

DEREE COLLEGE SYLLABUS FOR: ES 4060 INTERNSHIP IN ENVIRONMENTAL STUDIES	
US CREDITS:0/0/3	
(Spring 2022)	
PREREQUISITES:	The student must have completed a minimum of 30 credits from the core courses of the Environmental Studies program before being able to take this course. All work placements are subject to the formal approval by the Department Head / Programme Coordinator / Internship Administrator (as appropriate).
CATALOG DESCRIPTION:	Work-based learning in the field of Environmental Studies, such as in environmental consultancy, in nongovernmental organizations, in environmental education, in environmental management bodies, in the industry, or in environment-related posts. Students gain hands-on experience and receive training as they learn to apply knowledge and skills gained in the program in a real life work environment.
RATIONALE:	Work-based learning offers exposure to different work environments and professional practices. This course aims to develop students' practical and professional skills in Environmental Studies, as well as important transferable skills (e.g. information technology, communication and teamwork skills). Additionally, this work experience aims to encourage students to reflect on and enhance the knowledge and skills they gained throughout their studies and integrate them with current practices in a real work environment. Students are asked to reflect on their performance in the particular work setting; this gives them an opportunity for self-evaluation and prepares them to enter the job market.
LEARNING OUTCOMES:	As a result of taking this course the student should be able to: <ol style="list-style-type: none"> 1. Integrate key theory and concepts in the field of Environmental Studies with professional practice through a work-based learning internship experience. 2. Apply Environmental Studies practical skills and methods in a workplace environment. 3. Apply workplace specific codes related to professional behaviour. 4. Identify and critically evaluate key aspects of functions and processes related with the work placement, and demonstrate understanding of ethical and managerial issues. 5. Develop and formulate a personal development plan based on a critical self-assessment of personal and professional skills and competencies.
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> ➤ Office hours: Students are encouraged to make full use of the office hours of their instructor(s), where they can where they can ask questions and discuss work-based learning issues. ➤ Use of a Blackboard site, where instructors can post course material and resources such as notes, readings, assignment instructions, timely announcements and useful web links; also interact with the instructor via online Blackboard tools such as journals. ➤ Use of library facilities: Students are encouraged to make use of the library facilities for their papers.

	<ul style="list-style-type: none"> ➤ Professional seminars and workshops: Seminars organized and delivered by the Department of Science and Mathematics/ Environmental Studies faculty on professional conduct and workshops on interviewing skills, drafting of CV, presentation skills delivered in cooperation with the Office of Careers Services. ➤ The Internship in Environmental Studies is consistent with the work-based learning (internship) policies and procedures, as they have been described in the Deree Work-Based Learning (Internship) Policies and Procedures; ➤ Work-based learning internship: Minimum 180 and maximum 200 working hours (within 3-4 months). 								
<p>ASSESSMENT:</p>	<p>Summative:</p> <table border="1" data-bbox="678 520 1422 890"> <tr> <td data-bbox="678 520 1247 737"> 1st Assessment: Personal Development Planning Report (PDP) (2,000-2,500 words): Activity Log (Journal of weekly tasks, activities and outcomes of the Internship). The Assessment includes oral presentation to Faculty and students that counts for 10% of Assessment 1. </td> <td data-bbox="1247 520 1422 737" style="text-align: center;">70%</td> </tr> <tr> <td data-bbox="678 737 1247 890"> 2nd Assessment: Reflection on the experience. This assessment has 2 parts: <ul style="list-style-type: none"> a. Reflective Paper. A reflection on the internship experience. b. The workplace supervisor’s assessment </td> <td data-bbox="1247 737 1422 890" style="text-align: center;">30%</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="678 951 1422 1079"> <tr> <td data-bbox="678 951 1247 1014">Activities Report – Individual (includes daily journal and brief weekly report)</td> <td data-bbox="1247 951 1422 1014" style="text-align: center;">0%</td> </tr> <tr> <td data-bbox="678 1014 1247 1079">Presentation of Internship Experience and Reflective Paper (individual)</td> <td data-bbox="1247 1014 1422 1079" style="text-align: center;">0%</td> </tr> </table> <p>The formative assessments aim to prepare students for the writing of the Reflective Paper and the PDP Report.</p> <p>The 1st summative assessment tests Learning Outcomes 1, 2, 3 and 4. The 2nd summative assessment tests Learning Outcome 1, 4 and 5.</p> <p>The formative Activities Report aims to support students in the writing of the reflective paper.</p>	1 st Assessment: Personal Development Planning Report (PDP) (2,000-2,500 words): Activity Log (Journal of weekly tasks, activities and outcomes of the Internship). The Assessment includes oral presentation to Faculty and students that counts for 10% of Assessment 1.	70%	2nd Assessment: Reflection on the experience. This assessment has 2 parts: <ul style="list-style-type: none"> a. Reflective Paper. A reflection on the internship experience. b. The workplace supervisor’s assessment 	30%	Activities Report – Individual (includes daily journal and brief weekly report)	0%	Presentation of Internship Experience and Reflective Paper (individual)	0%
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<p>INDICATIVE READING:</p>	<p>REQUIRED MATERIAL:</p> <ul style="list-style-type: none"> • N/A 								
	<p>RECOMMENDED READING:</p> <ul style="list-style-type: none"> • Pontius, J. and McIntosh, A. (2020). <i>Critical Skills for Environmental Professionals: Putting Knowledge into Practice</i>, Springer. • Environmental Careers Organization (1998). <i>The Complete Guide to Environmental Careers in the 21st Century</i>. US, Island Press. • Neugebauer, J. & Evans-Brain, J. (2009). <i>Making the most of your placement</i>. Los Angeles: Sage. • Sweitzer, H. & King, M. (2008). <i>The Successful Internship: Transformation and Empowerment in Experiential Learning</i>. Cengage. • Cottrell, S. (2015). <i>Skills for success: Personal Development and Employability</i>, UK, Palgrave-McMillan. • Articles as recommended by the relevant instructor 								

INDICATIVE MATERIAL: <i>(e.g. audiovisual, digital material, etc.)</i>	REQUIRED MATERIAL: N/A RECOMMENDED MATERIAL: N/A
COMMUNICATION REQUIREMENTS:	Use of proper English, both oral and written
SOFTWARE REQUIREMENTS:	Blackboard, MS Office, search engines
WWW RESOURCES:	The instructor will recommend sources that are appropriate to the program.
INDICATIVE CONTENT:	Work based learning according to the assigned tasks and responsibilities in the context of a work placement in an area related to the program (e.g. pharmaceutical company or clinical setting).