

ACADEMIC INTERNSHIP LEARNING AGREEMENT AND PLAN**ANSC 4601*****Agricultural Business*****Department of Agriculture and Industry**
Sul Ross State University**Student Information**

Last Name:	First Name:	MI:
Student ID:	Class Year:	Gender:
Email:	Phone:	

**STUDENT LIVING ADDRESS DURING
INTERNSHIP**

Street:	City:	State:	Zip:
Country:			

Organization Name:				
Organization Type (Circle or Highlight):	Nonprofit	For-Profit	NGO	Government
Street:	City:	State:	Zip:	
Country:	Phone:	Fax:		
Site Supervisor Last Name:	Site Supervisor First Name:			
Site Supervisor Title:		SRSU Alum? Y or N:		
Site Supervisor Email:				
Student Internship Position/Title:				

REGISTRATION INFORMATION

Internship Start Date:	Internship End Date:
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INTERNSHIP INFORMATION

Check all that apply:			
Not Paid	Undergraduate Scholarship:	Stipend	Other:
Paid	If paid, hourly rate (\$):		
Hours/week:	Total Hours of Internship:	NOTE: For credit, on-site experience plus academic work must total a minimum of 260 hours (240 on-site).	

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Internship Duties & Responsibilities:

(Cut and paste or attach position description provided by organization, or provide a list of primary duties/projects/ tasks.)

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STUDENT: Complete a draft of the **Learning Goals & Strategies** PRIOR to meeting with your faculty and site supervisors to review/finalize. This should be done by the end of the first week of the internship. Contact your supervisors well in advance of the deadline for the paperwork, and schedule a meeting with each to review your goals and strategies, and to obtain signatures. The guidelines below will assist you.

PREPARATION

As you begin to develop your academic learning/application goals, first consider how you have prepared for this academic internship experience. Consider activities which have contributed to your:

- cultural and region-specific knowledge/background
- content-specific or background knowledge required to successfully perform internship tasks (e.g. language skills)
- knowledge of current events impacting the organization and its work

1. Note any previous coursework that may contribute to your success in this internship and why.

2. List experiences you have had that may have prepared you for important aspects of this internship. *For example, if you are interning abroad and have traveled abroad before, jot down a few notes about what your previous travel experience taught you, and how that may impact your internship experience.*

3. Note any additional activities or personal connections you have which will inform your internship experience (e.g. books or articles you have read about the industry or the work, people you have met from the organization, faculty members you have connected with, etc.).

ACADEMIC LEARNING GOALS (Guidelines to complete page four.)

The purpose of the Learning Plan is to think through your goals for *academic learning and/or application* prior to the internship experience. While you are likely to learn comprehensively during your internship experience, focusing on a few key academic learning goals will facilitate the learning process throughout the internship. ***There is no maximum number of learning goals required, but you will need at least one learning goal in each of the three areas.*** Learning goals should be reflective, intentional, relevant to your internship experience, and complemented with actions that allow you to work toward your goals.

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LEARNING PLAN Student: Use the guide on page three and the handout and complete a draft of your learning goals and strategies before consulting with your faculty and site supervisors to finalize.

LEARNING GOALS

What you want to learn or be able to do.

LEARNING STRATEGY

How you are going to learn, resources you'll use.

METHODS OF ASSESSMENT

How you will show you learned it.

List at least three primary goals in the areas of Cognitive development, General Skills development, and Personal development

Use your internship job description and the handout as a guide

Use the handout provided and meet with your faculty advisor. You must have a self-evaluation component and a project component. The site supervisor must also complete an evaluation.

SELF-EVALUATION/REFLECTION DUE DATE(S):

Describe how progress toward the learning objectives will be measured. Indicate requirements for ongoing evaluation (e.g. periodic journals, reflection on learning goals, readings, reaction essays, etc.).

Description:**INTEGRATED PROJECT/CLOSING ACTIVITY DUE DATE:**

Provide description and criteria for the closing activity, which is intended to facilitate thoughtful reflection and integration of academic and experiential learning (e.g. integrated paper, reflective paper, portfolio, seminar presentation, etc.).

Description:

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REQUIRED SIGNATURES FOR ALL ACADEMIC INTERNSHIPS

If acquiring signatures over email, please attach a printed copy of the email that includes the time/date stamp at the top. Typed signatures will not be accepted. Email signatures MUST acknowledge the information listed next to the applicable party below.

1. **INTERN:** I agree to follow through with all statements made on this application form by my site supervisor, faculty supervisor and myself. I will initiate regular contact with my supervisors, will complete assignments promptly, and will adhere to all organizational arrangements, procedures, and standards of ethical conduct. I will meet all deadlines set by my supervisors, including those related to final evaluation procedures so that a grade can be reported by the grades due date. I understand that neither St. Olaf College nor the internship sponsor assumes any liability in the event of accident, illness or damage to or loss of personal property.

