Course Description
The Internship in Community Food Systems Planning aims to give students, especially those without previous exposure to community planning, hands-on experience in a professional planning context, broadly defined. It allows students, with structure and supervision, to apply concepts and skills learned in class to real-world problems, to produce a deliverable related to a research, policy, planning, or programmatic project; develop their professional frameworks, identity, and judgment; gain experiential knowledge about particular organizational and community contexts; and participate in professional networks.

Learning Outcomes
At the end of the Internship, students will be able to:
1. Apply knowledge and skills to develop, and if and as relevant, implement, a programmatic or research project, plan, or policy.
2. Communicate the implications of at least one the four main linkages between food systems and the community context of internship host organization: community health, local economy, land and natural resources/environment, and social equity.
3. Summarize the real-world relevance of concepts and skills learned in the classroom, and the relationship between academic and experiential forms of learning.
4. Describe aspects of personal and professional growth following the internship, note organizational and community characteristics of the placement site, and identify associated social and professional networks that were previously unfamiliar.

Internship hosts may be community-based nonprofits; planning or other public agencies at the city, county, regional, or state (or other) levels; or private firms involved in a community or food sector activity.

Sites, project activities, deliverables, and scheduling for internships to be taken for course credit require prior approval from the instructor. Internships may be paid or unpaid. In select cases, an internship scholarship may be available through the department. Although internship with a current employer is discouraged, such internships are permissible in specific situations and for particular types of deliverables. Please discuss these with the instructor.

Credits: 3.
An effort equivalent to approximately 9 hours per week over 15 weeks (135 hours total) is expected for a 3-credit internship.

Recommended Reading:
The Intern Files: How to Get, Keep, and Make the Most of Your Internship
Course Requirements Prior to, During, and After the Internship

Prior to the internship
- With the help of the instructor, develop an internship plan, and get approval to register for course. Plan has to outline nature of tasks and deliverable/s and identify internship supervisor.
- Develop three-way agreement (email is okay) between instructor, supervisor, and student.

During the internship
- Complete a total of 135 hours (for a 3 credit course).
- Send any changes in plan to instructor in a timely way, cc supervisor.
- Keep notes related to the final report and the learning outcomes; periodic check-ins may be negotiated depending on the particulars of the internship.

After the internship
- Student submits deliverable to site supervisor and instructor. 85 percent of grade.
  - The deliverable is the internship output that is negotiated prior to project start and could involve a research report, a draft plan or policy document, or a proposal for a programmatic activity (and/or a report on its implementation), on a topic identified by the internship host. For example, a research report may consist of an evaluation of a new salad bar initiative in public schools through observation and interviews with students at different levels, teachers, and cafeteria staff. Another example may be a draft plan, based on input from residents and stakeholders, for an urban agriculture initiative sponsored by a neighborhood organization. Yet another example might involve research of city policies for food trucks nationwide with draft recommendations for a food truck policy for the city of Detroit. These are only examples. Actual projects are negotiated to ensure adequate coverage and application of knowledge and skills on topics related to community planning and food systems, and to align internship effort with credit requirements. The report submitted and its form may vary in length depending on the specific nature of the project (i.e., whether it is a research report or a draft plan with sketches showing location of specific elements and their relationship) and will be discussed as part of the agreement and during one or more check-in/s.
  - Student writes and submits to instructor a reflective report (2-3 pages, double spaced) referencing learning outcomes, and addressing most or all of the following categories (which may be negotiated prior to the internship or during check ins): 15 percent of grade
    --Specifics of project implemented and deliverable produced
    --Planning (academic) knowledge and skills that were applied in the internship
    --New knowledge and skills gained
    --Dimensions of personal and professional growth; any challenges that were overcome
    --Insights about organizational and or community culture; nature of professional networks developed; thoughts about future employment
- Supervisor emails to instructor a brief report (2-3 paragraphs) on the nature and quality of work completed by the student for the internship. A more detailed report may be requested or submitted, as negotiated prior to project start, depending on the particulars of the internship.
• Exit survey is administered to student, internship supervisor.

**Evaluation**

**Final grades will be assigned by the instructor.** Grades are recorded under the following system.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95.0-100.00</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-94.9</td>
</tr>
<tr>
<td>B+</td>
<td>87.0-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83.0-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80.0-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77.0-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73.0-76.9</td>
</tr>
<tr>
<td>F</td>
<td>Below 73.0</td>
</tr>
</tbody>
</table>