

COURSE IMPLEMENTATION DATE:
 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:	Upgrading and University Preparation	
ECP 074		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
Education and Career Planning: Skills for Success		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

The goal of Education and Career Planning is to enhance life, educational, and employment readiness skills of adult learners. Learners will devise a realistic employment plan for themselves in a changing and diverse world with clearly stated and achievable preliminary and intermediate goals. Personal, education, and career development is an ongoing process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices. Learners will examine their lives and lifestyles and be encouraged to make made adjustments as necessary to achieve their goals.

PREREQUISITES: ENGL 061 or UUP department permission.
 COREQUISITES:

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

TOTAL HOURS PER TERM: 90	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	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:	<u>24</u>
EXPECTED FREQUENCY OF COURSE OFFERINGS:	at least once a year
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<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

- demonstrate proper listening and speaking skills in a variety of situations
- develop and apply effective writing processes for different contexts
- locate, access, and select relevant information from diverse sources, including technological sources, for defined purposes
- identify indicators of bias, false reasoning, and cultural diversity in print and non-print media, including electronic media

2. Education and Career Exploration Skills

- record personal management, academic, and teamwork skills that are necessary for success in the workplace
- define the roles, advantages, and disadvantages of work and leisure
- describe the impact of changes taking place in society, the economy, and the environment on the labour market
- launch occupational and educational research by identifying career clusters, skills and training required, local and global labour market opportunities and challenges
- assess personal skills, interests, values, aptitudes, and attitudes and apply to optional career paths
- identify external influences on decision-making including personal, family, and cultural expectations
- list mentors and resources to support personal educational and career plans
- demonstrate the ability to set short- and long-term educational and career goals based on achievement, needs, and interests

3. Study Skills

- recognize how personal learning style affects perception and information processing
- develop and use different strategies to organize and communicate ideas, increase memory, complete assignments, and take tests
- identify and practice effective time management strategies to pace and complete assignments
- describe student rights and responsibilities in a college environment

4. Personal Awareness Skills

- develop personal awareness by exploring personal attitudes, opinions, and stress; list how these behaviors influence behaviour
- describe aggressive and passive behaviors, name ways to manage stress and/or anger
- apply critical thinking skills – demonstrate a willingness to consider diverse, contrary, and innovative points of view
- use appropriate criteria to critique ideas and plan strategies to develop self-worth, respect, and social responsibility

5. Living Skills

- identify factors and lifestyle choices or traps that impact emotional, physical, spiritual, and social health and well-being
- assess personal wellness, review current responsibilities and behaviors, consider options to improve personal wellness
- explore techniques for being an effective consumer, describe rules for basic money-management
- design and implement a personal budget

6. Job Search

- evaluate personal attitudes towards work, the current labour market, and leisure
- identify rights and responsibilities for employees and employers
- explain the major steps to launching an effective job search
- create an up-to-date personal portfolio to include a resume, cover letter, references, sample application form, and calling card
- demonstrate effective interview strategies
- employ strategies to identify and find potential traditional and non-traditional work opportunities
- review essential personal management skills necessary to maintain employment
- devise a personal timetable and organize an effective job search management plan
- establish a job-search network involving family, colleagues, and friends

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. Where possible, a job shadow experience will also be included for students.

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:]

Instructor course pack

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. **Study Skills**
4. **Personal Awareness Skills**
5. **Living Skills**
6. **Job Search**