School of Community and Regional Planning (SCARP)
University of British Columbia
COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>PLAN 527</th>
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<tbody>
<tr>
<td>Course Credit(s)</td>
<td>3.0</td>
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<tr>
<td>Course Title</td>
<td>Internships (MCRP)</td>
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<tr>
<td>Term</td>
<td>Ongoing Course</td>
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**Short Course Description**
An Internship Program provides the mechanism for students to earn academic credit for relevant work experience outside the University. An Internship is essentially a three-way partnership among the student, the agency and the School. The primary goal of the Internship Program is to assist students to develop professional skills and capabilities through guided "hands on" experience in a workplace environment while gaining academic credit. Typically an Internship involves the equivalent of one day per week during one term; other agreed upon arrangements are possible.

**Learning Objectives**
At the beginning of the internship period, students are required to reflect on their learning objectives for the internship and to review them with the internship supervisor. Each Learning Objective should be "SMART" – specific, measurable, attainable, realistic, and timely.

Students must review the Learning Objectives with the internship supervisor within the first 20 hours of your internship. After discussing the Learning Objectives with the internship supervisor and received his/her feedback, students must submit the completed form to the Graduate Program Coordinator.

**Tips for Creating Internship Learning Objectives**
Each learning objective should answer the following four questions:
- What is to be accomplished?
- How will it be accomplished?
- How will it be evaluated/measured and by whom?
- When will it be completed?

Example: ‘By June 20th 2016, I will co-author, along with a full-time employee, two policy reports on land use issues in the City of Victoria. The policy reports will adhere to head office and provincial guidelines. My supervisor will review the reports for accuracy prior to circulation.’

Students should think about the planning skills that they want to develop in the short, medium and long term.

Students should ask themselves the following questions:
- What are my professional planning interests?
- What are my values and needs? How will my chosen career(s) complement them?
- What do I do well (i.e. manage projects, analyze problems, write, work in a team)?
- What do I not do well (i.e. handle criticism, manage time, work independently)?
- What feedback have I received regarding my skills or performance?
- What would my ideal job look like (consider hours, people, location, your psychological profile - introverted/extroverted)?
- What does the job market look like in terms of growth or opportunity in my chosen planning field?
Midpoint Internship Check-In
Midway through the internship period, the Student Development Coordinator will conduct a Midpoint Internship Check-In with both the student and the internship supervisor. This check-in will then be submitted with the rest of your internship files to the Graduate Program Coordinator.

Evaluation Criteria and Grading
Every student in the Masters of Community and Regional Planning (MCRP) program is required to complete one internship prior to graduation. The MCRP internship will be recorded on the student’s transcript under course number PLAN 527. An Internship provides the mechanism for students to earn academic credit for relevant work experience outside the University. An Internship is essentially a three-way partnership among the student, the internship provider and the School. The primary goal of the Internship is to assist students to develop professional and technically relevant planning skills and capabilities through guided "hands on" experience in a workplace environment while gaining academic credit.

An approved internship will consist of a minimum of 80 - 100 hours in a workplace setting and can be performed on a part-time or full-time basis. Students are encouraged, if possible, to obtain a longer duration of experience with the internship provider.

There is complete flexibility in the timing of the student’s internships; however, due to typical course scheduling, the period between May and August is suggested. If students prefer to accumulate hours over multiple terms, they can do so. It is essential prior to the commencement of any internship experience; all documentation must be submitted to the Graduate Program Coordinator and approved by the student’s Faculty Advisor.

Internships can be paid or unpaid supervised experiences with an internship provider.

It is important to note every student must complete an internship and attain a passing grade for graduation requirements.

All students must read the Internship Outline to understand the parameters of the internship experience. It is highly recommended that the internship supervisor read the Internship Outline as well.

Internship outline, checklist and forms:
- Internship Outline
- Internship Checklist
- Internship Agreement Form
- Internship Waiver of Liability Form
- Learning Objectives Form
- Internship Supervisor Evaluation Form
- Student Evaluation Form

Supplemental Materials
UBC has numerous research, pedagogical and health resources available to students. These include The Centre for Teaching, Learning and Technology (CTLT), the Irving K. Barber Learning Centre, the Writing Centre, Student Health Services and Student Counselling Services. Please make use of these resources or contact the instructor if you have any questions. Students new to UBC are especially encouraged to become familiar with the broad spectrum of resources that UBC provides.
**Special Needs**
Please inform the course instructor as soon as possible if you have special needs and require accommodation of any kind. Please visit [http://www.students.ubc.ca/access/](http://www.students.ubc.ca/access/) for more information on campus resources.

**Academic Integrity**
1. Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology, [www.ctlt.ubc.ca](http://www.ctlt.ubc.ca). Resources related to the development of assessable learning outcomes can be accessed through [http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/](http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/)

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at [http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0](http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0).