



INDEV 402 - International Development Placement 2

Winter Term 2019

Academic Units 1.5

Course Duration: Jan 7 to May 3, 2019

Mandatory Capstone Program Week: Apr 29 to May 3, 2019, St. Paul's University College

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1. Course Summary

INDEV 401 and 402 consists of an eight-month international field placement supplemented with graded assignments and a Capstone program following the students' return to Canada end of Winter Term 2019. During the field placement, students are required to fulfil work duties in accordance with the timeframe, terms and conditions of their volunteer contracts with our placement providers. At the end of the field placement, students return to campus for a mandatory debriefing and Capstone program held at St. Paul's University College last week of April.

The international field placement course (INDEV 401 and 402) is a required component of the Bachelor of Environmental Studies – International Development (BES-INDEV) Practice Specialization. The importance placed on the eight-month field placement reflects the University of Waterloo's commitment to the internationalization of education and learning through experience. INDEV supports the Canadian Bureau of International Education's stated purpose for internationalization, which is to educate students to become global citizens with "attributes of openness to and understanding of other worldviews, empathy for people with different backgrounds and experience to oneself, the capacity to

value diversity, and respect for indigenous peoples and knowledge.” (Gough et al, 2016) The 401/402 course aims to help students develop and demonstrate these attributes of global citizenship and prepare for careers in the demanding field of international development.

Objectives

This course is designed to provide students with the opportunity to advance and acquire knowledge, skills and intercultural competencies, including:

- practical insight into the lived realities and struggles of people living under difficult conditions whether due to political, social, economic, cultural or environmental circumstances; and
- personal capacity to support local actors working for social justice, environmental sustainability and inclusive economies.

Role of course instructor

The course instructor has three-plus decades of experience working with local actors in the global South and assumes responsibility for the day-to-day implementation of the WUSC INDEV partnership on behalf of the University. In this dual role as instructor and field placement supervisor, the aim is to prepare students for the challenges of intercultural work experience, and provide appropriate levels of guidance independent from that provided by WUSC staff and WUSC partner/host organizations.

During the field placement, the course instructor is available to offer guidance to students through email and/or skype and to encourage students to develop their own set of practices to enhance their experience. Such practices may include: staying engaged locally, posing and discussing questions with others, investigating issues of interest, resolving workplace issues through positive communication, reflecting daily or weekly in a journal, connecting personal experiences to the broader context for development, and paying attention to language, expression, mistakes, successes and context.

The instructor or faculty designate will normally arrange to visit each student at their host organization during the field placement, or skype at least once per term if a visit is not possible. The instructor will normally discuss the student’s progress one-on-one, meet WUSC in-country staff, his/her supervisor and co-workers to learn about the host organization’s work, and encourage the student to explore opportunities to advance his/her learning and professional networking during the placement.

2. Field Placement Overview

Experiential learning by design

The field placement consists of eight consecutive months following the university timeframe from September to April. The length of the placement is intentional and important for experiential learning. Students need time to adapt to a different culture and integrate into what can often be a challenging work environment subject to frequent disruptions caused by political upheaval, power outages, public sector strikes, etc. Within the eight-month timeframe, the course expectation is that students have the time to adapt to the local culture, build relationships within their host organization, and apply or acquire

a combination of knowledge, energy, ideas, skills and creativity to advance the host organization’s mission and impact.

Partnership for sustainable development

Through partnership with WUSC and its sister organization, CECI, INDEV strives to ensure that students are matched to host organizations that share the INDEV vision of building a more just and sustainable world through an approach that is collaborative, ethical, and inclusive (See Table 1).

In 3B Term, INDEV students are matched to a field placement with a local partner organization in a developing country through our placement provider, World University Service of Canada (WUSC) and its Uniterra program. Uniterra is a volunteer cooperation program jointly managed by two Canadian development cooperation organizations: Ottawa-based WUSC and Montreal-based Centre for International Studies and Cooperation (CECI). WUSC and CECI have decades of experience in volunteer-sending and managing aid-funded development programs, with offices in 14 developing countries within Asia, Africa and South America. Both organizations share the INDEV commitment to building greater human capital for sustainable development and believe that experiential learning is an essential component of preparing university students to help build a fairer, more sustainable world.

Uniterra/WUSC/CECI partner organizations typically expose students to work that relates to one or more of the United Nations’ sustainable development goals (SDGs). The SDGS consist of 17 goals <https://sustainabledevelopment.un.org> aimed at building sustainable cities and communities, and protecting the environment through local, national and global initiatives.

