

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:	<b>Aboriginal Access Services</b>	
<b>IPK 122</b>	<b>N/A</b>	<b>3</b>
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	<b>Learn Today, Lead Tomorrow II</b>	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This seminar is an academic support to assist students in preparing for successful completion of rigorous university studies and is a continuation of IPK 121. It provides an intensive collaborative learning opportunity that builds on skills acquired in IPK 121 wherein learners will practice the 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.

This second seminar provides students an opportunity to practice and strengthen the skills and knowledge learned in IPK 121.

PREREQUISITES: **IPK 121**  
COREQUISITES:

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

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

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

**AUTHORIZATION SIGNATURES:**

Course Designer(s): _____ Shirley Swelchalot Shxwhay:athel Hardman	Chairperson: _____ Maira 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 further developed skills acquired in IPK 121. In addition, they will have learned:

- to identify their personal goals
- how these goals fit within the larger academic community
- how to apply these goals to Indigenous and multiple communities in contemporary society
- to make connections with other disciplines
- to apply these connections to meet their own needs

**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. - 4. Indigenizing research and writing
5. - 7. Understanding "schools of thought" from Indigenous worldviews
8. - 11. Decolonizing educational experiences
12. Navigating the academy
13. Defining balance, individual, and collective strengths and challenges.