

PUBLIC HUMANITIES PRACTICUM GUIDE

Revised July, 2009

**John Nicholas Brown Center for
Public Humanities and Cultural Heritage**

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PUBLIC HUMANITIES PRACTICUM GUIDE

This guide describes the curriculum requirements for practicum opportunities undertaken by public humanities students, discusses the process for setting up and evaluating a placement, and outlines your obligations as a student and the responsibilities of onsite practicum supervisors. Each practicum is unique, reflecting the specific goals and structure agreed on by an individual student and the participating organization. The intention of this document is to provide guidance to you and to humanities organizations to make the most of the practicum experience, rather than to limit the nature of these experiences. Students and humanities organizations are encouraged to structure programs that meet their specific professional, academic and institutional needs, so long as they fulfill the core requirements of the practicum program.

For more information, contact the JNBC's practicum coordinator, Anne M. Valk, Associate Director for Programs, at 401-863-1177 or Anne_Valk@Brown.edu. For additional assistance, see Ronald Potvin, Assistant Director and Curator, or contact him at 401-863-1177 or Ronald_Potvin@brown.edu.

OVERVIEW:

A practicum entails a significant professional training experience, chosen to complement your academic coursework, prior work experiences, and career interests. A practicum should accomplish the following for students:

- Expose you to the nature of work in a given area of the public humanities, allowing you to apply theory and practice in a real world setting.
- Fill gaps in your understanding of public humanities professions, providing practical experience that extends your knowledge of areas covered in coursework.
- Allow you to gain fresh insights into your own interests and aptitudes and help build a resume and portfolio of professional projects and experiences.
- Provide unique opportunities to establish professional networks, working alongside and under the supervision of experienced professionals.

In addition, practicum projects should result in a product or products that are useful to a sponsoring organization and beneficial to you as a student in the public humanities program.

Although the practicum is primarily intended as an educational experience for public humanities students, it also constitutes a partnership between you (a student), the JNBC, and a public humanities organization. For this reason, each practicum will differ in its assignments and expectations. The general parameters of these projects should be determined in advance, with your learning objectives and the institution's goals clearly stated and agreed upon by you, the sponsoring organization, and a faculty advisor in a written agreement before the practicum begins.

Beyond its usefulness in creating products for an organization and for advancing your professional goals, your practicum should engage you intellectually. It provides an important opportunity to make connections between theoretical and practical issues covered in classes.

For example, the practicum may be an opportunity to practice civic engagement and work in collaboration with a variety of community groups. Working with public institutions or community organizations, you may find opportunities to develop or participate in programs that use the arts and humanities to foster democratic dialogue and encourage community involvement. Through such programs, you can learn first-hand about the challenges and benefits of the public humanities and consider the institutional and personal resources, commitments, and skills required to develop viable programs.

Students earning the M.A. in public humanities are required to complete two practicum experiences. One practicum should take place during the summer following your first year of classes and should entail approximately 400 hours of work. The second practicum, totaling 200-250 hours, can be completed over one or two semesters during the first or the second year. (In some circumstances, with the consent of the practicum coordinator, M.A. students may substitute an equivalent independent project for their second practicum. This option may be relevant particularly for part-time students already employed at public humanities organizations.) In semesters when taking a practicum, you should consider signing up for only two additional courses. Ph.D. candidates who are also receiving an M.A. in public humanities are required to complete only the summer practicum.

GETTING STARTED:

Considering the choices: Before looking for a suitable practicum location, you should conduct a self-assessment of your skills, interests, values, and career goals, considering the desired outcomes of the experience. As part of this assessment, you should:

- Prepare an up-to-date resume and cover letter that reviews your credentials and goals. You may need to revise your resume and letter when you apply for specific opportunities, but as part of the process of self-assessment you will find it helpful to describe your skills and summarize your previous experiences.
- Consider any requirements and limitations for your practicum experience: are there geographical, financial, personal, scholastic or professional factors that will help determine a proper placement?

Looking for a placement: You are responsible for contacting potential sponsors, negotiating the general parameters of your project, and seeking input from faculty advisors. To find the most advantageous situation, this process of identifying potential organizations should begin well in advance of the practicum's anticipated start, at least several months before the end of the preceding semester. Students should begin researching possible summer placements in January and February; many applications are due as early as March.

