

FIELDWORK

For a course to be designated as "Fieldwork", satisfying the University Engaged Learning requirement, it must meet all the following criteria. Criteria for field work 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.*

All courses that have been approved to satisfy the Engaged Learning University Requirement are designated with an "E" appended to their section number, e.g. ANTH 301 01E. Comprehensive listings of all approved Engaged Learning classes offered each semester can be found in LOCUS (<http://www.luc.edu/locus/>).

College of Arts and Sciences

ANTH 399 Fieldwork in Anthropology (1-6 Credit Hours)

Pre-requisites: Permission of chairperson and faculty member
Application of anthropological concepts and methods to a specific field situation under the supervision of a faculty member.
This course satisfies the Engaged Learning requirement.

Outcomes:

Students will learn field techniques and data recovery and analysis techniques pertinent to the specific nature of their field experience

ARTS 397 Fieldwork in Arts Education (3 Credit Hours)

Credit given for arts education work outside the university undertaken under the guidance professional arts educators. Students keep an hour and activity log and write reflective evaluative papers. Permission of the Department of Fine and Performing Arts Specific outcomes and credit hours assigned to be determined by the student in consultation with the Teaching Artistry Faculty Coordinator and the project supervisor

DANC 397 Fieldwork in Chicago - Dance (1-12 Credit Hours)

Variable credit (1-6 hours) given for performances or projects undertaken with professional dance organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours of Internship or Fieldwork can be applied to the major.

This course satisfies the Engaged Learning requirement.

Outcomes:

Specific outcomes and credit hours assigned to be determined by the student in consultation with the Director of Dance and the project supervisor

ENGR 391 Biomedical Engineering Capstone Design II (4 Credit Hours)

Pre-requisites: Restricted to Engineering majors; ENGR 381 during the same academic year, ENGR 342, concurrent enrollment in ENGR 343 Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored medical device projects assigned in ENGR 381. Medical device product development or regulation topics are also introduced.

This course satisfies the Engaged Learning requirement.

Outcomes:

ABET Student Outcome (2): An ability to apply engineering design to produce medical device solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 392 Computer Engineering Capstone Design II (4 Credit Hours)

Pre-requisites: Restricted to Engineering majors; ENGR 382 during the same academic year, ENGR 352, concurrent enrollment in ENGR 353 Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored design projects assigned in ENGR 382. Computer engineering or professional development topics are also introduced.

This course satisfies the Engaged Learning requirement.

Outcomes:

ABET Student Outcome (2): An ability to apply engineering design to produce computer engineering solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

ENGR 393 Environmental Engineering Capstone Design II (4 Credit Hours)

Pre-requisites: ENGR 383 (minimum C-)

Second semester of a major design experience based on knowledge and skills acquired in earlier course work and incorporating appropriate engineering standards and multiple realistic constraints. Each group continues work on the industry-sponsored design projects assigned in ENGR 383. Environmental engineering or professional development topics are also introduced. ENGR majors only.

This course satisfies the Engaged Learning requirement.

Outcomes:

ABET Student Outcome (2): An ability to apply engineering design to produce environmental engineering solutions that meet specified needs with consideration for public health, safety, welfare, and other factors

GNUR 384 Clinical Role Transition (3 Credit Hours)

Pre-requisites: Must have taken and passed MCN 273, MCN 374, CMAN 272, CMAN 380, GNUR 360, with a C- or better; Must have taken and passed MCN 273L, MCN 374L, CMAN 272L, and CMAN 380L with a P; Must also enroll in GNUR 383

Through preceptor-based learning and seminars, this experience focuses on assimilating the role behaviors of a professional nurse as a provider, designer, manager, and coordinator of care in health care systems, and a member of a profession. Clinical reasoning, critical thinking, prioritization, and the integration of knowledge are emphasized in this experience, focusing on the provision of patient-centered, evidence-based care as a member of an interprofessional health care team.

This course satisfies the Engaged Learning requirement.

