



EFFECTIVE: JANUARY 2002

CURRICULUM GUIDELINES

A: Division: **Educational Services** Date: **November 6, 2001**
B: Department/ **Student Development** New Course | | Revision | **X** |
 Program Area: If Revision, Section(s) Revised: **K**
 Date Last Revised: **November 12, 1998**

C: STSU 100 D: Introduction to College Studies E: 3.0
 Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:
 This first semester experience course is intended to assist students in their successful transition to Douglas College. The content of the course is designed to help students in becoming more independent learners in order that they can make the most of their educational opportunities. The course will expose students to the numerous resources and services available at Douglas College. Students will learn how to enhance their current study skills toward developing a foundation for lifelong learning and career development.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings
 Primary Methods of Instructional Delivery and/or Learning Settings:
Lecture
 Number of Contact Hours: (per week / semester for each descriptor)
4 hours per week
 Number of Weeks per Semester: **14 weeks**

H: Course Prerequisites:
 Douglas College Writing Assessment result at English 124 or higher; or an accepted equivalency.

I. Course Corequisites:

J. Course for which this Course is a Prerequisite:

K. Maximum Class Size:
30

L: PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes

This First Semester Experience Course is intended to:

Assist students in their transition to college.

Encourage students to use many of the college's resources and services.

Assist students in achieving their academic and personal goals.

Increase self-awareness and assist students to realize their academic potential.

Assist students in enhancing their motivation for seeking a post-secondary education.

Encourage students to take greater responsibility for their learning outcomes.

Enhance the self-reliance, self-discipline and self-direction of students.

Provide new students with mentors and networks for informal support through other existing Douglas College mentor networks.

Foster active, critical and creative thinking.

Assist students in developing the skills, strategies and attitudes for college success.

Assist students in recognizing and improving their methods of deliberate learning.

Enhance students' specific learning and problem solving strategies.

Deliver concrete information on a number of study skills topics to provide objective feedback.

Offer candid information from instructors and class peers.

Assist students in developing friendships and other supportive relationships.

Enhance students' self-esteem and self-confidence.

Develop students and philosophies about what higher education should be.

Provide a foundation for lifelong learning and career development

N: Course Content

This course will expose students to a number of first semester issues and topics that will be introduced and presented by faculty from various participating departments college-wide. Students will receive information and develop competencies in the following core area:

Orientation to Douglas College

1. Learning about the host institution
2. Determining the value of a post-secondary education
3. Becoming acquainted with the Douglas College grading system
4. Learning about Douglas College's standards and policies
5. Understanding the Grade Point Average (GPA)
6. Understanding registration issues (e.g. transferring credits from other post-secondary institutions, late registration, repeating same courses, fee payments, refunds, etc.)
7. Petitioning and appealing grades and other college decisions
8. Understanding probation and academic performance regulations

Becoming a Master Student

9. Maximizing attitude and motivation
10. Developing learning and memory strategies
11. Becoming a strategic learner
12. Enhancing study skills: improving attention/concentration, listening, reading, highlighting, summarizing, note taking, researching, documenting, writing academic papers, preparing for exams, and test-taking strategies.
13. Becoming acquainted with the Douglas College Library: computer resources and labs at Douglas College, library catalogue, interlibrary loan, reserves, references, search engines, periodicals, audio-visual library.
14. Becoming a critical thinker: understanding arguments, argument identification, structures of arguments, evaluating premises, conclusions.
15. Developing college writing skills: summarizing, analyzing critically, evaluating sources, integrating sources into students' writing, structuring academic argument.

Personal Development

16. Understanding emotional intelligence
17. Identifying personal style
18. Identifying learning style
19. Aligning personal style to education and career development
20. Understanding the habits of highly effective people

Time and Stress Management

21. Identifying priorities
22. Managing time effectively
23. Understanding procrastination
24. Keeping a balance between work, recreation and studies
25. Assessing current lifestyles and priorities
26. Understanding the importance of setting goals.
27. Identifying the symptoms of stress
28. Learning practical techniques for relaxation and health
29. Developing a money management process, reducing financial crises, creating an educational financial plan, learning about funding sources and student loan applications.

Course Content con'tIntroduction to Career Development

30. Learning about the changing labour market and factors that affect it
31. Identifying new occupational trends
32. Researching job futures
33. Career and lifestyle planning
34. Using the world wide web and other resources for occupational information
35. Designing a laddered approach to lifelong learning
36. Developing an educational plan

Effective Communication

37. Learning about the communication loop
38. Developing assertive, respectful communication
39. Enhancing listening skills
40. Improving communication with instructors

O: Methods of Instruction

Curriculum will be delivered through interdisciplinary involvement. The course is intended to be application oriented. Students will master course objectives through guided self-discovery, exploration, readings, lectures, special presentations, information sessions, tutorials, and mentor relationships. Various forms of media will be utilized in the delivery of the curriculum.

P: Textbooks and Materials to be Purchased by Students

Students may be required to purchase a course package of materials.

O: Means of Assessment

Students will be graded on a minimum of five different evaluations. Not one assignment will be worth more than 30% of the final mark. All evaluations will be marked and graded by the discipline responsible for delivering the designated curriculum. All marks will be retained, tabulated and submitted to the registrar's office by the course coordinator.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar