

Learning Beyond the Classroom

Contents:

Pg. 1. Overview and Learning Objectives

Pg. 2. Options for fulfilling the LBC requirement

Pg. 3. LBC Protocol (only needed for option 2)

Pg. 4-5. Declaration Form for LBC Protocol (only needed for option 2)

Pg 6. Interim Report for LBC Protocol (only needed for option 2)

Pg. 7. Final Report for LBC Protocol (only needed for option 2)

Overview: The Learning Beyond the Classroom (LBC) experience provides an opportunity for all students in the College of Arts and Sciences to broaden their education to include exciting and rewarding involvement in a learning experience not commonly found in a traditional course setting. The LBC experience will help you develop knowledge and skills that are sought by employers, graduate schools and professional schools and are useful for life. Depending on the LBC experience you choose, the knowledge and skills learned can be discipline specific, or more general, or a combination of both.

LBC Learning Objectives: A true Learning Beyond the Classroom experience is a *learning* experience. In order to fulfill the LBC requirement, the activities you engage in should provide opportunities to achieve

1. *all* of the following learning objectives:
 - a. Independent learning.
 - b. Higher-order skill development (e.g., research, applied writing, leadership, critical and creative thinking, etc.)
 - c. Problem solving and resourcefulness

2. and *at least one* of the following objectives:
 - a. Professional development (e.g., learning about the world of work, professional behavior etc.)
 - b. Personal development (e.g., self-awareness, ethical values, resilience, social relationship skills)
 - c. Development of professional contacts and networking skills

UNIVERSITY OF HARTFORD

COLLEGE OF ARTS AND SCIENCES

Learning Beyond the Classroom

How to Fulfill your LBC requirement:

Option 1: Successfully complete a pre-approved LBC course. Certain courses have been designed to provide structured opportunities for completing your Learning Beyond the Classroom requirement. The course will integrate LBC components into the semester's curriculum. Students enrolled in these courses will automatically be given credit for their LBC requirement after the successful completion of the course. Some of these preapproved courses include activities such as Internship, practicum, student teaching placement, honors thesis, non-thesis undergraduate research experience, and preceptorship.

Pre-approved LBC courses (as of 9/12/2024):

BIO400	BIO401	BIO493P	CH282	CH283	CH482
CH483	CH484	CIN420W	CIN430W	CIN480	CMM306
CMM406	CMM407	CMM462	CMM464W	CMM465W	CMM466W
CMM467W	CMM471W	CS100	CS200	CS300	CS400
CS480	CS481	EC485W	EDS444P	ENG462	ENG490
ENV380	ENV385	ENV480	GS450	HIS341P	HIS342P
HON493	HON494	IS380P	JS380	M100	M200
M300	M400	M480	HCID400P	HCID401P	HCID480
POL381	POL382	POL481	POL482	PSY384P	PSY439
PSY488P	PSY496P	PSY497P	SOC100	SOC200	SOC300
SOC407P	SOC417	SOC400	SOC418W	SOC419	US300

*For an updated list, see the undergraduate catalog for the current academic year:

<https://www.hartford.edu/academics/course-catalogs/>

Option 2: Successfully complete the LBC Protocol. Other activities outside of the pre-approved LBC courses may also be used to fulfill the LBC requirement. However, these activities require successfully completing the LBC Protocol (page 3). Here are some examples of activities that may count towards the LBC requirement other than the preapproved LBC courses:

- a. In courses that are not pre-approved LBC courses, there may still be a substantial LBC experience such as independent learning, service-learning or civic/community engagement component. If this is the case, students may seek approval and complete their LBC requirement with the LBC Protocol.
- b. Activities outside of courses altogether must fulfill the LBC Learning Objectives on page 1, must involve a connection to or an application of academic knowledge, and must be sustained over a significant portion of the semester (e.g., 30 hours or more). If this is the case, students may seek approval and complete their LBC requirement with the LBC Protocol (page 3). Some examples of activities may include internships, undergraduate teaching assistantships, study abroad, etc.

