

Internship & Seminar ITRN-3000 (4 credits)

Nepal: Tibetan and Himalayan Peoples

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Description

This seminar consists of a 4-week internship with a local community organization, research organization, business, or international NGO. The aim of an internship is to enable students to gain valuable work experience and enhance their skills in a career field/professional environment related to the core program themes.

SIT will use its extensive network to facilitate an internship placement for students where interviews may be required. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's academic director. SIT will maintain oversight over internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student will need to take responsibility for making optimal use of resources available at the organization and to be proactive in engaging with local experts to achieve internship objectives.

Regular reflection and assessment meetings are held with the academic director or internship coordinator to review the progress of the internship and learning associated with the internship experience, and to draw out broader issues related to program themes, positionality, culture and ethics in the context of the internship.

Students will be informed of the types of internships available and the placement process early in the semester. Students must decide whether they want to undertake an internship by the fourth week of the program and will have ample opportunities to consult with SIT program staff.

The students complete an internship and submit a focus project paper in which they process their learning experience on the internship, analyze an issue important to the organization, and/or design a socially responsible solution to a problem identified by the organization. Approved in advance by the Academic Director, SIT's Local Review Board (for ethical clearance purposes), and the internship supervisor, the internship focus project may involve interviews and other data collection methods relevant to achieving internship learning goals. The paper and final presentation reveal how those goals are linked to the SIT program theme and its Critical Global Issue focus. The paper should also document a comprehensive schedule and the specific skills and knowledge acquired through the experience. Rubrics for the focus project paper and presentation will be shared with students in country.

Learning Outcomes

The Internship and Seminar course comprises 185 hours of internship, briefings, in-class instruction and reflection, preparation of final assignments, interactive learning, and research activities. Upon completion of the course, students will be able to:

- Demonstrate awareness of the ethics of internship in the context of Nepal or India;
- Describe, analyze, and synthesize their learning experience in the internship in the form of an internship paper;
- Articulate the output of the internship experience in the form of an oral presentation;
- Show understanding of the lives of Tibetan and/or Himalayan peoples;
- Assess the challenges of organizational intervention in the respective context;
- Gain meaningful and practical work experience in their chosen field.

Language of Instruction

This seminar is taught in English but students will be exposed to vocabulary related to the internship through a wide range of venues and regional locales prior to the start of the internship.

Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Required Texts

Readings and articles as assigned.

Course Schedule

**Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

Module 1: The Internship Experience: Review and Reflection

This module occurs while students are fully participating in their internship. Critical and guided reflection will play a key role in student development and learning during the internship. Students will keep an internship journal in which they respond to the questions/issues listed below as instructed. Journaling should be done daily, keeping in mind the learning objectives. Students will submit two progress reports on their successes and limitations toward achieving learning objectives. Students will also meet with their instructor and other internship students for reflection and discussion during the internship.

Cultural observations: *How is the professional environment different from what you are used to? What are you learning about working collaboratively in this culture? How do you find yourself reacting to and adjusting to cultural practices that are different from what you are accustomed to? How does it feel to be a foreigner in this environment?*

Theory and Practice: Digging Deeper: *How does the work of your internship site connect to important program themes? How has the experience at your internship challenged or affirmed the arguments in a reading or lecture from this semester?*

Skills and Experience: *What insights into this field have you gained through your internship? What skills are most valuable for this internship site and what opportunities have you had to improve your skills in this area? What has challenged you and how are you handling those challenges? How do you see this experience preparing you for future opportunities?*

Learning Goals: *How much progress have you made toward your learning goals? What experiences or activities have contributed to your ability to meet them? Are you learning something important you didn't anticipate and would like to add to your Learning Goals at this time?*

Module 2: Internship Final Paper and Presentation Design and Content

This module focuses on the design and mechanics of the internship final paper. The module covers the final paper's structural design, organization, and guidelines for effective self-reflection on the internship experience and appraisal of acquired work experience.

Session 1: Description of the Host Institution

This session focuses on the general guidelines for the description of the host institution. The session walks the student through samples of a brief description (one page) of the host institution for the internship, the nature of the services offered, and a profile of the customers who use them. The session also highlights the importance of including brochures or collateral material that further describes the institution.

