



MassDartmouth

UNIVERSITY STUDIES

Master Syllabus

**Course: ARH 411, Art & Engagement: Internship
University Studies - Cluster Requirement: 5B**

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching an approved in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

Course Overview:

This course is a vehicle for structuring an internship and for meeting the requirements for University Studies Cluster SB: Learning through Engagement.

Learning Outcomes:

Course-Specific Learning Outcomes: *By the end of the course students will be able to:*

- Articulate their understanding the role of an arts organization and its mission
- Articulate their understanding the clientele served by an organization
- Describe and assess how their work contributes to the success of the organization
- Understand the skills necessary to be an effective, contributing member of the organization
- Work effectively with others

University Studies Learning Outcomes (Cluster 5B): *By the end of the course students will be able to:*

- Identify the needs and resources of the communities to which they belong.
- Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.
- Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.
- Articulate the value of engagement to other members of their communities.

Example Assignments:

Attached to this application is a copy of the internship contract and instructions for a mandatory paper assignment that will provide evidence that the student has met the learning goals for Cluster 5B of University Studies.

Department of Art History**ARH 411, Art & Engagement: Internship****University Studies - Cluster Requirement: 5B****Departmental objective (Upon completion of the internship students will be able to):**

- Articulate their understanding the role of an arts organization and its mission
- Articulate their understanding the clientele served by an organization
- Describe and assess how their work contributes to the success of the organization
- Understand the skills necessary to be an effective, contributing member of the organization
- Work effectively with others

University Studies Cluster SB objectives (Upon completion of the internship students will be able to):

- Identify the needs and resources of the communities to which they belong.
- Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities.
- Describe the connections between learning on campus and the issues and needs of broader academic, professional or civic communities.
- Articulate the value of engagement to other members of their communities.

To be eligible to register for ARH 411:

Students must have earned a minimum of 54 cumulative credit hours and a GPA of 2.0 or higher. In addition, their activity must be approved by the Department of Art History.

Eligible Host Organizations:

Students who register for ARH 411 must work as interns in an approved workplace setting applying the knowledge and skills learned in the classroom to non-academic tasks. An internship requires 120 hours of work. To register for the course students must have accumulated 56 earned credits, have a GPA of 2.0 or higher, and received the approval of the Chairperson of Art History. Internships at a 501.c.3 charitable organization qualify for service learning credit. Art & Engagement: Internship meets Cluster SB of the University Studies requirements.

To Initiate An Internship:

Students must identify a workplace setting, arrange an internship at the organization; identify both a site supervisor who can report on their contribution to the goals of the organization and a faculty sponsor who will monitor the student's progress, oversee and grade a paper reflecting on the internship and relationship to the learning objectives of the course, and submit a final grade. Complete arrangements for the internship should be made in consultation with the faculty sponsor. An internship requires the approval of the Chair of Art History.



Internship Assessment:

The success of an internship will be assessed in two ways: (1) the report of your supervisor of your contributions to the organization's goals and (2) a paper in which you describe the organization, its goals, its clientele, and your work there as well as meet the learning objectives for Cluster SB as outlined below. A template for this paper is included in this contract.

This form should be completed in consultation with the faculty member who will sponsor the internship. *Please print clearly.*

Student

_____	_____	_____	_____
Last Name	First Name	Initial	ID#
_____		_____	
Street		Email Address	
_____	_____	_____	_____
City	State	Zip	Phone
_____	_____	_____	_____
Cumulative Credits to Date	Experiential Learning to Date	Cumulative GPA	

Internship

_____	_____
Title of Internship	Semester/Year

Faculty Sponsor	
_____	_____
Name of Organization Hosting Internship	Supervisor on Site

Address	
_____	_____
Supervisor's Telephone	Email



Description of Internship. What will you do for the host organization?

How will the Internship help you meet the learning objectives for this course?

How will the hosting organization assess your contribution to its mission?

Student's Signature. I affirm that I understand and agreed to the terms of this contract.

Student _____ Date _____

Additional Signatures

Outside supervisor _____ Date _____

Faculty sponsor _____ Date _____

Chairperson _____ Date _____



Final Paper Assignment
ARH 411-Art and Engagement: Internship

As the final component of the internship, the summary paper serves as a means to reflect upon your experience working in the field and to make broader connections between this experience, the University curriculum and your future goals. While you do not necessarily have to answer every question listed below, your paper should engage in some meaningful way with each of the components listed in bold. The paper should be developed in conjunction with the over-seeing faculty member and should be between 5 and 7 pages in length.

The final draft should include:

- **A description of the larger mission and/or goals of the organization in which you worked.** How does this mission engage the local or national needs of the arts community? How did your work contribute to these goals? What are the needs and resources of this community or organization?
- **A discussion of ways in which you were able to apply the knowledge gained in the classroom to this experience.** Where were there certain classes that helped prepare you for this experience? How were you able to translate the methodologies of art history or your understanding of its historical and theoretical content into action?
- **An analysis of how the on-campus experience has prepared you for a job in your field?** If you were asked on a job interview how these experiences have prepared you to work in the field, how would you respond? Can you foresee ways in which your classroom experience might be used to solve problems or expand the projects you were involved in during this internship?
- **An assessment the value of engaging with others working in the field and interacting with the community of professionals.** How has the internship helped you to better the arts community? Explain how you benefitted from this interaction with others working in the field?
- **A reflection upon your understanding of the needs of your community and your future role in this community.** How has the internship helped you to better understand your role in the arts community? How has it helped you to focus your career objectives?



ARH 411 – Final Paper Rubric

	Emerging	Proficient	Outstanding
Articulates an understanding of the role of an arts organization, its mission and clientele	The emerging paper shows little reflection regarding the role of the arts organization, its mission and clientele. The student has not adequately investigated these issues nor have they given appropriate thought to them.	The proficient paper shows adequate reflection regarding the role of the arts organization, its mission and clientele. The student has investigated these issues and given appropriate thought to them.	The outstanding paper shows considerable reflection regarding the role of the arts organization, its mission and clientele. It is clear that the student has both investigated these issues and given ample thought to them.
	15	20	25
Describes and assesses how their work contributes to the success of the organization	The emerging paper does not adequately describe how the student's work contributed to the success of the organization nor does it use specific examples to illustrate the larger claims.	The proficient paper adequately describes how the student's work contributed to the success of the organization. It uses at least one specific example to illustrate these larger claims.	The outstanding paper thoroughly describes how the student's work contributed to the success of the organization. It uses several specific examples which illustrate these larger claims.
	15	20	25
Understands the skills necessary to be an effective, contributing member of the organization	The emerging paper lacks an understanding of the necessary skills to be an effective contributing member of the organization. The paper does not include specific examples.	The proficient paper shows an adequate understanding of the necessary skills to be an effective contributing member of the organization. The paper uses specific examples which illustrate some understanding of how these skills come into play.	The outstanding paper shows a clear understanding of the necessary skills to be an effective contributing member of the organization. The paper uses specific examples which illustrate an in-depth understanding of how these skills come into play.
	15	20	25
Shows evidence of an ability to work with others or at least an understanding of the importance of this skill	The emerging paper shows minimal evidence of an ability to work with others. There are no specific examples mentioned.	The proficient paper shows adequate evidence of an ability to work with others. This is confirmed with specific examples and some reflection.	The outstanding paper shows significant and convincing evidence of an ability to work with others. This is confirmed with specific examples and in-depth reflection.
	15	20	25



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