



ORIGINAL COURSE IMPLEMENTATION DATE: September 2006
 REVISED COURSE IMPLEMENTATION DATE: September 2024
 COURSE TO BE REVIEWED (six years after UEC approval): January 2030
 Course outline form version: 09/08/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AIS 101	Number of Credits: 3 Course credit policy (105)												
Course Full Title: Fundamentals of Higher Education Course Short Title: Fundamentals of Higher Ed													
Faculty: Faculty of Social Sciences	Department (or program if no department): Arts and Integrated Studies												
Calendar Description: Students develop the skills needed to thrive in diverse and dynamic post-secondary learning environments, contribute to academic conversations, make connections between disciplines, and identify how their education will impact their lives and their communities. Students will become familiar with key academic skills, institutional and faculty expectations, and the supports and programs offered at UFV through seminar-style classes, group work, and reflexive assignments. Note: Students with credit for UNIV 101 cannot take this course for further credit.													
Prerequisites (or NONE):	None.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: UNIV 101 Cross-listed with: Equivalent course(s): <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>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every semester Maximum enrolment (for information only): 36												
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Tutorials/workshops</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Tutorials/workshops	45									Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: This course is particular to UFV's resources and our local community, plus it is a highly experiential course that relies on group collaboration.
Tutorials/workshops	45												
Total hours	45												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: Yes Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>												
Department approval	Date of meeting: May 23, 2023												
Faculty Council approval	Date of meeting: June 2, 2023												
Undergraduate Education Committee (UEC) approval	Date of meeting: January 26, 2024												

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. Explain Canadian university culture and tacit practices.
2. Locate themselves in relation to university efforts to Indigenize and the process of Reconciliation.
3. Explain their position in relation to antiracist and EDI practices at university and beyond.
4. Position themselves in relation to university policies and systems.
5. Apply strategies to critically evaluate written, oral, visual, and multimodal scholarly materials.
6. Demonstrate responsible and ethical knowledge creation and ownership through applied academic integrity practices.
7. Use active listening skills in both a classroom and small group setting.
8. Apply respectful intercultural awareness and inclusivity in written, oral and small group work.

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

Assignments:	60%	Portfolio:	20%		%
Quizzes/tests:	20%				%

Details:

Low stakes reflective writing portfolio (20%)

Land acknowledgement assignment (15%)

Reflexive assignment about learning community (15%)

Group work assignments (30%)

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

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. OER book	Kwantlen Polytechnic University Learning Centres	University 101: Study, strategize, and succeed	2018
2. OER book	Dave Dillon	Blueprint for success in college and career	2019
3. OER book	Mary Shier	Student success: An invaluable resource for college and university students	2020
4.			
5.			

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

Post-secondary education in the age of multiple crises

- Introduction: Who are we? What are we doing here?
- Getting oriented in your first weeks: discussing syllabi, university vocabulary, using MyClass and MyUFV, finding what you need when you first arrive
- The history and purpose of university: Why are we here and how do we make sure we get what we want from university?
- Academic culture and policies: Exploring disciplines, university policies, and tacit expectations at UFV
- Indigenization at UFV: Reconciliation and your post-secondary journey
- The independent learner: Taking charge of your studies and your future online or in-person
- Academic integrity: Exploring faculty expectations and cultural norms of academic integrity at UFV
- Student challenges and supports: Discussing issues students face and supports available from UFV/the community both online and on campus
- Academic skills: Reading, notetaking, and preparing for exams
- Academic skills: Writing professionally and academically
- Academic skills: Participation, group work, and presentations
- Reflections: Examining what we learned over the semester, reflecting on our progress