Session 2: Description of Tasks Performed on the Internship

This session provides guidelines for effective ways of describing tasks performed as an intern. The session covers the importance of third-person narration (as if the student, acting as a manager, were writing it for a new employee/associate), outline form (except for the internship summary section), and headings for each of the sessions. A suggested outline for this description includes:

- Internship role/title and place of employment

- Internship summary—narrative summary of the activities of the position
- Qualifications—education and experience required and/or desirable
- Working conditions—uniform requirements, physical surroundings, working days, hours, etc.
- Internship relationships—who is the mentor and to whom does the student report
- Specific duties and responsibilities—a list should be provided to indicate all duties performed by the individual in this position

Section 3: Output of the Internship Experience

This session focuses on output of the internship experience, which may include a proposal for a strategic response to an existing problem, a creation of a sustainable plan, a grant proposal, or research that responds to the need of an organization that links back to the program theme and the program's Critical Global Issue (CGI): Migration | Identity | Resilience.

Session 4: Personal Assessment of the Internship Performance

This session provides guidelines for an assessment of the key learning milestones acquired on the internship experience, the challenges faced, and the possible impact of the experience on the student's academic and professional career. The session also covers a reflection on the internship experience, including the output of the internship (addressed in Session 3), as it relates to the critical global issue central to the program theme.

Session 5: Oral Presentation of the Internship Final Paper

This module focuses on the mechanics and guidelines for the presentation of the internship final paper. The presentation should take 20 minutes and students are encouraged to use audiovisual aid/handouts to facilitate their presentations.

Session content includes:

- Presenting a brief overview of the internship experience
- Communicating assigned responsibilities and tasks performed
- Articulating major output of the experience
- Providing personal assessment of the internship performance.

Recommended Readings:

Switzer, Frederick and King, Mary (2013) *The Successful Internship: Personal, Professional and Civic development in Experiential Learning (4th Edition)*. Belmont, CA: Brooks/Cole.

Module 3: Processing and Maximizing the Internship Experience

This module focuses on ways of processing and articulating the internship as well as equipping students with practical tips and strategies for making the most of the experience personally, academically, and professionally.

Session 1: Talking About the Internship Experience

This session allows students to reflect on the internship experience and process the learning that occurred in a safe and supportive context. The internship may have been a different experience than expected, may challenge the student's expectations of working in a diverse and challenging environment, and may change the student's perspective of life projects or professional goals. The module discusses ways of acknowledging both the successes and failures of the internship, of completing tasks, handing over projects to and sharing insights with colleagues on the internship, and setting realistic goals for the future.

Session content includes:

- Processing the End of the Internship Experience
- Closure with Colleagues and Supervisors
- Articulating the Experience and Setting Plans for the Future

Session 2: How to Include Your Internship on Your Résumé

During this session, students will learn appropriate ways of including their internship on their résumés and in online professional platforms such as LinkedIn.

Session 3: Next Steps

This final session occurs in the final week of the program, as students plan their next steps, academically and professionally. Students discuss fears and strategies for building on this experience in other work settings, opportunities for professional growth, and how to make optimal use of the internship experience. They will discuss ways to describe the experience gained and skills learned in their internship in cover letters and how to use this experience for future professional growth.

Ethics

The internship experience must reflect SIT's ethics policy and commitment to the values of reciprocity. The student intern should also abide by the policy and regulations of the host institution including dress, punctuality, and employee behavior. Violations of SIT's code of conduct or employee conduct at the host institution will result in an immediate termination of the internship and can lead to further disciplinary sanctions by SIT.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

At the end of the internship period, students are expected to present their learning experiences to the group. Assessment of both written work and the oral presentation is based on quality, academic scholarship, and adherence to the highest ethical standards.

1) Discussion and Reflection Sessions (10%)

Discussion and reflection sessions take place on a weekly basis. Students are expected to share their personal experience in the internship and reflect on the professional learning process. These discussion and reflection sessions are key elements in the process of the learning experience and the student's professional achievements within the host organization.

2) Progress Reports (10%)

The progress report should document the student's progress toward achieving their learning objectives during the internship. Students also document the challenges they face and how they try to deal with those challenges. Students submit two progress reports in the course of their internship experience.

