

COURSE IMPLEMENTATION DATE: September 2009
 COURSE REVISED IMPLEMENTATION DATE: May 2014
 COURSE TO BE REVIEWED: May 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

<u>GEOG 396</u>	<u>Geography</u>	<u>6</u>
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	<u>Canada Internship</u>	
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 through Independent Studies as GEOG 396, GDS 310, and SOC 396. Students may take only one of these for credit.

PREREQUISITES: 60 university-level credits, instructor's permission, and department head's permission.
 COREQUISITES:
 PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
- (b) Cross-listed with: GDS 310/SOC 396
- (c) Cannot take: GDS 310/SOC 396 for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: 336

STRUCTURE OF HOURS:
 Lectures: _____ Hrs
 Seminar: 21 Hrs
 Laboratory: _____ Hrs
 Field experience: 315

TRAINING DAY-BASED INSTRUCTION:
 Length of course: _____
 Hours per day: _____

OTHER:

Maximum enrolment: Variable, determined in Consultation with Dean of Arts on a per term basis
 Expected frequency of course offerings: every term
(every semester, annually, every other year, etc.)

Student directed learning: _____ Hrs
 Other (specify): _____ Hrs

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>October 3, 2013</u>
Department Head: <u>Michelle Rhodes</u>	Date of meeting: <u>October 11, 2013</u>
Campus-Wide Consultation (CWC)	Date approved: <u>November 8, 2013</u>
Curriculum Committee chair: <u>Amanda McCormick</u>	Date approved: <u>November 8, 2013</u>
Dean/Associate VP: <u>Jacqueline Nolte</u>	Date of meeting: <u>November 22, 2013</u>
Undergraduate Education Committee (UEC) approval	

LEARNING OUTCOMES:

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

1. Work in collaboration with immediate workplace supervisors to develop goals that benefit both the student, based on abilities and needs, and the larger organization.
2. Utilize skills learned in their academic program in a professional setting, including critical thinking, interpersonal communications, technical skills, project management, and the like.
3. Build on knowledge learned in the workplace to prepare for future academic coursework, future career opportunities, or independent research.
4. Examine his or her own values relative to those of an employer.
5. Learn to reconcile and describe the differences and commonalities within the context of community development or sustainability work.
6. Effectively express, through written and verbal reflection, one's sense of vocation, understanding of other cultures, and engagement as a regional and global citizen.
7. Evaluate, based on the placement experience, what skills and knowledge may still be required in relation to employment and professional development in a field related to the internship.

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

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 may be 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. Examples 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 on a Credit/No Credit basis. The agency supervisor recommends the grade to the UFV faculty liaison. The final grade for this course 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 will be based on satisfactory completion of the following:

1. Satisfactory completion of annotated bibliography of relevant readings prior to start of internship
2. Satisfactory participation in biweekly seminar class (if relevant to placements)
3. Satisfactory mid-term evaluation completed by the agency supervisor
4. Satisfactory end of term evaluation completed by the agency supervisor (including confirmation of required number of hours)
5. Satisfactory completion of weekly work plans and/or work journal
6. 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 (any brochures on the organization, organization's mission, etc.)
 - At least three samples of internship work product (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