

COURSE IMPLEMENTATION DATE: January 2009
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: December 2012
(four years after UPAC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

ECP 069	Upgrading and University Preparation	1.5
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Introduction to Portfolio Development and Lifelong Learning		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course helps students develop a portfolio of their accomplishments that identifies and shows evidence of workplace essential skills attained through life experience and/or training and education. Students will also develop personal goal statements and a résumé.

PREREQUISITES: UUP Department permission
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: _____
- (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures: 10 Hrs
 Seminar: 35 Hrs
 Laboratory: _____ Hrs
 Field experience: _____ Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: 24
 Expected frequency of course offerings: Once per year
(every semester, annually, every other year, etc.)

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

Course designer(s): Julia Dodge, Allyson Seale, Jan Oosterhof-Contant, Barb Stirskey, Greg St. Hillaire, Trudy Archie, Darlene Carson

Department Head: Sue Brigden

Date approved: November 2008

Supporting area consultation (UPACA1)

Date of meeting: November 28, 2008

Curriculum Committee chair: _____

Date approved: December 2008

Dean/Associate VP: _____

Date approved: December 2008

Undergraduate Program Advisory Committee (UPAC) approval

Date of meeting: December 19, 2008

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

1. receive constructive peer and instructor feedback on course activities
2. provide constructive peer feedback on course activities
3. identify in writing, short-, medium-, and long-term goals
4. list four measurable steps, within a reasonable time frame, for achieving short-term goals
5. recognize where and how experiential learning has occurred
6. identify the skills acquired through experiential learning
7. discriminate between formal and other learning
8. prepare a personal and work learning narrative
9. identify and list personal skill competencies
10. support learning statements with evidence
11. prepare a work-ready resume
12. present evidence of learning in an organized and cohesive manner
13. differentiate own learning style from other learning styles
14. identify learning needs for self-advancement
15. identify regional learning opportunities for personal advancement
16. identify funding options
17. list locations of learning materials relevant to chosen work or field of interest
18. identify credible versus non-credible internet source material
19. identify benefits of ongoing work-related learning and personal learning versus not learning
20. state their purposes for preparing a portfolio and engaging in life-long learning

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Methods may vary by instructor, but lecture, guest presentations, and team building will be the priority.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

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

Keys to Success, How to Achieve your Goals, Carter, Kravits

STUDENT EVALUATION:

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

Class assignments 60%

Portfolio presentation 40%

This is a credit/no credit course. Activities and assignments incorporate HRSDC's Workplace Essential Skills content, self-assessment, and guidelines for obtaining specific skills.

COURSE CONTENT:

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

Setting goals

Identifying personal competencies and learning needs

Gathering documentation for a portfolio

Writing personal and work learning narratives

Portfolio presentation methods

Résumé writing

Lifelong learning