Some public humanities organizations coordinate structured and, sometimes competitive, internship programs. Such programs may offer monetary compensation in the form of a stipend or salary, or may cover expenses such as housing or travel. In these cases, the sponsoring organization often will determine the general or specific internship project(s) in advance. Organizations that sponsor paid internships typically have a formal application process with preset deadlines. Students who are seeking paid practicum opportunities or prefer a formally structured program should investigate such programs and understand the specific projects for which interns are sought in order to ensure an enriching experience. For students desiring a more flexible situation, it often is possible to design a useful project in collaboration with the

sponsoring organization. Students who prefer this alternative should begin by talking to JNBC about their interests and determine how best to make contact with the desired location. Because the process for pursuing these opportunities is less predictable than with more structured programs, you should be certain to begin your investigations early.

From the standpoint of fulfilling public humanities program requirements, students may choose either a paid or unpaid practicum. Ideally, you should select practicums based on your academic interests and professional goals, rather than the possibility of monetary compensation. See the section on Student Stipends below for further information about possible funding sources to support unpaid practicums.

Practicums during the academic year typically are fulfilled at organizations within Rhode Island or Massachusetts. During the summer, it is more common to elect a practicum that requires residence outside New England. Students, especially those who are interested in the arts, should consider opportunities to work at organizations outside the U.S. A listing of recent practicum projects completed by public humanities students is attached as the appendix (page 11).

Sources of information for practicum opportunities include:

- Classmates and public humanities alumni, JNBC staff, faculty advisors, and other humanities professionals at Brown University and elsewhere
- The public humanities practicums blog: <http://practicumopportunities.blogspot.com/>
- Websites maintained by professional organizations and employment resources including:

The National Council on Public History: <http://www.ncph.org/>

The Society of American Archivists: <http://www.archivists.org/>

Smithsonian Office of Research Training and Services: <http://www.si.edu/ofg/>

American Association of Museums: <http://www.aam-us.org/>

National Trust for Historic Preservation: <http://www.nationaltrust.org/>

The American Association for State and Local History: <http://www.aaslh.org/>

The New England Museum Association: <http://www.nemanet.org/>

National Park Service: <http://www.nps.gov/history/crdi/internships/intrnCRDIP.htm>

HireCulture (Mass. Cultural Council): <http://www.hireculture.org/jobbook/index.asp>

- Brown's Career Development Center also maintains a webpage dedicated to the topic of Internships, which includes information about resources available to Brown students through the CDC. See: <http://careerdevelopment.brown.edu/internships/index>

Defining your project: Once you have identified an institution where you might like to carry out your practicum (or have been accepted into a structured internship program), you should make contact with an appropriate staff member and begin discussions about opportunities to work at that organization. This period of negotiation should lead to a clear understanding about the specific project(s) for which you will be responsible. Typically, this will entail one well-defined project that you can complete during the term of the practicum. However, a variety of project designs and assignments are possible, depending on the goals set by the institution, the

practicum on-site supervisor, and yourself. [You may find it useful to share details from **INFORMATION FOR SPONSORING INSTITUTIONS/ORGANIZATIONS** (see below).]

Before the practicum begins, the main project goals and expectations should be laid out in a **practicum agreement**. This document articulates mutually acceptable expectations and describes your responsibilities as an intern, your supervisor's responsibilities as a boss and mentor, and should specify a beginning and ending date, a weekly work schedule, and any compensation. The agreement might take the form of a letter or a written and signed contract. You should submit a copy of this agreement to the JNBC's practicum coordinator. [See the "Practicum Agreement Form" at the back of this guide.]

Doing your practicum: A successful practicum should provide you an opportunity to gain new insights into public humanities, working under the mentorship of an experienced and knowledgeable professional. You should look upon your practicum as a learning and professional work experience and comply with rules and guidelines established by your supervisor including appropriate dress, work hours, and prioritization of tasks. You should assume a proactive, rather than a passive, approach to your internship experience, and work to establish a clear dialogue with your supervisor and mutually supportive relationships with other interns and members of the staff. Try to seek out a broad range of experiences during your practicum, expanding your involvement into as many areas of the organization as possible. Through these efforts, you will find that practicums can play an important part in developing your skills and building a network of professional contacts. Plan to keep in touch with people from your practicum organization after you leave.