Uniterra partners selected for INDEV placements may be involved in more than one sector, which may include: building sustainability and public participation into tourism development and disaster recovery, providing business training for youth, supporting fair trade and organic agriculture producers with marketing and other support services, evaluating environmental change, or developing advocacy and fundraising materials for marginalized groups of citizens.

Under its institutional agreement with INDEV/University of Waterloo, Uniterra and its local partners are required to provide INDEV students-WUSC volunteers the following for INDEV placements:

- a safe and secure workspace
- orientation to the workplace and organizational culture
- some degree of responsibility assigned to the student for a specific job or task
- opportunity to participate in field trips and/or collaborate with co-workers; and
- a supervisor and coworker(s) assigned to work with the student.

Table 1: INDEV placement providers/partners

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| <p>About WUSC</p> <p><i>WUSC improves education, employment, and empowerment opportunities for youth. Working with a diverse network of students, volunteers, institutions, governments, and businesses, WUSC fosters youth-centered solutions to overcome inequality and exclusion. WUSC’s vision for development is</i></p> |
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people-centred, publicly accountable, emphasizes collaboration for sustainable development, local ownership for long-term impact, and supporting local actors to become agents of change.
<http://www.wusc.ca/en>

About Uniterra

Uniterra is a Canadian volunteer-sending international development program jointly operated by CECI in Montreal and WUSC in Ottawa. Uniterra sends hundreds of volunteers abroad each year to contribute their time and experience to local partner organizations working toward a more equitable world. By sharing their expertise, knowledge and know-how, Uniterra volunteers help build the capacities of local actors with the goal of creating job opportunities and encouraging entrepreneurship among women and youth. The program works closely with economic actors in the public, private and non-profit sectors, as well as with associations and training service providers. Uniterra cooperates with more than 170 local partners in 14 countries. <http://uniterra.ca/en>

About CECI

CECI is an international cooperation organization that works to combat poverty and exclusion through sustainable development projects in Africa, Asia and the Americas. CECI promotes sharing between individuals and building bridges through intercultural interaction and international solidarity.

CECI helps build the development capacities of disadvantaged communities, and supports gender equality, violence reduction, food security, resilience and adaptation to climate change.

CECI strives for innovation and efficiency. We work on sustainable development strategies by collaborating with strategic partners to carry out programs and projects. Through all of our interventions, our relations with our partners in the South are becoming more egalitarian. Strengthening democratic governance and protecting the environment are incorporated into CECI's programs. <http://ceci.ca/en>

Placement mandates and expectations

Students are expected to carry out his/her assigned duties to the best of his/her abilities, without remuneration, both to receive academic credit for the experience, and as a service to the host organization.

Students normally receive a brief outline of the work assignment or mandate during 4A Spring Term. Assignments may be subject to change without notice prior to departure and are expected to evolve once the student has arrived in-country and met with his/her team. As an introduction, Uniterra arranges for students to skype with in-country staff and the host organization prior to departure. Mandates are typically not developed in detail until the host organization and student have met and reviewed the host organization's needs and priorities in light of the student's particular interests and capabilities.

Once the student arrives at his/her workplace, a work plan is initiated through discussion with his/her local supervisor and Uniterra representative(s). The student's role and responsibilities are expected to evolve over time and will depend on the individual student's capacity and interests as well as the priorities of the local partner organization during the placement period. The student may request a consultation with the course instructor about his/her mandate at any point during the placement with the understanding that the student's first points of contact for discussing mandate challenges (and opportunities) should be the host organization supervisor, followed by the WUSC in-country team (volunteer support coordinator and/or the country director).

Work duties

Work duties may include:

- Assisting an ongoing project or initiative
- Developing a new initiative or special project
- Writing/editing reports and funding proposals
- Interviewing people and/or designing/implementing surveys to collect data/feedback
- Using multi-media tools to document local development program impacts
- Collecting and/or compiling environmental data
- Preparing team presentations
- Researching, sharing or evaluating practice or opportunities for problem-solving
- Exchanging knowledge and ideas on sustainability
- Organizing studies and conferences
- Enhancing participatory approaches
- Developing websites and databases to aid organizational goals
- Bringing fresh ideas and perspectives to trainings related to development and environmental challenges

Student health and safety

INDEV recognizes that travel to and living/working in a foreign country for eight months presents certain health and safety risks, and environmental hazards particular to the country and region of placement. INDEV and its placement providers are committed to safeguarding student health, safety and security while travelling to/from and living/working in the field placement country. The institutional partnership with WUSC and CECI is instrumental for managing risks associated with international travel and work and ensuring students are adequately prepared prior to departure, are properly insured, and supported by in-country staff throughout the eight months. Our mutual goal is to ensure students have access to the information, services and expertise they need to maintain their health and safety, and are trained to know what to do in any adverse situation that may arise (accidents, injury, theft, illness, etc.). A key element of this preparation is the mandatory pre-departure training normally held in Ottawa several weeks prior to departure. Students are also required to comply with the University of Waterloo's requirements for safety abroad and emergencies, details of which are provided during 4A Spring Term by Waterloo International.

