COURSE IMPLEMENTATION DATE: September 2006
COURSE REVISED IMPLEMENTATION DATE: September 2007
COURSE TO BE REVIEWED: March 2011
(Four years after UPAC final approval 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

UNIV 101		2
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Introduction to University and Liberal Education
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course is designed to assist students in their transition to university and academic culture. It will introduce students to our academic programs and services and help provide them with the knowledge and skills to navigate the university and succeed in their studies. It will also introduce them to the history and nature of a liberal education and encourage them to think critically about the role of this education in today's world.

PREREQUISITES: None
COREQUISITES:

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

SERVICE COURSE TO:
(Department/Program)
(Department/Program)

TOTAL HOURS PER TERM: **30**
STRUCTURE OF HOURS:

Lectures:	**10**	Hrs
Seminar:	**10**	Hrs
Laboratory:		Hrs
Field Experience:	**5**	Hrs
Student Directed Learning:	**5**	Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLLMENT:	**36**	
EXPECTED FREQUENCY OF COURSE OFFERINGS:	**Annually**	
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☐ No

AUTHORIZATION SIGNATURES:

Course Designer(s): Eric Davis
Chairperson: Moira Gutteridge-Kloster
Department Head: None
Dean: Eric Davis
UPAC Approval in Principle Date:
UPAC Final Approval Date: Mar. 30, 2007

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon successful completion of this course, students will have:
- A critical understanding of university citizenship and the nature, structure, and customs of a university;
- A critical understanding of the history and nature of a liberal education and curriculum;
- An ability to locate and access university resources and services (including the library, Career Centre, Financial Aid Office, advice centres, Math Centre, Writing Centre) to assist them in meeting their needs;
- An ability to develop a personal academic plan;
- A critical awareness of the academic regulations, policies, and procedures of the university;
- An ability to demonstrate the skills and habits needed to be a successful university student.

METHODS:

Lectures, discussions, readings, structured assignments, guest speakers, student-centred activities.

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:]

Montgomery, Rhonda, et al. *Cornerstone: Building on Your Best*. Scarborough: Allyn and Bacon, latest Canadian edition
Coursepack

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION:

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

Short Written Report: Find resources that you would need to succeed at UCFV. You need to identify at least 3 resources and give reasons why they would be useful for you.
10%

Advisor Interview Assignment: Written and Oral Report on what you learned from an advising session.
20%

Library Research Project.
10%

Create an academic plan from beginning to completion of the credential for a program of studies you might take.
10%

Essay topic: What is the value of a liberal education? (3-5 pages)
20%

Participation in university activities.
10%

Oral Report on Community Service Activity.
10%

One-page Report on the transferable skills acquired from this semester's courses.
10%

COURSE CONTENT:

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

1.) What's a university? How is it governed? The uniqueness of university culture?

2.) What is a liberal education? When and why was it created? Relevance today?

3.) Advising and other support services on campus (Financial Aid, awards, work study, co-op, Career Centre).
Financial Literacy: managing debt; preparation of scholarship applications

4.) The Learning Commons: Library Orientation; Writing Centre workshop on academic writing and reading.

5.) What is a discipline? What is a department? What are interdisciplinary studies? Faculty representatives will explain the nature of their discipline.

6.) Citizenship: Introduction to the Student Union, clubs and associations, campus activities, community involvement.

7-9.) Study and life skills (academic writing and reading, note-taking, studying, test-taking, oral presentations, managing stress, and time management).

10.) Becoming an active learner; lower-level and higher-level learning; critical thinking; strategies for successful group work.

11.) Deconstructing the university: Academic regulations, policies, procedures, and calculating grade point averages. Personal academic planning and decision-making.

12.) Learning to live with ambiguity: From "right and wrong" to the liberal education perspective.

13.) Citizenship: from local to global. Student presentations describing their community service activity.