Outcomes:

Upon successful completion of this course, the student is able to: 1) Incorporate standards of practice into the development, implementation, and evaluation of evidence-based, patient-centered care; 2) Apply principles of quality and safety in patient care settings; 3) Apply knowledge of prioritization and delegation in the management of care; 4) Collaborate with patients, families, and members of the interprofessional health care team in the design, delivery, and evaluation of evidence-based, patient-centered care; 5) Exemplify role behaviors consistent with a member of a profession; 6) Incorporate ethical, legal, regulatory, financial, and economic considerations into the design, delivery, management, and evaluation of care

MLSC 302 Applied Leadership in Small Unit Operations (3 Credit Hours)

Pre-requisites: Restricted to ROTC students; MLSC 301 or departmental consent is required

MLSC 302 consists of both lecture and lab sections; focuses on applied leadership in small unit operations; analyze, test, and relate the fundamentals of direct level leadership and small unit tactics at the platoon level.

This course satisfies the Engaged Learning requirement.

Outcomes:

Student who possesses enhanced individual and collective skills, effectively leads formations in various scenarios, effective at receiving and giving peer evaluations, committed and disciplined ethically, academically, physically, and socially; Successful completion of this course will help prepare contracted Army ROTC students for the Cadet Summer Training Advance Camp, which students normally attend summer of junior year at Fort Knox, KY

MUSC 397 Fieldwork in Chicago - Music (1-6 Credit Hours)

Variable credit (1-6 hours) given for performances or projects undertaken with professional music organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours can be applied towards the major.

This course satisfies the Engaged Learning requirement.

Outcomes:

Specific outcomes and credit hours to be assigned to be determined by the student in consultation with the Director of Music and the project supervisor

THTR 397 Fieldwork in Chicago - Theatre (1-6 Credit Hours)

Variable credit (1-6 hours) given for performances or projects undertaken with professional theatre organizations outside the university. Students keep a journal and write evaluative papers. Permission of the Department of Fine and Performing Arts Required. Repeatable for up to 6 credit hours, however no more than 6 credit hours of Internship or Fieldwork can be applied towards the major.

This course satisfies the Engaged Learning requirement.

Outcomes:

Specific outcomes and credit hours assigned to be determined by the student in consultation with the Director of Theatre and the project supervisor

WSGS 388 Women's Studies Practicum (3 Credit Hours)

This supervised field experience uses experiential learning at a wide variety uses experiential learning at a variety of women's political, cultural or educational organization as the basis for learning and refining skills which can benefit gender equity.

Interdisciplinary Option: Women & Gender Studies

This course satisfies the Engaged Learning requirement.

Course equivalencies: WOST388/WSGS388

Outcomes:

Students demonstrate skill proficiency, professional conduct, and systematic reflection on their experience; Students learn about public and private sector responses to women's issues and concerns

School of Business

See Academic Internships (QUIN 351 Business Internship-Engaged Learning)

ISSCM 393 Requirements Analysis and Communication (3 Credit Hours)

Pre-requisites: Junior Standing, minimum grade of "C-" or better in ISSCM 247

This course focuses on Information Systems requirements and related communication skills. Students will learn how to gather requirements for Information Systems from an organization's users and executives based on a general understanding of organizations and business goals. Students learn techniques of how to translate between organizational needs and requirements for systems and processes, and how to analyze, validate, and prioritize those requirements. A special focus of the course will be to improve business communication skills such as interviewing, listening, presenting and negotiating.

This course satisfies the Engaged Learning requirement.

Course equivalencies: ISOM393 / MGSC393

School of Communication

COMM 315 Advanced Reporting Topics (3 Credit Hours)

Pre-requisites: COMM 205, 362, and Junior Standing and above

This course offers in-depth attention to the challenges of writing complex stories characterized by careful research, use of sources, interviewing, and reporting and writing. Students examine writing for a "lay" audience in such areas as science and technology, finance, government, and religion. Can be repeated once with a different topic. Second completion can count as major elective in MJRN.

This course satisfies the Engaged Learning requirement.

Outcomes:

Students will broaden their writing and research experience

COMM 345 Student Agency (3 Credit Hours)

Pre-requisites: COMM 175 and Instructor Consent

COMM 210 or 211 strongly recommended. Open to undergraduate students only. A 3.0 GPA is required. Course involves actual client work in Inigo, the student-run communications agency. Students gain skills/put theory into action as they provide public relations, digital communication, strategy and other services to companies and non-profits. Students apply prior semester. Contact instructor at cmcphil@luc.edu for details. All majors encouraged.

