

FORMS OF EXPERIENTIAL EDUCATION **AT NORTHEASTERN UNIVERSITY**

Co-operative Education – Co-op involves by far the largest number of student placements per year; hence it provides quantitatively the most significant of our experience-based learning opportunities. By spending substantial time in full-time work environments, co-op students become skilled at working with others to solve unanticipated problems in real time, and have an opportunity to study how organizations work. Many colleges also have specific courses designed to follow after co-op and integrate the on-the-job learning into the student's education.

Clinical Practice – In some programs students undertake a period of unpaid work in an off-campus setting. The time commitment for this experience is extensive, and it may represent the primary focus of student effort. Students enroll in a course and are actively supervised by a faculty member, as well as by a supervisor from the work site. The experience is tightly integrated into the student's major curriculum objectives, and periodic meetings with faculty and other students provide opportunities for concurrent reflection throughout the experience.

International Experience – Study abroad can provide students with a significantly different learning experience. A wide, and growing, range of these opportunities exist, including International co-op where student may complete a co-op assignment in another country, and major-coordinated International Study where students complete coursework related to their major in another country. In addition, students participate in a growing number of shorter-term, faculty supervised field trips of various types, and other course-based travel experiences.

Internships – The term "internships" carries different meanings. In the work environment, it often implies a short-term appointment for a student who may or may not be paid, in return for assistance in the workflow at the internship location. From an academic perspective, it can imply much the same level of faculty supervision as is involved in supervising clinical experiences. Students may receive academic credit for internships. Generally they are related to the student's major field of study.

Undergraduate Research – Undergraduate students increasingly ask for opportunities to participate in research projects; many faculty are willing to devote the time required for effective mentoring; and administrators are keen to know how best to support this aspect of undergraduate learning. It is clear that many opportunities already exist for students to engage in faculty-supervised research, but it is difficult to quantify the extent of it due to the lack of information, and to lack of consensus over what type of student effort does or does not qualify as "research".

Service-Learning – Joining Northeastern University's long standing traditions of service and experiential education, Service-Learning (S-L) is an academically rigorous educational experience in which student

- 1) participate in organized service activities/project(s) that meet needs identified by the community, and
- 2) reflect on the service in such a way as to gain further understanding of course/program content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Adapted by Northeastern University's Service-Learning Advisory Board (2006), from Robert Bringle and Julie Hatcher, A Service Learning Curriculum for Faculty. *The Michigan Journal of Community Service-Learning*, Fall 1995, pp.112-122.