

USF Community Engagement & Career Readiness Division

High-Impact Educational Practices – GEC/UGS:

Internship and Career Readiness/Guided Professional Work Experience

Worksheet for New Courses with Field Study Components

Course Prefix Number

Name of
Instructor

Important: Field Study component requirements

Courses submitted for review of having a field study component toward meeting HIP requirements will need to meet the following criteria:

- Guidelines for field study site approval or a list of pre-approved sites are provided .
- Field study activities may be completed individually or collaboratively, but must total 15-20 hours of out-of-classroom observations and data collection (approved by the instructor)
- Learning is enhanced and captured through an assignment or series of assignments in which students must demonstrate their ability to connect their out-of-classroom experiences to their assigned readings, lectures, and other learning activities.
- Field study learning assignments should constitute approximately 15-20% of the student's overall assessment for the course.

Course Components Needed

- Course process/content Syllabus/assignments Field study site list or selection guidelines

Syllabus Components Needed

- Syllabus clearly identifies course as having a Field Study component in the course.
- Syllabus clearly identifies field study processes, policies, and best practices for students. Note that this is also where any critical do/don't information may be included with regard to student conduct at their field study site.

USF's working Definition of Field Study:

A project, investigation, or activity carried out 'in the field', outside or away from the learner's school, college, or university. Its purpose is to allow learners to investigate questions or subjects which can be better understood when studied in the specific context in which professionals in that field encounter them (Adapted from "field study," in *A Dictionary of Education*, edited by Susan Wallace. Oxford: Oxford University Press, 2015).

Course Objectives — Student Learning Objectives

Please assure that your course enables students to:

- Engage in meaningful critical reflection in required coursework;
- Under professional oversight, apply contextually appropriate behaviors, tools, techniques and/or dispositions with relevant course-related experiences;
- Apply classroom knowledge to critically consider and address issues relevant to the field;
- Provide discipline appropriate evidence of their learning in the course via a culminating assignment (e.g., essay, e-portfolio, performance, etc.)

Critical Reflection – Recommended Practices (non-exhaustive)

- ❑ Students will be provided with prompts (via course instructor, site supervisor, portfolio, and/or involvement in the Career Readiness Badging Program, or other as appropriate to discipline) to foster critical reflection relevant to their role and learning outcomes
- ❑ Critical reflection provides the intern with opportunities to connect their classroom learning with their work experience in industry appropriate forms.
- ❑ Critical reflection encourages students to consider their immediate experience to set goals, assess their own performance, and consider how they are transferring skills and developing competencies from one context (e.g., class) to the next (e.g., future employment).

Diane Mellon, Coordinator of Experiential Learning – Office of Internships and Career Readiness | dmellon@usf.edu

Community Engagement & Career Readiness Division – Student Success