

Applied Research Project 2014/2015

Recreation Studies- Experiential and International Learning Opportunities

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Applied Research Project Erin Wilkins 2014/15

Experiential Learning

Table of Contents

Executive Summary	4
Proposal Overview	6
Research	7
Experiential Learning and International Programs Offered by Partners/ Similar Institutions	9
Experiential Learning and International Programs Offered at Langara (Overall, LSM, Recreation Studies Dept.)	13
Bachelor of Recreation Management Transferable Courses	15
Experiential and International Learning Opportunities Identified	16
1. International Experiential Learning ‘Pilot Program’	16
Overview:	16
Options.....	16
2. Special Topics Course.....	16
Overview:	16
Options.....	17
3. Optional Internship for BRM	17
Overview:	17
Options:.....	17
4. Optional Co-Op Program for BRM (Local and International placements).....	17
Overview:	17
Options:.....	18
5. BRM Exchange Program with an International College/University.....	18
Overview:	18
Options:.....	18
6. Study Abroad Field Schools	19
Overview:	19
Options:.....	20
Feasibility Ranking of Proposed Initiatives (most feasible to least)	21
Student, Faculty, and Advisory Committee Feedback on Proposed Initiatives.....	24
Survey and Focus Groups with Recreation Studies Students	24
BRM Students Feedback Summary.....	24
Diploma Students Feedback Summary	25
Interviews with International Students	25
Recreation Studies Advisory Committee	25

Recommendations	27
Next Steps.....	27
Industry and Intradepartmental Connections and Contributor's to Research Project	28
Work Cited:.....	30
Appendices:	31
Survey /Focus Group / Interview - Student Questions and Comments:	31
Recreation Advisory Committee Feedback	34
Co-Operative Education Program Proposal Process (New Draft Document).....	36
Researcher Learning's.....	39

Executive Summary

The following document outlines the research findings and proposed recommendations based on the Applied Research Project, approved September 2014 through the Recreation Studies Department. The project researches and recommends Experiential Education opportunities for Langara Recreation Studies students. The Recreation Faculty will review the research and recommendations in April 2015; feasible initiatives will be approved and implemented 2015 onward.

It has been established that experiential and international learning experiences are pillars in the Langara College Academic Plan. This document is not rationalizing these pillars but providing research on how other institutions are providing experiential and international learning opportunities, and how the Langara College Recreation Studies Department can align with Academic Plan, become competitive in the industry, and be the College of choice for students interested in studying community recreation.

External research was collected based on program-offerings from 13 Colleges/Universities across Canada delivering Recreation Diplomas and Degrees.

College wide internal research was collected via the International Education department, Co-Op Department, Study Abroad, Langara School of Management, Recreation Studies Department, Recreation Studies Advisory Group, Faculty and Administration. Interviews and focus groups with students from the Recreation Studies Program were also conducted.

Research Overview:

Findings suggest that the majority of institutions across Canada providing Recreation Programs (Diploma and Degree) offer a mandatory Practicum, Internship or Co-Op and most offer and promote International Academic Exchange and / or International Internship or Co-Op options.

Langara's Recreation Studies Leadership Diploma Program is exemplary in providing students with Experiential Learning opportunities such as Outward Bound and the 14-week Internship. The Bachelor of Recreation Management (BRM) on the other hand, does not offer Internships or Co-Op, nor does it offer or promote organized exchange opportunities with International partners.

There have been an increasing number of Leadership Diploma graduates moving straight into the BRM- this is great! However, not what was initially anticipated. The initial profile, (and still the profile of some students) is composed of students currently working in the recreation field, looking to improve their skills and academic qualifications to move to managerial positions in the recreation field.

The BRM is a relatively new program and the Recreation Studies Department is continuously evaluating its success, identifying the student profile, and how best to service student needs, and the needs of employers in the community.

Based on internal and external research, a number of proposed initiatives were identified and prioritized. The two most feasible options identified were the addition of an optional Co-Op designation for the BRM and development of an International Exchange Program for the BRM.

Surveys, focus group and interviews were conducted with 30 students in the Recreation Leadership Diploma Program and the Bachelor of Recreation Management Programs to identify interest in the two most feasible initiatives –Optional Co-Op and International Exchange.

Feedback from all of the research conducted suggests that in order to remain competitive with our partners delivering Recreation across the country, complimented with the BRM student profile, there is a need, and student interest for work experience /Co-Op type opportunities as well as International Exchange programs for BRM students.

The following document outlines the research conducted, which informed this Executive Summary.

Proposal Overview

Objectives

- The 3 main project objectives:
 - Initiate discussion with Recreation Studies Department and other departments within Langara regarding international experiential learning opportunities for Recreation Studies Students.
 - Research programs offered by our partners, competition, and other departments within Langara College that we may be able to collaborate with to create international experiential learning opportunities.
 - Propose possible experiential and international learning opportunities for Recreation Studies students which:
 - Fit within the structure of our Diploma and BRM programs
 - Correspond with the values and learning objectives of the Recreation Studies programs
 - Correspond with the direction of the academic plan, college values, goals and objectives
 - Research conducted and opportunities identified will be presented to, and reviewed by the Recreation Studies department.
 - This project will provide background, rationale, and possibilities for programming, by creating an informed starting point for future development of international learning opportunities in the Recreation Studies Department.

Background and Rationale

- The Academic Plan supports International academic and experiential learning
- Project is strongly aligned with the Vision statement for Langara College that encourages “experiences and activities that actively engage students and enhance their development and learning”.
- Bachelor of Recreation Management is currently one of four degrees at Langara College and is the only fully on-line degree completion program. It is also the only Bachelor of Recreation Management in Canada that is offered in a fully on-line delivery. Within the Recreation Leadership Diploma, we currently offer one course fully on-line and three courses in mixed mode delivery.
- Although the Diploma program delivery is very structured, the flexible delivery of the BRM could allow students to participate in the program from anywhere in the world.
- BRM courses are made up of Recreation and Business courses; business courses currently offered by Langara’s international partners may be transferable for BRM Business credits.
- Students often travel abroad / holiday during and after their enrolment at Langara.
- Vancouver is an incredibly multicultural, diverse community. Understanding these diversities is essential for recreation professionals.

- Recreation Studies Department faculty have been challenging our selves to engage students within the on-line environment and provide opportunities for experiential, practical, and exciting learning experiences that enhance students understanding of the core principles of community recreation.
- The field of recreation has no borders in terms of work opportunities.
- Based on my own international experiential learning, I believe there would be interest (and value) in international programming, and if so, I feel we should provide students an opportunity for recreation specific experiential learning. This learning will build on the current curriculum supporting diversities and multiculturalism in community recreation, enrich classroom discussion, broaden students awareness and understanding of recreation worldwide, and provide valuable experience which will enhance students learning's and provide them with a stronger skillset when starting their careers.
- Although there are limitations, I believe there are opportunities for international learning experiences that I would like to research / propose.

Intent and Description of the Proposed Research Project

The intent of this project is to research international experiential learning opportunities for Recreation Studies students, collect feedback from current recreation students regarding this type of programming, and identify a number possible programing options for Recreation Studies Students.

