



**I. COURSE DESCRIPTION:**

This general education course provides students with basic academic and practical preparation for intercultural service in which the focus is placed upon strengthening families and building community capacity. Students will gain an understanding of the importance of education, access to water and health services, food security and agricultural and alternate income sources with a sustainable approach. Students will participate in activities utilizing these cornerstones to support and contribute to the development, empowerment and independence of individuals, families, and communities. This intercultural course as an elective involves, preparatory learning and direct personal involvement, including both emic (insider) and etic (outsider) reflections of the planned service cultural experience from the student's perspective.

1. Lecture: 3 hours per week
2. Community Clinical Hours: 80 hours

**II. ENROLMENT PROCESS**

The enrolment process for this experience will be completed by the individual student with faculty guidance. Each student participating in the course/service experience is responsible for his/her own travel account established through EF tours. The student is required to purchase EF tours travel insurance (\$149) prior to the service experience to ensure appropriate coverage. For further information visit the EF tours website [www.eftours.ca](http://www.eftours.ca).

**III. LEARNING OBJECTIVES**

Upon successful completion of this course, the student will demonstrate the ability to:

- Identify the importance of cultural competency to understand the needs of individuals, families or groups that is respectful and responsive to the needs of diverse populations.
- Develop an awareness of global and local issues.
- Become familiar with broad intercultural relationships as they relate to the learning experience.
- Learn skills that help in developing viable solutions to issues and problems through engaging in social justice learning and action.
- Demonstrate leadership skills that can be applied to global and local levels to engage in creating change.
- Strengthen cross cultural engagement among the student body and campus community

**IV. THEORETICAL KNOWLEDGE AND COURSE CONCEPTS:**

- Cultural competence, responsiveness and awareness
- Empowerment (hand up vs hand out)
- Group Process and Communication
- Determinants of Health

- Education
- Clean water and sanitation
- Health
- Alternative income and livelihood
- Agriculture and food security
- Collaboration and Community Partnership
- Leadership

## **V. LEARNING OUTCOMES:**

### **The learner will:**

1. Apply the principles of health promotion in relation to the identified determinants of health (education, water, health, food security and agriculture, and alternative income) during the learning experience.
2. Demonstrate an understanding of cultural competence as evidenced through daily interactions during the experience, during the “end of day” reflections, group activities and daily debriefing, supported with independent self-reflections and journaling.
3. Be able to verbalize the importance of a community investment approach towards the development of a sustainable infrastructure as opposed to individual hand-outs.
4. Develop donor campaign to ensure growth and continuity for future service learning opportunities through efforts to develop diverse and creative fundraising efforts.
5. Collaborate with other campus groups, programs, or student initiatives to share insight of their educational experience.
6. Engage other students, faculty, college staff, and/or community members in a intercultural presentation that promotes initiatives relevant to world issues reflective of the service experience.

## **VI. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Learners will access materials through the Sault College Library System including; peer reviewed articles and scholarly literature. Web based sources will also be accessed in this learning environment.

## VII. EVALUATION PROCESS/GRADING SYSTEM:

Success in passing this course requires an overall course grade of 60% after completion of ALL components of the course including Satisfactory in the service learning placement. The grade for **Course Code#** will be based on the following methods of evaluation. These will be derived from the following:

### Evaluation

1. Cultural Competency Exam 30%  
The format for this test may include a combination of multiple choice questions, matching questions, focusing on cultural competence, awareness, and responsiveness.
2. Reflective Journal 20%  
Please refer to Syllabus for further instructions. APA format will be required.  
This is a formal paper that will depict the student's perspective of the experience
3. Presentation 40%  
The presentation can be in a medium of choice by the presenter(s). Audience may include any of the following; student groups, faculty, college staff, community partner, community group. The presentation date must be planned and agreed upon by the faculty advisor, the student(s) presenting and the audience.
4. Community Service Learning Placement Satisfactory/Unsatisfactory: Refer to Syllabus for additional information.
5. Participation 10%  
This will comprise of the student's level of involvement with engaging in the activities and group discussions during the course/travel experience.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

### VIII. SPECIAL NOTES:

#### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Students must attend **all** learning sessions in this course. Deviation from this requirement must be discussed with the course professor **prior** to the student's absence. Failure to comply with this request may jeopardize the learner's ability to engage in all aspects of this learning experience. In the event an absence, students must collaborate with the course professor to complete a detailed learning plan. This is to ensure the safety of the student and the population being served in this international learning experience.

### IX. COURSE OUTLINE ADDENDUM:

#### 1. Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

#### 2. Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Accessibility Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:

The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honored) as of the first week of *November (fall semester), March (winter semester), or June (summer semester)* will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **Mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations; you're learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.