



ORIGINAL COURSE IMPLEMENTATION DATE: January 2017
 REVISED COURSE IMPLEMENTATION DATE: September 2024
 COURSE TO BE REVIEWED (six years after UEC approval): October 2029
 Course outline form version: 06/18/2021

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: AIS 398	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Professional Practices for Integrated Studies Course Short Title: Prof Practices for Int Studies											
Faculty: Faculty of Social Sciences	Department (or program if no department): Arts and Integrated Studies										
Calendar Description: Students explore diverse perspectives on the meaning of work, articulate personal and professional values embedded in one's work, plan for advancement or improved personal career satisfaction, and create an individualized trajectory that bridges university learning and professional practices and expectations. Note: Students with credit for AIS 299, ARTS 299, PORT 398, or ADED 472 cannot take this course for further credit.											
Prerequisites (or NONE):	Admission to the Bachelor of Integrated Studies and 60 university-level credits including at least 6 credits completed at UFV.										
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: PORT 398 Cross-listed with: Equivalent course(s): ARTS 299, AIS 299, ADED 472 <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 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%;">Tutorials/workshops</td> <td style="width: 20%; text-align: center;">25</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td style="text-align: center;">20</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>	Tutorials/workshops	25	Supervised laboratory hours (design lab)	20					Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: this course is designed specifically to support students to connect the variety of courses in the BIS degree to their post-university goals.
Tutorials/workshops	25										
Supervised laboratory hours (design lab)	20										
Total hours	45										
Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No 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

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

1. Assess how skills and attributes acquired through interdisciplinary study apply to Canada's nine Skills for Success and emerging hybrid occupations.
2. Create a personal inventory of success skills that have been achieved, are in progress, or that need future development.
3. Apply the Indigenous wholistic framework using the Five Rs. (e.g., relationships, respect, relevance, reciprocity, and responsibility) to explore career development practices and inclusive workplace environments.
4. Use the ASK (Attributes, Skills & Knowledge) reflective method to conduct self-evaluations and to acknowledge the talents of others.
5. Evaluate labour market trends, occupation profiles, and potential career pathways.
6. Practice self-reflective learning and self-evaluation skills.
7. Examine equity, diversity, and inclusion in a workplace context.
8. Produce an action plan to connect university programming planning with post-university goals.

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

Assignments:	75%	%	%
Portfolio:	25%	%	%

Details:

Assignments (75%) may include:

- Creation of an Identity Map (IM)
- Reflective writing or projects (e.g., art based, game based, presentation based)
- Circle work
- Journal submissions
- Low stakes writing assignments
- Role plays
- Case studies
- Short research summaries
- e-portfolios

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

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.			
2.			
3.			
4.			

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

- Introduction to interdisciplinarity and transdisciplinary
- Exploring the work/life patterns and strategies of working learners
- Introduction to Skills for Success <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>
- Embracing far transfer: articulating transferable skills
- Define career, occupation, and job
- Indigenous career development practices:
 - The Indigenous holistic framework
 - The Five Rs (relationships, respect, relevance, reciprocity, and responsibility)
 - Circle work
- EDI and workplace practices; everyone's responsibility
- Using and assessing labour market information
- Occupation pathway planning: exploring hybrid occupations
- Self-assessment practices for creating a skills inventory, professional development goals, and expanding work/life options
- Education to post-university planning