

Program Outline: Life Coach Diploma

Brief Program Description

The Life Coach Diploma program is a 31-week full time course of study designed to provide comprehensive skills training in the areas of coaching, counselling, human services, and life skills program delivery.

Career Occupation

Life Coach

Learning Objectives

Upon completion of this program the successful student will have reliably demonstrated the ability to:

- Interview and assess a variety of clients
- Coach clients to set and achieve goals, while overcoming barriers
- Provide counselling, intervention and referrals for clients in the area of substance misuse, employment, family and youth, sexual abuse and trauma
- Prepare reports as required by an agency
- Provide training in basic communication skills, interpersonal and problem-solving skills
- Plan, prepare and present life skills lessons to a variety of clients
- Facilitate life skills groups
- Be aware of the 11 Core Competencies of International Coaching Association (ICF)

Method(s) of Evaluation

- Written exams
- Oral examinations
- Papers
- In-class presentations
- Supervised field work

Completion Requirements

- Attendance of no less than 80% of all classes
- Attendance of no less than 80% of any one course within the program
- Passing grade of 50% in all courses

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Program Duration	647.50 Hours; 31 weeks
Homework Hours	5 Hours averaged over each week
Delivery Method(s)	• In-person • Online • Blended Delivery: In-person and synchronous online class
Required course materials	A variety of materials including textbooks and packages of readings will be made available to the students. Specific textbooks are detailed on individual course outlines.

Program Organization

Title of Course	# of Hours
COAC 100 Life Skills Coaching	270
COUN 100 Basic Counselling	45
COUN 101 Employment Counselling	22.5
COUN 102 Youth & Family Counselling	45
COUN 104 Trauma Counselling	45
COUN 105 Addictions Counselling	45
COUN 109 Clinic Weeks (Counselling)	67.5
PRAC 100 Supervised Practicum	40
PROF 242 Personal & Professional Development	45
PRAC 110 Career Planning I	22.5

*Because courses do not have prerequisites, Rhodes Wellness College reserves the right to re-organize the courses in a different structure according to the student and college's needs.

Admissions Requirements

- Grade 12 graduate or equivalent or mature student status – 19 years or older with an established work history or relevant experience.
- Submit a Personal Statement on why you would like to pursue an education with Rhodes Wellness College and what you hope you to achieve upon graduation.
- Submit two references.
- Successfully complete an Admissions Interview.

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- Demonstrate spoken and written proficiency in the English language consistent with the proficiency of a high school graduate, as evidenced by a written personal statement and a one-on-one screening interview (see also the Language Proficiency Assessment Policy listed below).
- Provide an International study permit/student visa, if applicable
- A minimum of 12 months prior sobriety** is required to be verified during the interview. The College's representative may require the applicant to provide a letter to the College confirming the applicant's sobriety from a counselor.

**[Please see our Sobriety Policy for more details.](#)

Rhodes Wellness College reserves the right to deny any candidate admission into this program if Admissions does not believe the applicant will be a potential fit or adequately benefit from taking the program.

Language Requirements

All students, whether they be Canadian or International students, must prove sufficient English proficiency through one of the following methods:

1. Evidence that 3 years of full-time secondary education (Grades 8-12), or 2 years if the Grades are 10, 11, or 12, have been successfully completed in the program's language of instruction in a country where the language of instruction is one of the principal languages. *This may be demonstrated by providing a high school transcript, completion of a BC Adult Graduation program or providing international education credentials recognized through [WES](#), [ICES](#), or [IQAS](#).*
2. Two years of full-time post-secondary education* have been completed in the program's language of instruction in a country where the language of instruction is one of the principal languages (includes international education credentials recognized through [WES](#), [ICES](#), and [IQAS](#)). **Language development courses (i.e., ELL courses) cannot be included in this calculation.*
3. Successful completion of one of the following English proficiency exams, achieving the minimum required score indicated below:
 - a. International English Language Testing System (IELTS) Academic: Minimum overall score of 5.5
 - b. Test of English as a Foreign Language (TOEFL) IBT: Minimum overall score of 46
 - c. Canadian Academic English Language Assessment (CAEL): Minimum overall score of 40
 - d. Canadian English Language Proficiency Index Program (CELPIP): Listening 6, Speaking 6, Reading 5, and Writing 5.
 - e. Duolingo English Test (DET): Minimum overall score of 95
 - f. Pearson Test of English (PTE) Academic: Minimum overall score of 43
 - g. Cambridge English Qualifications: B2 First exam (FCE): Minimum overall score of 160 or "C" (Institutions may include other Cambridge Qualifications at a higher level, e.g., C2 Proficiency (CPE))
 - h. Cambridge Linguaskill: Minimum overall B2 level
 - i. LANGUAGECERT Academic: Minimum overall B2 level

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- j. The Michigan English Test (MET): Minimum overall B2 level
- k. iTEP Academic: Minimum overall score of 3.5
- l. EIKEN: Minimum placement of Grade Pre-1
- 4. Where the applicant is 19 years of age or older at the start of the program and is a Canadian citizen or permanent resident, and the applicant cannot access their educational records **or** cannot provide sufficient evidence of secondary or post-secondary education through one of the other stipulated methods in the College's Language Proficiency Policy, they may satisfy language proficiency requirements through the **Accuplacer English Assessment** process as follows:
 - a. Applicant provides attestation that they have completed at least three years of full-time instruction in English in a country where the English is one of the principal languages*, **and**
 - b. Applicant completes an Accuplacer English Assessment (Next Generation: Reading, Writing and WritePlacer) and achieves the following minimum scores:
 - i. Reading: 230, and
 - ii. Writing: 230, and
 - iii. WritePlacer: 4

**Language development courses (i.e., ELL courses) cannot be included in this calculation. Accuplacer may not be used to demonstrate that a student meets an admission requirement other than Language Proficiency.*

*English-speaking countries include the following

American Samoa	Dominica	Lesotho	St. Kitts & Nevis
Anguilla	Falkland Islands	Liberia	St. Lucia
Antigua and Barbuda	Fiji	Malta	St. Vincent & the Grenadines
Australia	Gambia	Mauritius	Tanzania
Bahamas	Ghana	Montserrat	Trinidad & Tobago
Barbados	Gibraltar	New Zealand	Turks & Caicos Islands
Belize	Grenada	Nigeria	Uganda
Bermuda	Guam	Seychelles	United Kingdom
Botswana	Guyana	Sierra Leone	US Virgin Islands
British Virgin Islands	Ireland	Singapore	USA
Canada	Jamaica	South Africa	Zambia
Cayman Islands	Kenya	St. Helena	Zimbabwe