

APPLIED ARTS DIVISION
School of Health, Education and
Human Services
ACS 100
Credit Course
Fall, 2019



COURSE OUTLINE

ACS 100

FOUNDATIONS FOR SUCCESS - ACADEMIC AND CAREER PREPARATION

**45 HOURS
3 CREDITS**

PREPARED BY: Faith Whiting, Instructor

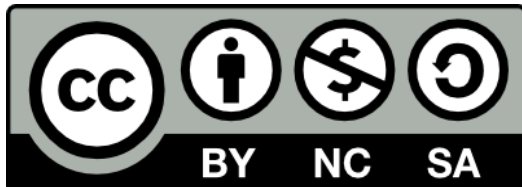
DATE: January 2019

APPROVED BY: Dr. Andrew Richardson, Dean

DATE: March 2019

APPROVED BY: ACADEMIC COUNCIL

DATE: March 20, 2019



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FOUNDATIONS FOR SUCCESS - ACADEMIC AND CAREER PREPARATION

INSTRUCTOR: Faith Whiting

OFFICE HOURS: by appointment

OFFICE LOCATION: A2404

CLASSROOM: C1540

E-MAIL: fwhiting@yukoncollege.yk.ca

TIME: 8:30 am - 4:30 pm

TELEPHONE: (867) 456-8562

DATES: September 9-13, course intensive

COURSE DESCRIPTION

This course provides students with foundational skills to succeed both as a student in the Community Education and Employment Support (CEES) program and as a professional in the field. The course provides an exploration of the skills, knowledge, values, and challenges associated with employment and education support roles in First Nation governments and provides opportunities to consider wellness and best practices in these roles. Students will work to build a community of support within their academic cohort and develop skills and confidence to succeed in a distance-learning environment.

PREREQUISITES

Acceptance into the CEES program.

RELATED COURSE REQUIREMENTS

This course is the first course offered in the Community Education and Employment Support (CEES) program. It begins with five days of face-to-face meetings at Ayamdigut campus in Whitehorse. Students will be required to travel and attend all scheduled days of the course.

EQUIVALENCY OR TRANSFERABILITY

This course is newly developed, and its transferability is still being evaluated. Receiving institutions always determine course transferability. Further information and assistance with transfers may be available from the School of Health, Education and Human Services.

LEARNING OUTCOMES

Upon successful completion of the course, learners will be able to:

- Define the role of a front-line education and/or employment support worker and identify the skills, knowledge and values held by effective workers in these roles
- Predict potential challenges encountered as a student in this program and related employment and create a holistic plan for personal, academic and professional success
- Evaluate and practice strategies for respectful and effective communication and relationship-building with people from a diversity of backgrounds
- Identify skills, strategies and supports for being an effective distance-education student
- Recognize and understand the role and history of Yukon First Nations through an exploration of heritage and culture, worldviews, history, governance, the impacts of residential schools and contemporary topics
- Recognize the impacts of trauma on individuals, communities and employees

COURSE FORMAT

This course is a combination of five days of face-to-face meetings at Ayamdigut campus in Whitehorse and an asynchronous online component. The face-to-face portion will include a combination of mini-lectures, guest speakers, workshops, experiential activities and reflection. The online portion will guide students through the completion of an individual plan for academic and professional success.

ASSESSMENTS

This course will be evaluated using a Pass/Fail grading system.

Students must obtain a passing mark in each individual evaluation category to pass the course and a passing grade must be obtained in each of the four assignments.

Class Discussion and Collaborative Activities

As this is the foundational course in the Community Education and Employment Support (CEES) program, which aims to create a community of learners, participation is essential. Students are expected to attend every day of the face-to-face session and complete all workshops and assignments. Students are also expected to fully participate in the distance portion of the course.

Assignments

Students are responsible for completing several assignments in this course to demonstrate proficiency with the learning outcomes. These assignments are:

Assignment 1	My Story - A Personal Narrative
Assignment 2	Support Roles
Assignment 3	Trauma Reflection
Assignment 4	YFN 101 Reflection

Success Plan

This course is primarily focused on academic and professional success. The success plan will reflect the factors students will take into consideration on their own journeys to success. Following the face-to-face portion of the course, students will be guided through a series of topics online to build this plan. Through the creation of the success plan each student will reflect on their strengths and goals and anticipate challenges they may encounter during the program and in front-line community roles.

The success plan will be comprised of the following:

- Self-reflection
- Academic success plan

- Community of support plan
- Distance learning support plan
- Wellness and self-care plan
- Translation to supporting others

EVALUATION

Class Discussion and Collaborative Activities	Pass/Fail
Assignments	Pass/Fail
Success Plan	Pass/Fail
Total	Pass/Fail

Note: Students must obtain a passing mark in each individual evaluation category to pass the course. A passing grade must be obtained in each of the four assignments.

REQUIRED TEXTBOOKS AND MATERIALS

All materials will be provided by the instructor(s).

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are

public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukoncollege.yk.ca.

TOPIC OUTLINE

Part 1: Face-to-Face (one week)

Day	Topic
1	<ul style="list-style-type: none"> • Welcome, introductions • Community education and employment support roles
2	<ul style="list-style-type: none"> • PD workshop - self-reflection • (distance learning experiential)
3	<ul style="list-style-type: none"> • Trauma-informed work (day 1)
4	<ul style="list-style-type: none"> • Trauma-informed work (day 2)
5	<ul style="list-style-type: none"> • Debrief and celebration on-the-land

Part 2: Learning by Distance

Module	Topic
	YFN 101
1	Self-reflection
2	Distance support plan
3	Academic success
4	A community of support
5	Wellness and self-care plan
6	Translation to supporting others - reflection