INTERNSHIP PARTNERS AGREEMENT

Students are responsible for obtaining all signatures and emailing a copy of this form to the Internships Administrator (internships.edgc@mcgill.ca) by latest two weeks before the start date of the internship.

Internship Information

Student Details: Name: I.D.#: McGill email: Phone:	**Student Position Details:** Organization name: Position Title (if applicable):
Student Emergency Contact #1: Name: Relation: Phone:	**Student Emergency Contact #2:** Name: Relation: Phone:
Organization **Site Supervisor Details:** Name: Title: Email: Phone:	**Alternate Site Supervisor** (if applicable) Name: Title: Email: Phone:
Internship Dates: Start date: End date:	**Work term/Format:** Site Address: Remote ☐ Hybrid ☐ On-site ☐

Minimum Weekly Time Commitment for the Student: _____ hours (Total internship hours: 150 hours)

Weekly Schedule and Amendments

Include any schedule amendments requested by student based on pertinent needs (family care responsibilities, responsibilities related to financial need, religious observations).

Internship Goals and Tasks

What is the goal of the work and what are the expected tasks/steps towards this goal? With the understanding that these may be subject to change.

Internship Supervision and Support

Will the student have regular (i.e. weekly, bi-weekly, etc) meetings with the Site Supervisor? If not what plans have been made to ensure goals are being met?

Internship Roles and Responsibilities

The following statements affirm the responsibilities for each of the parties involved in this internship partnership. It is designed to ensure the success of the internship and alignment with the principles of experiential learning as defined in the Internship Policies and Procedures. Each signature at the bottom of the page confirms that each partner has read, understood and accepted this agreement.

Internship Purpose:
- The experience is designed to enable the application of knowledge and skills in a workplace, or realistic workplace scenario.
- The experience is designed to strengthen the student's transferable skills, competencies, critical thinking, and understanding of diverse industries and work environments.
- The experience emphasizes ethical and equitable approaches to partnership, experiential and work-integrated learning, and student engagement.
- The experience leads to learning outcomes agreed upon by the student and university (and partner organization, where applicable).
- The experience is supported by active, continuous supervision and mentorship by the university and partner organization.
- The experience is designed to facilitate connections between theory and practice.
- The student regularly engages in authentic and focused reflection.
- The experience includes formal evaluation of learning outcomes by the student and the partner organization.
- The student receives a grade (pass/fail) and recognition for the experience on the academic transcript.

Host Organization/Site Supervisor Agrees To:
- Provide student with appropriate orientation, training, and on-going support / supervision.
- Engage student in meaningful work that is beneficial to both the student's learning objectives, competency development, and the partner's organizational needs and mandate.
- Monitor and record student's hours; if needed, report to the Internships Administrator (internships.edgc@mcgill.ca).
- If internship is unpaid and student also holds paid employment elsewhere, the total hours they work at the internship must not exceed three (3) hours per day.
- Avoid conflict of interest: Site Supervisor should not be a close family relation (e.g., parent, sibling, aunt/uncle, cousin, etc.) or close friend.
- Address challenges and / or concerns with the student and where applicable with the Internships Administrator.
- Monitor the progress of the student through informal feedback ("check-ins") at least once a week, either in person, by telephone, e-mail or video conferencing.
- Support student by being realistic about their availability, capacity, and expectations (e.g., semester time frame, student's employment schedules etc.); being receptive to the ideas, opinions, concerns, and questions of the student.
- Recognize their role as co-educators by engaging students in conversations that promote critical thinking skills development and self-reflection.
- Complete and submit the *Employer Student Assessment Form* by latest three (3) days after the end date of the internship, and not submit this form before the last day of the internship.
- Complete and submit *Partner Feedback Form* within five (5) days following the end date of the internship.

