**ORIGINAL COURSE IMPLEMENTATION DATE:** January 2017
**REVISED COURSE IMPLEMENTATION DATE:** September 2026
**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 399 | **Number of Credits:** 3 Course credit policy (105) |

**Course Full Title:** Professional Practices II
**Course Short Title:** Professional Practices II

| | |
|---|---|
| **Faculty:** Faculty of Social Sciences | **Department (or program if no department):** Arts and Integrated Studies |

**Calendar Description:**

Students engage in critical professional practice discussions related to the future of work, mentorship, civic engagement, workplace innovation, ethical workplace practices, and career wellbeing and sustainability. They develop strategies for successful transition into post-university life, graduate studies, and/or career advancement.

Note: Students with credit for PORT 399 cannot take this course for further credit.

| | |
|---|---|
| **Prerequisites (or NONE):** | 75 university-level credits including one of ADED 472, AIS 299 (formerly ARTS 299), or AIS 398 (formerly PORT 398), or CRIM 265. |
| **Corequisites (if applicable, or NONE):** | |
| **Pre/corequisites (if applicable, or NONE):** | |

**Antirequisite Courses** *(Cannot be taken for additional credit.)*

Former course code/number: **PORT 399**

Cross-listed with:

Equivalent course(s):

*(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.)*

**Course Details**

Special Topics course: **No**

*(If yes, the course will be offered under different letter designations representing different topics.)*

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**

| | |
|---|---|
| Lecture/seminar | 8 |
| Tutorials/workshops | 37 |
| | |
| | |
| | |
| | |
| **Total hours** | **45** |

Labs to be scheduled independent of lecture hours: ☒ **No** ☐ Yes

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

PLAR cannot be awarded for this course because:

This is an applied course designed to support students as they transition upon graduation to post-university life.

**Transfer Credit** *(See bctransferguide.ca.)*

Transfer credit already exists: **No**

Submit outline for (re)articulation: **Yes**

*(If yes, fill in transfer credit form.)*

| | | |
|---|---|---|
| **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. Demonstrate critical reflective practice, transferable skills, self-agency, and self-leadership in post-university contexts. (i.e., work, graduate or professional schools, entrepreneurial ventures, career advancement).
2. Use labour market and career development research to produce a personalized transition and/or professional development action plan.
3. Analyze ethical considerations using a variety of workplace situations considering equitable working conditions, technological changes, and social, environmental, economic, and political factors.
4. Develop or expand a career development support network plan (i.e., professional organizations, LinkedIn, colleagues, mentors, personal networks).
5. Demonstrate oral, written, and interpersonal communication skills used in a professional context.
6. Produce an "outward" facing digital application for sharing career or graduate school applications materials, and/or preparing materials for promotion within professional organizations.

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

| | | | | | |
|---|---|---|---|---|---|
| Assignments: | 30% | Portfolio: | 30% | | % |
| Project: | 20% | Holistic assessment: | 20% | | % |

## Details:

Career development research project: 20%
Network plan (i.e., professional organization social media or LinkedIn profile): 10%
Reading responses and learning activities: 10%
Mock interview and reflection: 10%
Portfolio:

- Oral presentation and self-evaluation: 10%
- e-portfolio submission: 20%

Holistic assessments (20%) may include:

- 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

**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.** | Other | Michelle Weise | Long Life Learning: Preparing for Jobs that Don't Exist Yet (copyright approved shared chapter) | 2020 |
| **2.** | | | | |
| **3.** | | | | |

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

## Course Content and Topics

- Innovation and creativity the new workplace skill
- Long life learning
- Far transfer
- Professional career practices, processes, and products (career research, e-portfolio creation, self-agency, self-leadership, presentation skills, networking skills)
- Work in the age of disruption and labour market trends
- Career development across the life span and career planned happenstance
- Equity, diversity, and inclusion; roles and responsibilities in the workplace
- Decolonizing and Indigenization the workplace:
  - Building knowledge together
  - Five Rs (relationships, respect, relevance, reciprocity, and responsibility)
  - Reconciliation and reciprocity

- Personal identity and work/life career readiness goal setting.
- Career sustainability:
    - Economic factors
    - Social change
    - Wellness
    - Leadership
- Examples of selected topics (selected in response to student interest):
    - Hybrid careers
    - Principles of sustainable development (i.e., the United Nations Sustainable Development Goals)
    - The gig economy
    - Arts, science, and technology (STEM, STEAM, HEAT)
    - Remote work
    - Social innovation