3. Learning Outcomes

Learning outcomes associated with field placement are difficult to predict because no two students develop the same emotional or intellectual capabilities and competencies while on placement nor are two field placements ever quite the same. However, the course is designed to support an ethical and collaborative approach to learning by setting boundaries, conveying expectations and striving to ensure that each student has an appropriate level of guidance, oversight and support services in-country.

Through the field placement experience and course assignments students are expected to develop their own unique set of knowledge, skills and competencies for working effectively with local actors in different cultures.

3.1 Intercultural competencies

Students will be asked to reflect on their intercultural effectiveness (Table 2) and their progress in acquiring intercultural competencies in seven key areas: adaptation, attitudes, understanding of host organization, country and culture, self-knowledge, relationship-building, intercultural communication, and organizational skills (Table 3).

Table 2: What is an interculturally effective person?

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| <p><i>An interculturally effective person is one who is able to live contentedly and work successfully in another culture. The interculturally effective person has three main attributes:</i></p> <ul style="list-style-type: none"> ▪ <i>an ability to communicate with people of another culture in a way that earns their respect and trust</i> ▪ <i>the capacity to adapt his/her professional skills and experience to fit local conditions and constraints; and</i> ▪ <i>the capacity to adjust personally so that s/he is content and generally at ease in the host culture.</i> <p>Source: Global Affairs Canada http://www.international.gc.ca/cil-caj/effectiveness-efficacite.aspx?lang=eng</p> |
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Table 3: Intercultural competencies

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| 1 | ADAPTATION SKILLS |
| Major Competency | |
| <i>INDEV students are expected to demonstrate or develop the ability to cope personally and professionally with the conditions and challenges of living and working in another culture.</i> | |
| Core Competencies | |
| 1.1 | The student is able to cope with the stress of culture shock and the ongoing challenges of living in another culture. |
| 1.2 | Beyond coping, the student enjoys the host culture as enriching experience. |
| 1.3 | Without abandoning their ideals, the student behaves in some ways differently in the host culture than at home in order to enhance acceptance in the new culture. |
| 2 | ATTITUDES |

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| Major Competency | |
| <i>INDEV students are expected to demonstrate or develop attitudes of modesty and respect for the local culture, and are willing to learn and consult with locals before coming to conclusions on issues.</i> | |
| Core Competencies | |
| 2.1 | The student shows in his/her attitude and behavior a respect for the local culture. |
| 2.2 | The student demonstrates humility by not soliciting acknowledgement or attention to themselves. |
| 2.3 | Despite the importance of an attitude of modesty and respect, the student nonetheless demonstrates or develops the self-confidence to take initiative and promote new ways of doing things where deemed appropriate. |
| 3 | KNOWLEDGE OF THE HOST COUNTRY, HOST ORGANIZATION AND CULTURE |
| Major Competency | |
| <i>INDEV students are expected to demonstrate or develop knowledge of the host country and culture, and try to constantly expand that knowledge.</i> | |
| Core Competencies | |
| 3.1 | The student demonstrates a desire to learn about the host culture. |
| 3.2 | The student builds his/her knowledge of the history, geography, social customs, and socio-economic conditions of the host country. |
| 3.3 | The student builds his/her knowledge of the local organization in which he/she works, the political processes of the country and organization, and local management practices. |
| 4 | RELATIONSHIP-BUILDING |
| Major Competency | |
| <i>INDEV students are expected to demonstrate or develop good relationship-building skills, both social/personal and professional.</i> | |
| Core Competencies | |
| 4.1 | The student socializes harmoniously and productively with host nationals and co-workers. |
| 4.2 | The student helps to get people to work together. |
| 5 | SELF KNOWLEDGE |
| Major Competency | |
| <i>INDEV students are expected to demonstrate or develop knowledge of one's own background, motivations, strengths and weaknesses.</i> | |
| Core Competencies | |
| 5.1 | The student has an understanding of their own culture and how it has shaped how they think, feel and react to people and events. |
| 5.2 | The student knows their own personal strengths and weaknesses in regard to overseas living and working. |
| 5.3 | The student recognizes and is able to manage his/her reactions to ambiguity. |
| 5.4 | The student has an understanding of his/her personal work style. |
| 6 | INTERCULTURAL COMMUNICATION |
| Major Competency | |
| <i>INDEV students are expected to demonstrate or develop the ability to communicate effectively in intercultural settings.</i> | |
| Core Competencies | |
| 6.1 | The student is able to convey thoughts, opinions and expectations in a way that is understandable yet culturally sensitive. |
| 6.2 | The student is not afraid to participate in the local culture and language; he/she does not fear making mistakes. |

