



ENGAGED EDUCATION DEFINITIONS

Explanation of this document: The purpose of this document is to provide concise information about a subset of Engaged Education/high impact learning practices at CSUSM. It is meant to provide information to CSUSM faculty who are designing and teaching courses involving high impact learning practices that require students to engage in learning activities beyond those offered in a particular scheduled classroom/lab or at a particular scheduled time. The online resource will inform faculty of the category of Engaged Education appropriate to the learning activities of a particular course. The online resource will also provide links to websites with information about risk management, and to administrative forms required by the University.

Engaged Education enhances student understanding of concepts and activities introduced in the classroom. Engaged Education learning activities provide students with opportunities to develop deeper knowledge and expertise related to the practical settings in which topics of study apply. Engaged Education produces high impact learning practices that benefit student understanding of course content.

Engaged Education allows faculty to use pedagogies that are dynamic and adapt to a changing student body, as many of these teaching practices aim at connecting course concepts to students' real-life experiences. Many high-impact practices reach students "where they are" and are thus effective in increasing motivation and student agency and engaging a diverse and ever-changing student body. Engaged learning can take many forms, and below is a list of some well-established practices.

RESEARCH

Structure: Credit-bearing student-designed course research activities involving multiple visits to a site or sites outside of the scheduled class time or lab assigned to a course. The research provides opportunities for students to apply course concepts and skills outside of the classroom with positive learning outcomes.

Supervision: Faculty

Ultimate goal: Promoting student learning and personal development through the application, contemplation, and integration of course concepts in conjunction with practice in the routine setting to which those concepts apply.

Activities:

1. Students engage in research outside the classroom as part of their coursework to learn about and reflect upon the application of concepts and research methods in the conditions of actual research practice.

2. Students collect data not available in the classroom that they can analyze and incorporate into their projects.
3. Research outside the classroom helps students' understanding of the connection between actual lab and/or field research environments and their academic coursework.

Examples:

1. Psychology 396: Laboratory in Social Psychology: Students learn advanced research methods in social psychology by applying methodological principles to research in such areas as group interaction and person perception.
2. Human Development 497: Students participate in the development and implementation of an applied research study that they either initiate or is part of an ongoing research study. Students are involved in data collection, data coding, data analysis and manuscript preparation.

Useful links:

Student Research: <http://www.csusm.edu/gsr/student/index.html>

SERVICE LEARNING

Structure: Credit-bearing course projects allowing application of course concepts outside the classroom, with positive learning outcomes for both student and community. Service learning combines community service with explicit academic learning objectives, preparation for community work, and deliberate reflection.

Supervision:

Faculty have ultimate responsibility for service learning courses, with the provisos that:

1. Learning experiences in a service-learning course are designed through a collaboration of the community (usually in the context of a not for profit partner) and the academic unit/program, relying upon partnerships meant to be of mutual benefit.
2. Improvement and sustainability of the experiences and the partnerships are enhanced through formal assessment activities that involve community, faculty, student and institutional perspectives.

Ultimate goals:

1. Promoting student learning and personal development through application and integration.
2. The integration of reflection is a specific component of service learning which can be done individually or in a group format.
3. Fostering stronger ties between institution and community leading to mutually beneficial relationships that are long-standing.
4. Meeting relevant community needs (usually in the context of a non-profit).
5. Disseminating work done into the public discourse.

Activities:

Students participating in service-learning will:

1. Provide direct and indirect community service as part of their academic coursework,
2. Learn about and reflect upon the community context in which service is provided,
3. Develop an understanding of the connection between service and their academic work.

Examples:

1. Biology students doing fieldwork that involves working with community groups and educating them on issues related to forest and water management, and their resolution.
2. Accounting students working with the economically disadvantaged sections of the local community to spread basic financial literacy and to also help them with the filing of their tax returns.

Useful links:

Office of Service Learning: <http://www.csusm.edu/community/servicelearning/>

ACADEMIC INTERNSHIPS

Structure: On- or off-campus organizations partnering with CSUSM academic departments to provide internships for academic credit. An academic internship is a University-sanctioned unpaid or paid activity that formally integrates the student's academic study with practical experience with a cooperating on- or off-campus organization.

Supervision: Students will be supervised both by the instructor of the course providing the academic credit and by an on-site designee at the internship organization. Faculty supervisors will communicate with internship organization supervisors to assess student performance prior to assigning credit or grades. An internship may be paid or unpaid, part-time or full-time.

Ultimate goals:

1. Providing students with educational practice in a professional setting,
2. Promoting students' experiential learning and career development in their field of study by applying knowledge and skills learned coursework to real world experience.

Activities:

1. An internship involves closely monitored, structured activity that complements academic experience from the classroom environment by including agreed upon scope and outcomes of activities that contribute to learning.