As with any work experience, students may find that their experiences differ from expectations, and most students discover that their actual experiences vary. Despite careful planning, issues such as funding, organizational and personnel changes, and the type of guidance you are given can alter your assigned projects and dramatically affect your ability to perform expected tasks. For example, your supervisor may ask you to work on projects in addition to or instead of those initially identified. In these situations, practicum supervisors will value your flexibility and willingness to handle changing circumstances or to follow new directions. Open communication with the organization's staff is important to ensure that you understand the factors shaping institutional priorities and to enable you to perform to the best of your capabilities. The JNBC staff also can be consulted for advice in handling unexpected situations during your practicum.

Evaluating your project: At the completion of the internship, you will submit a case study report describing your activities and outcomes of the major projects you undertook. The report will be submitted to the JNBC practicum supervisor; a copy of this report, amended if appropriate, should be shared with the supervisor at the sponsoring organization and submitted for posting on the Center's website.

The case study report should cover the following topics:

- Explain the project you undertook, or the issue/problem that your project sought to address. What was the sponsoring organization's purpose in supporting this project?
- Describe your project: what was the methodology and how it was developed to reflect the organization's goals and larger mission? How did it draw from similar projects at other organizations?
- What challenges did you face?
- What were the project outcomes? How were they successful? How not? Why?
- Outline proposed or actual next steps for this project. What will or should happen next? How do those plans reflect the learning outcomes of your work?

The report should also include images depicting your project, examples of materials created during the project, and other illustrative material. For practicums that involved work on multiple projects, your report should focus on the most substantive project or the one that consumed most of your time. The case study you write will not only be of value to you as you think through the work you did, and as you explain to potential employers your work experience, but will also be useful to other students as they consider similar projects.

In addition, throughout your practicum the JNBC will maintain communication with your on-site supervisor, asking for periodic reports about your activities. Supervisors will be asked to provide a final written evaluation of the your projects and activities. Supervisors are encouraged, too, to share their assessments with you. When possible, the JNBC staff will arrange site visits during the practicum.

Academic credit: Students receive academic credit for each practicum they complete when they enroll in AMCV2670 or AMCV2680, *Practicum in Public Humanities*. In some cases, enrollment in this course will not directly coincide with the actual term during which you serve your placement (e.g., you may register for a practicum during your spring semester, but might not complete the work for the section until the end of the summer). Students should register for summer practicums in the spring semester prior to or the fall semester following the practicum. You will receive credit for the class after you have successfully completed all of your obligations and have submitted your case study report to the JNBC's practicum coordinator. Your transcript will show an incomplete until this work is submitted.

Use AMCV2670 to register for your summer practicum and AMCV2680 to register for the academic year practicum. When registering for AMCV2670 or AMCV2680, students should select the S/NC (Satisfactory/No Credit) option. A satisfactory rating depends upon the quality of work performed at the sponsoring institution and upon other aspects of the practicum such as blogging, written reports, and (for school-year practicums) participation in the practicum seminar.

For practicums completed during the academic year, students are encouraged to lighten their overall course load by enrolling for only two other classes during the semester when undertaking their practicum work.

Reflections: Engagement in thoughtful reflective practice is a critical component of a successful practicum experience. A practicum experience begins and ends with a process of self-assessment. Through reflection, you connect your practicum work to theoretical and practical learning in the classroom. In addition, reflection encourages you to undergo thoughtful and critical analysis of your work experience and the institutional settings where this work occurs. This should entail honest assessments about your own competencies, weaknesses, and interests, as well as efforts to understand your project as it relates to the obligations, challenges, and opportunities of public humanities institutions. This reflection is built into the practicum experience in three ways:

1. During summer practicum placements, you will submit regular postings to a practicum blog, [<http://publichumanitiespracticum.blogspot.com/>] following guidelines established by the JNBC practicum coordinator. In these postings, you will reflect on critical problems and issues in the field and on your own and your classmates' work. Thus, it is important that you arrange regular access to a computer and to the internet. In addition, you should consider reflection an integral part of your practicum assignment, not an additional activity, and make it a part of your regular work schedule.

2. During the spring and fall semesters, students undertaking a practicum will participate in a regular group meeting to discuss practicum experiences and other relevant theoretical, practical, and professional issues. During these seminars, students will read and discuss relevant readings and make connections to experiences and observations of their practicum. By participating in these discussions and learning from each others' experiences, students can expand their understanding of the challenges and opportunities that public humanities professionals face.
3. At the end of all practicum experiences, you will turn in a case study report shared with the sponsoring organization. (See the section on Evaluating Your Project above for more information.).

