibilities/expectations
 - 1.2.3 code of ethics and/or conduct
 - 1.3 describe personal work responsibilities and categorize them as:
 - 1.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 1.3.2 non-routine tasks; e.g., emergencies
 - 1.3.3 tasks requiring personal judgement
 - 1.3.4 tasks requiring approval of a supervisor
 - 1.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 2. analyze personal performance in relation to established standards**
 - 2.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
 - 2.2 evaluate standards of performance in terms of:
 - 2.2.1 quality of work
 - 2.2.2 quantity of work
 - 2.3 evaluate adherence to workplace legislation related to health and safety
 - 2.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
 - 2.4.1 training and certification
 - 2.4.2 interpersonal skills
 - 2.4.3 technical skills
 - 2.4.4 ethics

3. demonstrate basic competencies

3.1 demonstrate fundamental skills to:

- 3.1.1 communicate
- 3.1.2 manage information
- 3.1.3 use numbers
- 3.1.4 think and solve problems

3.2 demonstrate personal management skills to:

- 3.2.1 demonstrate positive attitudes and behaviours
- 3.2.2 be responsible
- 3.2.3 be adaptable
- 3.2.4 learn continuously
- 3.2.5 work safely

3.3 demonstrate teamwork skills to:

- 3.3.1 work with others
- 3.3.2 participate in projects and tasks

4. create a transitional strategy to accommodate personal changes and build personal values

4.1 identify short-term and long-term goals

4.2 identify steps to achieve goals