The project deliverables will include:

- Survey current recreation students and identify interest and feasibility of International recreation opportunities/ experiential learning opportunities.
- Research the types of international experiential learning programs our competition is offering.
- Research Langara's internal international initiatives and review the feasibility of incorporating programs and offerings to Recreation Studies Students.
- Research Langara's current international partners and identify courses that can be credited to the BRM.
- Create intradepartmental partnerships / share our interest in international learning opportunities throughout the college.
- Creation of a list of Experiential / international learning opportunities that fit within the structure of the Recreation Studies programs and college policies to review with faculty. The proposed programs / opportunities will emerge from my research.

Research

The research conducted for this project was broken down into 4 functional areas:

1. **External Research:** Experiential Learning and International programs offered by our industry partners/competitors who offer Recreation Diploma's and or Degree Programs;
2. **Internal Research:** Experiential Learning and International programs offered at Langara College, overall college initiatives, Recreation Studies programs and initiatives and School of Management (BBA) programs and initiatives;
3. **Faculty and Advisory Interviews/information gathering:** College wide information gathering which informs the above findings;
4. **Student feedback:** Surveys and Focus Groups reaching Recreation Leadership Diploma and BRM students, as well as International Students attending Langara

Research findings are outlined in the tables below.

Experiential Learning and International Programs Offered by Partners/ Similar Institutions

Partners /Competition /Programs

Note: Research indicates the majority of institutions value and attempt to provide experiential learning opportunities throughout their programs; the table below describes Internships/Co-op/Exchange /Study Abroad programs outside of typical classroom opportunities

School	Programs	Experiential Learning / Co-Op/ Internship	International Learning/ Working Experiences	Website link
Vancouver Island University	Bachelor of Tourism Management -Major in Recreation <i>-Transfer agreements in place</i>	-Summer Term Co-Op or Internship, students choice	-VIU has established formal ties and exchange programs with international institutions in countries such as Australia, China, England, Finland, France, Italy, Japan, Korea, Mexico, Netherlands, New Zealand, Taiwan, Thailand, Vietnam, and the United States of America. -Study tours and field schools available (credited courses delivered overseas) -International internships and Co-Op's available/approved	http://web.viu.ca/rec_tour/btm_degree_matrix.htm
Royal Roads University	Bachelor of Commerce in Entrepreneurial Management -Transfer program to BRM <i>-Transfer agreements in place</i>	-One month Business Field School in the final semester of Degree	-International placements available for Business Field School	http://www.royalroads.ca/prospective-students/bachelor-commerce-entrepreneurial-management
Capilano University	Bachelor of Tourism Management and Tourism Management Co-Op Diploma <i>-Transfer agreements in place</i>	- Outdoor Recreation Diploma includes a required 4 month Practicum (paid or not paid) -Tourism Management Diploma included a required 4month paid Co-Op -Tourism Management Diploma for International Students includes a mandatory (paid or not paid) Practicum (280hrs)	-15 Week Study Abroad Program in Tourism Management allow students to embark upon a variety of international (and national) study experiences with partner colleges, universities or agencies/organizations -Programs consist of academic courses, internships, field skills development and/or Co-Op. -Normally, students will be registered in these courses after being accepted in a study abroad program such as a study tour, field school or student exchange partnership -Study Tours (1 Week-10 Days) strongly supported by Faculty -Disney Study/ Work program qualifies as Co-Op for	http://www.capilano.u.ca/tourism-management/diploma/Tourism-Management-Co-operative-Education-Diploma-Program-Requirements/

			Tourism Management Program -Several Exchange Agreements in place with other Tourism Schools, Local and International- Highly supported and promoted	
University of Victoria	Bachelor of Arts- Major in Recreation and Health Education Co-Op	-4 x 13 week Co-Op work terms	-International academic exchange opportunities and Co-Op, all over the world -Affiliated with Going Global, international network of placements	http://www.uvic.ca/education/exercise/undergraduate/recreation/index.php
University of Alberta	Bachelors of Arts in Recreation and Leisure Studies, Sport and Tourism	- BA Recreation, Sport, and Tourism include a required practicum completed toward the end of their programs - Either a full-time option (1 term/14 weeks) worth a total of 15 credits or a 6-credit part-time professional practicum (still run over 1 term/14 weeks) and a 3-credit graded practicum seminar that runs concurrently (few students choose the part-time option; almost all students choose a full-time placement)	- International placements available for the full-time Practicum option -3 or 4 study abroad courses specifically offered by faculty (in addition to others offered by other U of A faculties that students can access) -Currently have 3 exchange programs set up with the faculty specifically (to New Zealand, Norway, or Czek Republic), and as well,s tudents can apply to other exchanges run by University of Alberta International. -Currently engaged in discussions with other Universities in Asia, Europe, and Australia regarding potential collaborations.	http://www.registrar.ualberta.ca/calendar/Undergrad/Physical-Education-and-Recreation/Programs/154.3.html#154.3
Brock University	Bachelors in Outdoor, Community and Therapeutic Recreation	-Mandatory 14 week Internship in Therapeutic Recreation -Elective Internship for Community and Outdoor Recreation programs	-International Internship is an option, students in the past have gone to only the USA -Field School in Cuba is offered periodically depending on student interest	http://brocku.ca/app lied-health-sciences/academic-departments/rec-leisure
University of Waterloo	Honours Bachelors Programme in Recreation and Leisure Studies (5yrs)	-Co-Op- 5year program with 5 paid work terms-After first year, alternate between 4-month work terms, and 4-month study terms. (Approx. 2 years work experience) -105 hour Practicum/ 560 hour	- International exchanges and study abroad programs in over 36 countries with 150 partner universities, and a global experience certificate -Disney partnership at U of Florida	https://uwaterloo.ca/recreation-and-leisure-studies/

		Internship		
University of Northern British Columbia	Outdoor Recreation and Tourism Management Degree	<ul style="list-style-type: none"> -Field School- 2 courses: 1st 3 credits 2nd 1-6 credits -Elective Internship, credit for one course- International placement is allowed but most placements are local -No Co-op 	<ul style="list-style-type: none"> -Exchange programs are available for many countries -Interest in additional experiential and international programs but lack of staffing to research/implement -The University is responsible for overseeing the exchange programs in place; there is no other organization involved. -Most exchange agreements are created by profs that have a link with another university through research or past education experiences 	http://www.unbc.ca/outdoor-recreation-tourism-management
Brock University	Recreation and Leisure Studies Department: -Community Recreation -Outdoor Recreation -Therapeutic Recreation (4yr Degrees)	<ul style="list-style-type: none"> -Students receive credit for participating in extended outdoor recreation field experiences offered by Outward Bound Canada, the National Outdoor Leadership School (NOLS), Wilderness Medical Associates, Leaders of the Day and agencies. - Students must consult departments before registering with the sponsoring agency and are responsible for registration, transportation and fees associated with the experience. 	<ul style="list-style-type: none"> -International Exchanges programs available -Member of ISEP http://www.isep.org/ 	http://www.brocku.ca/webcal/undergrad/recl.html
Dalhousie	Bachelor of Recreation Management (5yr) Health Promotion and Therapeutic Recreation Degree	<ul style="list-style-type: none"> - 1 year mandatory Practicum or Internship -14 week Practicum is at the end of the program after course work complete for 15 credits -Internship is 16 weeks also at the end of the program 	<ul style="list-style-type: none"> - No directly related exchange or study abroad program however some students complete the University wide exchange programs - Exchange program for the Kinesiology program is currently being developed, and possibly other programs 	http://www.dal.ca/content/dam/dalhousie/pdf/healthprofessionals/School%20of%20Health%20and%20Human%20Performance/RECMGMT_factsheet.pdf
University of Manitoba	Bachelor of Recreation, Outdoor Recreation and Therapeutic Recreation	<ul style="list-style-type: none"> - Supervised Field Work Experience-one term - Students are matched with an organization by co-ordinator -Field work is equal to 4 three credit courses 	<ul style="list-style-type: none"> -International opportunities can be arranged for Field Work if the student has expressed interest -The University of Manitoba offers exchange programs through the International Centre for Students: http://umanitoba.ca/student/ics/ -Students may participate, but in many instances the 	http://umanitoba.ca/faculties/kinrec/undergrad/fieldwork.html