ISA - EDGC 398 – Internship Agreement and Learning Plan

McGill Student Intern Agrees To:

- Complete a *McGill Internship Orientation* module on *my*Courses and the *Intern Positionality Workshop* before they begin their internship.
- Avoid conflict of interest: Site Supervisor should not be a close family relation (e.g., parent, sibling, aunt/uncle, cousin, etc) or close friend.
- Respect and abide by the partner organization's guidelines and policies, including any additional guidelines, policies, and requirements that may apply to students who are being employed/paid by the organization, ensuring awareness and compliance with all applicable terms.
- Establish with Site Supervisor and fulfill a set schedule for the internship, including any holidays, breaks, courses, etc. before or during the internship.
- Notify Site Supervisor if they must be late or absent as well as complete the Absence Notification Form.
- Make up any hours beyond the 5% limit for allowable absences.
- Understand the expectations and goals of the internship work term.
- Address challenges and/or concerns with the Site Supervisor and, if needed, with the Internship Administrator.
- Communicate with their Site Supervisor regarding performance feedback, project responsibilities, and reflection.
- Complete and submit *Student Self-Assessment Form* within 24 hours after the last day of the internship.
- Complete *Student Feedback Form* within 10 days following the end date of the internship.
- Communicate with Site Supervisor to discuss and complete *Student Evaluation Form* by the end date of the internship, and remind Site Supervisor not to submit this form before the last day of the internship.

The Internships and Student Affairs Office at McGill University Agrees To:

- Serve as a liaison between the partner organization and the student.
- Provide support and guidance for any challenges and / or concerns that may arise.
- Provide internship orientation and reflection activities for student.
- Facilitate voluntary reflection activities.
- Issue official internship evaluation/grade.

Accommodations During Internship

Students experiencing barriers in their internship environment/experience can contact Student Access and Achievement to schedule a meeting with an Access Services Advisor. The process for determining reasonable accommodations[1] is a collaborative one and is based on the student's self-report of the barriers they experience, medical documentation, a history of previous accommodations (if applicable), and best practices in the field of disability services. Depending on the accommodations requested, the final decision whether an accommodation is reasonable and feasible to implement will be taken in collaboration with the relevant academic authorities from the Faculty of Education. Students who have reason to believe they may require academic accommodation are expected to contact SAA as soon as possible.

Liability insurance

The University assumes no liability to the McGill student intern or to the Host Organization other than as set forth herein. The University declares that the student intern is covered by public liability and professional indemnity insurance, such policies being held by and at the expense of the University. Read a summary of the CNESST coverage offered to students on unpaid internships here. If, however, the student intern is paid by the Host Organization as part of his/her/their internship, he/she/they will be considered an employee of the Host Organization and will be covered by the Host Organization's liability insurance. In the event of an accident occurring to the student intern, either during work, at the workplace or on the way to or from work, the

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[1] Reasonable accommodations are intended to remove unnecessary barriers and ensure equal access to university, educational opportunities, programs, services, and activities in the most integrated setting appropriate to the individual's needs. The extent of such accommodation(s) cannot impose an undue hardship upon the Host Organization, constitute a fundamental alteration to the internship, or compromise essential work requirements. Reasonable accommodations do not guarantee success but rather they guarantee access.

company management or its delegate undertakes to forward all declarations as quickly as possible to the Internship Administrator (internships.edgc@mcgill.ca) at McGill University.

Term and Termination

- This Agreement will be in effect during the above stated start and end dates of the internship. Any work performed by student(s) outside these dates will not be covered in this Agreement or considered part of the internship.
- Either Party may terminate this internship with written notice to the Internships Administrator (internships.edgc@mcgill.ca). A reason for the termination must be included in the written notice.

_____

McGill University Student Name (Print)   McGill University Student Signature   Date

_____

Site Supervisor Name (Print)   Site Supervisor Signature   Date

_____

McGill Internships Administrator Name (Print)   Internships Administrator Signature   Date

STUDENT INTERNSHIP LEARNING PLAN

To be developed by the student, with support from the ISA Internships Administrator (internships.edgc@mcgill.ca). This document can be reviewed with the Site Supervisor at the beginning of the internship; however, it is the student's responsibility to ensure this plan meets their academic needs, and to adjust the plan as needed.

Purpose

To contribute to the goal of preparing reflective practitioners and supporting student learning ahead of future, related coursework. At the end of the internship, the student will evaluate their learning and development of competencies using the Student Self-Assessment Form. For more information on the B.A.(Education) learning competencies, please see the end of this document.

Internship Learning and Expectations

Internship duties and responsibilities:
You can copy/paste from the duties listed above in the Internship Agreement. Please describe in general, understanding that these duties/tasks are subject to change.