It is important to recognize that practicum experiences may not always be positive or achieve intended outcomes. A 'failed' project or a disappointing experience will still fulfill the public humanities requirements; perhaps more importantly, even disappointing experiences should result in a valuable learning experience. In such a case, thorough reflection upon the factors that led to unmet expectations – structural, organizational, professional, financial, personal, etc. – can be extremely important as part of understanding the broader field of public humanities and in establishing personal and professional goals.

STUDENT STIPENDS:

The JNBC expects students to arrange practicums that relate to their professional and scholarly interests and goals, rather than select practicums based solely upon financial need. However, because many public humanities institutions do not provide paid compensation, the JNBC offers limited financial support to help M.A. students defray living expenses during the period of their summer practicum. These stipends, typically \$2,000-\$4,000 for the summer, are intended to provide financial assistance to enable students to make a full-time commitment to their practicum and to be able to choose from a wide range of practicum opportunities. The JNBC generally does not provide stipends to support students during academic year practicums, however students with exceptional circumstances should contact the Center's practicum coordinator.

Eligibility to receive a summer stipend is based on the following factors:

- Individual financial needs
- The amount of support provided by the sponsoring organization in the form of housing, stipend, travel expenses or other compensation
- The value of the practicum experience to your professional and intellectual growth

How to apply: To receive consideration for a stipend, students should submit to the JNBC practicum coordinator a 1-2 page application letter that describes the educational and professional benefits of this practicum experience. In addition, the student should provide a detailed budget, with estimated summer expenses (including housing, travel, etc.), and sources and amounts of expected income.

Students must submit application letters for summer stipends to the JNBC practicum coordinator no later than May 15. The JNBC will announce decisions about funding by June 1 and disburse funds in a lump sum by June 14. Any costs or expenses in excess of the stipend provided by the JNBC are the responsibility of the student. Ph.D. students are not eligible for practicum stipends.

For information about funding to support academic-year practicums, see JNBC Practicum Grant section (below).

GETTING THE MOST FROM YOUR PRACTICUM:

For public humanities students at Brown, the two practicum experiences should serve as the equivalent of a M.A. thesis or an extended research project by providing an opportunity to undertake substantial independent projects that integrate theory and skills in an applied way. To make the most of these opportunities, you should give yourself ample time for thoughtful reflection about your interests and goals at every step of the process, making sure to locate a placement that will provide the learning challenges that you need.

In practical terms, your practicum might provide opportunities to help you pursue your professional aspirations. You may want an opportunity to gain experience working in a particular sector or utilizing specific kinds of skills, assessing your interest in and aptitude for a particular kind of public humanities work. Or you might want to get a foot in the door at a particular institution—somewhere that is producing innovative work, with a network of professional contacts you'd like to be plugged into, or a notable organization that is close to home. To make the most of such possibilities, you should hone your professional skills and act to demonstrate your value to your sponsoring organization.

In concrete terms, your practicum should produce materials that you can show to prospective employers as examples of your work. These may include letters of recommendation from the organization's staff and others with whom you worked, press coverage of events or programs that you coordinated, exhibit labels or photographs of exhibits that you helped create, or other work that you produced. Take the time to document your work and accumulate examples of products that you can use to create a portfolio.

INFORMATION FOR SPONSORING INSTITUTIONS/ORGANIZATIONS:

Structure of the program: The mission of the public humanities program is to help connect academic communities and the broader public through history, art, and culture. In keeping with this mission, successful practicum projects will allow students to interface with the public either directly or indirectly, or result in a product that will enable the sponsoring organization to more effectively connect with its audience. Examples of some of these projects include:

- Developing educational or public programs
- Researching and developing exhibitions
- Conducting marketing research or studies
- Coordinating oral history or arts projects

- Collections research, interpretation, cataloging and conservation.