		<ul style="list-style-type: none"> - The Fieldwork experience is 1 term (3 months full time) or 450 hours (depending on the arrangement). -Field Work is not required but highly recommended. Students may take advanced electives in the place of the fieldwork opportunity 	<p>courses taken are transferred in as electives and don't qualify as degree required "topic specific" courses. The exchange program is a function of the University as a whole, and not faculty specific</p> <p>-Faculty has expressed interest in furthering partnerships with other international educational institutions. This is currently in development through our strategic planning.</p>	
Memorial University	Bachelor of Recreation Management (4yrs)	<ul style="list-style-type: none"> - Recreation Management Degree Co-Op requires 3 Co-Op work terms (1 year) -Recreation Management Degree for those with 5 years relevant work experience no Co-Op required 	<ul style="list-style-type: none"> -International exchange opportunities available 	http://www.mun.ca/hkr/undergraduate/BREC.php
Thompson Rivers University	Bachelor of Tourism Management	<ul style="list-style-type: none"> -Field Work mandatory - Students must have a minimum of 500 hours of documented relevant work experience supported by industry references indicating capable performance -Students can complete field work requirement on their own or via the Co-Op option 	<ul style="list-style-type: none"> -International placements available for Co-Op -Study Abroad programs are available for Diploma and Degree Students http://www.tru.ca/studyabroad.html - Student Exchange program: allows a student to live and study in a different country for one or two semesters. There are over 40 countries to consider through TRU Bilateral Exchange and the International Student Exchange Program ISEP). -Variety of International Field Schools- credit and no credit options -Internship/teaching/volunteer options with many partners -Indicated they are very interested in furthering their partnerships and programs with experiential/international learning - Member of ISEP http://www.isep.org/ 	http://www.tru.ca/act/tourism/programs/degree/btmprogram.html

Experiential Learning and International Programs Offered at Langara (Overall, LSM, Recreation Studies Dept.)

Langara College- Experiential and International Programs: Academic and Work Related

* Experiential learning is a part of many classes and programs at Langara, programs and opportunities identified below are specific to School of Management, and Recreation Studies Department. A high level overview of College wide International academic and work related programing is also provided.

Programs	Experiential Learning: Co-Op/ Internship	International Experiential Learning
Langara College (overall)	Co-Op- Currently placements in: BBA-Marketing International Business Computer Science Bio Information Systems Internships- Regulated by individual departments (some mandatory, others required, duration varies)	Exchange: -Opportunities available through CONAHEC (student exchange organization) http://www.conahecstudentexchange.org/english/StudentExchange/AcademicDiscipline.asp - Many CONAHEC partners offer programs only in the language of the country - in most cases, Spanish or Portuguese -No exchange opportunities for Recreation Bachelors Degrees available/listed on website -2 exchange opportunities for Recreation Diplomas, Mexico State and Selkirk College (2 in Canada) - Exchange opportunities in Japan: Ryukoku University: www.langara.bc.ca/programs-and-courses/external-studies/japan-exchange/index.html Tokiwa University: www.langara.bc.ca/programs-and-courses/external-studies/japan-exchange-tokiwa/index.html -Exchange opportunities in Korea: Soonchunhyang University: http://langara.bc.ca/programs-and-courses/external-studies/soonchunhyang-exchange/index.html -International Education is currently updating the above information Exchange Placements: -The programs that most actively promote exchange opportunities are the Japanese instructors in Modern Languages and in Asian Studies -Between 2-8 students go on exchange each year -There have been several students from the BBA Management program go on exchange, of the five students in Korea (October 2014) one is a business student and of the three students going to Korea in the spring, one is a business student. Work-Study: -We do not currently have work-study programs available to students at Langara

		<p>Study Abroad Field Schools:</p> <ul style="list-style-type: none"> -The study abroad programs are managed through each individual department, numerous field schools are offered each year based on Faculty development -Combine studies and experience with the excitement of travel. Programs allow students to choose credit or non-credit, a range of durations, and a wide assortment of destinations - http://www.langara.bc.ca/programs-and-courses/study-abroad-field-schools/index.html
Langara School of Management	<ul style="list-style-type: none"> -BBA students must complete 3 semesters/ term of Co-Op, Internships or flex assessment to receive Co-Op designation - Students may complete Co-Op as experience and not receive designation on degree -Approximately 80- Co-Op placements per year, plus 20 Practicums and 40 Flex Assessments -Students must take a Co-Op prep course prior to completing a Co-Op placement -The Co-Op departments suggested it was a challenge to get students to apply for placements 	<p>Co-Op:</p> <ul style="list-style-type: none"> -Approx. 3 International Co-Op placements per year, typically in China or USA (Co-Op dept. provides a letter to allow student 1 year visa- typically not an issue) <p>International Exchange:</p> <ul style="list-style-type: none"> -No International Exchange opportunities programmed or promoted -Students may transfer approved courses for credit from a number of international institutions -Nations identified as frequent transfers by LSM students advisor: China, India, USA, Brazil, Philippines -Eastern Europe and Mexico were identified as Nations with student inquires regarding transfers -Although India and China seem to be the focus for Langara (incoming exchange students), it was suggested that perhaps a better fit for outgoing exchange opportunities for our students are perhaps in Europe and Australia / New Zealand
Recreation Leadership Diploma	<ul style="list-style-type: none"> -Outward Bound / Alternative Experiential Program mandatory -Internship- 14 week mandatory Internship (or Reflective Practicum) at an approved agency in the Lower Mainland 	<ul style="list-style-type: none"> -Out of town Internships (throughout BC) have been approved in the past, but are not ideal due to; the travel time for the 4 mandatory seminars in Vancouver, the difficulty for faculty to support out of town students, and the overall learning focus throughout the 14 weeks is based on community recreation in the Lower Mainland
Bachelor of Recreation Management (BRM)	<ul style="list-style-type: none"> -No Co-Op offered - Internship opportunities available but not required, placements listed on RecWeb 	<ul style="list-style-type: none"> -No International academic or work opportunities offered - Students may transfer approved courses for credit from a number of Canadian and International institutions – not promoted

Bachelor of Recreation Management Transferable Courses

Courses in the BRM that are outside of the Recreation Studies Department and have been previously approved by LSM for transfer credits:

BUSM 2115- Human Resources Management (transferred often)

BUSM 2200- Organizational Behaviour (transferred often)

FMGT 1116- Accounting for Managers (transferred often)

Electives X 3

Upper Level courses (3000/4000 listed below) generally not granted transfer credits and are approved on a course-by-course basis by Department Chair. Students may be able to qualify for an exemption from the course with transfer for unassigned lower division coursework. For example, if a student took PR somewhere else, they could potentially get MARK 2XXX plus an exemption from MARK 3250. The individual course(s) would need to be assessed by Department Chair to determine if they qualify for the exemption.

