

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: <p>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.</p> <p>Note: Students with credit for AIS 299, ARTS 299, PORT 398, or ADED 472 cannot take this course for further credit.</p>															
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> <p>Former course code/number: PORT 398</p> <p>Cross-listed with:</p> <p>Equivalent course(s): ARTS 299, AIS 299, ADED 472</p> <p><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></p>		Course Details <p>Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: No</p> <p>Grading System: Letter Grades</p> <p>Delivery Mode: May be offered in multiple delivery modes</p> <p>Expected frequency: Every semester</p> <p>Maximum enrolment (for information only): 36</p>													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>20</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table> <p>Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>		Tutorials/workshops	25	Supervised laboratory hours (design lab)	20							Total hours	45	Prior Learning Assessment and Recognition (PLAR) <p>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.</p>	
Tutorials/workshops	25														
Supervised laboratory hours (design lab)	20														
Total hours	45														
		Transfer Credit <i>(See bctransferguide.ca.)</i> <p>Transfer credit already exists: No</p> <p>Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i></p>													
Department approval:		Date of meeting: January 2024													
Faculty Council approval		Date of meeting: January 12, 2024													
Undergraduate Education Committee (UEC) approval		Date of meeting: January 26, 2024													

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. Assess how skills and attributes acquired through interdisciplinary study contribute to life design.
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 reflective methods to conduct self-evaluations to identify individual talents, skills, and attributes.
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. Textbook	Wallace, Christina	The Portfolio Life: How to Future-proof your career, avoid burnout, and build a life bigger than your business card.	2023
2.			
3.			

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

- Introduction to interdisciplinarity and transdisciplinary
- Life design strategies
- Exploring the work/life patterns and strategies of working learners
- Introduction to career competency assessments
- 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