

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> IPK 100		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Learn Today, Lead Tomorrow															
<b>Course Short Title:</b>															
<b>Faculty:</b> Faculty of Social Sciences		<b>Department (or program if no department):</b> Indigenous Studies													
<b>Calendar Description:</b> Provides students with the forum to share their gifts and talents in order to achieve academic success today and become leaders tomorrow. Students will build critical-thinking and interpersonal skills in order to develop a sense of belonging in a post-secondary setting while respecting their own and others' Indigenous identities and worldviews.  Note: Students with credit for IPK 121 or IPK 122 cannot take this course for further credit.															
<b>Prerequisites (or NONE):</b>		None.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <b>IPK 121, IPK 122</b> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>36</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>12</td> </tr> <tr> <td>Tutorials/workshops</td> <td>21</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>12</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	12	Tutorials/workshops	21	Experiential (cultural/elder learning or participation)	12					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	12														
Tutorials/workshops	21														
Experiential (cultural/elder learning or participation)	12														
<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> ) Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>Yes</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> November 2016													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> February 10, 2023													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> March 24, 2023													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Apply critical thinking skills to maintaining Indigenous worldview within western academia.
2. Demonstrate collaborative interpersonal skills within university settings.
3. Identify and access university student resources and online learning platforms such as myUFV and Blackboard.
4. Set personal goals in relation to balancing school, family, and culture.
5. Apply study and exam preparation skills.
6. Engage in relationship building with faculty, staff, and other students.
7. Articulate their individual learning needs.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
	%	%	%

**Details:**

Critical thinking through dialogue: 20%  
 Meeting with Student Services Advisors: 10%  
 Informal class presentation: 10%  
 Punctuality and preparedness: 10%  
 Participation in UFV activities: 10%  
 Oral presentation: 10%  
 Class participation: 10%  
 Journal: 20%

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods include the following: Discussions, guest speakers, student-centred activities, readings, and lectures. At least 50% of classroom time will be spent in student dialogue, sharing learning experiences and linking of one's own educational experiences with those of others while recognizing ways to bridge the academic-social-cultural divide in their own education.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Article	Variety of academic articles written by Indigenous scholars		
2. Textbook			
3. Indigenous knowledge	Elder / Leader	guest lectures	
4. Video	UBC Students	What I Learned in Class	
5. [click to select]			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Orientation including myUFV and Blackboard online platforms, library, and goal setting
- Study skills and exam preparation, critical thinking
- Indigenous worldview; decolonizing education
- UFV campus life, building sense of belonging
- Library methodology
- Interpersonal skills and problem solving
- Developing personal plan of commitment to culture/worldview and academia