OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: CIVI 400	**Number of Credits:** 3 Course credit policy (105)

Course Full Title: Capstone Project in Civic Governance and Innovation

Course Short Title: Capstone: Civic Gov Innovation

(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)

Faculty: Faculty of Access and Continuing Education	**Department (or program if no department):** Continuing Education

Calendar Description:

Students work in diverse teams to complete an applied project to solve a problem, conduct an inquiry about an issue, or design an innovation related to civic governance. Focus on consolidating, integrating, and applying students' discipline-specific and real-world knowledge in ways relevant to their work and the people and communities they serve.

Prerequisites (or NONE):	Admission to the Civic Governance and Innovation certificate, CIVI 200, CIVI 302, and two of: CIVI 202, CIVI 311, or CIVI 312.
Corequisites (if applicable, or NONE):	NONE
Pre/corequisites (if applicable, or NONE):	NONE

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

Former course code/number:

Cross-listed with:

Dual-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.)

Special Topics *(Double-click on boxes to select.)*

This course is offered with different topics:

☒ No   ☐ Yes *(If yes, topic will be recorded when offered.)*

Independent Study

If offered as an Independent Study course, this course may be repeated for further credit: *(If yes, topic will be recorded.)*

☒ No   ☐ Yes,   repeat(s)   ☐ Yes, no limit

Transfer Credit

Transfer credit already exists: *(See **bctransferguide.ca**.)*

☒ No   ☐ Yes

Submit outline for (re)articulation:

☒ No   ☐ Yes *(If yes, fill in transfer credit form.)*

Typical Structure of Instructional Hours

Lecture/seminar hours	13
Tutorials/workshops	
Supervised laboratory hours	
Experiential (field experience, practicum, internship, etc.)	6
Supervised online activities	26
Other contact hours:	
Total hours	**45**

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

Grading System

☒ Letter Grades   ☐ Credit/No Credit

Maximum enrolment (for information only): 20

Expected Frequency of Course Offerings:

Once annually *(Every semester, Fall only, annually, etc.)*

Department / Program Head or Director: Carolyn MacLaren	**Date approved:**	October 16, 2020
Faculty Council approval	**Date approved:**	November 6, 2020
Dean/Associate VP: Sue Brigden	**Date approved:**	November 6, 2020
Campus-Wide Consultation (CWC)	**Date of posting:**	March 19, 2021
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 26, 2021

Learning Outcomes:

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

- Work effectively in diverse, interdisciplinary or interorganizational teams.
- Assess the needs of relevant stakeholders in a real-world civic governance problem, issue, or innovation.
- Identify sources of practices, values, and shared and Indigenous knowledge that informs one's perspective on the problem and the need for change.
- Synthesize research (primary and/or secondary), concepts, perspectives and/or knowledge relevant to civic governance problems, issues, or innovations.
- Critically analyze the context and the affordances and constraints to improved civic governance with respect to the problem, issue, or innovation.
- Propose solutions, recommendations, or designs that are relevant and implementable with respect to the project's problem, issue, or innovation.
- Present the project publicly to defend the work and incorporate stakeholder feedback.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes   ☒ No, PLAR cannot be awarded for this course because the Capstone is aligned with program-specific learning outcome

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.)*

Project-based learning: the individual or team capstone project will have the following features: i) involves a challenging problem, issue, or innovation, ii) requires a sustained inquiry/building or a knowledge base related to the problem, iii) has authenticity with respect to civic governance, iv) allows student voice and choice in defining the project focus and deliverables, v) provides opportunities for reflection, vi) provides opportunities for critique and revision, and vii) showcases a public product.

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

Typical Text(s) and Resource Materials *(If more space is required, download Supplemental Texts and Resource Materials form.)*

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. No texts required, as the course is project-based and centered around different topics		☐		
2.		☐		

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

None.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	%	Field experience:	%	Portfolio:	%
Midterm exam:	%	Project:	100%	Practicum:	%	Other:	%
Quizzes/tests:	%	Lab work:	%	Shop work:	%	Total:	100%

Details (if necessary):

** Suggested weighting of project deliverables:
- Statement of the Problem, Issue, or Innovation   10%
- Context Analysis   20%
- Multimedia Brief: Project's Knowledge Base   20%
- Proposal: Solution & Implementation   30%
- Public Presentation, Defense, and Revision   20%

Typical Course Content and Topics

Module 1: Team project start-up: Statement of the problem, issue, or innovation
- Overviewing capstone project process and expectations
- Viewing and evaluating real-life examples of civic governance projects
- Forming: Defining productive teamwork, positive interdependence, methods of collaboration, roles and responsibilities
- Defining problems, issues, or needs driving innovations
- Negotiating and writing a focusing statement on a problem, issue or innovation

Module 2: Defining the context of the problem, issue, or innovation
- Understanding the nature and context of real-world problems, issues, or innovations
- Processes for defining problems (problem-based thinking/process), investigating issues (inquiry-based thinking/processes), and designing innovations (design-based thinking/processes)
- Defining stakeholders and their needs
- Working in diverse teams
- Dealing with team conflict, encouraging constructive conflict, providing critical feedback to your teammates
- Identifying sources of knowledge, practices, and values informing project

- Doing secondary research: Gathering background information/knowledge on problem, issue, innovation
- Writing a context analysis

Module 3: Presenting to stakeholders/peers
- Drafting solutions, recommendations or designs
- Drafting criteria for success of project
- Revising the statement of the problem, issue, or innovation
- Preparing a multimedia presentation
- Incorporating feedback
- Checking in on individual and team performance
- Troubleshooting team problems

Module 4: Creating the project
- Finalizing criteria for success of project
- Doing secondary research: What does the literature say about your problem/solution, issue/recommendations, or innovation/design?
- Creating the project: Solving problems, making recommendations on issues, designing innovations
- Implementing your project

Module 5: Presenting the project publicly / Finalizing the project
- Presenting and defending your project in a public forum
- Soliciting and addressing stakeholder feedback
- Debriefing, reflecting and incorporating feedback into your problem/solution, issue/recommendations, or innovation/design
- Final individual and team performance assessment