



ORIGINAL COURSE IMPLEMENTATION DATE: January 2017  
 REVISED COURSE IMPLEMENTATION DATE: September 2020  
 COURSE TO BE REVIEWED (six years after UEC approval): September 2022  
 Course outline form version: 05/18/2018

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> PORT 398	<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>																
<b>Course Full Title:</b> Portfolio I: Bridging University and Career <b>Course Short Title:</b> Bridging University and Career <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
<b>Faculty:</b> College of Arts	<b>Department (or program):</b> Integrated and General Studies Program Committee																
<b>Calendar Description:</b> Integration of critical, reflective assessments into school-work-life balance and professional change and advancement. Students will explore diverse perspectives on the meaning of work, articulate personal and professional values embedded in one's work and plan for advancement, and create an individualized plan that bridges university learning and professional practices and expectations.  Note: Students with credit for ARTS 299 or ADED 472 cannot take this course for further credit.																	
<b>Prerequisites (or NONE):</b>	45 university-level credits. Note: As of January 2021, prerequisites will change to the following: 60 university level credits including at least 6 credits completed at UFV, or permission of Integrated Studies program chair.																
<b>Corequisites (if applicable, or NONE):</b>																	
<b>Pre/corequisites (if applicable, or NONE):</b>																	
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <b>ARTS 299, ADED 472</b> <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Special Topics</b> <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>																
	<b>Independent Study</b> If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit																
	<b>Transfer Credit</b> Transfer credit already exists: <i>(See <a href="http://bctransferguide.ca">bctransferguide.ca</a>.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>																
	<b>Grading System</b> <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit																
	<b>Maximum enrolment (for information only):</b> 36 <b>Expected Frequency of Course Offerings:</b> <i>(Every semester, Fall only, annually, etc.)</i> Every semester																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left;">Typical Structure of Instructional Hours</th> </tr> </thead> <tbody> <tr> <td>Lecture/seminar hours</td> <td></td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">25</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </tbody> </table>		Typical Structure of Instructional Hours		Lecture/seminar hours		Tutorials/workshops	25	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities	20	Other contact hours:		<b>Total hours</b>	<b>45</b>
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Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes																	
<b>Department / Program Head or Director:</b> Michelle Rhodes	<b>Date approved:</b> December 4, 2019																
<b>Faculty Council approval</b>	<b>Date approved:</b> December 2019																
<b>Dean/Associate VP:</b>	<b>Date approved:</b> December 2019																
<b>Campus-Wide Consultation (CWC)</b>	<b>Date of posting:</b> January 24, 2020																
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> January 31, 2020																

**Learning Outcomes:**

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

1. Implement a self-reflective learning and self-evaluation practice using a critical lens.
2. Practice Indigenous ways of knowing as part of reflective personal career development.
3. Identify personal and professional values that inform choices made in work and future directions to be taken.
4. Articulate professional skills acquired, in progress of development, and in need of future development.
5. Critically evaluate labour market trends and their related personal work/life readiness characteristics.
6. Articulate one's responsibility of care to one's communities that result from one's academic and professional practices.
7. Appraise effective uses of career development research and resources to show how combining fields of study and/or lifelong learning create hybrid occupational opportunities for future work/life growth.
8. Create a digital depository to collect evidence of transferable skills and learning experiences (developed through work, volunteer, extracurricular, experiential learning, and academic experiences etc) that can be customized for individual audiences and purposes.
9. Produce an action plan that bridges university goals with work/life and career development visions and values.

**Prior Learning Assessment and Recognition (PLAR)**

Yes       No, PLAR cannot be awarded for this course because it requires reflection on past academic performance

**Typical Instructional Methods** (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Workshops, seminar discussion, and portfolio development.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials** (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Dillon, Dave	Blueprint for Success: Career Decision Making	<input checked="" type="checkbox"/>	OER	2019
2. Thompson, D	A World Without Work	<input type="checkbox"/>	The Atlantic	2015
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		

**Required Additional Supplies and Materials** (*Software, hardware, tools, specialized clothing, etc.*)

Internet access; OER Texts will be used plus additional online "free-to-access" materials.

**Typical Evaluation Methods and Weighting**

Final exam:	%	Assignments:	75%	Field experience:	0%	Portfolio:	25%
Midterm exam:	%	Project:	%	Practicum:	0%	Total:	100%

**Details (if necessary):**

Customized Learning Plan (CLP)	10%
Labour market/skills inventory	20%
Identity Map (IM)	20%
Reflection practice assignments	10%
Work/life action plan	10%
Final professional portfolio depository	25%
Professionalism	5%

**Typical Course Content and Topics**

**Module 1:** Methodologies, purposes and strategies for self-reflective learning and self-evaluation practices. Reflective practice and Indigenous ways of knowing. Elements of the Indigenized workplace.

**Module 2a & 2b:** Defining individual work/life readiness in context to personal identity, individual learning goals, value identification, labour market forecasts, historical and cultural understandings of work vs. career, university credentialism, professional practices/certifications, life transition planning, and individual career development over the life span.

**Module 3:** Mapping individual professional skills, areas of study, and interests to occupational and personal (family and leisure) pathways. Researching opportunities and resources needed for a rapidly changing and disruptive world.

**Module 4:** Evaluating digital methods for maintaining evidence of transferable skills and customizing employment related documentation (e.g., e-portfolios, digital dossiers, CVs, resumes, presentation materials)

**Module 5:** Creating a university to post-university work/life career development action plan