

Urban Studies Internship Proposal

This form, including the Learning Plan, must be filled out by students who wish to complete an internship independently of URBANST 201 and by students who want to earn additional credit for continuing to work as an intern after completing URBANST 201.

Students must select a faculty adviser to oversee the internship and assign appropriate readings related to the internship. At the completion of the internship, the student must submit to the faculty adviser a final paper or other appropriate project as agreed upon in the learning plan, and must submit a record of hours worked (minimum 30 hours per credit unit). Students receive credit by registering for URBANST 194 for an elective internship or URBANST 201A for the required capstone internship.

Please complete your portion of this form, have your faculty advisor and internship supervisor sign it, and return it promptly to the Urban Studies Internship Coordinator, in Sociology and Urban Studies, Building 120.

Student Name: _____ **E-mail Address:** _____

Expected Year of Graduation: _____ **Urban Studies Track:** _____

Proposed Quarter for Internship: F W S Summer **Proposed Number of Units (2-4):** _____

Proposed Internship Organization: _____

Supervisor at Internship: _____ **Supervisor's Title:** _____

Supervisor's Telephone #: _____ **Supervisor's E-mail:** _____

Faculty Adviser: _____ **Adviser's Department:** _____

Adviser's Telephone #: _____ **Adviser's E-mail:** _____

Faculty adviser's agreement: I have met with this student and agree to advise the proposed internship. I will help the student select supplementary readings, and will evaluate the student's final paper or project. I will confirm that the student has worked a minimum of 30 hours per credit unit received.

Signed (Faculty adviser): _____ **Date:** _____

Signed (Student): _____ **Date:** _____

Internship Learning Plan

The learning plan helps you articulate, prioritize, and gain support for what you want to learn and accomplish during your internship. It gives all involved - you, your faculty adviser, your supervisor, and Urban Studies staff – a means to better understand your intentions and goals. The learning plan will be most effective if you think of it as a living document, making adjustments along the way, and as a tool for conversation and reflection with your faculty adviser and supervisor.

Types of Learning Plan Goals

Workplace goals vary in their complexity and type. You should organize your goals by dividing them into three different types: **1) Conceptual or cognitive goals, 2) Practical or skills goals, and 3) Normative or attitude goals.**

1) Cognitive or conceptual goals involve some sort of abstract and systemic knowledge. They ask broad questions of organization, development, and process. A student working at a City Planning Commission might come up with the following cognitive goals:

- ❖ *Gain knowledge of how the Planning Commission relates to other branches of city government.*
- ❖ *Gain understanding of the history of city planning.*

2) Practical or skills goals can be measured less abstractly, by evaluating the acquisition of a specific workplace skill. The same student might decide these practical skills are valuable:

- ❖ *Learn how to use GIS programs for research and mapping.*
- ❖ *Learn how to write a comprehensive economic development plan for a specific region.*

3) Normative or attitude goals involve the questioning and articulation of values related to the work process and its wider social context. These goals may be personal, political and ethical inquiries, but are still specific goals or questions.

- ❖ *What are the advantages, disadvantages, and ethical issues involved when I develop plans for communities of which I have relatively little direct knowledge?*
- ❖ *Should politics play a role in the planning and development decisions that cities make?*

Note: While you should articulate normative goals, you may choose to keep this list private rather than submit them with the others for discussion with your faculty adviser and/or internship supervisor.

Developing Your Learning Plan

The following are steps to help you gather your thoughts and develop a coherent learning plan.

Brainstorm: Based on what you know so far about the parameters of your internship experience, list any and all learning objectives that come to mind for the three categories above.

Prioritize and Clarify: Consider which goals are of highest priority for you (you will not be satisfied unless this objective is met) versus those that are important to you (you expect and hope to make some progress here). Order them accordingly. Be sure each goal is concrete, clear, and measurable. Use language like “To develop/acquire/increase my [knowledge, skill, attitude] about [content, skill, subject, etc.]....”

List Means to Accomplishing Goals: For each of your goals, identify and articulate the activities you think will help you meet them. Consider both on-the-job and off-the-job activities.

Plan for Assessing Progress: For each of your goals, find at least one indicator that will represent progress toward that goal.

As an example, here is what the student at the Planning Commission might come up with as means and an indicator:

Goal (from Practical/Skills Goals): Learn how to use GIS programs for research and mapping.

Methods/Mean:

1. Meet with GIS staff in office to obtain GIS handbook or resource for learning the software. Study handbook in spare time.
2. Shadow/assist GIS staff with his/her current project to see how the process works.
3. Work on small component of GIS mapping or separate project independently, seek support and feedback along the way.
4. If necessary (if GIS staff is too busy to provide guidance), set up meeting with and seek guidance from Stanford Professors, staff familiar with GIS.

Indicator: A series of maps showing the spatial distribution of parks and recreation areas with relation to public transit lines in each sector of the city (one of the current project areas in the office).

Final Product(s): What will you produce at the end of your internship: a paper, a presentation, a model, a portfolio of your work with the organization, or something else? Be as specific as possible regarding the nature and scope of the final product(s).

A Final Note about the Learning Plan

The learning plan is not meant to suggest that you will meet all the objectives during the internship, or that the list of goals will accurately describe what you ultimately take from the experience. Rather, the goal here is to keep you as intentional as possible throughout your internship experience so a clear exchange of expectations can take place between you and those you work with. Revisiting your learning plan often, in consultation with your faculty advisor, can help you recognize and respond to thoughtfully to changes and opportunities as they occur.