Criteria for New or Transformed Academic Internship Courses

For a course to be designated as “Academic Internship,” satisfying the University Engaged Learning requirement, it must meet all the following six criteria. These criteria for academic internship courses are based on research and best practices, the CAS Standards for Internships (2009), and the National Association of Colleges and Employers (NACE) Position Statement on U.S. Internships (2011).

1. The academic course in which students engage in an internship clearly states the hours requirement (minimum of 100 hours of work).
2. The internship must be approved by the faculty instructor, as it is the extension of the classroom and applying knowledge gained in the classroom.
3. The internship experience has a clear position description with a professional organization related to their field of study, educational goals and/or career and vocational aspirations.
4. The learning objectives related to the internship experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.
5. There is supervision and feedback by a professional with expertise related to their field of study, educational goals and/or career and vocational aspirations.
6. The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.

Criteria for New or Transformed Service-Learning Courses

For a course to be designated as “Service-Learning,” satisfying the University Engaged Learning requirement, it must meet all of the following five criteria. These criteria for service-learning courses are based on research, best practices, the CAS Standards for Service-Learning (2009), and the Principles of Good Practice for Service-Learning Pedagogy (Howard, 1993).

1. The academic course establishes the service expectation of 20+ hours of service to work in the community or in the environment, or on a community-based project connected to the content of the course.
2. Learning objectives related to the service experiences are clearly articulated.
3. There is a clear articulation of the community partnership or project and how it addresses community-defined priorities.
4. The syllabus assignments and final projects synthesize classroom- and community-based learning.
5. Activities and assignments encourage students to reflect on larger community issues, sustainability issues, social structures, and/or topics of social justice (e.g. perpetuating dependence vs. building capacity within the community).
Criteria for New or Transformed Undergraduate Research Courses

For a course to be designated as “Undergraduate Research,” satisfying the University Engaged Learning requirement, it must meet all the following seven criteria. These criteria for undergraduate research courses are based on research, best practices, and the CAS Standards for Undergraduate Research (2009).

1. The field research course engages students on an original research project (not a simulation), either contributing to a faculty research project or engaging in an independent research project with a mentor.
2. Students conduct research on an ongoing basis, working an average of 5 – 10 hours/week.
3. Students gain knowledge of or experience in discipline-specific language, research ethics, skills in research methodologies, and important scholarship.
4. The learning objectives related to the research experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.
5. There is supervision and feedback by a mentor who has expertise related to their field of study, educational goals and/or career and vocational aspirations.
6. The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.
7. There is an outlet to disseminate the original research (e.g., symposium, conference, scholarly article) integrated into the course.

Criteria for New or Transformed Fieldwork Courses

For a course to be designated as “Fieldwork,” satisfying the University Engaged Learning requirement, it must meet all the following six criteria. These criteria for fieldwork courses are based on research and best practices in experiential learning:

1. The field work (clinical placement, practicum) must be approved by the faculty instructor, as it is the extension of the classroom and applying knowledge gained in the classroom.
2. The academic course in which students engage in the field work clearly states the hours requirement (minimum of 100 hours of work).
3. The field work experience is with a professional organization related to their field of study, educational goals and/or career and vocational aspirations.
4. The learning objectives related to the field work experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.
5. There is supervision and feedback by a professional with expertise related to their field of study, educational goals and/or career and vocational aspirations.
6. The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.

Criteria for New or Transformed Public Performance Courses

For a course to be designated as “Public Performance,” satisfying the University Engaged Learning requirement, it must meet all the following criteria. Criteria for public performance courses are based on research and best practices in experiential learning:

1. The experience (e.g. musical performance, dramatic performance, art exhibit) is the culmination of a student’s work presented publicly in a program or performance, as it is the extension of the classroom and applying knowledge gained in the classroom.

2. The academic experience in which students engage in the performance work clearly states the hours requirement.

3. The learning objectives related to the performance experience are clearly articulated related to their field of study, educational goals and/or career and vocational aspirations.

4. There is supervision and feedback by a professional with expertise related to their field of study, educational goals and/or career and vocational aspirations.

5. The syllabus assignments include reflection assignments and a final synthesis project integrated into the course.