Signature: _____

Date: _____

2. **SITE SUPERVISOR:** I have discussed this internship with the student and negotiated and assigned the work components that appear in the attached job description. I agree to provide assistance and necessary training and consultation to help the intern complete the Learning Plan. I further agree to provide the intern with an orientation concerning relevant organizational policies, procedures and functions and to meet with the intern regularly and to be available to counsel, mentor and advise for the duration of the internship. I agree to conduct a final evaluation of the intern and to participate in a site visit by a SRSU faculty person if requested.

Signature: _____

Date: _____

3. **FACULTY SUPERVISOR:** I have discussed, reviewed and approved the student's Learning Plan and site job description. These statements constitute a valid learning experience worthy of academic credit. I agree to be in regular contact with the student as outlined in the Learning Plan, evaluating the integrated project/closing activity, contacting the site supervisor if necessary, participating in an on-site visit if possible, and submitting a grade.

Signature: _____

Date: _____

4. **DEPARTMENT CHAIR** (Required only if counting internship credit towards major): I have discussed, reviewed and approved the student's Learning Plan and site job description. These statements constitute a valid learning experience worthy of academic credit. I approve this internship to be counted towards the requirements fulfilling this student's major.

Signature: _____

Date: _____

5. **INTERNATIONAL STUDIES** (Required only if internship takes place outside of the United States): Students doing an international internship for credit must meet with the Office for International Programs for important information prior to officially registering for the internship.

Signature: _____

Date: _____

Guidelines for Writing an Internship Learning Agreement Plan

Adapted from www.stolaf.edu/services/cel/students/

When getting academic credit for an internship, you need to consider what are you getting credit for, it's not just about the work!

An internship experience can offer you the important benefit of career exploration and be an excellent resume builder, but it is important to remember that academic credit is awarded for the learning achieved, not for the work experience alone. The primary purpose of doing an academic internship is to better understand the theories, ideas, and practices of your discipline or major by actively engaging in a "hands-on," work-based, learning experience. In addition, an internship can be a very exciting way to learn. Your internship can provide you with an opportunity to question and examine the tension between theory and practice. In other words, how does what you read and talk about in your classes compare to what you observe and experience outside the classroom? An internship is also a time of inquiry. Inquiry is seeking to learn by asking and observing. Students can discover new knowledge and understanding for themselves by being curious explorers and investigators during an internship.

You cannot expect the internship setting, the work supervisor or even your faculty supervisor to make an internship a meaningful learning experience for you.

The quality of the experience is dramatically affected by your attitude and efforts. Most organizations are looking for student interns who are enthusiastic, quick learners, personable, reliable, and capable of working on their own. They will provide job related tasks and responsibilities and offer you an opportunity and environment in which to learn; but do not assume that your work supervisor knows what you want to learn or knows your skills. It is your responsibility to negotiate activities related to your educational goals. Part of the process a student goes through when negotiating and developing an internship is learning how to learn from experience. This is not always easy and often is a new way to learn for many people.

Typically, in a classroom, the instructor develops the course content, hands out the syllabus, and assigns readings, projects and tests. In contrast, during your internship, you will need to move from being dependent on the faculty "telling" you what to learn to being self-directed and finding your own resources for learning. During an internship, you are being asked to design your own course of learning, in essence, to develop your own syllabus for what you want to learn. Therefore, the more you plan what you want to learn, the more likely it will come about.

PLANNING FOR YOUR LEARNING

Planning for your learning can be done effectively through the construction of your internship learning agreement plan. The learning agreement plan serves several purposes:

1. It provides a framework or structure for the internship, describing the roles and responsibilities of all parties involved.
2. It serves as a guide and reminder to the student, work supervisor and faculty supervisor of the academic purpose and activities of the internship, regarding both the learning and skills fostered by the work experience.
3. It provides the basis for evaluation and validation of the learning gained from the experience.

Before you write your learning agreement plan, a good place to start is with the widely accepted educational goals for learning that are important to incorporate into any academic internship.

1. Cognitive Development Goals

- To apply knowledge and skills related to the concepts, principles, and methodologies of your major or discipline and core curriculum (i.e., connecting theory to practice).
- To acquire new knowledge in a new setting to enhance classroom education.
- To integrate or synthesize knowledge from diverse disciplines, courses and areas of experience.
- To apply higher order thinking skills (critical thinking, analysis, synthesis, evaluation, complex problem solving) to “real world” situations.

2. General Skill Development Goals

- To develop skill competencies specific to an occupation or profession.
- To expand oral and written communication skills.
- To increase skills for understanding and working with people of diverse backgrounds and cultures and to work effectively within diverse environments.
- To acquire additional interpersonal communication and interaction skills.
- To develop skills to work effectively within formal and informal networks and work cultures.
- To further develop observation, recording and interpretation skills.
- To develop skills needed for effective citizenship.
- To acquire skills in leadership.