Successful practicums allow students to apply their theoretical studies in a practical setting, while learning important professional skills. Many institutions are in need of interns to complete basic and essential projects, however we discourage students from accepting practicums that are strictly skills based, without a public or theoretical component. Inappropriate projects might include:

- Collections cataloging, conservation, or rehousing that does not include an interpretive component,
- Administrative, clerical, or retail sales work that does not include a significant contribution to the public mission of the organization
- Serving as a tour guide without a significant contribution to the development or implementation of broader public programs

At least one experienced professional should closely supervise and mentor the practicum student, providing regular instruction, constructive feedback (including a final, written evaluation), and consistent attention throughout the practicum. The onsite supervisor is also responsible for ensuring that the practicum provides a substantial and challenging experience worthy of graduate-level instruction in a given field. A written work plan agreement, developed by and mutually agreeable to supervisors and students, should be finalized prior to the start of the practicum. Institutional supervisors are encouraged to consult with JNBC staff for information and assistance at any point during the process of set up or completion of a practicum.

JNBC Practicum Grant Program: Sponsoring institutions may be eligible for grants of up to \$1,000 to support expenses associated with practicum projects. These grants, available on a competitive basis to a limited number of institutions, are meant to encourage institutions to undertake projects that might otherwise be too costly. Institutions may also use grant funds to provide financial support to the student, either as a stipend or a way to defray transportation or other expenses. In this case the stipend may be paid directly to the student, instead of to the institution, if agreed upon by both. The stipends will be granted to institutions based upon the nature and quality of the proposed project, the quality and quantity of mentoring the student will receive, and the long-term usefulness of the project to both the institution and the student. Funding is available for practicum projects during either the academic year or the summer, but funds cannot be used for student stipends during a summer practicum. For information about funding to support summer practicums, see Student Stipends section (above).

How to apply: The application process can be adapted to meet the requirements of existing internship programs. Institutions and mentors may meet with the student and a faculty advisor prior to final acceptance of the project, and the institution must submit a written evaluation of the student's performance. To apply, submit a 1-2 page narrative description of the project, stressing its value to both the institution and the student, and a one-page CV of the staff mentor(s). Applications for summer practicum projects are due by April 1; fall practicum grant proposals are due by July 1; and spring grant proposals are due by November 1.

Appendix: Public Humanities Practicums

Class of 2007

- Baseball Hall of Fame (Steele Internship Program), in the curatorial department
- Dia:Beacon, designing educational programs
- Gallatin Historical Society, developing collections policy and collections management
- Institute of Contemporary Art, Boston, designing educational programs
- Little Compton Historical Society, curating exhibition on the Portuguese of Little Compton
- Lowell National Historic Park, designing programs for the forthcoming Jack Kerouac exhibition
- Museum of Fine Arts, Boston, contemporary art department curatorial research
- Museum of Fine Arts, Boston, organizing and writing program guides for film programs
- National Museum of American History, Smithsonian Institution, working on the Bracero History Project and participating in the Latino Museum Studies Program
- Newport Restoration Foundation (Graduate Student Museum Internship Program), designing tours on Newport's Revolutionary War history
- Rhode Island Council for the Humanities, developing a system to archive grant projects
- Rhode Island Historical Society, preparing 19th-century recipe book for publication
- RISD Museum (Andrew W. Mellon internship), working on the Nazi Era Provenance Project
- RISD Museum, Contemporary Art Department, researching provenance and writing catalog entries
- Smithsonian Asian Pacific American Program, working on a variety of projects
- Trustees of the Reservations, preparing plan for expanding use of historic park

Class of 2008

- Adirondack Museum, museum curating for exhibit on photographic history and education programs
- American History Workshop, assisting in curating exhibit on Lafayette at the New York Historical Society
- American Numismatics Society, researching images of African Americans on state currency
- Center for the Study of Political Graphics, research and curatorial work
- Creative Time, curating public art projects
- Cultural Organization of Lowell, organizing educational programs for the Kerouac exhibition
- Department of Arts, Culture, and Tourism, City of Providence, research to support city arts administrator
- Fuller Craft Museum, curatorial department
- International Folk Art Museum (LAS Internship Program), research and curatorial work
- Local Projects, photo research for exhibits at the National Building Museum and the Museum of the Chinese in America
- National Museum of American History, Smithsonian Institution, research on upcoming business history exhibition
- National Museum of American History, Smithsonian Institution, research on African American collections and exhibition history
- National Park Service, Boston Historical Park, curatorial work and business planning

