

Internship & Seminar

ITRN 3000 (4 credits / 120 hours)

SIT Study Abroad Program:
Nepal: Tibetan and Himalayan Peoples

PLEASE NOTE: This syllabus represents a recent term. Because seminars develop and change over time to take advantage of unique learning opportunities, actual seminar content varies from term to term.

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 an international work environment.

While SIT will use its extensive network to facilitate placement with an organization, it is ultimately each student's responsibility to secure the internship placement. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's academic director.

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.

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.

Learning Outcomes

The Internship seminar comprises 120 hours. Upon completion of the seminar, 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.

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Internship Requirements

Module 1: Making the Most of Your Internship

During this module, students will prepare for the internship and the writing of the internship paper, have regular meetings with the academic director, reflect on the internship experience, and learn how to use their experience for future professional growth.

Session 1: Setting the Stage

This session reviews objectives for the internship. Students meet with the academic director following confirmation of their internship placement and discuss expectations, timeframes and other logistics, structural components of the final internship paper, content, layout, and general guidelines.

Sessions 2 & 3:

Central to the successful internship experience is the development of the Internship Learning Agreement. The academic director will work with students individually and as a group to review the purpose of the Internship Learning Agreement. He or she will discuss student strategies for working with the internship supervisor to design the contents of the Internship Learning Agreement in adherence to internship learning objectives and in collaboration with the internship supervisor at the host organization. The Agreement also helps to ensure a clear understanding of the objectives of the internship among the student, academic director, and internship supervisor.

Multiple Sessions: The Internship Experience: Review and Reflection

These sessions focus on the review and reflection process during the internship experience. During the internship, students work from the Internship Learning Agreement they have developed with the internship supervisor to set weekly learning objectives, keep an internship journal, and write two progress reports on their learning experience. Internship students will also meet with the academic director individually and as a group to debrief the internship learning experience, discuss progress on the internship's academic paper, and reflect on progress toward goals in the Internship Learning Agreement.

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 (chapter 12)

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

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- 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

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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.

Evaluation 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.

Description of Assignments

Discussion and Reflection Sessions

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.

Progress Reports

The progress report should document the progress of the student's professional and personal learning on the internship. Students document aspects of the challenges they face and how they try to deal with those challenges. Students submit two progress reports in the seminar of their internship experience.

Internship Performance

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

Oral Presentation

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.

Final Paper

Students are expected to submit a 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 internship accomplishments, and strong and innovative aspects of the organization. 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.

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.

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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, photo
7. **ing, 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)
8. **Information about your internship supervisor.** You should have an internship supervisor which we can help to find.
9. **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)
10. **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)

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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, Fall 2023

- 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

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- 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.

