

International Center for Cooperation and Conflict Resolution (MD-ICCCR) **Teachers College, Columbia University**

Course: ORLJ 5012

Organizational Internship

Instructor: Robert Anderson, EdD

Credits: 3 Credits or non-credit

Prerequisites: None

Course Schedule: Select dates throughout the semester

Office Hours: By appointment

Contact the MD-ICCCR if you have questions or concerns: icccr@tc.columbia.edu

Please review: 5 Statements from The Provost and Dean of the College on the last pages of this document

Course Description

The MD-ICCCR Internship Program provides opportunities for students to gain practical experience in the fields of peace and conflict management. Students will intern for at least 150 hours in organizations that work in areas such as conflict management, development, human rights, majority relations, mediation, peacemaking, social justice, talent management, or related fields. Students will earn 3 credits by completing the internship objectives and requirements described below.

Learning Objectives

As a result of their participation in this internship, students will be able to:

- Describe the sponsoring organization, its stakeholders, roles, functions, and value as a contributor in the fields of peace building and conflict management.
- Summarize their learning related to the knowledge, skills, and behaviors required for achieving success in this field; provide examples of critical incidents that demonstrate these factors observed in others and in their own performance.
- Reflect on their personal learning, summarize their strengths and development areas, and discuss ways to continue their professional development as practitioners in the field.
- Describe ways to use this internship as an opportunity to secure future employment and make choices about future career development.

Qualified Sponsoring Organizations

The MD-ICCCR will refer students to relevant organizations, with which it maintains relationships. In addition, students are welcome to identify their own sponsoring organizations, which must be approved by the instructor, prior to the start of the internship. To fully qualify as an MD-ICCCR-sponsored internship, the following are necessary:

1. An approved sponsoring organization.
2. A designated supervisor at the sponsoring organization who agrees to oversee the intern's work over the course of the semester.
3. A Learning Agreement, signed by the supervisor and intern, that sets out the intern's learning objectives as well as opportunities and activities to be provided by the organization to achieve these objectives, and a work schedule showing how the student will complete the required 150 hours over the course of the semester.

Program Requirements

1. Participation in three 1.5 hour online class meetings over the course of the semester.
2. Completion of at least 150 hours of virtual work in the assigned organization. Students will keep a log of their hours, which will be signed by the supervisor at their internships. In the event that students fulfill the vast majority of their hours (120 hours min), and are able to write the final paper in time for the semester in which they are enrolled, students may receive a final grade. Should students have fulfilled less than 120 hours of the 150 required hours, students will receive an Incomplete for the semester in which they are enrolled and take an amended grade once the hours and final paper have been completed in the following semester.
3. Submission of three assignments, according to the following schedule:

Course Assignments

- A. **First progress report.** Learning Agreement & first impressions report. Students will describe their first impressions of their sponsor organization, and they will describe the process used to complete Learning Agreement. They will discuss the benefits of interning in their sponsor organization. And, they will describe steps they are taking to build strong working relationship with their supervisor and colleagues. (2 pages)
- B. **Second progress report.** Students will discuss progress achieved on their learning objectives. They will explain tasks and activities completed, and they will summarize their learning related to the organization, their subject matter knowledge and the personal learning about their effectiveness in the sponsor organization. They will describe critical incidents: problems and challenges faced and how they handled them. (2 pages)
- C. **Final paper.** Students will submit a final paper describing their learning experiences. Students will reflect and summarize their learning on three levels:
Organizational knowledge; Subject-matter knowledge; Personal professional growth (8 pages). The final paper should be in APA format and include a reference list (minimum 3 references).

Grades:

Students' grades will be calculated as follows:

50% On-site Experience

- Sponsor supervisor's Evaluation of students' performance on their internships. (40%)
- Submission of Learning Agreement, including SMART objectives (10%)

50% Classroom Work

- First and second progress report (10%)
- Final paper (20%)
- Participation in three group meetings. (20%)

Final Grading Scale:

Grade	Percentage
A+	98–100 %
A	93–97.9 %
A-	90–92.9 %
B+	87–89.9 %
B	83–86.9 %
B-	80–82.9 %
C+	77–79.9 %
C	73–76.9 %
C-	70–72.9 %
D	60–69.9 %
F	59.9% and below

Bibliography

Marsick, V., Weaver, E. D., & Yorks, L. (2014). Learning through reflection on experience. In *The Handbook of Conflict Resolution, Theory and Practice*. Deutsch, M. & Coleman, P., Marcus, E.C., Editors, 3rd Ed. Chapter 24, pp.558-577. San Francisco: Jossey-Bass.

5 Statements From The Provost and Dean of the College

1. The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.
2. The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.
3. Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.
4. It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.
5. Sexual Harassment and Violence Reporting - Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations,

we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. “Gender-based misconduct” includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>.