



ORIGINAL COURSE IMPLEMENTATION DATE: September 2009
 REVISED COURSE IMPLEMENTATION DATE: January 2016
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2020
 Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: GEOG 396	Number of Credits: 6 Course credit policy (105)																
Course Full Title: Canada Internship Course Short Title (if title exceeds 30 characters):																	
Faculty: Faculty of Social Sciences	Department (or program if no department): Geography and the Environment																
Calendar Description: <p>This course provides a Canadian experiential learning opportunity for students to apply their classroom learning in a workplace setting under the supervision of a vetted business, government agency, or NGO.</p> <p>Note: This course is offered as GEOG 396, SOC 396 and GDS 310. Students may take only one of these for credit.</p>																	
Prerequisites (or NONE):	60 university-level credits, instructor's permission, and department head's permission.																
Corequisites (if applicable, or NONE):																	
Pre/corequisites (if applicable, or NONE):																	
Equivalent Courses (cannot be taken for additional credit) Former course code/number: Cross-listed with: GDS 310/SOC 396 Equivalent course(s): GDS 310/SOC 396 <i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>	Transfer Credit Transfer credit already exists: <input type="checkbox"/> Yes <input type="checkbox"/> No Transfer credit requested (OReg to submit to BCCAT): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form) Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No To find out how this course transfers, see bctransferguide.ca .																
Total Hours: 336 Typical structure of instructional hours: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">21</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td style="text-align: center;">315</td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;">Total</td><td style="text-align: center;">336</td></tr> </table>	Lecture hours		Seminars/tutorials/workshops	21	Laboratory hours		Field experience hours	315	Experiential (practicum, internship, etc.)		Online learning activities		Other contact hours:		Total	336	Special Topics Will the course be offered with different topics? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit <i>Note: The specific topic will be recorded when offered.</i>
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Total	336																
	Maximum enrolment (for information only): Variable, determined in Consultation with Dean of Arts on a per term basis Expected frequency of course offerings (every semester, annually, every other year, etc.): Every Term																
Department / Program Head or Director: Steven Marsh	Date approved: April 23, 2015																
Faculty Council approval	Date approved: May 2015																
Campus-Wide Consultation (CWC)	Date of posting: n/a																
Dean/Associate VP: Jacqueline Nolte	Date approved: May 2015																
Undergraduate Education Committee (UEC) approval	Date of meeting: October 30, 2015																

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 employing agency.
5. Describe the differences and commonalities within the context of community development or sustainability work.
6. Express effectively, 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.

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course because

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

The primary instructional method used is experiential, independent learning where students work to integrate development theory and practice in a workplace setting under the direction of a workplace liaison and faculty supervisor. This instructional method provides students with the opportunity to apply classroom concepts in a real world environment. Students will work with the department to secure placement(s), prepare for their internship, and coordinate debriefing when the internship is completed.

Additionally, an integrative seminar will focus on discussion of issues that come up in the internship setting and the presentation of case-studies, theories and ethical dilemmas in the practice setting. The mode of this seminar is dependent on the nature and location of the internship but will occur before, during and after the placement.

Grading system: Letter Grades: Credit/No Credit: Labs to be scheduled independent of lecture hours: Yes No

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.	Babacan, H. & Gopalkrishnan, N.	Community work partnerships in a global context	<input type="checkbox"/>	Community Development Journal	2001
2.	Bradshaw, T. K.	Complex community development projects: Collaboration, comprehensive programs, and community coalitions in complex society	<input type="checkbox"/>	Community Development Journal	2000
3.	Burden, J.	Community building, volunteering and action research	<input type="checkbox"/>	Loisir et Societe/Society and Leisure	2000
4.	Tiessen, R. & Huish, R.	Globetrotting or Global Citizenship	<input checked="" type="checkbox"/>	Toronto University Press	2014
5.	Dekker, P. & Halman, L.	The Values of Volunteering: Cross-cultural Perspectives	<input type="checkbox"/>	Kluwer Academic/Plenum Publishers	2003

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

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.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	40%	Midterm exam:	%	Practicum:	%
Quizzes/tests:	%	Lab work:	%	Field experience:	30%	Shop work:	%
Supervisor:	30%	Other:	%	Other:	%	Total:	0%

Details (if necessary):

All internship experience is graded on a Letter Grade basis. The agency supervisor will provide an evaluation of the intern's activities and outputs to the UFV faculty supervisor. The final grade for this course will be assigned by the faculty supervisor when the required number of hours and all required assignments have been completed satisfactorily.

The Letter Grade will be based on completion of the following:

1. Annotated bibliography of relevant readings prior to start of internship 10%
2. Biweekly seminar class (if relevant to placements) 15%
3. Mid-term evaluation completed by the agency supervisor 15%
4. End of term evaluation completed by the agency supervisor (including confirmation of required number of hours) 15%

5. Completion of weekly work plans and/or work journal 15%
6. Internship portfolio: The internship portfolio should contain the following components, at the minimum: 10%
 - 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.20%

Note that the Internship Portfolio is a compilation of components that are weighted separately and the 10% for the portfolio is an evaluation of the compilation of components into an integrated whole.

Typical Course Content and Topics

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