<p>Yangdon Fenner—Drokpo: a friend to those in need—an internship report, Spring '24</p> <p>This internship report outlines my experience with Drokpo Nepal, an NGO based in Boudha, Kathmandu, Nepal, a location notable for its sizable Tibetan population. The internship primarily focused on revitalizing Drokpo's marketing and communications, encompassing website editing and social media management. I also planned to help with fieldwork such as resource allocation in Jawalakhel and conducting menstrual health management sessions at a girls' orphanage in Gokarneshwor.</p> <p>Through this hands-on experience, I deepened my understanding of critical issues impacting Nepal's marginalized Tibetan community, gained insight into Nepali work culture, and acquired knowledge about how to foster community resilience and empowerment. Additionally, I honed effective cross-cultural communication skills, problem-solving abilities, and learned to work under pressure. My methodological approach incorporated utilizing software tools for website editing and social media management, coordinating with team members for fieldwork activities, and adapting to cross-cultural communication challenges. This allowed me to efficiently achieve project objectives.</p>
<p>Stanzin Padma—Internship: working with Tibet Heritage Fund, Spring '24</p> <p>During my internship with Tibet Heritage Fund in Ladakh, I witnessed first hand the organisation's dedication to preserving architecture heritage and enhancing the livelihoods of residents in traditional settlements through sustainable development initiatives. The sight of numerous developments and the trends of people abandoned old heritage houses in favour of modern dwellings deeply saddened me. Even my own paternal heritage house was demolished to make room for a modern structure. Motivated by this experience, I sought an internship with Tibet Heritage fund. I was impressed by their commitment to honouring traditional artisans such as carpenters, metalworkers, and traditional house builders. It became evident to me that passing down their knowledge and skills is crucial, as the loss of these artisans would mean the disappearance of invaluable tradition craftsmanship.</p> <p>Through the Tibet Heritage Fund's restoration efforts, I witnessed a positive shift towards an appreciation for heritage houses in Leh. More people began to recognize the importance of preserving these architectural treasures, leading to an increase in request for restoration projects. This transformation reaffirmed my belief in the significance of Tibet Heritage Fund's mission and the urgent need to safeguard our architectural heritage for future generations.</p>
<p>Lily Talmont—Lamas and Strawberries: My time spent at Atisha Primary School, Fall '22</p> <p>Fundamentally, this paper is a reflection and chronicle of my time teaching at Atisha Primary School, in the Samdupling Tibetan settlement in Jawalakhel. Less banal than a typical teaching job, Atisha Primary exists within a specific political and cultural context in Nepal. Thus, this paper does that context justice by incorporating it into the fabric of the text. Firstly, I will describe Atisha and my role within the school. Then, the paper dives into what challenges Atisha faces and what issues persist within the school because of those challenges. Although I did not foresee including such a discussion in this paper, it became necessary to talk about the Nepali presence within the Samdupling settlement. Concluding the bulk of my discussion on Atisha Primary School, I reflect on my own personal future in education and what I learned at Atisha. Ultimately, Atisha has taught me the great joys and perils of being an educator in Tibetan society in exile.</p>
<p>Timothy Winter-Nelson—An internship at the Kevin Rohan Memorial Eco Foundation, Fall '18</p> <p>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.</p>

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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.

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Internship Site Information

Reminder: During internship, you are responsible for ensuring the Academic Director and program staff know how to get in touch with you **at all times**.

Complete this form by printing your full name and completing the Internship Itinerary and Call-In Dates tables, below. Internship itinerary details must include the mode of transportation to your internship site and to any and all destinations away from the program base during the internship period. Please also indicate the places you will be staying, contact names, phone numbers, addresses or PO Box numbers, email addresses, and fax numbers (if applicable) during internship.

This document must be approved by the Academic Director before you will be permitted to begin your internship. In addition, you may not travel to any destination other than what is listed below without first receiving permission from the Academic Director.

Student Name: _____

ITINERARY:

Travel date(s)	Destination	Mode of travel: bus, train, airline (if approved) (with flights, times)	Contact Information (phone, email, people you are staying with)

CALL-IN DATES: **Mondays and Thursdays**

—Every **Monday** and **Thursday** before 4 pm, beginning Monday November 11.

—Call-in should be made to SIT office +977 1 5178 154 (complete with voicemail), or if that doesn't work then to Wangmo la (+977 9768389866), Rinzi la (+977 98037 01404), Michael (+977 98186 30589) or Nyima Dorjee la (+977 98418 42339).

—On Thursdays you all must furthermore send (to NPTcheckin@gmail.com) or phone in a **one-paragraph progress report**. When possible, reports should be either sent as email text or in word file (not pdf).

—On Thursday April 24 you will submit (by email or phone) a **mid-internship report**. For internships, the report should discuss your personal & professional learning on the internship including any developments in your internship or challenges you have faced.