3) Internship Performance (35%)

This evaluation by the Academic Director assesses the student's internship experience, overall professional achievements, and self-growth.

4) Oral Presentation (10%)

In the presentation, you should provide a succinct and clear description of the internship experience, a brief history of the organization where you interned, and the responsibilities undertaken. The oral presentation should relate the learning associated with the focus project and reflect on its relevance to the program theme and Critical Global Issue. You should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery. A summary of the oral presentation assessment rubric will be shared with students in advance.

5) Final Paper (35%)

Students are expected to submit a 15–20-page final paper at the end of their internship experience. The final paper should include a title, list of acknowledgments, and an abstract. The paper should also have an introduction which summarizes the work and history of the organization and incorporates a number of references, detailed description of the activities accomplished, and strong and innovative aspects of the organization. The final paper must include thoughtfully articulated analytical writing that connects learning at the internship to the broader themes of the semester program and/or the investigation of one or more specific questions. The paper should be well written, well organized, and aesthetically pleasing. A summary of the final paper assessment rubric will be shared with students in advance. (Example at the end of syllabus.)

Internship proposal outline

Objective

To outline your course of action for the internship, which has been checked and approved by the Academic Director. This proposal can then function as a guideline for what you do in the field.

Assignment

All students must discuss their internship in depth with the AD before handing in the proposal. Below is a brief review to serve as a checklist. Remember that this assignment is also mostly about *process* – systematically thinking about and planning an internship project of your own.

Title of project (even if it changes later, give your proposal a title)

Abstract – brief sketch of works undertaken, methods, relevance of the internship

Introduction – expectations/theoretical models, definitions of key terms and ideas, an introduction to your internship supervisor

Literature review – analytical summary of previous work in your field

Methods – how you plan to carry out the internship and analyze your learnings

Discussion – significance, limitations, relevance to others

Logistics – budget, workplan/schedule, travel, room & board arrangements, translation, communication

Bibliography

In more detail, the primary components of an internship proposal are (or rather: can include):

1. Proposal Introduction. The introduction should succinctly state the activities you will undertake and the proposed methodology and should demonstrate preliminary knowledge of the relevant internship site. Explain the value of the project. (250 words)
2. Discussion of the primary activities to be undertaken during the internship: This should introduce the main reason behind your internship, and it should also discuss some of the sub-themes and expectations that you hope to fulfill, although the ideas you present in this proposal may change once you begin the actual internship. (750-1000 words)
3. Literature Review. A minimum of five to ten sources should be included with your draft and final proposals. This is not just a laundry list of texts but must be an annotated review of applicable written sources, whether books, journals, articles, or brochures. Internet sources will be accepted only if from reliable sources.
4. Itinerary for the internship period. Please be as specific as possible, including dates and places where you plan to conduct your internship, and any/all contact information that you have for each location and date. If at any time we cannot contact you because you have failed to give us accurate and up-to-date information on your whereabouts, you may be subjected to penalties ranging from probation to dismissal from the program, depending on the severity of the situation. (1 page)
5. Timeline for the field study period. Unlike the itinerary, the timeline should focus on what you plan to do at each stage of your internship. This, again, is likely to change once you begin internship, but you should set specific short-term goals that will lead to the completion of the final project. (1 page)
6. Budget for the field study period. The budget should include your total projected expenditures for travel, room and board, water, laundry, phone, etc. along with any additional costs associated with material purchases, photocopying, and typing and binding charges. Each item should have a separate line, and the total projected expenditures must be clearly located at the bottom of your budget. (1 page)
7. Information about your internship supervisor. You should have an internship supervisor which we can help to find.
8. Statement of Risk Assessment of project in terms of communication, travel, politics, unrest, weather, health, time, and finances. This need not be lengthy but should be thoughtful. (1 page)
9. Several other forms must be submitted before the internship begins. These will be distributed and collected in the days before departure.