Examples of Internship Sites:

Internships combine academic and organizational activities in companies, community organizations, research labs, and university units, such as participation in projects at:

1. Computer Science companies: Qualcomm, Northrop;
2. Biotechnology Institutes: The Salk Institute, The Burnham Institute, The Scripps Institute;

3. Physics Labs: APS (American Physical Society), NRL (Naval Research Lab), RiSE (Research in Science and Engineering), SULI (Science Undergrad Lab Internships); STEM programs at universities: Caltech WAVE Fellows program, UCSD STARS (Summer Training Academy for Research in Sciences).

Note: Many internships obtained for academic credit are unpaid, however, employers are encouraged to offer students a regular wage. If unpaid, the employer must ensure the internship meets federal guidelines from the Department of Labor (DOL):

http://www.dol.gov/whd/regs/compliance/whdfs71.htm#UHXKLRXA_cw

Useful links:

Office of Internships: <http://www.csusm.edu/community/internships/>

CLINICAL PRACTICE EXPERIENCES

Structure: Clinical practice experiences place students in settings where they apply knowledge learned in prior coursework to the contexts in which they will work professionally or alongside professionals. In certain fields, accrediting agencies and credentialing bodies require clinical practice experiences as components of degree programs.

Supervision: Placement is facilitated by faculty or staff of Schools and Departments. Faculty and on-site designees supervise students' clinical practice experiences.

Ultimate goals:

1. Applying theoretical knowledge in a professional context, while augmenting theory with practical experience in the type of career setting where students will work.
2. Compliance with accrediting organizations and credentialing bodies, if applicable.

Activities:

1. Clinical practice experiences provide students with work experience that is relevant to their professional education. Examples include placements in K-12 classrooms, clinics, or hospitals.
2. University courses offered by the Schools and Departments requiring clinical practice placements are designed to complement and support the candidate's clinical practice experience.
3. In order to meet requirements of accrediting agencies, the schools and departments provide oversight of clinical placements.

Useful links:

College of Education, Health and Human Services: <http://www.csusm.edu/cehhs/>

Internships in Kinesiology: <http://www.csusm.edu/kinesiology/internships/index.html>

INTERNATIONAL SERVICE LEARNING (AACU calls it Global Learning)

Structure: Credit-bearing course project providing a structured and culturally-immersive academic experience in another country, working with local institutions to address host community needs while developing our students' cross-cultural understanding of daily life and global issues.

Supervision: Faculty supervision may be on or off site and may include direct supervision of the student work, indirect supervision through coursework, or indirect supervision through the Office of Global Education and University Office of Internships.

Ultimate goals:

1. Provides students with valuable international experience that requires engagement and dialogue in order to widen their perspectives and deepen their intercultural understanding.
2. Develops global citizens by providing an experiential foundation for global understanding and global action.
3. Teaches students to critically analyze and reflect on the service activity for a better appreciation of course content.
4. Cultivates and enables long-term and mutually beneficial partnerships between the university and specific international partners.
5. Establishes and enhances university reputation outside the United States.

Activities:

International Service Learning (ISL) encompasses the following:

1. Combination of traditional study abroad with international volunteerism.
2. Earning course credit abroad.
3. Participation in organized community-based service projects that address community needs.
4. Experience with direct interaction and cross-cultural dialogue with others.
5. Reflection on, and connection of, experience with course content.

Examples:

1. Students travel to India to work with local artisan communities and photograph their artwork. Students help connect the local artisans to global markets while learning product-oriented photography and art marketing skills.
2. Students spend 4 weeks in Denmark conducting research with the local community on the environmental effects of climate change. Students help reduce the workload for a community and share findings with the community while learning to do field research.

Useful links:

Global Programs and Services/Office of Global Education:

<http://www.csusm.edu/global/about/index.html>

Office of Internships: <http://www.csusm.edu/community/internships/>

Office of Service Learning: <http://www.csusm.edu/community/servicelearning/>

SENIOR EXPERIENCE (CoBA)

Structure: Student groups working with local businesses or organizations to complete a variety of projects.

Supervision: Faculty

Ultimate goal: Application of classroom knowledge to real-world business problems that help students enhance their skills to be the future business leaders of tomorrow.

Activities:

1. Teams of students work as consultants on real-life problems, in which they may:
 - a) Diagnose causes of an accounting, finance, systems, or operations problem and make recommendations for solutions.
 - b) Develop a business plan for the marketing and sales of a new product.
 - c) Analyze manufacturing processes, customer service workflows, or a human resources program.

Examples:

1. A senior experience team works with a university library to identify and create metrics to assess library collections.
2. A senior experience team works with a local business to analyze a customer service workflow and provide recommendations for improving efficiency.

Useful links:

CoBA Senior Experience: <http://www.csusm.edu/coba/signature-programs/senior-experience/>

Note on updates to this document: editorial changes (change in titles, offices, etc.) will be made by the Faculty Center; content changes will be approved by the Academic Senate's Student Affairs Committee (SAC).