Learning Competencies
Please refer to the Learning Competencies for the B.A.(Education) Major on last page of this document

"I bring strengths in these competencies, knowledge areas, skills and/or attitudes":

"I would like to focus my internship learning and professional development on the following THREE B.A.(Education) Learning Competencies for each Competency Area":

Learning Competencies	Steps for developing this competency
Area 1: Insights, Ideas and Perspectives	
Area 2: Enriching Educational Experiences	
Area 3: Relational Care	

PLEASE NOTE: The learning competencies students choose at the beginning of the internship may change over the course of your work term and finally what is reflected on in the Student Reflection and Self-Assessment Form. Acknowledging this, please choose the competencies that reflect your current vision for the internship and document any changes in your final self-assessment.

ISA - EDGC 398 – Internship Agreement and Learning Plan

APPENDIX

1. <u>Glossary</u>

Internship - An internship is a supervised learning opportunity that is part of a vocational training, technical or university program offered at an educational institution recognized by the the Ministère de l'Enseignement supérieur. Internships have a pedagogical intent and include observation and competency acquisition and/or implementation in a workplace environment.

What can be considered an internship:

- An experiential opportunity integrating knowledge gained in the classroom to an employment setting
- Has a defined start and end date and includes a job description
- Has clearly identified objectives and outcomes related to the student's field of study
- The student's work is supervised by a qualified professional and feedback is shared with the student on a regular or ongoing basis
- The employer provides equipment, resources and facilities to support the learning objectives/goals
- Includes a reflection and evaluation process at the conclusion of the internship

Internships Administrator - Staff member in the Internships & Student Affairs Office (Faculty of Education), responsible for helping B.A.(Education) students to plan and prepare for their internships by providing tools, internship leads and offering advising. They also design reflection activities and approves Internship Proposal Forms.

Host Organization – Any private, public/governmental or non-profit organization who has been identified or is currently a host for an internship placement.

Site Supervisor - The internship Site Supervisor is responsible for the actual supervision, onboarding and guidance of the intern's activities at the Internship Site. They will provide the Internship Administrator with written evaluations—via a form—of the intern at the end of the 150-hour internship. This evaluation will measure professional competencies and contribute to the student's final grade (i.e. pass/fail for the zero-credit course EDGC 398).

Work Term – The period of 150 hours that a student commits to as part of their B.A.(Education) internship.

2. <u>Learning Competencies And Objectives For B.A. (Education); Major In Education In Global Contexts</u>

B.A.(Education) Aims and Goals

The McGill University Faculty of Education's B.A. (Education); Major in Education in Global Contexts program prepares knowledgeable, innovative, critical, creative, and ethical change makers who can work within a broad range of communities, institutions, and non-formal educational contexts locally, nationally, and/or internationally. Its students can continue their learning through evolving contexts in the present and the unknowable future. Students will acquire multifaceted knowledge of foundations of learning (including psychology, sociology, philosophy, history), as well as interdisciplinary knowledge and experience in a range of contemporary theoretical and practical

approaches and models of learning, design, and leadership. A key goal is to ensure students leave the program prepared to make positive, sustainable, justice-oriented change in their chosen communities.

B.A.(Education) Learning Competencies - Student Self-Assessment Framework

The following learning competencies are essential skills, knowledge, and behavioural areas designed to connect students' coursework, internship, co-curricular activities, and other forms of learning. Additionally, reflecting on these competencies represents the central evaluation framework for the student's self-assessment of their internship experience as required for the successful completion of course *EDGC 398 - Internship.* By focusing on these competencies, students will align their education with their long-term goals for and success in today's global educational contexts.

Area 1: Insights, Ideas, and Perspectives

1. **Research for Social and Educational Challenges**
   Engage in practical research to analyze and tackle social and educational challenges, focusing on sustainable solutions.

2. **Science of Learning in Non-Traditional Contexts**
   Understand and apply the science of learning in unique settings like organizations, individual interactions, and groups.

3. **Engagement with Multiple Knowledge Systems**
   Integrate diverse epistemologies and ways of being to promote responsive, well-rounded education, encompassing various cultural, historical, and ecological models.

4. **Social Justice, Decolonization, Equity, Diversity, and Inclusion**
   Apply a comprehensive understanding of these principles to create inclusive and equitable learning spaces.