Internship Final Paper Format

1. Must be neatly typed. There is no need for double-spacing.
2. Formatting and submission:
 - a. Title Page should include:
 1. Title
 2. Author (Last Name, First Name)
 3. AD (Last Name, First Name)

4. Internship Coordinator (Last Name, First Name)
5. Internship Supervisor (Last Name, First Name)
6. Sending School
7. Major
8. Location of Primary Research (Continent, Country, Region, Town)
9. Statement: "Submitted in partial fulfillment of the requirements for Nepal: Tibetan and Himalayan Peoples, SIT Study Abroad, [insert Semester and Year]"

Example:

Internship Paper: Completed at Nepali Times

Dow, Mike

Academic Director: Onians, Isabelle

Internship Coordinator: Owens, Patricia

Internship Supervisor: Dixit, Kunda

Skidmore College

Literature

Asia, Nepal, Kathmandu

Submitted in partial fulfillment of the requirements for

Nepal: Tibetan and Himalayan Peoples, SIT Study Abroad, Spring 2018

- b. Use a consistent formatting style, preferably Chicago Style citation

3. Outline of your final internship paper

- a. Title page (see above)

- b. Table of Contents: Table of Contents should contain the section headings and subheadings into which the write-up is divided, noting all page numbers.

- c. Acknowledgements: Thank the internship supervisor and others who helped with the internship, using a professional tone.

- d. Abstract: In a paragraph (not more than 200 words), state the goal of the internship, works undertaken, the location and its relevance, methodological approach, and outline what was learned during the internship

e. Text

1. Introduction: Time period of the internship conducted; main expectations and works undertaken as defined during the pre-internship month; and your reflection on how they may have changed during your 4-weeks internship. Context and justification of selected topic and themes discussed.

2. Body of the paper. Here is where the specifics of the internship and analysis of learnings is discussed in an organized fashion. Include a description of the host institution, works undertaken and your focus project. You can provide separate sections for literature review, methodology, and findings. Divide your paper into subsections, as it will be more accessible to readers.

3. Conclusion: The conclusions should demonstrate how the internship succeeded in allowing the learner to gain skills and understandings.

- f. Appendices: relevant information or data that does not belong in the body of the text (maps, charts, extra illustrations or photos that do not belong in the body of the paper, etc...). The appendix should also include a discussion of research methodology (methodology used, obstacle and strategies, reasons, biases, resources, etc.). A brief biography of the student's main supervisor with his qualifications should also be included.

- g. Glossary of terms, especially if using technical terms or a lot of Tibetan or Nepali words. This is essential in order to keep research on par with international academic standards. In the body of the text the student can write Tibetan terms using Tibetans script or Wylie transliteration system.
- h. Bibliography
- i. Daily Log: Indicate hours spent at the NGO each day, and points on what was done/observed. *E.g.*
Fri 20 Nov 8am -10am assisted filing patient charts. 2hr
10am-2pm observed 6 dental extractions. 4hr
2pm-4pm assisted with tray preparations. 2hr
- j. Suggestions for future internship projects: add a final page with suggestions for future internship topic and sites with contact information. This will help future students. **Include a picture of yourself during your internship.**

Internship paper samples

Below are a few abstracts from recent internship papers. As the internship track is a recent addition to NPT, there are limited examples of internship placements and papers, and the scope of possibilities is wider than represented.

Timothy Winter-Nelson—An internship at the Kevin Rohan Memorial Eco Foundation, Fall ‘18

I was an intern at the Kevin Rohan Memorial Eco Foundation in Khahare, Nepal for four weeks, and undertook a variety of tasks there. KRMEF forms a sustainable community consisting of a health clinic, bio-dynamic garden, Waldorf-inspired school, sustainable housing, and more. Although I performed many miscellaneous tasks including but not limited to painting rooms in the guest house, gardening, and moving a lot of dirt, the bulk of my time and energy was dedicated to teaching English to elementary students at Ankuran, the school at KRMEF. Methodologically speaking, I just performed my job as an intern at KRMEF and got permission from the people I interacted with regularly to include those interactions in this paper. I did not conduct formal research, but rather had natural conversations with friends and people I met.

