



COURSE IMPLEMENTATION DATE: January 2018
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2020
(six years after UEC approval) (month, year)

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department - see course syllabus available from instructor

Table with 3 columns: COURSE NAME/NUMBER (MEDA 360), FACULTY/DEPARTMENT (Bachelor of Media Arts, Professional Practices for Creative Digital Industries), UFV CREDITS (4)

CALENDAR DESCRIPTION:

Students will undertake independent research to identify the particular skills needed in the digital industries, prepare a professional portfolio, represent themselves to employers, manage self-employment, and conduct themselves professionally in creative digital occupations.

PREREQUISITES: 45 university-level credits, including MEDA 260 and 3 credits of ENGL or CMNS.
COREQUISITES: MEDA 350 recommended.
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: (department/program)

Bachelor of Media Arts

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures: 45 Hrs
Seminar: Hrs
Laboratory: Hrs
Field experience: 15 Hrs
Student directed learning: Hrs
Other (specify): Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course:
Hours per day:

OTHER:

Maximum enrolment: 36
Expected frequency of course offerings: Annual
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) [X] Yes [] No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) [] Yes [X] No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: [] Yes [X] No

Course designer(s): Cheryl Dahl and Samantha Pattridge
Department Head: Chair of BMA, Bruce Kirkley Date approved: June 26, 2013
Campus-Wide Consultation (CWC) Date of meeting: July 19, 2013
Curriculum Committee chair: Amanda McCormick Date approved: September 13 2013
Dean/Associate VP: Jacqueline Nolte Date approved: July 15, 2013
Undergraduate Education Committee (UEC) approval Date of meeting: September 27, 2013

LEARNING OUTCOMES:

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

- Demonstrate independent research skills in relation to career and professional goals
- Identify the skill set required for a specific chosen career path
- Conduct an information interview
- Identify the industry/occupation-specific portfolio required for employment
- Prepare a personal portfolio that represents skills required for employment
- Present/pitch a portfolio
- Pitch a concept or project to a potential employer, including costing and timelines
- Prepare a personal budget that reflects fluctuating income
- Identify accounting and taxation issues for self-employment
- Identify appropriate insurance coverage options
- Demonstrate professional interpersonal skills related to assertiveness, team work, and conflict resolution
- Identify the particular challenges related to work/life balance within this industry

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)

Guest lectures, presentations, and lectures.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Yes No, PLAR cannot be awarded for this course because all students must complete the core MEDA courses required for the BMA at UFV.

TEXTBOOKS, REFERENCES, MATERIALS: [Textbook selection varies by instructor. An example of texts might be:]

- Course Pack
- Centre for Public Management Inc. *Digital Media Content Creation Technology Roadmap*. Cultural Human Resources Council, January 2009.
- Gollmitzer, Mirjam; Murray, Catherine. *From Economy to Ecology: A Policy Framework for Creative Labour*, Canadian Conference for the Arts, March 2008.
- Sanderson, Paul; Hier, Ronald N. *Artists Contracts Agreements for Visual and Media Artists*. CARFAC 2006.
- *Information for Artists: A Practical Guide for Visual and Media Artists*, CARFAC, Ontario 2005.
- Cultural Human Resources Council; *Recommended Skills for Interactive/New Media Producer: Competency Profile*, 2009.
- Hartley, J. (2013). *Key Concepts in Creative Industries*. Los Angeles, CA: SAGE.
- Beardon, C., & Malmborg, L. (2010). *Digital Creativity: A Reader*. London: Routledge
- Davies, R., & Sigthorsson, G. (2013). *Introducing the Creative Industries: From Theory to Practice*. London: SAGE
- Monteiro, Mike. *Design is a Job*. A list apart, 2012.
- Colette, Henry; DeBruin, Anne (Ed.). *Entrepreneurship and Creative Economy: Process, Practice and Policy*. Edward Elgar Pub, 2011.

SUPPLIES / MATERIALS:

Students must have a computer, ideally a well-equipped laptop. For advice on current computer and software needs, consult with the educational advisor.

STUDENT EVALUATION: [An example of student evaluation for this course might be:]

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| ▪ Research Summary: | 15% |
| ▪ List of Portfolio Requirements: | 5% |
| ▪ Full or Partial Digital Portfolio: | 20% |
| ▪ Case Study/Concept Pitch: | 20% |
| ▪ Annual Business Plan for Self-Employment: | 20% |
| ▪ Professional Department Role-Play and Self-Evaluation: | 10% |
| ▪ Reflective Paper on Matching Personal Needs with Industry Requirements: | 10% |

COURSE CONTENT: [Course content varies by instructor. An example of course content might be:]

1. How to conduct research on the industry
2. Identifying the skills you have and the skills you need
3. Conducting an information interview
4. Designing a portfolio
5. Putting your portfolio in a digital format
6. Introducing yourself to potential employers
7. Organizing a persuasive presentation; costing your time and materials
8. Preparing a business plan for self-employment; record-keeping, and taxation issues
9. Taking care of the future: insurance, career planning; professional development; copyright and contracts
10. Professional department in the workplace – creative teams and how they work
11. Resolving work place conflict; communicating professionally
12. Staying creative: how to stay focused and productive in a volatile industry