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| 6.3 | The student can establish shared meanings with local people, so that foreigners and local people understand what is said in the same way. |
| 6.4 | The student possesses sufficient local language capacity to show that they are interested in people with whom they work and interact. |
| 6.5 | The student can empathize with, not just understand intellectually, how locals see the world. |
| 7 | ORGANIZATIONAL SKILLS |
| Major Competency | |
| <i>INDEV students are expected to demonstrate or develop organizational skills.</i> | |
| Core Competencies | |
| 7.1 | Intercultural balance in the workplace: The student finds a workable balance between the need to adapt behavior to local norms (“when in Rome...”) and the need to maintain their own cultural identity and values (avoid “going native”). |
| 7.2 | The student maintains a focus on the task to be achieved. |
| 7.3 | The student develops the ability to assess competing forces in an organization and its environment. |
| 7.4 | The student is resourceful and able to function with a different level of resources and supports than might be customary or expected in his/her home country. |
| Adapted from: Global Affairs Canada. (2014). <i>What is Cultural Effectiveness?</i> http://www.international.gc.ca/cil-cai/effectiveness- efficacite.aspx?lang=eng&_ga=2.69115026.2052785356.1500056798-1225499821.1434130077 | |

3.2 Critical reflection

Critical reflection is an essential skill for development practice in a rapidly-changing world and as such students are expected to develop and demonstrate their capacity to critically reflect on experience. The relevance and importance of critical reflection for experiential learning is further explained in Table 4.

Table 4: Why critical reflection?

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| <p><i>Critical reflection is a “meaning-making process” that helps us set goals, use what we’ve learned in the past to inform future action and consider the real-life implications of our thinking. It is the link between thinking and doing, and at its best, it can be transformative (Dewey, 1916/1944; Schön, 1983; Rodgers, 2002). Without reflection, experience alone might cause us to “reinforce stereotypes..., offer simplistic solutions to complex problems and generalize inaccurately based on limited data” (Ash & Clayton, 2009, p.26). Engaging in critical reflection, however, helps us articulate questions, confront bias, examine causality, contrast theory with practice and identify systemic issues all of which helps foster critical evaluation and knowledge transfer (Ash & Clayton, 2009, p. 27). While critical reflection may come more easily for some students than others, it is a skill that can be learned through practice and feedback (Dewey, 1933, Rodgers, 2002).</i></p> <p>Source: Centre for Teaching Excellence, University of Waterloo. https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection</p> |
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3.3 Other skills for development practice

During the field placement, students are expected to build their own skill-set, including: analysis, problem-solving, and communication (verbal and written).

4. Course Components

| Course component | What skills and competencies will students have the opportunity to demonstrate/practice/develop? |
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| 401/402 Field Placement/WUSC contract | <p>INTERCULTURAL COMPETENCIES (Table 3)</p> <ul style="list-style-type: none"> - adaptation skills - attitudes of respect, humility, willingness to learn, self-confidence - understanding of the concept of culture - knowledge of host organization, country and culture - self-knowledge - intercultural communication - organizational skills <p>ANALYSIS</p> <ul style="list-style-type: none"> - analyzing complex issues from a social, economic and environmental perspective at the same time - identifying constraints and opportunities in at least one sector - evaluating what constitutes best practise - building evidence for what works and what doesn't <p>PROBLEM-SOLVING</p> <ul style="list-style-type: none"> - developing a strategy to achieve a specific goal, recognizing social, economic and environmental dimensions - working with local actors to define problems and solutions - collaborating with others to come up with more sustainable approaches, or strategies for undoing past harm or injustice |
| 401/402 Blog | <p>Written communication and critical reflection</p> <ul style="list-style-type: none"> - writing persuasively and purposefully for non-academic audiences - analyzing local actors, host organization, country, culture, environment - reflecting on personal biases and assumptions |
| | <p>Written communication</p> <ul style="list-style-type: none"> - providing evidence of sector learning |