Abigail Karp—Internship paper: completed at the Central Tibetan Administration, Spring ‘18

For my internship, I worked at the Environment Desk, which is part of the Tibet Policy Institute (TPI), a research institute of the Central Tibetan Administration (CTA). The CTA is the official Tibetan government-in-exile, and is located in Dharamsala, Himachal Pradesh, India. The goal of the internship was to learn how the CTA functions, what it is like to work for a government-in-exile, and specifically what the role of the Environment Desk is. Another goal was to learn about climate change in Tibet and the way that the Chinese occupation is furthering the environmental problems. My role as an intern was to help the Environment Desk research relevant topics, write reports, and help other researchers with their papers. The research topic I was assigned was “the impact of climate change in mountain regions.” I wrote a report on this topic. With the remaining time, I also wrote an article about the importance of Tibet’s environment in the current political context, although this was a project of my own volition. Through reading articles, books, research papers, attending lectures, and interviewing TPI members, I learned how the TPI works and what its goals are, which will be articulated. I also learned a lot about my research focus topic, the report on which will be provided in this paper.

Grace King—Interning with the Tibet Policy Institute: an in-depth research project on minority education policy in Tibet, Spring '18

The Tibet Policy Institute (TPI) is a department of the Central Tibetan Administration (CTA) and is often referred to as “the Tibetan Think Tank.” The Tibet Policy Institute is an intellectual hub for Tibetan Scholars around the world and is based at the CTA headquarters in McLeod Ganj, Dharmashala, H.P. India. The TIP serves as a platform for Tibetan Scholars to conduct research and publish journals and articles about issues facing Tibet and Tibetan peoples. My internship was designed to help one of the fellows at TPI conduct research, as well as do independent research and publish my own article. My research methodology was entirely textual based research as I did not conduct any interactive research. For the research I assisted with, I focused primarily on minority language education in Tibet, but I also helped research Tibetan Buddhism’s influence on Buddhists in Russia, as well as research methodology techniques. My independent research and article was focused entirely on how minority education policy in Tibet is ineffective and is leading to the decline of Tibetan language. I relied primarily on secondary sources since primary sources on the subject are nearly impossible to find or are heavily censored.

Assessment

Assessment of the Internship

Discussion and Reflection Sessions	10%
2 Progress Reports	10%
Internship Performance	35%
Oral Presentation	10%
Final Paper	35%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program. Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be

granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

Program Expectations

Show up prepared, on time, and appropriately dressed for your internship. Comply with organization rules.

Have work journal and progress report assignments completed on schedule and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.

Ask questions when in the field/office. Engage yourself in everyday life of the organization and initiate interaction.

Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).

Respect differences of opinion (those of your internship supervisor and colleagues, classmates, lecturers, local constituents engaged with on-site visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

- **Storing Your Work:** Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- **Personal Technology Use:** Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- **Content Considerations:** Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- **Classroom recording policy:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources

TIBETAN AND HIMALAYAN PEOPLES GRADING POLICY

Internship Paper Rubric

Category	Possible Considerations	Maximum
Title / Acknowledgements / Abstract/Technical Aspects	<ul style="list-style-type: none"> - The title is succinct and captures the essence of the internship experience. - The acknowledgements are complete and professionally written. - The abstract clearly summarizes the internship experience and learning outcomes. - Table of contents, In-text citations, and reference list or bibliography are done correctly and completely. - There are no mistakes in writing & grammar, spelling & punctuation. - The paper is clean, legible, well-formatted, professional in appearance, and aesthetically pleasing. 	10
Contextualization and Organizational Profile	<ul style="list-style-type: none"> - Important themes and background information are provided so reader understands the field in which the internship organization operates. - The history and work of the internship organization, how its work relates to the program theme, and how it fits into the context of other similar organizations are all accurately described. - The organizational structure, including division of responsibilities and the goals, objectives and activities of the organization are well elaborated. - Care is taken not to harm by criticism, nor evaluate. - The community served by the organization is described in sufficient detail. 	15
Internship Focus/Objectives/Ju stification	<ul style="list-style-type: none"> - The paper specifies the focus area of the internship within the organization's broader work. - The objectives of the internship are clearly presented and appropriate; how the objectives relate to the program theme and/or Critical Global Issue are clearly described. - The student's internship tasks/duties at the organization are presented and justified. 	10

