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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.emic

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.

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

No

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Regist