By signing this document, you acknowledge your understanding that:

1. I am responsible for ensuring that the Academic Director and program staff know how to get in touch with me at all times based on information I have provided.
2. The Academic Director & program staff will be awaiting my calls on the designated call-in dates.
3. Certain activities deemed potentially dangerous to individual safety and program integrity are not permitted and are grounds for dismissal. These include, but are not limited to, motorcycling, hitchhiking, driving, parachuting, bungee-jumping, hang-gliding, riding in private airplanes, rock climbing, white water rafting, scuba diving, and surfing. See the Code of Conduct in the SIT Study Abroad Student Handbook for complete details.
4. I am not permitted to leave the program countries (India & Nepal), unless pre-approved by the Academic Director and consistent with the Independent Travel Policy.

Date

Student Signature

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Internship FAQs

1. What is the difference between an Internship with SIT and a Practicum-Based Independent Study Project (ISP)?

In a *Practicum-based ISP* the student is still carrying out a traditional research project like any student doing an ISP. Additionally, however, the student spends a portion of the research and writing time involved at a specific site (e.g. school, NGO, health clinic). The principle purpose of being at the site is to observe and conduct interviews in order to further the research project, but the student will likely also participate in the site's activities informally. In an *Internship* the student is primarily there to formally engage in the activities of the internship site in order to gain experience and skills while contributing to the work of the organization. The student will compose a final paper, but will not be focused on carrying out a traditional research paper. Furthermore, there is a fixed number of hours required for the internship along with coursework and class discussions, while the practicum does not have either of these. The only listings on a transcript will be ISP or Internship (i.e. practicum-based ISPs will appear as ISP).

2. How do I know if my home school will award academic credit for my internship?

It is the student's responsibility to find this out in advance through resources at their home campus.

3. I understand that I may change my mind about Internship vs. ISP while I'm on program. Is there a final date when I have to make a decision?

Students will be required to formally commit to either an internship or an ISP by a designated date as early as the second week and as late as eight weeks into the semester.

4. How many weeks is my internship? How many hours per day will I spend at my internship?

Some programs offer 4-week internships and some offer 6-week internships, with the student spending an average of 30 hours per week at the internship. The length of the internship period and the number of credits is the same as the program's ISP period and credits.

5. What types of academic content goes along with my internship (e.g. readings, lectures, papers, etc.)?

While there will be some variation depending on the site and structure of the internship and seminar, students should expect to do some combination of the following: background research on the internship site and field of work, readings related to internships and program themes, field notes/journal, progress reports, critical self-reflection, profile of the organization, description and assessment of performance and contribution to the internship site, a presentation, and a final paper. Internship syllabi are available online and grading rubric will be distributed before the internship begins.

6. Who coordinates SIT internships? Will there be an Internship Coordinator to facilitate this process?

A member of the SIT staff at the program site will oversee the internship process, including identifying potential internship sites, explaining the structure and requirements of the internship and seminar, and troubleshooting issues that arise in regards to the internship. Each program's placement process reflects cultural norms and practices in the local context.

7. Who will manage/oversee my internship? Who will I report to?

Students will consult with an internship supervisor at the internship site. This supervisor will also assess each student's work and be in contact with the local SIT staff. However, students will need to manage their time, take initiative, and assume responsibility for the ultimate success of their internship.

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8. Is it possible to do my internship in a country other than where the program is based?

At this point, *Argentina: Transnationalism and Comparative Development in South America* is the only program allowing students to do their internship in another country (Paraguay).

9. How did SIT cultivate the internship placement sites? How does SIT vet internships for appropriateness, ensuring that the placement is mutually beneficial?

One of SIT's core values is to build lasting relationships of reciprocity with their partners in every location. This means SIT has always been very engaged with local communities and often involves local organizations and individuals in programming through site visits, guest lectures, and other activities. As a result, SIT is developing internships within a broad network of partnerships. SIT local staff identify potential sites for internships and then set up meetings to determine whether a placement will be mutually beneficial. Students are welcome to suggest a new internship site and the local program staff will follow-up to determine fit and feasibility.

