



COURSE INFORMATION

A: Division: Applied Programs

Date: 28 September 1994

B: Department: Child, Family & Community Studies

New Course: X

Program:

Revision of Course Information Form:
Dated:

C: CFCS 100

D: Portfolio Development

E: 3

Subject & Course No.	Descriptive Title	Semester Credit																																	
F: Calendar Description:	Learning takes place in many settings other than the classroom. Using reflection, analysis and documentation, this course guides the student in developing a portfolio of prior learning. The completed portfolio contains an autobiography, educational and career objectives, learning experiences and outcomes, and the evidence necessary to support a request for the assignment of credit in specific CFCS program courses.	Summary of Revisions: (Enter date & section) Eg. Section C,E,F																																	
G: Type of Instruction: Hours per Week/per Semester	<table border="1"> <tr><td>Lecture/Seminar</td><td>20</td><td>Hrs.</td></tr> <tr><td>Laboratory</td><td></td><td>Hrs.</td></tr> <tr><td>Seminar</td><td>20</td><td>Hrs.</td></tr> <tr><td>Clinical Experience</td><td></td><td>Hrs.</td></tr> <tr><td>Field Experience</td><td></td><td>Hrs.</td></tr> <tr><td>Practicum</td><td></td><td>Hrs.</td></tr> <tr><td>Shop</td><td></td><td>Hrs.</td></tr> <tr><td>Studio</td><td></td><td>Hrs.</td></tr> <tr><td>Individual Learning</td><td>20</td><td>Hrs.</td></tr> <tr><td>Other</td><td></td><td>Hrs.</td></tr> <tr><td>TOTAL</td><td>60</td><td>HOURS</td></tr> </table>	Lecture/Seminar	20	Hrs.	Laboratory		Hrs.	Seminar	20	Hrs.	Clinical Experience		Hrs.	Field Experience		Hrs.	Practicum		Hrs.	Shop		Hrs.	Studio		Hrs.	Individual Learning	20	Hrs.	Other		Hrs.	TOTAL	60	HOURS	H: Course Prerequisites: 1. Interview with PLA Coordinator 2. Admission requirements for CFCS Program 3. Completion of PLA orientation session I: Course Corequisites: J: Course for which this Course is a Prerequisite: K: Maximum Class Size: 25
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L: College Credit Transfer	College Credit Non-transfer	M: Transfer Credit: Requested: Granted: Specify Course Equivalents or Unassigned Credit as Appropriate: U.B.C. S.F.U. U. Vic. Other:																																	

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 DIVISIONAL DEAN

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 DIRECTOR/CHAIRPERSON

P.H. ...
 REGISTRAR

Major Concepts: *global ideas that guide the design and delivery of the course*

1. Learning occurs in a variety of ways and in many settings. Non-formal and informal learning may be converted to college credit when the learning objectives for a course of study can be demonstrated to have been achieved. This is called the course analogue model of documentation of prior learning.
2. Underlying the process of prior learning assessment is the belief that most adult learners are highly motivated, have a wide range of non-formal learning experiences, and have limited access to traditional post secondary education, due to a range of responsibilities.
3. Documentation of prior learning is the process of demonstrating competencies which are the equivalent of course objectives based on past experiences, as well as non-formal and informal learning. Credit is granted when the documentation is assessed successfully.
4. Prior learning may be assessed in a variety of ways. One of the most common ways being through the development of a structured portfolio, which includes both direct and indirect evidence of achievement of the learning objectives.
5. In all cases, the assessment of prior learning is done by content and/or field experts who follow a thorough quality assurance process developed from the provincial PLA Standards and Implementation Guidelines established by the Council of Admissions and Transfers. When a portfolio is used, the quality assurance process requires the assessor(s) to examine the portfolio ensuring that it complies with CFCS Department policies of relevancy, currency, authenticity and sufficiency of learning.

Evidence of Learning: *examples of ways for students to demonstrate (a) application of concepts to self, (b) application of concepts to field of work, and (c) application of concepts to others*

The components of the portfolio include:

1. Autobiographical narrative - a reflective paper that examines past experiences for their relevance to their current "point in life". Influences, role models, family life and world events can all serve to focus an adult learner to a deeper understanding of their current career choice and upcoming portfolio of prior learning experiences.
2. Goals paper - a written description of their educational goals, both long and short term. The Goals Paper is a further reflection upon the past influences, experiences and career paths of the Autobiographical Narrative. Specific educational goals are set that lead to a documentation of learning and credit request in a portfolio.
3. Description of learning outcomes being claimed for credit
4. Evidence to support the achievement of the outcomes (including both direct and indirect evidence)
5. Summary document and credit request
6. Learning Action Plan - in the case of partial credit being awarded for a course, the Learning Action Plan will identify the arrangements for the completion of the course. These could include guided study, challenge mechanisms and/or field assessments.

Methodology

1. **Lectures**

The course instructor meets with the class as a whole to explain and interpret theoretical concepts, e.g. principles of adult education, learning style inventories, learning objectives, process of documentation of prior learning.

2. Small Group Portfolio Workshops

Groups of students (3-5 students) meet regularly to explore and discuss the portfolio development process and support one another in the creation of their own portfolios, e.g. acceptable documentation materials from recent field experiences.

3. Individual Interviews

Each student can clarify the portfolio development process with the course instructor, relevant field representatives and college student advisors, e.g. meeting with a Student Services academic advisor in order to obtain information about transfer credit to a post secondary education institution in another province.

4. Independent Research

Students conduct independent library and professional research activities in order to collect information for inclusion in their portfolios, e.g. contacting a professional association for information about standards of practice for "exemplary field practice."

5. Field Education Experiences

Students may choose to spend volunteer or employment time practising selected skills for a field assessor or to collect samples which demonstrate successful mastery of required field techniques, e.g. conducting an interview with parents of children contracted with a social service agency for a family-centered care plan.

Evaluation

Mastery/Non Mastery