BUSM 4120- Organizations and Change

MARK 3250- Public Relations

MARK 3100- Special Events Management

Transfer options for CMNS 2228 Advanced Written Communications or LIBR 3120- On Line Research and Analysis were not researched. It was suggested that this may cause too much confusion, efforts were focused on transfer on BRM courses from the School of Management.

Recreation Courses in BRM -Because the BRM Recreations courses are 3000/4000 level and unique and specific to the BRM curriculum, to date transfer courses have not been accepted from other institutions.

Experiential and International Learning Opportunities Identified

1. International Experiential Learning ‘Pilot Program’

Overview:

This is a new initiative and would entail the development of an experiential learning ‘pilot program’ that students can follow while overseas (on vacation or for those living abroad). The program would compliment and add value to students learning’s, and would act as a transition program to the BRM, and / or the workplace. A ‘course or program’ that is not worth credit but a faculty supported experience that students will add to their resumes, as well as a non traditional, unique and valuable learning experience that will hopefully create interest in the Recreation Studies program.

- A program such as this program will continue to create a connection with our students, alumni, in the recreation community worldwide.
- For faculty, advising a student could be an NID activity and/or professional development experience.

Options

- This option was one of my original ideas when I started this project. Based on my research to date, this ‘new’ initiative is a feasible option and the learning outcomes are valuable. However; there are other programs already in place that might facilitate the proposed learning experience, therefor I have not spent time further developing this option. Feasibility for this program will be discussed later in the document.

2. Special Topics Course

Overview:

RECR 1195 and 2295 are Special Topics courses within the Recreation Studies Dept. These courses are not currently part of the core Recreation Leadership Diploma or Bachelor of Recreation Management curriculum, but may be offered as an elective. Either RECR 1195 or RECR 2295 can be used by BRM students or Recreation Leadership Diploma students as one of their elective course requirements. There is currently one section in the department allotted to offer RECR 1195 or 2295 each year.

The intent of offering these courses is to provide an opportunity for Recreation Studies faculty to develop a recreation course based on their area of interest and expertise as well as providing another perspective of community recreation to students outside of their core curriculum. The intent is that this will deepen the instructor’s expertise and passion for the course material and may provide opportunity for course movement within the Recreation faculty to bring new enthusiasm, ideas and perspective to our teaching. Students will benefit from relevant, timely material presented by enthusiastic faculty who are role-modeling life-long learning in the field (Langara Field School Information Document).

Options

- Development of an International Experiential Learning course that could be completed by students while overseas or in an unfamiliar approved community, or on an International Exchange
- Course could be promoted as a BRM elective
- Students could complete the course at any point in their studies with an approved length of stay in an approved destination or in combination with other courses while on exchange (if exchange opportunities are identified)
- Faculty would be responsible for teaching this course to individual students as part of their NID
- Credit would be given for Special Topics Course (3 credits)

Feasibility for this program will be discussed later in the document.

3. Optional Internship for BRM

Overview:

The Recreation Leadership Diploma includes an unpaid, 14 week Internship component as a requirement to graduation. This program is extremely successful and one of the highlights of the students learning experience. Students have had the opportunity to take part in an Internship that is not local however the challenges have proven to outweigh the benefits.

Options:

- Implementation of an optional Internship (local or International) for BRM students

The feasibility of an Internship in the BRM will be discussed later in this document.

4. Optional Co-Op Program for BRM (Local and International placements)

Overview:

Co-operative Education is a time proven approach, used worldwide, for introducing employers to students in specialized fields of work. An academic curriculum integrated with full time paid work terms, "Co-Op" gives employers an opportunity to shape the development of potential employees. Langara Co-operative Education takes 30 years of experiential learning and sets a path demonstrating to students how to showcase their skills and abilities.- Lanagra Website

Langara Co-op Student and Employer surveys (2011) tell us that students who include Co-Op in their studies are better prepared for the job market. Employers tell us they would like to see students take on work experience earlier in their studies. Most employers seek students that are trainable and adaptable to their work environment. Including co-op term(s) helps students with their ability to think through problems and adapt to work environments (Langara Website).

Options:

- Incorporate an optional Co-Op designation for Recreation Studies students in partnership with the Co-Op department following the BBA model that is already in place.
- Students currently take approximately 50% of the same courses as the BBA students; this would be a natural fit/transition.

5. BRM Exchange Program with an International College/University

Overview:

Exchange programs offer students the opportunity to engage with our diverse community of students, learn and work in another country as part of a degree, and challenge students to gain knowledge about the ever-changing world. Based on research from a number of schools offering exchange programs, students typically pay normal tuition fees and other compulsory fees at the home college. Students are typically responsible for paying any special fees and other individual fees at the host institution (e.g., fitness facilities, books, excursions). Students must have adequate medical and accident insurance for the duration and must be able to demonstrate such coverage. All living costs plus the cost of travel in both directions is the students responsibility.

Langara currently partners with CONAH International Exchange Organization, which offers a number of exchange opportunities for students. This organization was introduced by International Studies Department along with a number of other institutions who we have partnerships with. Many of these partner institutions only offer exchanges in the native language of the school; this closes many doors and is of little use to Canadian English speaking students. The CONAH information is currently being reviewed by the International Studies Department and will need to be reviewed once it is updated.

There are many organizations that offer Recreation and Business programs, to identify each of these would be a time consuming project, getting approval for the transfer of credits on a case by case basis would not be a problem. Through research (and feedback from International Studies Dept. and Division Chair) seeking out and developing a partnership with one or 2 specific schools who are similar to Langara, English speaking, and would provide a challenging yet safe new cultural environment would be the best way about creating exchange opportunities.

Langara Currently has a MOU in place with Griffiths University, Australia. This document is currently being updated and will provide a starting point for exchange opportunities.

Options:

- Creation of an exchange program with an international partner(s)
- Students could chose from a number of pre approved prerequisite transfer courses as well as electives
- Students could chose to stay abroad and complete a Co-Op term

- Students could take a Special Topics On-line course while studying abroad (further explanation provided in Special Topics Course)

The feasibility of an Exchange Program in the BRM will be discussed later in this document.

