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

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.

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

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