This course satisfies the Engaged Learning requirement.

Outcomes:

A fundamental understanding of what agencies are and how they function; A heightened sense of professionalism; Advanced-level teamwork; Increased written and verbal communication skills

COMM 381 Communication Practicum (1-3 Credit Hours)

Pre-requisites: Department Consent

Students gain advanced practical experience in service experiential learning projects. Student must develop a project with a full-time faculty member in COMM Studies. Paperwork is required: <https://www.luc.edu/media/lucedu/soc/pdfs/resourceforms/ONLINEDirectedStudyPracticumForm.pdf>.

This course satisfies the Engaged Learning requirement.

COMM 382 Multimedia Journalism Practicum (1-3 Credit Hours)

Students gain hands-on practical experience in developing multimedia journalism projects. Student must develop a project with a full-time faculty member in Multimedia Journalism. Paperwork is required:

<https://www.luc.edu/media/lucedu/soc/pdfs/resourceforms/ONLINEDirectedStudyPracticumForm.pdf>. *Pre-requisites:* Department Consent.

This course satisfies the Engaged Learning requirement.

COMM 383 Radio Practicum (3 Credit Hours)

Students will work with WLW radio station under the supervision of a faculty member participating in one or several of the following activities: generating story ideas, booking guests, interviewing guests, doing promotions using social networking and on-air productions, recording, editing and producing audio segments, learning several facets of what it takes to produce a radio show.

This course satisfies the Engaged Learning requirement.

COMM 384 Film & Digital Media Practicum (1-3 Credit Hours)

Pre-requisites: Requires Instructor Consent for all majors; DMST may also enroll with instructor consent

Students will gain advanced practical experience creating digital cinema projects. They may choose to focus on a certain role and section—director/producer, writer, cinematographer, editor, production designer, sound designer, publicist.

Interdisciplinary Option: Film & Digital Media Studies, International Film & Media Studies

This course satisfies the Engaged Learning requirement.

Course equivalencies: ICVM384/IFMS384/COMM384

Outcomes:

Students will gain advanced practical experience producing and collaborating on digital cinema projects

School of Education

CIEP M03 Student Teaching: Infants, Toddlers and PreSchoolers (6 Credit Hours)

This course (along with the related field experiences) serves as a continuation of the Methods courses and meets the requirements of a preprimary student teaching experience.

This course satisfies the Engaged Learning requirement.

Outcomes:

Teacher candidates will be provided with supervised applied experience in assessment and instruction with children in early childhood special education and will be prepared to work in an early childhood special education setting

CIEP M04 K-3 Student Teaching (9 Credit Hours)

Pre-requisites: CIEP M03

This course is the culminating experience of the Early Childhood Special Education Teacher Education Program. Candidates are placed in a classroom with an experienced cooperating teacher.

This course satisfies the Engaged Learning requirement.

Outcomes:

In addition to their planning and teaching responsibilities, student teachers also are expected to reflect on their experience, develop their planning and instructional skills, and compile a teaching portfolio

CIEP MU1 Student Teaching: Special Education (9 Credit Hours)

No course description is available

This course satisfies the Engaged Learning requirement.

CIEP MU5 Student Teaching: Elementary School (9 Credit Hours)

This capstone course engages the student in the actual activity of teaching in the elementary school all day, every day, during the semester. Those engaged in student teaching are closely monitored by an experienced cooperating teacher at the school site and supervised by university faculty who have had extensive classroom experience.

This course satisfies the Engaged Learning requirement.

Outcomes:

Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching

CIEP MU6 Student Teaching: Secondary School (9 Credit Hours)

This capstone course engages the student in the actual activity of teaching in the secondary school all day, every day, during the semester.

Those engaged in student teaching are closely monitored by an experienced cooperating teacher at the school site and supervised by university faculty who have had extensive classroom experience.

This course satisfies the Engaged Learning requirement.

Outcomes:

Student teaching gives the prospective teacher the opportunity to meld theory with practice in the actual activity of teaching

CIEP M60 Secondary Methods: Social Studies (3 Credit Hours)

In this course students examine teaching and learning in the social studies in grades 9-12. Students explore a variety of methods for teaching each discipline within the social studies as distinct subjects and as elements of interdisciplinary courses. The course emphasizes curriculum planning, practice teaching in the social studies and fieldwork in schools and social studies-related organizations.

