

**Urban Studies Fellowship/Internship
Placement Objectives Agreement – Program on Urban Studies**

This agreement should be used by Urban Studies students who wish to receive academic credit for a fellowship or internship in the Urban Studies Program. The agreement is a tool for facilitating an effective relationship among three parties: you, the fellowship or internship supervisor who oversees your work for the organization, and your faculty advisor who reviews the work you have completed in connection with the fellowship or internship and agrees that it is deserving of academic credit at Stanford. *Discussing the nature of your work as an intern and coming to a consensus about mutual expectations are fundamental elements of a productive fellowship or internship.* Students should complete this form after discussing the questions with their supervisor, and then ask the supervisor to read and sign the completed agreement.

Contact:
Deland Chan
Director of Community Engaged Learning
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Part I: General Information

Student Name:	Email:
Mailing Address:	Phone:
Expected Year of Graduation:	Urban Studies Concentration:

Fellowship/Internship Supervisor:
Title:
Organization:
Email:
Phone:
Mailing Address:

Faculty Adviser Name:
Faculty Adviser Department:
Faculty Adviser Email:
Faculty Adviser Phone Number:

Course Number for which Credit will be Granted:

_____ **URBANST 194, Internship (may be with non-profit, government, or for-profit organization).**

_____ **For 194, specify number of credits (2-4 credits, minimum 30 hours per credit unit)**

_____ **URBANST 201A, Capstone Internship in Urban Studies (must be with non-profit or government agency, 3 credits, minimum 80 hours, completed in one quarter)**

Part II: Fellowship/Internship Work, Supervision, and Evaluation

A. General Description of Responsibilities

Describe tasks, projects, and/or work that you (the student), agree to perform. Indicate deadlines, specific outcomes or deliverables where relevant. *This part should reflect the consensus that has emerged in discussions between the student and the supervisor.*

B. Schedule of Work

Students and supervisors should note the required dates and minimum hourly commitment for the fellowship or internship. The weekly and/or monthly schedule should be discussed and agreed upon. Please include the number of hours you plan to work on which day(s), at which time(s).

Quarter and Year:

Internship dates:

Minimum hour commitment: 80 hours

Weekly Schedule:

C. Supervision of Work

Describe what kind of orientation, instruction, training, assistance, etc. you will receive during your fellowship or internship, and from whom. Please note how often you and your supervisor plan to meet in order to check-in about your work.

D. Evaluation of Work

An evaluation form will be provided by the Program on Urban Studies. There will also be an evaluation meeting or phone call among the student, supervisor, and Director of Community Engaged Learning.

Person(s) who will complete the evaluation form:

Person(s) who will participate in the evaluation meeting:

Comments about evaluation process, if any:

Part III: Learning Objectives

What do you (the student) hope to learn through your work with your host organization?

Goals can be dividing into two types: 1) Conceptual or cognitive goals, 2) Practical or skills goals. Throughout the quarter, you will continue to articulate and refine your learning objectives for the internship, you will define methods for reaching your goals, and you will determine the final products that will show whether you have achieved what you set out to. You can also add a third category, normative or attitude goals.

The examples given are goals a student working for a community development center might come up with.

1A. Cognitive or conceptual goals are those involve abstract or systemic knowledge, asking broad questions of organization, development, and process.

Examples:

To understand how community service centers interact with city and county service agencies.

To research the role of a community center in promoting small business development.

1B. Final products for cognitive goals: What final products will indicate that you have achieved the goals listed above? Examples might include a written paper or report, a presentation, an original map, or a set of interview notes.

2. Practical or skills goals are those that can be measured more concretely by evaluating the acquisition of a specific workplace skill.

Examples:

To learn how to write a needs assessment for a community.

To use SPSS to analyze census data for a neighborhood.

2B. Final products for practical goals: What final products will indicate that you have achieved the goals listed above?

Note: Because normative or attitude goals are often highly personal, you need not share this page with your site supervisor or faculty adviser.

3. (Optional): Normative or attitude goals are those related to your values or attitudes.

Examples:

To determine if I prefer to work in the non-profit or government sector.

To assess whether I enjoy working in a direct-service organization.

3B. Final products for your normative or attitude goals. Examples might include a reflective essay or a journal.

Part IV: Agreement

This *Placement Objectives Agreement* document formally acknowledges a consensus or agreement between the student, supervisor, and faculty advisor about the objectives, process, and outcome of the student's work as an intern.

The three parties listed below may, at any time, submit a proposed amendment to this agreement to which all parties will respond accordingly.

Signatures:

Student Date

Fellowship or Internship Supervisor Date

Faculty Advisor Date