

COURSE IMPLEMENTATION DATE: September 2009
 COURSE REVISED IMPLEMENTATION DATE: _____
 COURSE TO BE REVIEWED: April 2013
(four years after UPAC 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

GEOG 396	Geography	6
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS
Global Development Studies: Canada Internship		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION: Experiential learning is an opportunity for students to reflect on the global/local and theory/practice dynamics of the world around us. This will normally involve a three-day-per-week practicum in a multi-disciplinary local setting with a NGO or other organization for a total of 13 weeks. The number of hours per week that a student actually works in his/her placement may vary according to the needs and practices of the NGO.

Note: This course is offered as GEOG 396 and GDS 310. Students may take only one of these for credit.

PREREQUISITES: 60 university level credits and instructor's permission.
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S): _____ **SERVICE COURSE TO:** *(department/program)*
 (a) Replaces: _____
 (b) Cross-listed with: GDS 310
 (c) Cannot take: _____ for further credit.

TOTAL APPROXIMATE HOURS Per TERM: 336 TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS: Length of course: _____
 Lectures: _____ Hrs Hours per day: _____
 Seminar: 21 Hrs
 Laboratory: _____ Hrs
 Field experience: 315 Hrs
 Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

OTHER:
 Maximum enrolment: 20
 Expected frequency of course offerings: every other year
(every semester, annually, every other year, etc.)

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

Course designer(s): <u>Cherie Enns and Garry Fehr</u>	Date approved: <u>January 2009</u>
Department Head: <u>Ken Brealey</u>	Date of meeting: <u>January 16, 2009</u>
Supporting area consultation (UPACA1)	Date approved: <u>February 2009</u>
Curriculum Committee chair: _____	Date approved: <u>March 15, 2009</u>
Dean/Associate VP: <u>Eric Davis/Yvon Dandurand</u>	Date of meeting: <u>April 24, 2009</u>
Undergraduate Program Advisory Committee (UPAC) approval	

LEARNING OUTCOMES:

Internship Learning Goals

The student will develop internship learning goals. This should be a collaborative process resulting in outcomes that meet student needs and abilities, as well as meeting the needs of the sponsoring organization under the guidance and supervision of the faculty practicum supervisor.

Internship learning goals can be viewed as falling within the following categories:

Skills goals: These are goals that will develop skills to be utilized by the student during the internship and to transfer to future work settings. Some examples include critical thinking (e.g. synthesize and evaluate information from various sources), interpersonal communication, technical skills, project management, cross-cultural communication, etc.

Knowledge goals: The student will gain and utilize knowledge that can apply to future academic coursework, future career opportunities, or independent research, such as development economics, gender and development, participatory local development, etc.

Values goals: Considering the official mission or philosophy that guides the sponsoring organization, the student will examine his/her own values and learn to reconcile and understand differences and commonalities within the context of community development work and the role the sponsoring agency plays within the community, in order to deepen the intern's sense of vocation, understanding of other cultures, and his/her engagement as a global citizen.

Career/personal development goals: The experience the student will gain as an intern affects short- and long-term career plans. Internship placements may be evaluated in relation to the education and professional development required for a career in this (or another) field.

METHODS:

The primary emphasis in this integrative seminar will be on group discussion of issues that come up in the internship setting, and on the presentation of community development cases, theories, and ethical dilemmas in the practice setting. Selected topics will also be covered from time to time depending on student-identified learning needs and interests.

Students are also required to attend a concurrent seminar which will integrate development theory and practice. In addition, students will work with the department to secure placement(s), prepare for their internship, and coordinate debriefing when the practicum is completed.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s)

Other (specify):

PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Babacan, H. and N. Gopalkrishnan (2001) Community work partnerships in a global context, *Community Development Journal*, 36:1, 3-17.

Bradshaw, T. K. (2000) Complex community development projects: collaboration, comprehensive programs, and community coalitions in complex society, *Community Development Journal*, 36:1, 3-17.

Burden, J.(2000). Community building, volunteering and action research. *Loisir et Societe/Society and Leisure*, 23(2), 353-370.

Bradshaw, T. K. (2000) Complex community development projects: collaboration, comprehensive programs, and

community coalitions in complex society, *Community Development Journal*, 36:1, 3-17.

Sax, L.J. & Austin, A.W. (1997). The benefits of service: Evidence from undergraduates. *Educational Record*, 78(3-4), 25-32.

Course pack of selected readings. Possible readings include:

Babacan, H. and N. Gopalkrishnan (2001) Community work partnerships in a global context, *Community Development Journal*, 36:1, 3-17.

Dekker, P. and L. Halman (2003) *The Values of Volunteering: Cross-cultural Perspectives*, New York: Kluwer Academic/Plenum Publishers.

Lauer, S. (1993) Principle for successful community development. In community based approaches to rural development: principles and practices, Bruce, D. and Whita, M. (eds), pp. 1-8.

Seyfang, G. (2004) Time banks: rewarding community self-help in the inner city? *Community Development Journal*, 39:1, 62-71.

Williams, L. (2004) Culture and community development: towards new conceptualizations and practice, *Community Development Journal*, 39:4, 345-359.

SUPPLIES / MATERIALS:

Students are responsible for all costs associated with the practicum and transportation to and from the internship setting. Please note that in selected cases, funding and/or grants to assist with costs of placement are available.

STUDENT EVALUATION:

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

All internship experience is graded by the agency supervisor on a Credit/No Credit basis. The agency supervisor recommends the grade to the UFV faculty liaison. The final grade for GDS 310 will be assigned by the faculty liaison when the required number of hours and all required assignments have been completed satisfactorily.

The grade of Credit/No Credit for GDS 310 will be based on satisfactory completion of the following:

1. Satisfactory participation in biweekly seminar class
2. Satisfactory mid-term evaluation completed by the agency supervisor
3. Satisfactory end of term evaluation completed by the agency supervisor (including confirmation of required number of hours)
4. Internship portfolio: The internship portfolio should contain the following components, at the minimum:
 - Title page
 - Table of contents
 - Internship learning goals document (signed)
 - Weekly journal entries
 - Internship sponsoring organization information, e.g. any brochures on the organization, organization's mission, etc.
 - At least three samples of internship work product, e.g. memos or letters, marketing materials, project reports, etc.
 - Completed on-site supervisor evaluation form
 - Letter of recommendation from on-site supervisor or one of your other colleagues at the internship organization
 - Resume excerpt – these are the bullet points to update resume to reflect internship experience.
 - Post-internship reflection paper – this is a 3-5 page paper giving a description of your internship duties, discussing your internship learning goals and assessing whether you achieved your goals

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

Internship placements are to be coordinated with the department prior to the beginning of the semester.

Week:

1. Introduction and overview of seminar course content, expectations, and assignments
2. The purpose of an internship/issues from the field
3. Planning to learn / Getting started / Using supervision / Issues from the field
4. Signed learning contract due
5. Sponsor agency context/Goals/Values issues from the field
6. Issues from the field
7. Mid-term/ agency supervisor evaluation due
8. In-class internship presentations
9. Issues from the field
10. In-class internship presentations
11. Issues from the field
12. Internship portfolio and debriefing