3. Personal Development Goals

- To develop self-awareness.
- To clarify one's own values.
- To develop self-reliance and self-confidence.
- To develop and use an ethical perspective.
- To develop career awareness, direction and exploration of vocation

If you develop a learning agreement plan that clearly incorporates learning goals from these categories, your internship will be worthy of academic credit.

WRITING A LEARNING AGREEMENT PLAN

You will need to address the following three questions:

1. What do I want to learn and/or what do I think I might learn?
2. How will this learning be acquired or accomplished?
3. How will I reflect on what I learned and demonstrate to others what I learned?

There are two parts to your Learning Agreement plan: the work component and the academic component.

- A. The Work Component describes your on-the-job tasks, responsibilities and projects. The work component should include a written job description from your on-site work supervisor. This is important for clarification of the expectations of the work supervisor and to make sure that your on-the-job tasks include challenging and meaningful work. This also gives your faculty sponsor an overview of what the learning opportunities are.
- B. The Academic Component outlines, in detail, how you will use the work experience and expand upon it to make connections to the concepts, theories and practices of your major and your liberal arts general education. The academic component should include a combination of cognitive development, general skill development, and personal and professional development that were outlined earlier. The overall learning agreement plan is completed at the beginning of the internship

experience and its purpose is to provide the direction and the process for what you will know, be able to do, and how you will show what you learned by the end of the internship. The academic component is broken down into three main categories for you to develop, plus a timeline.

1. Learning Objectives

Your learning objectives are your learning targets or what you want to learn or be able to do by the end of the internship. After deciding upon the general areas you want to focus on, write your specific learning objectives as clearly and succinctly as you can. Use action verbs to develop your objectives. Some action verbs are: apply, solve, design, develop, present, describe, compile, identify, determine, become familiar with, evaluate, understand, know, produce, implement, explain, analyze, critique, compare.

Following are some general examples of learning objectives in each of the three categories for learning during an internship.

Cognitive Development (By the end of the internship, I will.....) EXAMPLES:

- explain various treatment methods for vegetation management.
- develop a working knowledge of the methods of regenerative agriculture.
- evaluate the role of social expectations in agriculture.
- analyze how public policy at the state and national level influence ag production.

General Skill Development (By the end of the internship, I will.....) EXAMPLES:

- To be able to work cattle in a low stress manner.
- To build fence.
- To calculate profit and loss of an operation
- To create a marketing plan on social media.

Personal Growth and Development (By the end of the internship, I will.....) EXAMPLES:

- compare three entry-level positions I would be qualified for in the field of _____.
- evaluate my career goals and plans.
- set priorities and manage my time efficiently.
- build my self-confidence in professional settings.

CATEGORIES OF YOUR ACADEMIC COMPONENT

2. Learning Activities & Strategies

After identifying your specific learning objectives, you need to determine how you will accomplish or make progress toward achieving your objectives. Ask yourself: What tasks, projects, or assignments will I do?

Who are the people I will consult and what resources (written, verbal, etc.) will I utilize? Many of your learning strategies will come from your job tasks, but go beyond your job description. What will you do on your own to enhance your learning and understanding: Read related journals, books, or articles? Interview professionals in the field? Attend business/staff meetings, or a community or board meeting?

For each of your learning objectives, “assign” yourself 3-4 learning activities that relate directly to achieving that learning objective. Students, who are creative, stretch themselves, and go beyond the minimal expectations, tend to gain the most from their internship.

3. Evaluation

After you have determined your learning objectives and strategies, you will need to decide how your learning will be documented, assessed and evaluated. The methods you choose for showing what you learned will supply the evidence to your faculty supervisor that you have achieved or made progress toward what you set out to learn, and provide a basis for grading your internship. Your faculty

supervisor and you are free to negotiate how you will show what you have achieved during your internship.

The following methods of evaluation are often used during an academic internship:

- Paper on a specific topic related to your internship.
- Overall, reflective, analytical summary paper.
- Learning journal -- a daily or weekly record of your observations, activities, reflections and analyses, i.e., making connections to your learning objectives.
- Examples of projects or work produced on the job. Oral presentation in class, seminar or colloquial.
- Periodic "check-in" meetings with faculty sponsor/supervisor. Participation in a concurrent internship seminar
- Site visit with self, faculty supervisor and work supervisor. Intern final self-evaluation (required).
- Work supervisor final evaluation (required).
- Final oral presentation/meeting with faculty supervisor.

One last thought, since learning is never "final," neither will your Learning Agreement Plan be "completed" in terms of your learning goals and objectives and growing interests and questions. Your learning agreement is a fluid document and can be amended during your internship if new opportunities present themselves or you find that your original learning goals need to be changed.

During your internship, you will probably discover many more opportunities for learning than you ever initially planned. By being a self-directed learner throughout the internship experience, you will develop learning skills that can equip you for life-long learning and keep you asking, "What more can I learn?"

One must learn by doing the thing; for though you think you know it, you have no certainty until you try.

~Sophocles