6. Study Abroad Field Schools

Overview:

Study Abroad Field Schools at Langara College are educational opportunities that are independent of the core curriculum of any program and take place beyond the provincial jurisdictional boundaries. (The following information was collected from the Langara Field Study Information Documents)

Basic Operating Principles

Langara College encourages and supports study abroad field schools as rich, educational opportunities for our students and our faculty. Study abroad field school development and delivery will reflect the following operating principles:

Fairness – All study abroad field schools will go through same vetting process; faculty members will be compensated as they would any course of that credit value; study abroad field school financial and logistical support will be managed the same way for all study abroad field schools.

Quality – All study abroad field schools will meet the academic standards for in-class delivery. All proposed study abroad field schools will go through the usual Education Council approval process as new programs; and existing study abroad field schools will be subject to review by their academic department/s and will participate in program review on a regular basis. Faculty members proposing to teach a study abroad field school in a certain subject area will meet the same qualifications for teaching that would be required to teach that subject in the classroom. Where the subject matter is interdisciplinary or overlapping, several departments may be asked to review the qualifications of the faculty member(s).

Cost – We will continue to determine costing for the programs as we always have. As in the past, study abroad field schools will operate on cost recovery basis: all costs (except for faculty salary) associated with the study abroad field school must be included in the student cost. The same number of field schools that were in the section budget when they reported to International Education remain in the budget now that they report to the Academic Deans. There has been no reduction in the section budget for the study abroad field schools nor is there any intention to reduce that section budget in the near future.

Safety – In collaboration with staff in the Risk Management area, faculty members will be expected to create, revise and maintain a plan that will ensure the safety of students and faculty and minimize risk to the College.

Support – It takes a team to create a good, successful study abroad field school. Faculty members who are interested in developing study abroad field schools should consult with their Dean, Division Chair, and Department Chair –

Field schools are an amazing opportunity for students and I would highly recommend Field School programming for the Recreation Studies Department, however creating these types of opportunities takes a time and faculty ownership, this is not something that could be implemented without a faculty champion who is willing to develop and teach a course. After speaking with Kenneth Wong who is currently working on a field school in China, It is clear that this is a challenging and rewarding process and I would highly recommend Field School Programming if there are faculty members willing to take on this project.

Options:

- Development and delivery of a Study Abroad Field School by Recreation Studies Faculty
- Field School would be available to all Recreation Studies Students
- Promotion of current Field Schools for electives in the BRM

The feasibility of a Study Abroad Field School will be discussed later in this document.

Feasibility Ranking of Proposed Initiatives (most feasible to least)

Program	Opportunities	Challenges
Optional Co-Op Designation for the BRM	<ul style="list-style-type: none"> -BRM courses are $\frac{1}{2}$ Business $\frac{1}{2}$ Recreation which make this a natural fit for the types of job placements that already exist - Co-Op is currently being approached by many departments to incorporate Co-Op into their degree programs, perhaps the time is now before other departments gain administration and support priority -Co-Op has created a draft document to facilitate the process of incorporating Co-Op designations -Students who take Internship could receive credit for 2300 of partial credit (to be discussed) -Potential support from Langara Career center for placements / international recreation -Support from Advisory Committee, Faculty, and Diploma Internship Advisors to find community placements -Possible Applied Research Project /Innovation funding for Faculty to administer this process 	<ul style="list-style-type: none"> -Getting students to apply -Are current Co-Op placements applicable and plentiful? -Ed-Co approval -Co-Op staff to support to BRM students -Are there enough placements/jobs? -Co-Op is currently being approached but many departments to incorporate Co-Op into their degree programs who may take priority -Administrative support and funding for Recreation Studies Department Faculty to lead this process would be needed
International Exchange Program for BRM	<ul style="list-style-type: none"> -International programs are supported by Langara and are outlined as a major focus in the Academic Plan -Many schools offer BUSM and RECR courses that are transferable to courses in the BRM -Many international schools teach in English -Canada is a desirable destination for international students which would make the exchange program attractive to potential international exchange partners -Exchange and Co-Op could be combined over a 6 month period - Connection made with Sweden University West http://www.hv.se/en -Current agreement in place with University of Woolongong (further research required) http://www.uow.edu.au/index.html -MOU in place with Griffiths University in Australia 	<ul style="list-style-type: none"> - Creating partnerships and developing Exchange agreements/programs would be a time consuming process - Administrative support and funding for Recreation Studies Department Faculty to lead this process would be needed -Creating a program that breaks even to gain approval from Langara Administration -

	<p>http://www.griffith.edu.au/</p> <ul style="list-style-type: none"> -Recreation students are ready for these types of opportunities (they are well rounded, have work experience, would get involved in extra circulars/ sports/rec etc. students would really benefit from these experiences) -We have an opportunity to be the leading department for international exchange- we could set an example for the college, showcasing recreation students and their abilities - Potential support from Langara Career center for placements / international recreation -Experiential partnership/grant funding may be available Possible Applied Research Project /Innovation funding for Faculty to administer this process 	
Promote International Exchange Opportunities and the Flexibility of the BRM	<ul style="list-style-type: none"> -There are a number of courses in the BRM that can be taken elsewhere and approved for credit (Currently we are not promoting this as an attractive possibility or option for students) -Provide students information on institutions that offer transferable courses -Promote electives being taken overseas and the benefits of International Experiential Learning -Promoting transfers could make the program more attractive to potential and current students -Supported by Langara Academic and Strategic Plan 	<ul style="list-style-type: none"> -Promoting/marketing International Exchange would create additional administrative work initially, and potential continual administrative support depending on the interest levels
Special Topics Course (taken while student are abroad)	<ul style="list-style-type: none"> -Already approved in curriculum -Funds are available for course development -Natural fit for exchange - An elective course that would reflect on experiential international learning and could be student focused to their international experience 	<ul style="list-style-type: none"> -Offering the course to a small number of students may be a challenge, the requirements to run a section of a special topics course may not be fulfilled, approval to run on an individual basis -Challenges with LFA / NID duties
Study Abroad Field School and/or	<ul style="list-style-type: none"> -A field school would provide substantial international academic experiential learning for students -A great experience for a faculty member to develop and 	<ul style="list-style-type: none"> - Substantial faculty time required for development and implementation /teaching required -Not a continuous offering for present and future students

promotion of current Field Schools being offered	administer -Funding available for faculty -Approved program through International Studies Department -Promotion of field schools in place as electives for BRM students	-Administrative support time required
International Experiential Learning Pilot Program	-This course would provide great experiential learning and reflection for students	- Substantial administrative development and supervisory work required -Challenges with LFA / NID duties
Optional Internship for BRM (not feasible)	-Providing a optional Internship in the BRM would enhance student experiential learning and work experience	-Substantial additional administrative work would be required -Students who have completed and internship in the Diploma may find this repetitive

Based on the feasibility analysis the following two initiatives were identified as best options for further research and feedback:

1. **Inclusion of an optional Co-Op designation for the BRM and;**
2. **Inclusion of International Exchange Program for the BRM**

Student, Faculty, and Advisory Committee Feedback on Proposed Initiatives

Survey and Focus Groups with Recreation Studies Students

- 30 Recreations Studies Students took part in Focus Groups and Interview throughout November and December 2014- this is approximately 20% of the students currently registered in the Leadership Diploma and BRM
- 18 Diploma Students attended the two 45-minute focus groups
- 12 BRM Students took part in phone Interviews which were approximately 30 minutes each in length
- Of the 18 students, 14 said they were planning on completing the BRM, 1 answered no, and 3 did not answer this question

The overall energy in both the focus groups and interviews was incredibly positive, students were keen to give their feedback and expressed interest in continual involvement in development of the proposed initiatives. Overall, students were very interested in having the option to participate in Co-Op and having the designation with their BRM. There was also interest in International Exchange, many students expressed they would love to participate in an exchange and with more information would seriously evaluate this option and its feasibility.