This course satisfies the Engaged Learning requirement.

Outcomes:

Students will design curricula and demonstrate instructional strategies in the social studies that meet the needs of diverse learners and focus on deep engagements with social studies content

CIEP M64 Secondary Methods: Science (3 Credit Hours)

This course is designed to help pre-service teachers develop the theoretical background, practical knowledge, and skills essential for successful science teaching at the high school level.

This course satisfies the Engaged Learning requirement.

Outcomes:

Students will be able to draw Teaching Science in the Elementary/Middle School connections among instructional planning, implementation, and assessment of student learning through a field experience as well as the practice of instructional skills in peer teaching lessons

TLSC 380 Tching, Lrning & Leading with Schools & Communities Internship: Stud Tching (6-12 Credit Hours)

This module (course) represents the candidates' full-time student teaching experience. Candidates will complete three of the edTPA tasks required for certification (edTPA: Designing Instruction Task; edTPA: Assessing Learning Task; and edTPA: The Culminating Teaching Experience Task) in order to document and demonstrate each candidate's ability to effectively teach his/her subject matter. Candidates will also engage in focused reflection on student teaching and their entire teacher preparation program. Candidates will complete the School of Education's Professional Practice Profile (PPP) essay at the end of the module. (1C, 4L, 4N, 4Q, 5M, 5N, 5J, 8I, 8O, 8S, 9K, 9N) (IB) EU9 S7, S8; Demonstrate understanding and proficiency in core concepts, constructs and working principles from theories and research when making decisions and taking actions related to specific TLLSC EUs and EU indicators. (1C, 2A, 2B, 2C, 2I, 2J, 2G, 3A, 3Q, 4A, 4L, 5A, 5B, 5E, 5F, 5S, 6B, 6C, 7A, 7B, 7C, 7F, 9L) (IB) EU10 K1, K2, K3, K4, S1, S2; Demonstrate the ability to recognize and value student diversity and the differences in how students learn and provide instruction to accommodate such diversity. (1K, 2K, 5M, 7M, 8J) (IB) EU11 S2, S3, S4, S6; Support and deliver instruction in cooperation with their assigned co-teacher. (1H, 1I, 1L, 3I, 3J, 3M, 3P, 4C, 4K, 4N, 5I, 7P, 9J)(IB) EU1 S7, EU2 S8, EU4 S7; Provide a written analysis of each observed lesson, with a focus on their ability to make content accessible, the level of student engagement, the use of developmentally appropriate teaching practices, and the teaching of English language learners and students with special needs. (1H, 3J, 5H, 5K, 5M, 5P, 7Q)(IB) EU3 S10, S11, S16, S18 EU4 S5; Reflect in writing and discussion on their ability to deliver and adapt relevant instruction and assessments, classroom management and professional interaction with teachers, students and families. (5H, 5J, 9K) (IB) EU6 S12 EU2 S9; Conduct regular pre- and post-observation conferences with Internship Coaches and Co-teachers to evaluate personal instructional style, preparation, use of technology, collaboration to promote learning and professional interactions to determine their impact on barriers to student learning, student success, self-esteem and inclusion (4K, 4N, 5K, 5M, 5N, 8I, 8J, 8O, 8R, 8S, 9G, 9K, 9N) (IB) EU9 S6, S8.

This course satisfies the Engaged Learning requirement.

Outcomes:

Utilize research and evidence-based practices to design instruction that includes the alignment of goals, objectives, assessments and instructional strategies to meet the individual needs of students EU3; Create and support safe and healthy learning environments for all students EU9; Utilize information from theories and related research based practices when making decisions and taking action in their professional practice EU10; Maintain and utilize global perspectives and international-mindedness when engaging in teaching, learning and leading, including the awareness and application of the social, cultural, inter-cultural and linguistic facets of student achievement EU11; Enact principles of social justice in the school and community by focusing on the intellectual, social and emotional development of all students, promoting human rights, reducing inequalities, and increasing the empowerment of society's most vulnerable groups EU1; Hold high expectations and build on the assets of diverse students (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, and gender identity) EU7; Engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students EU2; Design and implement standards-based units and lesson plans to maximize learning for all students by using an appropriate variety of assessments, culturally responsive practices, multiple resources/representations and questioning to encourage critical/high-order thinking inquiry and problem solving based on high expectations for each student's learning and behavior (3H, 3I, 3N, 3Q, 5I, 5L, 5M, 5Q, 5S, 7K, 7P, 8N, 9A) (IB) EU3 S2, S3, S5, S6, S9; Use data to evaluate and monitor students' needs, instruction and

