

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE: May 2009  
 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

FACULTY/DEPARTMENT:	<b>Upgrading and University Preparation</b>	
<b>ECP 094</b>		<b>3</b>
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
<b>Provincial Education and Career Planning</b>		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

Students in this course will demonstrate, evaluate, and document personal management, academic, and teamwork skills that are transferable to the workplace, propose steps to develop or strengthen personal training and employability skills, consider educational and labour market options, and prepare their education and/or work search action plan. To build a realistic action plan outlining steps to manage their educational and career plan, students will determine appropriate program and course selection to reach employment goals, including course entrance requirements, financial costs and resources needed, time commitment, and support services within the institution and community.

PREREQUISITES: None. ENGL 071 or English 10 recommended.  
 COREQUISITES:

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

TOTAL HOURS PER TERM: <b>90</b>	TRAINING DAY-BASED INSTRUCTION
<b>STRUCTURE OF HOURS:</b>	LENGTH OF COURSE: _____
Lectures: 45 Hrs	HOURS PER DAY: _____
Seminar: Hrs	
Laboratory: Hrs	
Field Experience: Hrs	
Student Directed Learning: Hrs	
Other (Specify): small and large group work 45 Hrs	

MAXIMUM ENROLLMENT:	24
EXPECTED FREQUENCY OF COURSE OFFERINGS:	at least once a year
<b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b>	<input type="checkbox"/> Yes <input checked="" 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): _____ CCP ECP Working Group	Chairperson: _____ Jan Oosterhof-Contant
Department Head: _____ Sue Brigden	Dean: _____ Karen Evans
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: Mar. 2, 2007

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

**1. Communication Skills**

- communicate using effective listening and speaking skills with an awareness of social and cultural diversity
- interact with discernment, show consideration for audience and purpose of communication, adjust presentations as necessary
- evaluate the effectiveness and impact of communication technologies
- support a position by citing specific details, offering clarification or feedback, and asking pertinent questions
- compose and monitor personal communication goals

**2. Education and Career Exploration Skills**

- describe dynamics that influence career opportunities in the current and future labour market
- apply interests, aptitudes, skills, and personal, family, and cultural values to optional career paths
- research career opportunities in local, regional, and global workplaces
- investigate educational routes, procedures, experiences, and funding supports necessary to achieve goals
- list work-related community resources, student support services resources, and mentors to support educational and career plans
- identify and assess employment barriers and potential obstacles, review problem solving strategies, plan and execute a realistic and detailed action-plan, evaluate the anticipated outcome of action and problem- solving strategies
- create personal financial plans to support achievement of education, training, and career goals
- explore and recognize entrepreneurial options

**3. Interpersonal Skills**

- examine the basic dynamics of interpersonal communications, demonstrate listening and response skills needed to communicate successfully with employers, fellow employees, and customers
- monitor personal and others' communication effectiveness, suggest ideas, and build on strengths within the group to achieve group goals
- investigate various types of relationships and interaction; demonstrate understanding of the differences between working collaboratively and working independently on presentations

**4. Living Skills**

- explain social, economic, and family changes in society, describe effective ways to manage change
- assess personal wellness, examine the impact of lifestyles choices, set personal goals for balanced living
- investigate and utilize community resources and advocacy options to strengthen personal support system
- determine immediate and long-term financial implications of personal, educational, and career plans
- calculate interest costs of borrowing money, formulate financial planning for the future
- become confident to advocate for self

**5. Career Management**

- demonstrate an ability to prepare for multiple roles throughout life by describing the career development process including career awareness, career exploration, career preparation, and career training
- review alternate learning strategies and environments for different careers and different life stages
- examine the impact of labour/union negotiation, human rights, unemployment, supply and demand, free trade, the Pacific Rim
- list a variety of management and organizational structures that exist in the workplace
- describe the impact on the labour market due to changes taking place in society, the economy, and the environment
- develop strategies to prepare for career transition, select appropriate courses to match personal career plans

**METHODS:**

Since this course is intended to prepare students for participation in employment and/or further training, cooperative learning will be the foundation for the course. Other learning strategies include group projects, guided discussion, written assignments, oral presentations, direct instruction, guest presentations, and individual interviews and assignments.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

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

**METHODS OF OBTAINING PLAR:**

Portfolio and interview.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

Instructor Course Pack, On-Line Assessments, Carter, C and Lyman Kravits, S. (1996) *Keys to Success, How to Achieve your Goals*, Prentice Hall, Upper Saddle River, New Jersey, 07458

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

Assignments and projects	50%
Portfolio	30%
Tests	20%

**COURSE CONTENT:**

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

1. **Communication Skills**
2. **Education and Career Exploration Skills**
3. **Interpersonal Skills**
4. **Living Skills**
5. **Career Management**