- National Park Service, Jefferson National Expansion Memorial (Cultural Resources Diversity Internship Program), researching slavery and African American history in St. Louis
- National Portrait Gallery, Smithsonian Institution, research work for exhibition
- New Bedford Whaling Museum, curatorial and exhibition research
- New Urban Arts, designing arts programs for high school students
- Newport Historical Society (Buchanan / Burnham Internship), designing a new tour of African American sites and curating exhibition on William Ellery
- Penobscot Marine Museum, curatorial, exhibition, and education work
- Providence Preservation Society, curatorial, exhibition, and programming work
- Rhode Island Historical Society/Museum of Work and Culture, researching, collecting and curating for an exhibition on 20th century immigration
- Tribute WTC Visitor Center, educational programs

Class of 2009

- 1772 Foundation, educational programming
- Amistad Center for Art and Culture, Hartford, CT, exhibition on aging
- Baranov Museum and Alutiiq Museum, Kodiak Island, AK, preparing for AAM accreditation and working on exhibitions
- California Council for the Humanities, Los Angeles, CA, organizing program of oral histories
- Center for Advanced Visual Studies, Cambridge, MA, public programming for exhibition "Red Lines, Death Vows, Foreclosures, Risk Structures: Architectures of Finance from the Great Depression to the Sub-Prime Meltdown"
- Decatur House/National Trust for Historic Preservation, Washington, D.C., curriculum projects and exhibition
- Experience Music Project, Seattle, WA, teacher's programs and curricula
- Forest Hills Cemetery Educational Trust, Boston, MA, public programs and volunteer coordination
- Harvard Art Museums, Cambridge, MA, program with Cambridge Hospital to use art museums in medical training
- Harvard Art Museums, Cambridge, MA, podcast series and educational programming
- Mass. Memories Road Show, Boston, MA, public programs
- Museum of Fine Arts, Boston, MA, curatorial research
- Museo del Barrio, New York, NY; Smithsonian's Latino Museum Studies Program
- National Museum of African American History and Culture, Washington, D.C., preparing on tour of local archaeological and historical sites
- National Museum of American History, Washington, D.C., military history exhibition and collecting plan
- Naval War College Museum, Newport, RI, programming for community and schools
- Providence's Department of Art, Culture, and Tourism, Providence, RI, artist residency program and Creative Providence cultural plan
- RISD Museum, Providence, RI, visitor research and exhibition evaluation
- The Steel Yard, Providence, RI, youth education programs
- Wanås Foundation, Knislinge, Sweden, memorials and art
- Wing Luke Museum, Seattle, WA, exhibition on Iraq War

Class of 2010

- Brave New Films, production research
- Creative Arts Council Brown University, program development and research
- Greene Farm archaeological project, historical research and analysis

- Hull House Museum, exhibit research and interpretation, program development for urban farm
- Library of Congress, Music Division, curatorial assistance
- Local Projects, exhibit research for National Museum of American Jewish History
- Museum of the African Diaspora, exhibit installation and program development
- National Museum of American History, Division of Home and Community Life, historical research and collection cataloging
- National Museum of American History, Division of Work and Industry, exhibit research and collection development
- Putnam (CT) Economic and Community Development Agency, historic preservation and site assessment
- Rhode Island School of Design Museum, Education Department, outreach and program development
- Rhode Island School of Design Museum, Textiles and Costume Department, research and curatorial assistance
- Smithsonian Latino Museum Studies Program, communal mapping project at Anacostia Community Museum
- WaterFire, program development

**John Nicholas Brown Center for Public Humanities and
Cultural Heritage**

Public Humanities Practicum Agreement

[This form should be completed by public humanities students, in consultation with the supervisor at the sponsoring organization, and should be submitted to Anne Valk at the JNBC at least one week before the start of the practicum]

Student Information:

| | |
|--------|--|
| Name: | |
| Email: | |
| Phone: | |

Site Information:

| | |
|-------------------------------|--|
| Organization: | |
| Supervisor (name and title): | |
| Supervisor contact: Phone: | |
| Email: | |
| Organization address: | |
| Website: | |

Practicum Information:

| | |
|----------------------|--|
| Start/end date: | |
| Schedule: | |
| Student projects and | |

| | |
|------------------------------|--|
| responsibilities: | |
| Outcomes/products expected: | |
| Student Learning Objectives: | |

This form must be approved by the JNBC before the student begins the practicum. We realize that it may be necessary to make minor changes to the contract within the spirit of the document.

Any questions about this form or the practicum should be directed to Anne Valk, Associate Director for Programs, John Nicholas Brown Center, at anne_valk@brown.edu or (401)863-1177.

Signatures:

Student Signature _____ Date _____

Supervisor Signature _____ Date _____