School of Nursing

CMAN 272 Mental Health Patterns (3 Credit Hours)

Co-requisites: CMAN 272L

This course is designed to prepare students in assisting persons (individuals, families, communities) to achieve and maintain optimal mental health.

Outcomes:

The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of persons with mental health disorders

CMAN 272L Mental Health Patterns: Lab (3 Credit Hours)

Co-requisites: Must also enroll in CMAN 272

This course is designed to prepare students in assisting persons (individuals, families, communities) to achieve and maintain optimal mental health.

Outcomes:

The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of persons with mental health disorders

CMAN 380L Community Health: Lab (3 Credit Hours)

Must also enroll in CMAN 380.

This course satisfies the Engaged Learning requirement.

Course equivalencies: CMAN375L/CMAN380C/CMAN380L

MCN 273 Family Health Patterns I (3 Credit Hours)

Pre-requisites: Must have taken and passed MSN 277, GNUR 294 with a C- or better; Must have taken and passed MSN 277L with a P; Must also enroll in MCN 273L

This course allows students to apply concepts from systems theory and the levels of prevention models to structure the presentation of selected concepts related to health promotion and health maintenance of childbearing and parenting families.

Outcomes:

The student will be able to use critical thinking to apply knowledge from nursing and other disciplines in the care of childbearing and parenting families

MCN 273L Family Health Patterns I: Lab (3 Credit Hours)

Co-requisites: Must enroll on MCN 273

No course description is available

MCN 374L Family Health Patterns II: Lab (3 Credit Hours)

Co-requisites: Must also enroll in MCN 374

No course description is available

MSN 277 Medical/Surgical Nursing: Adult Health I (4 Credit Hours)

Pre-requisites: Must have taken and passed PSYC 273 or PSYC 274 and GNUR 294 with a C- or better OR Must have taken and passed PSYC 273 or PSYC 274 with a C- or better and be enrolled in GNUR 294

This course is designed to use levels of prevention to provide nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment and restoration of health for individuals, families and communities across the health care continuum.

MSN 277L Medical/Surgical Nursing: Adult Health Lab I (3 Credit Hours)

Must also enroll in MSN 277. This course is designed to apply levels of prevention in nursing care for adults with selected health issues. Emphasis is placed on health promotion, early detection and treatment and restoration of health for individuals, families, and communities across the health care continuum.

MSN 377 Adult Health II - Advanced Medical-Surgical (4 Credit Hours)

Pre-requisites: Must have taken and passed MSN 277, MSN 277L, GNUR 290, GNUR 294, GNUR 360, with a C- or better; Must also enroll in MSN 377L

This course builds on MSN 277, Adult Health I, and focuses on the nursing care of adults experiencing selected critical health issues. Physical, psychosocial, cultural, spiritual assessments and health data are incorporated into the identification of interventions within the context of life-threatening conditions. Students incorporate evidence-based practice guidelines and interdisciplinary collaboration to maximize health outcomes.

Outcomes:

Nursing care of adults experiencing selected critical health issues

MSN 377L Adult Health II - Advanced Medical Surgical Clinical (3 Credit Hours)

Must also enroll in MSN 377. This course builds on MSN 277L, Adult Health I Clinical, and focuses on the nursing care of adults experiencing selected critical health issues. Physical, psychosocial, cultural, spiritual assessments and health data are obtained and interventions are provided within the context of life-threatening conditions. Students incorporate evidence-based practice guidelines and interdisciplinary collaboration to maximize health outcomes.

Outcomes:

Nursing care of adults experiencing selected critical health issues - clinical

School of Social Work

See internships (SOWK 330 Internship I and Simulated Experience and SOWK 340 Internship II and Simulated Experience)