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| 401 Work Experience Report | <ul style="list-style-type: none"> - identifying constraints and opportunities in at least one sector related to host organization <p>Critical reflection</p> <ul style="list-style-type: none"> - assessing learning progress and skills development - evaluating or advocating for best practise - thinking about ways of doing things more sustainably |
| 402 Capstone Presentation | <p>Integrative learning</p> <ul style="list-style-type: none"> - connecting relevant experience with academic knowledge of sustainable development - demonstrating knowledge of at least one sector’s approach and impact - applying skills and competencies to solving a difficult problem or exploring complex issues in an original way - producing the assignment in a way that enhances meaning and pays attention to local language, thought and expression. |

5. Assessment

| INDEV 402 | | | |
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| Assignment | Grade (%) | Due Date | Description |
| Field placement/ WUSC contract | 45 | n/a | <p>A grade of 45 percent is awarded for completion of the entire second 4-month block of the 8-month placement, provided you fulfil your work duties and time commitments in accordance with the WUSC volunteer contract and standards.</p> <p><i>Partial completion will be graded as Incomplete. Marks will be deducted for unsanctioned work absence or performance issues.</i></p> |
| Blog | 20 | Feb 18 | <p>Write and publish one 500-1000 word blog for the WUSC/CECI Volunteer Platform http://volunteer-blog.ca/ about a local personality/leader/citizen, cultural event, debate, or development/sustainability problem/solution; reflect on what this has taught you and the broader picture of development in your placement country. You do not need to offer any answers or solutions of your own; rather try to focus on something positive or interesting you have learned about through direct experience; you must explain significance and context. Refer to the course components</p> |

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| | | | <p>(Section 4). High-quality writing; educational and evidence-based content expected. Blogs with more than 5 grammar and spelling mistakes will receive a zero grade.</p> <p><i>Submit a link to your published blog on the WUSC platform to 402 Dropbox on D2Learn. Grading rubric provided.</i></p> |
| CAPSTONE Deliverables | 35 | <p>Posters Apr 19 2019</p> <p>Oral Pr. May 3 2019</p> | <p>Capstone deliverables must do the following:</p> <ul style="list-style-type: none"> - present the work and impact of your host organization and ties this to the SDGs or other over-arching themes i.e. sustainability, social justice OR - educate the UW community about some aspect of your host organization’s mission/work/impact/network that displays aspirations or evidence of social justice, environmental sustainability or inclusive economic development <p>You are encouraged to submit a draft title and short summary of poster content for instructor feedback in March. Deliverables include a professional-quality poster presentation (25%) AND an oral presentation explaining your poster (10%). <i>Detailed instructions for creating your poster are posted under 402 Content. Grading rubrics provided.</i></p> |

6. Course Policies

Late submissions

Students receive 3 grace days per term to accommodate for lateness due to illness, field trips, work-related or cultural events, electricity outages or other valid disruptions. Once these have been used, students will lose 5 percent per each day late on any given assignment unless timely notification is provided with a legitimate excuse for lateness.

Field placement policy guidelines

INDEV policy guidelines assist in the understanding and administration of International Development (INDEV) field placements, and to promote the safety, security and success of students while on field placements abroad. Details on academic accommodation for non-completion and early termination are also found in this document here: <https://uwaterloo.ca/school-environment-enterprise-development/undergraduate-programs/international-development/field-placements-depth/field-placement-policies>. These guidelines are consistent with University of Waterloo Policies and guidelines, and the university's commitment to fairness for all students and academic integrity. In case of discrepancy or disagreement between these program guidelines and the university's, the university policies and guidelines will apply. The guidelines are also consistent with the placement provider norms and policies for WUSC student-volunteers overseas.

University of Waterloo/Faculty of Environment policies

◆ Intellectual property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights. Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

◆ Academic integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here: <http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html> Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic

advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

◆ **Mental health**

The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and/or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, and relationship issues.

◆ **Grievance**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

◆ **Appeals**

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

◆ **Communications with instructor**

All communication with students and instructors with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

7. Definitions

Assumptions – Refers to the ideas, conditions or beliefs (often implicit or unstated) that are taken for granted, accepted without proof or otherwise unsubstantiated.

Context – Refers to the historical, ethical, political, cultural, environmental, economic or other circumstantial settings or conditions that may influence people, events, issues, debates, or ideas.

Development practice – commonly refers to the work done by development agencies and their local partner organizations to reduce poverty and advance environmental sustainability.

Donor agency – commonly refers to the countries/government agencies that supply aid and development funding to other countries/governments.

Sector – A distinct sphere of activity or industry within a nation's economy or society such as education, agriculture, conservation, tourism, etc.

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