



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
 REVISED COURSE IMPLEMENTATION DATE: September 2024
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AIS 111	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Foundations of Learning, Reflection, and Academic Success Course Short Title: Found. of Academic Success											
Faculty: Faculty of Social Sciences	Department (or program if no department): Arts & Integrated Studies										
Calendar Description: Students practice lateral, convergent, and divergent thinking skills important for academic and professional success. Students explore creativity, innovation, and collaboration as well as learning and technical skills used in university and the workplace. Note: Students with credit for CSM 104 cannot take this course for further credit.											
Prerequisites (or NONE):	None.										
Corequisites (if applicable, or NONE):											
Pre/corequisites (if applicable, or NONE):											
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: CSM 104 Cross-listed with: Equivalent course(s): <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>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every semester Maximum enrolment (for information only): 36										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	45							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: this is an active learning skills acquisition course. Students with the skills taught in this course would not seek out this course, nor would adding it to their diploma or degree be an advantage to them.
Lecture/seminar	45										
Total hours	45										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: January 19, 2023										
Faculty Council approval	Date of meeting: February 10, 2023										
Undergraduate Education Committee (UEC) approval	Date of meeting: October 27, 2023										

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Describe core competencies and required skills in relationship to academic and career skills.
2. Practice creativity and collaborative problem solving.
3. Experiment with and engage in contemplative practices.
4. Demonstrate applications of lateral, convergent, and divergent thinking to approach wicked problems.
5. Explore Indigenous ways of learning in a Canadian and global context (mentorship, community, process, authenticity, and curiosity).
6. Analyze personal perceptions of time, how it relates to success, and how various belief systems, cultures, and societies relate to time, time management, and the use of time.
7. Use inclusive active listening and teamwork skills for use in various contexts.
8. Demonstrate multiple modes of expressing knowledge, learning and personal strengths (i.e., written oral, digital).

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	60%	Project:	40%		%
	%		%		%

Details:

Reflective journal: 25%
 Short research assignment: 15%
 Career skill assignment: 10%
 Team presentation: 20%
 Artifact: 20%
 Self-assessment: 5%
 Final reflection: 5%

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

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, interdisciplinary groups, individual consultation, seminars, and student presentations.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Sarah Davidson and Robert Davidson	Potlatch as Pedagogy	2018
2. Textbook	Nancy Arthur and Mary McMahon	Contemporary Theories of Career Development: International Perspectives	2018
3.			

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

- Academic and career skills for course work in diploma or degree programs
- Accountability to self and communities (i.e., university, employers, peers)
- Why creativity matters
- Reflection and reflective practice: learning from self-evaluation
- Reflecting on why thinking is important in university learning
 - Thinking for self
 - Assess information: what is useful information and who do you know
 - Challenges of thinking in university
 - Expressing what you are thinking
- Contemplative practice
- Indigenous ways of learning: mentorship, observation, contribution (Canadian and global contexts)
- Constructs of time
- Transferable skills for university to the workplace (i.e., active listening, groups vs. teams, digital and technical)
- Artifact creation