



2013-2014 STUDENT LEARNING INTERNSHIP PLAN (SLIP) INSTRUCTIONS

INTRODUCTION

For your credit-bearing internship application, you will be creating a **Student Learning Internship Plan (SLIP)** in collaboration with your Faculty Sponsor, which serves as a syllabus for the course which needs to be referred to regularly throughout the experience and will also aid you later in evaluating your experience. Your SLIP will outline the academic components of your upcoming internship experience and will both clarify your expectations as well as your Faculty Sponsor's expectations.

SLIP COMPONENTS

In a separate document titled **Student Learning Internship Plan**, clearly articulate your SLIP by addressing the following nine sections. Please organize your SLIP by using each of the section header names provided. The content of this plan needs to be a collaboration of both you and your Faculty Sponsor. Upload your SLIP document with your other internship academic credit application materials via the online application.

- 1) **Description:** Please provide a brief description of the internship organization as well as outline your duties and responsibilities for your on-site internship experience.
- 2) **Preparation:** Describe what you have done academically and personally that has provided a foundation for you to be successful at this internship. Please include specific coursework, projects, previous internships/work, volunteer work, and/or campus involvement if relevant.
- 3) **Academic Learning Outcomes:** Identify the key academic learning outcomes that you will address in your internship. Describe what you expect to learn. Explain how you will apply learning principles, theories and concepts learned in your academic coursework to your internship. You may wish to draw from the learning outcomes and theories of your coursework.
- 4) **Benchmarks:** Design performance benchmarks. Describe how you will know how AND when you have effectively achieved your stated academic learning outcomes. Be specific and concrete.
- 5) **Academic Components:** Describe the academic activities you will engage in during the internship experience (process journaling, blogging, field notes, social media, etc.). Each activity should support achieving the learning outcomes and goals you have outlined. As a part of this section, you should provide the reading list or other written materials/resources that you and your Faculty Sponsor have established that will be used to aid in your learning experience provided (including authoritative sources). Also provide a rationale of how the reading list why/how it connects to your internship as well as a timeline/deadline for each of the components.
- 6) **Intellectual Product:** Describe in detail (including length) the academic work you will produce and submit to your Faculty Sponsor as a part of this internship (research paper, final project, etc.) and how this academic work will assist you in achieving your learning objectives.
- 7) **Professional Goals:** Provide a list of professional goals you would like to achieve during your internship and explain how you hope the internship experience will help you accomplish them.
- 8) **Communication:** Identify how often you will be communicating with your Faculty Sponsor (and Internship Supervisor if the internship is remote) during the internship and by what method as well as the structure/content of these interactions. Weekly or bi-weekly is recommended.
- 9) **Future Impact:** Describe the new learning that you hope to gain through this internship and how it might impact you in the future. Specifically explain how you think this internship experience will complement your remaining studies at Grinnell, campus-involvement, and influence your post-Grinnell career plans.

**STUDENT LEARNING INTERNSHIP PLAN (SLIP) INSTRUCTIONS - continued****REVIEW CRITERIA**

If your SLIP does not address the criteria below, your SLIP will be returned to you for editing before approval can be made by the Associate Dean. Your application for a credit-bearing internship will be based on these criteria:

- Is your SLIP relevant to your academic background?
- Are the academic learning outcomes clear?
- Are the academic components of the internship challenging, rigorous and interesting? Will they help you achieve your academic learning outcomes?
- Can the learning outcomes be achieved in the available time period?
- Are the performance benchmarks feasible?
- Is appropriate support and supervision available?
- Is there a substantive reading list?
- Is the communication plan between the faculty and student appropriate and feasible?
- Are weekly journal entries required?
- Does the final product address and support the student's academic learning outcomes (project definition, length of paper, poster session, presentation)?
- Have deadlines been specified for submissions during the internship and they are reasonable/feasible?

CONCLUSION

While a successful internship will generate a breadth and depth of learning that cannot be fully captured in any short list of educational objectives, the most effective internships are typically those that begin with the robust, active, and engaged participation of students seeking to extend their learning beyond the classroom and to design their own learning. The academic preparation for an internship affords you a unique opportunity, in consultation with experts, to shape your own learning and largely create your own experience.

Beginning the process by crafting a set of coherent learning objectives carefully aligned with the means to achieve them through academic tasks and activities will ultimately enrich your internship experience by giving you a solid intellectual base from which to embark on your journey. Thinking as well about how you will generate, document, and evaluate your learning before you arrive in the field will produce deeper, more sustained learning and help you gain full value from the internship. Plan well.

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