Information Acquisition	<ul style="list-style-type: none"> - How information was gathered in order to compose the final internship paper is explained in a clear and accurate manner and supporting materials are included in appendices (if applicable). - A clear and complete description of the work undertaken is given, including dates and hours worked (put in an addendum). 	10
Positionality and Ethics	<ul style="list-style-type: none"> - The paper acknowledges the intern's views, values, beliefs and other aspects of their personal background that influence their worldview. - The paper demonstrates ongoing self-reflection throughout the internship experience in relation to their positionality. - Human Subjects policies and ethical guidelines are adhered to and thoroughly discussed. - Appropriate consideration is given to informed consent, anonymity, and confidentiality of participants, in keeping with human subjects protocols and the LRB-approved internship learning agreement. - The internship strengthens relationships and contributes to mutual trust between the author, the organization and its clientele in ways that are respectful, culturally appropriate, and collaborative. - The internship project is responsive to host organization and/or host community needs, as applicable. 	15
Critical Reflection on Internship Experience	<ul style="list-style-type: none"> - The description of tasks and responsibilities is clear. - The paper examines the extent to which objectives were achieved, how objectives changed or evolved over the course of the internship experience. - Key professional lessons learned through the internship experience are described with specific examples. - A personal evaluation of performance in the internship is included with suggestions of how it could have been improved. 	15

	<ul style="list-style-type: none"> - Ways in which student identity may have shaped their insights of the internship experience are described 	
Analysis of Critical Issues/Themes	<ul style="list-style-type: none"> - The manner in which the organization and its work are linked to the core themes of the program is described. - Analysis is given by comparing and contrasting the theory of the work/field studied throughout the semester with the practice of the work at the specific internship site. - Clear articulation of how the intern's knowledge and understanding of the core themes of the program were enhanced through the internship experience. 	15
Conclusions & Recommendations for Future Interns	<ul style="list-style-type: none"> - The main insights and lessons learned through the internship experience are detailed. - Recommendations of opportunities or projects for future interns are described. 	10

Internship Presentation Rubric

Category	Possible Considerations	Possible
The student articulates a primary focus project question / internship goals and provides a clear introduction to presentation.	The student states a clear objective of the internship experience and their expected learning outcomes; The student provides a clear introduction and outline of the presentation.	5
The student contextualizes their work.	The student contextualizes the internship within the context of the program theme; The student sets the internship in reference to the literature of program theme, student interests, and in-country relevant parameters.	15
The student provides observations of internship organization.	The student describes the organization's history and work and explains how its work fits the context of similar organizations; The student describes how the organization and project relate to the program theme. The student shares observations and impressions of the organization	15
The student provides observations and	The student clearly addresses the internship goals and accomplishments through well-selected examples (evidence, arguments, cases).	15

analysis of internship experience.	<p>The student addresses challenges associated with achieving internship goals and how they were addressed.</p> <p>The content conforms fully to the content set forth in the introduction. The presentation is easy to follow.</p>	
The student addresses ethics.	<p>The student articulates clear/though-provoking conclusions that relate back to the study/research question. The broader implications (for further study or inquiry) are mentioned.</p> <p>The student describes what s/he learned from the experience and how s/he can apply these knowledge upon return to the home community</p>	15
Conclusions and recommendations for future interns	<p>The student discusses the personal relevance or lessons learned in the experience. The discussion is thoughtful and appropriate.</p>	5
The student makes effective and creative use of audiovisuals.	<p>The student engages the audience in the presentation's content through the creative and effective use of audiovisuals.</p>	5
The student effectively manages discussion with the audience.	<p>The student responds well to questions and can clarify or add new examples, explain points, ponder ideas, etc. "live and on-stage."</p> <p>The student shows the ability and willingness to open and extend the discussion with others.</p>	5
The student's presentation is well organized, stays within the designated time, and is well articulated.	<p>Visual or material support is clearly referred to and explained/engaged in the presentation.</p> <p>There is evidence that the student prepared and practiced the delivery.</p> <p>The student speaks clearly and employs effective body language The student respects the time allotted for the presentation (neither too short nor too long).</p>	15
The student delivers a respectful and professional presentation.	<p>The student speaks and acts in a manner that is respectful of themselves, the people and the organizations or entities involved in the work.</p> <p>The student is humble about what has been achieved.</p> <p>The student avoids stereotyping.</p>	5