



COURSE OUTLINE

TERM: Fall 2015	COURSE NO.: EEA 006
INSTRUCTORS:	COURSE NAME: Transition Skills
OFFICE:	SECTION NO: CREDITS: 3
TELEPHONE:	

COURSE FORMAT: Three hours of class time per week plus an additional hour delivered throughout a 15 week semester.

PREREQUISITES: None.

COURSE DESCRIPTION:

This course is designed specifically for students with barriers to learning who intend to seek employment in a specific sector and/or enrol in university courses in the future. *Transition Skills* will assist students in their transition from high school to first year university, to employment, further post secondary courses and to more inclusive, active community involvement.

Transition Skills will support students in all aspects of orientation to this post-secondary setting: obtaining the CapCard, UPass, financial aid application, using computer labs, introduction to Moodle and identifying individual student success goals as part of their University Transition Plan. Discussion of what steps need to be considered when choosing a career path. An introduction to personal finances as related to employment and further education will be provided.

Activities: Guest speakers from different areas of the university (financial aid, health services clinic, conflict advisor) along with customized tours of the campus to familiarize the students with the library, CSU, First Nations lounge, student clubs, social spaces and other places of interest. Students will attend program information sessions. As the course progresses, the focus will expand to transition into the community and the world of work and further education.

LEARNING OUTCOMES:

Upon completion of the course, students will be able to:

- Describe the expectations of being a post-secondary student
- Give examples of services, resources and extracurricular activities available on campus
- Demonstrate successful access to a campus activity/event and report experience to cohort
- Produce a personal Transition Plan to identify campus resources and activities using the computer lab
- Develop communication skills through oral presentation of Transition Plan

- Have an understanding of the expectations of citizenship and community involvement
- Complete a group project on a community service or resource
- Describe what volunteerism is and the potential benefits of volunteering
- Define current leisure interests and explore the links between a personal leisure interest and employability skills
- Create an individual goal setting document to address post-graduation plans.
- Personal financial aspects of employment and further education

COURSE CONTENT:

Session	Content
1	University orientation; cohort debriefing in classroom Meet student leaders and mentors. Goals for the year (educational, vocational, personal)
2	Identify and develop skills important to successful transition into a University setting; discussion of student goals for the year, develop Transition Plan, access UPass, Financial Aid (ABESAP), CapCard Centre. Behaviour expectations in class and on campus are discussed and agreed upon.
3	Introduction to University resources for specific needs and interests; how to access and utilize effectively. Activity: guided library tour, health centre, employment services, social areas (CSU tour, FN lounge visit), tour of places of interest on campus i.e. Sportsplex, Bosa Film Centre, Blue Shore Financial Theatre tour
4	Community development: becoming a positive member of a cohort, a fully participating university student, a productive member of a community, a global citizen. Ways to become involved in extracurricular activities on campus: introduction to clubs and social events, tour of the community garden, volunteer opportunities on campus Activity: guest speaker Conflict Advisor
5	Citizenship skills –engagement in our community. Skill building opportunities in the campus community that benefit the community off campus; benefits of networking/participating in events. Activity: How to practice environmental stewardship; a visit from global stewardship students
6	Community resources, services and programs. Current issues in the community. Connecting with the community. Responsible citizenship. Introduction of Service Learning. Assignment: plan a group report based on a community resource or service.
7	Volunteering - discussion of benefits and responsibilities of being a volunteer. Research different opportunities to present to cohort. Choose a volunteer position to apply for. Activity: Guest speaker Volunteer BC
8	Leisure skills - how leisure skills can relate to employment/education goals Activity: tour of recreation centre
9	Financial aspects of further education Cost of courses, programs, applying for student loans, ABESAP
10	Financial aspects of employment Becoming an employee: the cost of working, budgeting, paycheques, deductions and benefits.

Session	Content
11	Information gathering – attending information sessions, researching employment services, presentations to cohort
12	Presentations to cohort
13	Registering for courses Revisiting Transition Plan Revisiting goal setting assignment from September – how did you meet these goals?
14	Employment services panel
15	Final Quiz

GRADING PROFILE: Credit or No Credit
To achieve credit for this course students are expected to submit *all* required assignments must receive a pass on 80% of their assignments.

EVALUATION PROFILE:

- 10% Participation
- 20% Transition Plan
- 20% Completion of assignment on University services/supports
- 20% Report on information sessions
- 10% Group project/report
- 10% Oral presentation
- 10% Final quiz
- 100% Total

SUPPLEMENTAL 4TH HOUR ACTIVITY:

Activities might include: a meeting with your mentor, an on-line activity, a group meeting or some other activity as planned by your instructor.

OPERATIONAL DETAILS:

Departmental Policies: The AWE Department has policies addressing Student Behaviour Expectations. All students sign a General Behaviour Expectation Agreement at the start of the program. This agreement clearly defines how to meet the outcomes and the appropriate consequences if these outcomes are not met. This department policy is aligned with University-wide policies.

University Policies: Capilano University has policies on Academic Appeals (including appeal of final grades), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. Copies of these and other policies are available on the University website.

- Participation:*** Students are expected to demonstrate a professional attitude and behavior towards their classroom work, their classmates and their instructors. Reliability, respect for and cooperation with peers will be monitored in the classroom environment.
- Attendance:*** Regular attendance is required. If absent or late, students are expected to call their instructor before class starts. For every unexcused class, students will lose 20% off of their attendance mark. If a class is missed, it is the student's responsibility to find out what work has been missed and complete by the next class.
- Missed Exams:*** No formalized exams.
- Late Assignments:*** Due dates for papers and assignments will be announced in class. All papers and assignments must be submitted directly to the instructor at the beginning of the class. Late papers or graded assignments will be penalized 5% per day for up to one week late. After one week, late assignments or papers will be accepted only under exceptional circumstances.
- Cheating/Plagiarism:*** The AWE department adheres to the definition of cheating and plagiarism found in the University Policy on Cheating and Plagiarism which will be reviewed in class with all students.
- Incomplete Grades:*** No grades of "I" will be given in this course.
- Confidentiality*** The AWE Department adheres to professional standards of ethics and confidentiality. Personal information shared with an instructor will not be shared with anyone outside the department without consent. However, there are a few exceptional circumstances in which an instructor may be required by law to disclose information about a student.
- Cell Phones:*** Cell phones must be silenced **before** class begins and may not be used again, without permission, until **after** student has left the classroom.
- Emergency Procedures:*** Please read the emergency procedures posted on the wall of the classroom.