Students were excited about the possible opportunities and felt that having these options would make the degree more attractive to new and existing students. They also felt that work experience and/or international experience would increase their likelihood of being hired in the field. The Co-Op option was very desirable to the students who were interviewed from the Leadership Diploma programs as many of them expressed the difficulty involved in getting hired with little or no work experience.

BRM Students Feedback Summary

- Unanimously, the students supported the optional addition of both a Co-Op designation and International Exchange program. Students felt both of these programs would enhance the experience and credibility of the BRM and make it more attractive to new students. They were very clear that work experience is something that is extremely valuable and should be strongly promoted.
- Those currently working in the field suggested that a Co-Op would be an attractive option not only for those with little experience, as many of the people taking the degree are looking for new or better work and this might be a good transition for them.
- Students who noted that regardless if they themselves were in a position to take part in an exchange, having this as an option may have influenced prior planning to enable an exchange experience
- Students who completed the Leadership Diploma expressed that they may not have understood the value of work experience until they completed their Internship. They highly recommended that a Co-Op option in the BRM be promoted to the Diploma Students and clearly outline the enhanced credibility and experience that is gained-

many thought that this should be marketed as part of the program and the option should be to opt out.

Diploma Students Feedback Summary

- It was observed that the Leadership Diploma students required more information and explanation of both of the proposed programs before they could make an informed opinion
- Once informed, the students unanimously supported the addition of both an optional Co-Op designation and International Exchange program. The majority were eager to learn more about their options in the BRM and expressed excitement about the opportunities for their next step in completing a degree.

Interviews with International Students

Interviews were conducted with 6 international students currently attending Langara (3 Asian, 1 African, 2 South American) They were asked:

Why did you choose Canada for your exchange?

- Canada is desirable destination, it is safe
- Canada is recognized as a reputable nation to receive a degree from
- Canada hires international students and is comfortable with a multicultural work environment
- Canada is known for being a kind nation and is accepting of foreigners
- Families support Canada as a good place for exchange- they are happy that I am here

How is your experience to date, do you have any recommendations for Students planning to go on Exchange?

Overall, all students recommend the learning and social experience and find it incredibly valuable

- Experience is positive, it was harder at first
- Living on Campus would be easier to make friends, I think this is a good idea
- Where language is a major barrier- students make friends and socialize mainly with other international students, many of my friends are Chinese
- Where language is not a barrier- students have very few International student friends and blend in easily with the Langara student body, most of my friends are Canadian
- I recommend going to a country that you are interested in- somewhere that has a similar culture and rules
- I think it would be hard for Canadian Students to go to China, school is very different and very strict

Recreation Studies Advisory Committee

The following questions were presented via e mail to the Advisory Committee:

1. Do you see value in incorporating an optional Co-Op designation for the BRM to allow opportunity for paid work experience for students? Can you share any experiences you have had or knowledge that supports this idea?
2. Would your organization be interested in hosting a Co-Op student for a term / would this be possible within the structure of your organization?
3. Would you be available help us find organization that would be able to support a Co-Op Student?
4. Do you see value in incorporating and promoting International Exchange programs both academic and work related? Can you share any experiencing with International Exchange (academic or work related) that would support this initiative?

Although only 4 Advisory Committee Members responded, the general consensus was that the Committee supported both the Co-Op and Exchange initiatives and found great value in both of the programs. There may be challenge in finding paid positions in public recreation but the feeling was that this is something to look into. Further feedback will be solicited at the Advisory Committee in the Spring 2015.

After carefully evaluating the feedback provided the informed recommendations are as follows:

Recommendations

In order to remain competitive with our partners delivering Recreation across the country, complimented with the BRM student profile, and the Recreation Studies Students surveys and focus groups which were conducted, it has been identified that there is a need, and student interest for work / learning experience. At this time, the following two experiential programs are recommended for implementation:

1. The addition of an optional Co-Op designation in the BRM.

- In addition to helping students with little work experience, a Co-Op option would create a natural (paid) progression into a new position or field of work for work-experienced graduates.
- This option ranks the highest in the feasibility study and appears to be a natural progression / good fit for students in the BRM.
- The Co-Op designation would follow a similar format to the BBA Co-Op program and would potentially facilitate additional industry placements for both BBA and BRM students.

2. The addition of International Exchange programs to the BRM.

- There are many courses in the BRM that are currently approved for transfer credits from a number of International Institutions. Based on student feedback, there is a need and opportunity to promote the value of International Academic Education / Exchange and Experiential Learning that comes from studying and/or working abroad.
- It is recommended that further research be conducted at Griffith University in Brisbane, Australia (MOU presently in place and currently being updated) and West University in Sweden. These partnerships were not fully explored, as it was identified that approval of this option and allocation of human resources need to champion this project in order to create professional partnerships and an 'approved' plan for moving forward.

Next Steps

1. Present Applied Research Project (and recommendations) for approval by Faculty at the April 2015 Department Meeting
2. Division Chair/ Dean Approval of Project
3. Development of an Implementation Plan including: work load distribution, faculty support, and funding needed for approved projects
4. Department Chair/Division Chair/Dean Approval of Implementation Plan
5. Phase 1- Complete Co-Op Proposal Approval Process and Create Optional Co-Op Designation/ Marketing Plan Development for Phase 1
6. Phase 2- Research and Development of an Exchange Program/Marketing Plan development for implementation of Phase 2 initiatives

Industry and Intradepartmental Connections and Contributor's to Research Project

Langara		
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<hr/>		
Partners /Competitor Institutions		
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Work Cited:

Langara College 2014 – 2019 Academic Plan Updated April 3, 2014

Langara Strategic Plan

Langara Recreation Studies 1195 / 2295 Framework Document

International Student Exchange Program Website: <http://www.isep.org/>

Langara Website:

Study Abroad Field Schools <http://www.langara.bc.ca/about-langara/academics/pdfs/field-schools-proc-and-faq.pdf>

Co- op Education <http://langara.bc.ca/co-operative-education/students/index.html>

Langara Student Exchange Connection

<http://www.conahecstudentexchange.org/english/StudentExchange/AcademicDiscipline.asp>

Appendices:

Survey /Focus Group / Interview - Student Questions and Comments:

