



Career Life Connections 12

Course Description

CLC is a senior level online course that continues the learning from Career Life Education. It focuses on applying personal career-life management knowledge, skills, and strategies to the one's own personal life journey, and includes:

- A deeper connection to the [First Peoples Principles of Learning](#)
- A deeper examination of career-life concepts and self-knowledge to inform personal life-long learning choices and post-secondary plans
- Make connections to their local community, post-secondary education experiences, along with national and international career, service and education opportunities
- Engaging in a personalized learning opportunity of 30 hours, volunteer or paid, that is intended to expand and/or deepen student exposure to career-life possibilities, such as internships, volunteerism, employment, entrepreneurship and more
- From conception to final product, building and presenting a personalized capstone that celebrates the student's learning journey and their next steps toward a meaningful future.

It is recommended students complete Career Life Education first.

Unit 1- Personal Development (Suggested time: 20 hours)

Students will consider the ways that their career will connect with their goals, strengths, and way of living. This unit will cover exploring and reflecting on your personal strengths and experiences, learning communication and life management skills and personal interests and development, and connecting with you mentor.

Unit 2 – World of Employment and Work Experience (Suggested time: World of Employment 25 hours and Work Experience 30 hours plus 2 hours of for documentation/reflection)

Students will learn about how their areas of interests and passion connect with employment opportunities, different labour trends and employment opportunities, workplace safety, employability skills, effective resume skills, post high school opportunities and complete their 30 hours of work or volunteer experience.

Unit 3 Global Awareness – Suggested time 15 hours

Students will reflect on culture and their intercultural competencies and transferable skills in the different areas of life.

Units 4 – Capstone Suggested time: 20 hours)

Students will build and present their Capstone to an online panel of EBUS staff members. Capstone online presentation opportunities begin in late October and then are scheduled monthly until April of each school year. Students should complete Units 1, 2 and 3 before presenting.

Course Materials

This course is entirely online requiring students to have a newer computer with high speed internet and a camera for your Capstone, and requires the use of the online meeting platform Teams.

Curriculum

The Curriculum for this course is available at: <https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-connections>

Assessment & Evaluation

Item	Weight
Assignments	75%
Work Experience	12.5%
Capstone	12.5%

Learners are expected to spend 90-120 hours on the course. This time includes viewing/reading lesson resources; researching the technique or focus of the assignment, planning, making, and completing coursework including the 30 work/volunteer experience hours and Capstone project; submitting the assignment and reviewing feedback.

Testing Information

There are no closed book tests or invigilated assignments in CLC 12

Course Activation

You will be declared active in this course upon the completion of Assignment One Who Am I.

Contacting Your Teacher

We are available Monday-Friday during regular school hours. Please contact your teacher any time if you are experiencing challenges with the course. We are here to ensure you experience success!

Chris Mushumanski, Leal Baumann

cmushumanski@sd91.bc.ca or lbaumann@sd91.bc.ca

When learners are not meeting the learning outcomes/falling behind

When learners fall behind the expected pace or plan, they will be contacted via email or phone and if there is no improvement or response, parents will also be contacted. If deemed necessary, contact with the learner's home school may also occur to help determine a solution.

Learners are expected to let the course teacher know when they are struggling with course content. In response, the course teacher will provide appropriate help or strategies to support learning. The course teacher will also provide feedback on course work to support learning and help learners improve. Parents will be made aware if their child is actively working but struggling to meet the learning outcomes of the course.

Learners falling behind in a manner where it does not appear that they will complete the course within a year will be sent reminder emails. Without a response or renewed efforts in the course, the learner

may be assigned an F or withdrawn. Should they begin actively working in the course, the learner may be given an alternate completion date.

Inactivity and Communication

Learners are expected to login and submit work in their online courses on a weekly basis. EBUS teachers monitor learner participation, work submission and periods of inactivity in their courses. Learners who do not submit assignments will receive an online gentle reminder email (OGRE) to inquire about progress and reasons for inactivity

OGRE notice #1 - Two weeks - no assignments submitted.

OGRE notice #2 - Three weeks - no assignments submitted.

OGRE notice #3 - Four weeks - no assignments submitted.

Learners who receive an inactivity email must contact their teacher to communicate their intentions for the course and their plan to engage in the course.

If a learner has been inactive and has received three OGRE reminders and has not responded to communications from their online teacher, the learner may be withdrawn from the course.

Communication between learners and teachers is important. EBUS Academy offers a flexible learning environment, and we understand that various circumstances can arise that prevent learners from engaging in their courses. When learners anticipate being absent from their online course, they should contact their teacher in advance, whenever possible.

Integrity Policy

At EBUS, you're expected to complete your own work and use tools—including AI—responsibly. Integrity means showing what you know and giving credit when you use help or ideas from others. The policy can be found [here](#).

Exams, Tests, and Quizzes

Complete all tests independently without notes, devices, or AI unless permitted by your teacher.

Cheating or unauthorized use of AI/internet may result in a zero, test retake under supervision, or other consequences.

Plagiarism

Plagiarism is using someone else's words, ideas, or AI-generated work as your own. Avoid it by writing in your own words and citing all sources (including AI tools). Use bibme.org for citations. Consequences range from warnings to zeros to redoing work under supervision.

AI Use

AI tools are not to be used in CLC 12. If you are considering them, AI tools may only be used when explicitly permitted by your instructor. If allowed, you must include an AI Use Statement (e.g., "Used ChatGPT [May 2025] to brainstorm ideas; rewrote in my own words") and cite the tool. AI-written essays, code, or images submitted as your own work are not permitted.

Consequences

If unauthorized help or AI use is suspected, your teacher will contact you. Consequences depend on severity and may include warnings, resubmission, zeros, or withdrawal from the course.

Learner Expectations

- Adhere to the EBUS Academic Integrity Policy.
- Contact your teacher when help is needed.
- Review feedback from assignments and tests, where applicable.
- Work to complete the course in a timely manner.
- Communicate respectfully.
- Review progress reports.

Reporting

There are three Written Learning Updates that are accessible from the learner dashboard. An email will go out when these are available.

The teacher will regularly send out progress reports showing the learner's progress, on weeks that EBUS Academy is in session.