

COURSE IMPLEMENTATION DATE: September 2007
 COURSE REVISED IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: May 2011
 (Four years after implementation date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
 Shaded headings are subject to change at the discretion of the department and the material will vary
 - see course syllabus available from instructor

FACULTY/DEPARTMENT: IPK 121	Aboriginal Access Services	
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Learn Today, Lead Tomorrow I	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This seminar is an academic support to assist students in preparing for successful completion of rigorous university studies. It provides an intensive collaborative learning opportunity that requires learners to develop classroom, critical thinking, and interpersonal and personal skills required for university-level study.

Students, taught by an Indigenous instructor, will recognize the importance of maintaining an Indigenous perspective while engaged in university study and academic research.

PREREQUISITES: **None**
 COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM: 45	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: _____
Lectures: 10 Hrs	HOURS PER DAY: _____
Seminar: 35 Hrs	
Laboratory: Hrs	
Field Experience: Hrs	
Student Directed Learning: Hrs	
Other (Specify): Hrs	

MAXIMUM ENROLLMENT:	30
EXPECTED FREQUENCY OF COURSE OFFERINGS:	once per year
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ Chairperson: _____
 Shirley Swelchalot Shxwhay:athel Hardman Moira Gutteridge-Kloster

Department Head: _____ Dean: _____
 Eric Davis

PAC Approval in Principle Date: _____ PAC Final Approval Date: May 25, 2007

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon successful completion of the course, students will have learned:

- skills for effective classroom participation
- study skills
- critical thinking skills
- exam preparation skills
- approaches to resolving personal issues
- an understanding of their own learning needs
- how to balance their cultural and ancestral protocols with the demands of academic rigour
- how to identify personal strengths and challenges and complete their circle by identifying balance

METHODS:

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 making meaning of one's own educational goals and aspirations in consideration of where in the journey they are at present.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) Yes No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Oral presentation 10% Critical Thinking through Dialogue 20%
Class Participation 10% Punctuality and Preparedness 10%
Participation in UCFV activities 10% Informal class presentations (2) 10%
Journal 20%
Meetings with Student Services Advisors 10%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

1. & 2. Orientation including "myucfv", library methods, and university structure
3. & 4. Study skills, exam preparation, and critical thinking
5. Indigenizing individual learning paths and campus life
6. & 7. Decolonizing cognition and worldviews
8. - 11. Interpersonal skills and problem solving
12. & 13. Personal inventory, recognizing historical "thinkers"; connecting past with present