- I love the idea, what are the costs involved?
- I need work experience so the Co-Op would be something I would take
- Would it be difficult to get a Co-Op position? Would I get help?
- Can I take Co-Op and on line courses at the same time?
- Could I go on the exchange with a group of students?
- I would love to go on an exchange, my friends went on exchange in high school and said it was the best experience ever
- I live at home so I don't pay rent, If my parents paid for the accommodation I would go on exchange in a second
- Do students often get hired after Co-Op?
- I would defiantly take a co-op if I wasn't already half way through the degree
- Exchange sounds awesome and if I had the time left in the program I would have planned to do an exchange
- I love the idea that a co-op would let us take part in co-op's that are outside of recreation- I think this opens doors and would allow us to enter different fields and not limit us to recreation jobs- this should be promoted
- I would like to talk to you about this more, can you create an updates list and keep us in the loop?
- It is hard to get students to take on more work or to get them involved in a program that is optional, I feel that a co-op would be so valuable, marketing this to new students should be a priority
- Initially when I entered the degree I wanted to get experience in recreation as all my work was in education- a co-op would give us leverage in the workplace to get hired in areas we may not have enough experience to compete in the hiring process
- I need contacts and job experience and co-op would really help me network and meet new people in the industry, or any industry for that matter- its really hard to get jobs
- Exchange and co-op would enhance the learning experience so much, its not all about courses, its about getting out in the world and experiencing different things
- I transferred credits from another school but was not in the 'rec scene' I would love to do a co-op and get experience to leverage my skills and try out a few different jobs in non profit and maybe some corporate positions where I could use my business skills and not just recreation jobs
- After I completed the Diploma and went into the BRM I would have loved to do an exchange, I wanted to travel but felt I needed to keep working on my education
- I know lots of students who would love to travel with a purpose!
- Internship was so valuable, I didn't realize the value of work experience until I completed the internship- I think this needs to be promoted in the BRM and think co-op should be mandatory as work experience is gets you ahead
- These programs would add value to the program

- You should package the course options for the exchange and make it super easy for students to take an exchange, also make connections with the co-op departments at the schools that way we could do an exchange and a co-op
- My friend from the BRM called me and said I need to talk to you! I did the diploma and now I am at SFU because I wanted to do an exchange- they have some great exchange options here, I am not able to afford to go on exchange right now but I am hosting 2 exchange students one from Australia and one from Finland! I hope I can go on exchange later on when I can afford it but I am so excited to make friends from around the world and learn about their culture and find out about what it might be like to work or go to school where they live
- I think a co-op would be a really great addition! I wish I had that opportunity because the only real recreation experience that I have is my internship, and now my front desk job with the City of Surrey. I don't think I would be where I am today, and have all of the knowledge I have today if it weren't for my internship. I feel that I learned a lot more during internship than I did in class because I was able to put everything into practice and it allowed me to really understand it. And the fact that the co-op would be paid is amazing!
- I would also consider doing an exchange program. When I first came to Langara I was looking at the New York and Japan programs they had and they sounded so cool. I would have gone, but I didn't need the extra credits, so if I could take BRM courses internationally I would
- Can you get this going right away! I would sign up for both programs tomorrow.
- I would like to get more experience, I am not in a position right now that I am happy with, I love the idea of being able to do a co-op term in a field other than recreation
- Both these programs sound very attractive and valuable
- I was talking with my current supervisor and she felt that the BRM does not have as much credibility as the Diploma, the suggested the program was new still but does not have any work experience incorporated into the program.
- I feel that work experience should be mandatory; maybe those who have experience could get credit for their work but the experience? However, I got from the Internship was so valuable, I didn't think it was going to be as valuable as it was until I completed it. This might be the case with co-op as well. We need hands on experience which I am not getting in the BRM other than the Special Events Course which was incredibly hands on, I can use that experience on my resume and have made great contacts and references in the community
- I think lots of us who have jobs and are taking the BRM are looking for something new and would take advantage of Co-Op and maybe find a new position better suited to our new skills, or at least get more experience- something we are not getting in our current jobs or we wouldn't be taking the BRM!
- Vince is really great at creating buy in from students- I think he needs to be on board with this and tell Diploma Students who are taking the BRM to make sure they sign up for co-op, this would be so valuable for students- probably more than they know

- Vince doesn't say much about the BRM but Janet comes into the class which is really good- you should come into the classes and tell students about this if it goes through, I would help you with this too, get students to come in and talk about the value of work experience!
- Sign me up
- I would do both programs for sure
- It would be great if the programs were well organized and easy for students, if it took too much work to plan I think I would get discouraged
- Hi Erin, I just want to say I love the idea of adding work experience or co-op to the BRM program. When I first applied, I initially applied to the diploma program. However since I had completed a degree from UBC, I was advised to go directly into the degree program. My concern of course was that the BRM program did not offer work experience and I did not have any in the recreation field. I was advised to find my own work experience in the field. I have been trying to apply for jobs in the field and it is very difficult since I don't have any existing experience in recreation. Sometimes I wonder if I made the right choice or if I should have gone through with the diploma instead. For students like myself, work experience or co-op would be great and extremely helpful in finding employment! Since at times it feels really discouraging, also it's hard to answer a lot of the discussions without working in the field.
- I'm not going into the BRM because it's online and I learn better face to face, I do think that co-op and exchanges and experiential learning are the best thing ever so yes, great idea
- International Co-Op and exchange would truly enhance the program
- For the exchanges a list to choose from would be great
- Work experience is necessary and key for being successful and these programs would make the BRM more attractive to me
- These all sound like great ideas in which I feel would be fantastic opportunities. Experiential learning is unbelievably valuable in order to gain more diverse recognizable experiences!
- I think you need to create more work opportunities for young inexperienced students- yes these are great ideas
- Co-op would help us get through our degree and suit our lifestyles- work and school together- getting paid to get credit- YES
- I would like to do co-op, can 2 people do the same Co-Op?
- I love travelling; International exchange would be ideal for me
- I am working full time now but if Co-Op was available to me I would give up my job to try something new

Recreation Advisory Committee Feedback

Q1- Do you see value in incorporating an optional Co-Op designation for the BRM to allow opportunity for paid work experience for students? Can you share any experiences you have had or knowledge that supports this idea?

- I think this would be a great idea so the students can see what really goes on in the working world and that they are not going to go in and land a \$65,000 a year job and be a supervisor. I think the challenge will be to find paid positions.
- The only experience I have is when I was working at The Fitness Group and we had numerous Langara students for the 14 weeks.
- In my sector (Vancouver Park Board- city of Vancouver)- paid work for students is not something we currently do. We do have a connection with SFU who provide and exciting program called City Studio (look up if you haven't already <http://citystudiovancouver.com/>) . The award winning program has students working on 'real' projects that get rolled out but there is no \$ exchange.
- Yes

Q2- Would your organization be interested in hosting a Co-Op student for a term / would this be possible within the structure of your organization?

- We could do this but it would not be a paid position.
- Again- see above- hosting based on the diploma program model- perhaps but I cannot see paid/
- Yes
- Yes

Q3-Would you be available help us find organization that would be able to support a Co-Op Student?

- It would depend on what type of company they are looking for. Always happy to help if I can.
- Yes

Q4-Do you see value in incorporating and promoting International Exchange programs both academic and work related? Can you share any experiencing with International Exchange (academic or work related) that would support this initiative?

- I think this is a great idea for people to see what is happening in the world outside of Vancouver/BC/Canada.
- Do not have any experience only that I have travelled and worked in over 25 countries.
- Yes, no experience though

Other Comments?