UNIVERSITY OF HARTFORD

COLLEGE OF ARTS AND SCIENCES

Learning Beyond the Classroom

LBC Protocol:

Step 1. Consult with your major advisor and/or faculty mentor to choose the most appropriate LBC experience for you.

Step 2. Save this file and rename it using the title format LBC_Lastname_IDnumber.pdf

Step 3. Complete the Declaration Form (pages 4-5) including the short narrative and obtaining the signatures*.

Step 4. Email the file to LBC@hartford.edu. Once the file is received you will be enrolled in LBC400 which is a 0 credit course that does not meet.

Step 5. Midway through the semester, you will update this file by completing the Interim Report (page 6) and email the updated file to LBC@hartford.edu.

Step 6. At the end of the semester (before final exams), you will update this file again by completing the Final Report (page 7) and email the updated file to LBC@hartford.edu. Once all of these steps are successfully and satisfactorily completed, you will be given a passing grade (“P”) for LBC400, which will provide credit for the LBC requirement.

**Forms can be signed digitally with adobe acrobat.*

UNIVERSITY OF HARTFORD

COLLEGE OF ARTS AND SCIENCES

Learning Beyond the Classroom

Declaration Form for LBC Protocol:

Name: _____ ID Number: _____

A&S Major: _____ Standing: _____

Semester LBC will be completed: _____ Year LBC will be completed: _____

Anticipated number of hours spent on activity (expected to be more than 30 hours): _____

Please confirm (by checking the box to the left) that you read the list of pre-approved courses. If you are taking one of the pre-approved courses, you do not need to complete this form.

Please confirm (by checking the box to the left) that you are aware that you must complete this Declaration form prior to the end of the open registration period, during the semester in which you are completing the LBC experience. Once you submit this signed form, the LBC 400 course will be added to your schedule.

How would you describe your LBC activity (Check one)?

- Internship/Practicum/Student Teaching Placement
- Undergraduate Teaching Assistantship
- Service Learning/Civic or Community Engagement
- Study Abroad
- Other

Learning Beyond the Classroom Declaration Narrative

On the next page, in the frame provided, please write a narrative in 500 words or less. Give a brief timeline for your activities. Describe the LBC activities in which you will engage, how the activities relate to your career interests, and exactly how those activities will provide you with opportunities to achieve the LBC learning objectives:

1. *All of the following:* a) Independent learning; b) Higher-order skill development (e.g., research, applied writing, leadership, critical and creative thinking, etc.); and c) Problem solving and resourcefulness
and
2. *at least one of the following:* a) Professional development (e.g., learning about the world of work, professional behavior, etc.); b) Personal development (e.g., self-awareness, ethical values, resilience, social relationship skills); or c) Development of professional contacts/networking.

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COLLEGE OF ARTS AND SCIENCES

Learning Beyond the Classroom

Faculty/Staff Mentor Name: _____

Faculty/Staff Mentor Email: _____

Faculty/Staff Mentor Signature: _____, date: _____

Department Chair/Director Signature: _____, date: _____

Student Signature: _____, date: _____

UNIVERSITY OF HARTFORD

COLLEGE OF ARTS AND SCIENCES

Learning Beyond the Classroom

Interim Report for LBC Protocol:

Learning Beyond the Classroom Interim Narrative: In 500 words or less, please provide an update on your progress with your LBC. Has the LBC met expectations and is it addressing the objectives/desired outcomes that you set out in your initial narrative describing the LBC? Are there any difficulties that you are encountering as you pursue your LBC? How do you plan to seek to resolve these difficulties?

Faculty/Staff Mentor Signature: _____, date: _____

Student Signature: _____, date: _____

UNIVERSITY OF HARTFORD

COLLEGE OF ARTS AND SCIENCES

Learning Beyond the Classroom

Final Report for LBC Protocol:

Learning Beyond the Classroom Final Narrative: Now that you are at the end of your LBC experience, in no more than two typed pages, reflect on the experience. How were the objectives that you identified at the outset in your narrative met or not met through this experience? What skills did the experience help you develop? How did the experience help you prepare for, think about, or rethink your post-graduation goals?

Faculty/Staff Mentor Signature: _____, date: _____

Student Signature: _____, date: _____