5. **Critical Analysis of Educational and Social Issues**
   Utilize analytical thinking to identify and address social problems through an educational lens, fostering understanding and effective resolution in various contexts.

Area 2: Enrichening Educational Experiences

1. **Leadership in Learning and Innovation**
   Embrace entrepreneurship, leadership, and social change principles to become innovative and transformative leaders in education.

2. **Learning Intervention Design and Implementation**
   Apply principles to create and foster positive changes in individuals, groups, and organizations through targeted interventions.

3. **Facilitation of Learning in Diverse Contexts**
   Organize and oversee rich learning experiences in various environments, demonstrating proficiency in design, development, and management.

4. **Learning Assessment and Growth**
   Utilize assessment tools to understand learning processes, identify growth areas, and promote justice-oriented change.

<u>Area 3: Relational Care</u>

1. **Effective Communication**
   Foster positive work and learning communities through strong oral, written, and technological communication skills.

2. **Effective Feedback**
   Utilize effective feedback principles to cultivate and sustain positive change across various learning environments.

3. **Introspective Growth Mindset**
   Focus on reflection and self-assessment through an introspective lens to recognize and foster personal growth and interactions with others.

B.A.(Education) Learning Objectives

The program's core learning objectives provide a clear roadmap for students' educational journey. Grounded in practical and real-world applications, these objectives align with various aspects of students' university experience. The learning objectives are also designed and categorized based on Fink's Taxonomy of Significant Learning[2], a comprehensive framework that integrates cognitive and affective domains while adding a meta-cognitive component. By focusing on these areas, students will prepare themselves for a versatile and responsive approach to education in today's diverse and ever-changing world.

1. **Educational Foundations** | *Foundational Knowledge*
   - Students will recognize and explain the foundations of learning including the historical, sociological, psychological, and philosophical dimensions of education.
   - Students will identify various contemporary education approaches and models, recognizing their relevance in local, national, and international contexts.

2. **Educational Design through Critical Engagement** | *Application*
   - Students will learn to analyze, critique, and design a variety of educational policies and programs, considering diverse contexts and needs.
   - Students will analyze different research methodologies and apply critical thinking to solve problems and make decisions within a broad range of communities and institutions.

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[2]Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses.* Jossey-Bass.

3. **Cross-Disciplinary Connections for Change** | *Integration*
   - Students will connect and integrate knowledge across various disciplines such as, but not limited to, international development, educational psychology, and management.
   - Students will identify the similarities between different theoretical and practical approaches to learning, design, and leadership, and relate these concepts to the broader goal of sustainable, justice-oriented change.

4. **Social Perspective Coordination** | *Human Dimension*
   - Students will develop the ability to interact with others in diverse educational contexts, recognizing and coordinating multiple perspectives on global education issues, and demonstrating an understanding of the complex interplay between individual, cultural, and societal viewpoints.
   - Students will identify the impact of education on different communities and plan changes that reflect a responsible and ethical approach to leadership and innovation.

5. **Meaningful and Ethical Engagement** I *Caring*
   - Students will increase interest and value in various knowledge systems and approaches to learning, reflecting on how these concepts apply to their own interests, values, and feelings.
   - Students will commit to a continuous learning process that is aligned with the overarching goal of being knowledgeable, innovative, critical, creative, and ethical change-makers.

6. **Self-Directed Learning Strategies** | *Learning How to Learn*
   - Students will develop strategies to become self-directed learners, identifying resources and constructing knowledge about effective written, oral, and aural communication skills, including emerging technologies.
   - Students will inquire into and reflect on their own learning process, fostering a continuous commitment to learning and evolving within the dynamic and unknowable future of education.

IMPORTANT INFORMATION & DOCUMENTS

Information for Hosts/Employers - B.A.(Education) Major - Education in Global Contexts

Federal labour standards for interns and student intern

Required Documents for Student Evaluation and Completion of course *EDGC 398 - Internship*:

- Internship Agreement & Learning Plan - Signed MOU between Host Organization, Student and Internships & Student Affairs Office.

- Employer Student Evaluation Form - To be completed by the Site Supervisor and submitted by the latest 3 days after the end date of the 150 hour internship.

- Student Self-Reflection & Assessment Form - Students fill out and submit this form by the last day of their 150 hour internship and latest one week before the grade submission deadline at the end of August.

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