- First- I want to say that I think this is a GREAT option for our BRM program. It offers hands on learning experiences, will raise the profile of our program and may lead to more student enrolment. My current experience with Co-Op placement is through my daughter who is investigating an international co-op placement and a number of her colleagues who have taken advantage of a Co-Op placement through a variety of post secondary program. Some are paid, some are not. Summary: I support the BRM program looking closer at what this will take to launch.

Co-Operative Education Program Proposal Process (New Draft Document)

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Introduction

Co-operative Education is a time proven approach, used worldwide, for introducing employers to students in specialized fields of work. An academic curriculum integrated with full time paid work terms, "Co-op" gives employers an opportunity to shape the development of potential employees. Langara Co-operative Education builds on 30 years of experiential learning and creates opportunities for students to learn how to market and showcase their skills and abilities.

The following is an information package to provide background data for any Langara department/program interested in this model and/or desiring to convert their program area to include the co-op model.

Included in this package is information on the following items:

- A. Definition of Co-operative Education**
- B. Application Process**
- C. Proposed Criteria**
- D. Role of the Co-op Department**
- E. Budget/Cost Analysis**

Program areas are reminded that there are several actions and deadlines that are required by Langara in order to develop a Co-op program.

A. Co-operative Education Definition

"Co-operative Education Program" means a program which alternates periods of academic study with periods of work experience in appropriate fields of business, industry, government, social services and the professions in accordance with the following criteria:

- i.** each work situation is developed and/or approved by the co-operative educational institution as a suitable learning situation;
- ii.** the co-operative student is engaged in productive work rather than merely observing;
- iii.** the co-operative student receives remuneration for the work performed;
- iv.** the co-operative student's progress on the job is monitored by the co-operative educational institution;
- v.** the co-operative student's performance on the job is supervised and evaluated by the student's co-operative employer;
- vi.** the time spent in periods of work experience must be at least thirty per cent of the time spent in academic study (Source: <http://www.cafce.ca/coop-defined.html>)

The Langara Co-operative Education program is accredited by the Canadian Association for Co-operative Education (CAFCE). Accreditation standards were developed to establish co-op as an educational strategy and to provide leadership in ensuring quality co-op programming.

Accreditation Council members from across Canada articulate and review accreditation measures as the needs of students, employers and institutions change. In order to qualify for accreditation, Co-op programs must provide documentation demonstrating the following:

- structural criteria
- co-op in the institutional context
- institutional commitment criteria
- quality program delivery criteria
- monitoring and evaluation criteria

Maintaining accreditation criteria helps build quality into existing co-op programs and provides a benchmark for setting up new co-op programs (Source: <http://www.cafce.ca/faq-accreditation.html>).

B. Application Process

- a. Interested departments submit an internal written proposal to the Co-op and Career Education Department Chairperson for departmental review and recommendations.
- b. The CED will schedule an in-person meeting to review your proposal.
- c. Following departmental review, accepted proposals must then receive approval from Langara's established governing bodies.
 - i. Education Council New Program Form (if the program is entirely new to the college)
 - ii. Education Council New Course Forms (if the proposal includes an addition to current program accepted credits)
 - iii. Education Council Program Change Form (if the proposal includes a change to your current credit structure)
 - iv. Education Council Course Change Form (if the proposal includes a change to your current courses)
 - v. Education Council Global Change Form (if the proposal includes a change to documentation such as calendars, program descriptions, counselling and advising services).
 - vi. Forms are submitted via *the Division Chair Department* for approval at each stage. It is the originating department's responsibility to ensure the proposal is approved at each stage. It is expected the forms will be submitted with support and consultation with the Career Education Department Chairperson

C. Proposed Criteria – please include in each proposal

- a. Rationale for adding co-op to your program
- b. Program goals and objectives
- c. Clear evidence of faculty support. What will be the faculty's involvement in the co-op model? What is the level of commitment?

- d. Labour market information and marketing report (A key element for co-op is the support of the related industry. The proposal will provide evidence of a reasonable amount of placement opportunities for co-op education students in Western Canada.)
- e. Student interest. The proposal will provide evidence the students are interested in a co-op option
- f. Type of co-op program. This refers to either mandatory, quasi mandatory, or optional models with a rationale and explanation for the choice. This will include:
 - i. Schedule of co-op time pattern
 - ii. Number of co-op work terms available prior to graduation
 - iii. Number of anticipated co-op students
- g. Ensure the proposed co-op model meets the current CAFCE definition
- h. A budget proposal – include proposed resource costs and sources of revenue for faculty and staff to maintain the proposed co-op program (contact the Co-op Department Chairperson for further information).
- i. Curriculum adaptation. What will be the impact on current curriculum? How will the faculty modify curriculum to compliment student learning outcomes?

D. Role of the Co-op and Career Education Department

- a. Provides information and assistance to all interested program areas developing a co-op proposal
- b. Provides background information and support for all proposals.
- c. Co-op Department co-submits appropriate Langara program/course documentation.

E. Budget/Cost Analysis

Programs will have to indicate their financial commitment in support of the delivery of the co-op model. It is the expectation of the program area to provide a detailed budget and to research and investigate grants, development monies, sponsorships, internal budget allocation, etc., that would assist the Co-op department in the implementation of the co-op model in their area.

Programs are encouraged to contact the Co-op Department Chairperson for assistance and clarification on the above proposal guidelines.

Researcher Learning's

I feel it is necessary to share the personal and professional benefits I have experienced while completing this project, in hopes to continue funding for faculty driven research.

I am confident that the research I have conducted and the proposed recommendations will greatly impact the growth and focus the direction of the Recreation Studies department over the upcoming years. I am confident that this is the case, as I have seen other projects and their initiatives such as Steven Musson's On-line Learning Pedagogy project, move from an idea to a documented model that drives our department's philosophy and greatly improves the learning experience for our students. I feel my project will have the same type of impact, through creating opportunities for experiential learning, local and international, which will improve the overall student experience at Langara College.

The benefits of completing applied research projects are not only to the department; they are also to the faculty member completing the research. Over the past 5 years I have been inspired to contribute to the Recreation Studies department many times, but find working full time in addition to my volunteer commitments makes it difficult to dedicate time to extra curricular projects which unfortunately become a low priority. Having funding dedicated to my research project has allowed me to make the project a priority; in turn I have experienced personal and professional growth, dedication to my career, and inspiration to make improvements to the Recreation Studies department.

Working in 2 departments, the time I dedicate to professional development opportunities offered through department meetings, committee involvement and student support have been considerable but somewhat broad. Completing the Applied Research Project has helped me focus my contributions and allowed me to develop initiatives that I will surely continue with and see to fruition as the new BRM Coordinator! I am committed to my findings and how they will benefit the student experience and competitive nature of the BRM across the nation. I hope that future funded opportunities will arise which will support me throughout this ongoing improvement process.

Overall I wanted to express how important having paid research opportunities are for the department and also for the faculty completing the project. Incredible personal and professional growth is experienced which renews excitement and dedication to becoming a better instructor and improving student experience at Langara.

Thank you very much for this opportunity.