10. May I identify a [potential] internship prior to my program? Do I need to get it approved by SIT? And what happens if it falls through?

- a. All internship placements are based on established relationships with local organizations. Therefore, there is no need for students to petition or identify an internship placement on their own.
- b. However, students may identify a potential internship prior to the program and communicate their interest in their application.
- c. All internships need to be approved by SIT to ensure they meet SIT academic and safety policies.
- d. If an internship falls through, the student will work with local SIT program staff to find another placement or choose to do an ISP instead.

11. Is there a pre-existing list of internship placement options?

All programs have identified potential internship placements. The list of potential internships is dynamic and will be shared with the students in country.

12. How does the placement process for internships work?

SIT local staff do the groundwork of identifying and approving internship sites that agree to host a student. SIT will also maintain regular contact with the internship site during the semester. The student will need to meet all requirements necessary to finalize a placement. Depending on the program, these could include submitting a resume and cover letter, doing an interview, developing a proposal, and demonstrating responsibility and maturity, among other requirements.

13. Am I guaranteed an internship?

SIT cannot guarantee a specific placement for a student and there could be extenuating circumstances (e.g. environmental or political changes in country, change at internship site, student displays irresponsible behavior) in which an internship placement is not possible. However, if a student selected internship as their preference in the application and meets the program's conditions and requirements there should not be any obstacles to securing an internship placement.

14. I am required to submit a resume with my application materials if I plan to do an internship – does this mean I will also have to interview for a placement? If not, how am I matched with an internship?

A resume is now required at confirmation of participation in the SIT program. An interview may be required depending on specific internship sites and/or local cultural practices. See question #12 about how students are matched with an internship.

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15. My resume does not reflect the professional experience I would like to gain in this internship. Will I be able to share a Statement of Purpose so I am able to express the following?

- a. Professional skills I hope to gain
- b. Field of interest: education, media, governance, business, agriculture, e.g.
- c. Thematic interest: gender rights/equality, women's empowerment, girl's education, climate change, rural livelihoods, small-business/micro-finance projects, housing rights, etc.

Students will develop their internship goals during the semester as part of their Internship Learning Agreement.

16. What happens if I don't get my preferred internship placement?

There are many factors to consider in a placement: language, skills, interest, needs of the internship site, number of students interested in that site, etc. All SIT internship sites will offer a collaborative and cross-cultural learning environment.

17. Will there be more than one SIT student placed at the same host organization?

This is possible if an internship site has the capacity to supervise more than one SIT student.

18. Room & Board during my internship:

a. Do I have to create my own budget?

No, there is a fixed stipend for food and housing during the internship period (70,000 NPR).

b. If possible, can I stay with my host family for the duration of my internship?

Yes, but NB your hosts will no longer be your SIT homestay family. Your relationship will have entered a new phase. You should discuss with them how much you should pay if you want to stay on.

c. If the location of my internship is not in the program base city, how will I find housing? Will SIT help me secure housing for the duration of my internship?

While SIT local staff may be able to offer suggestions, a student interning outside of the program base city should be prepared to arrange their own housing.

19. What happens if my internship placement is not a good fit? Will I be able to move to another host organization?

SIT will only switch an internship placement in extreme circumstances.

20. Is there a contract or mutual agreement stating the terms of my internship?

The general terms of the internship will include an Internship Learning Agreement among the internship site supervisor, student, and an SIT program staff member. The specifics of the internship will be agreed upon in principle before the internship begins.

21. The internship syllabus has general Learning Outcomes. Will I also have internship-specific learning outcomes with corresponding tasks?

Students will work with the internship on-site supervisor and SIT staff to develop a plan with goals for the internship and use this to guide their work. The tasks and contributions students make to the organization will be assessed along with other aspects of their performance, such as punctuality, culturally appropriate behavior, communication, etc. Students will also be graded on their final paper and presentation in addition to other assigned coursework.

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All-Parties Internship Agreement

Nepal: Tibetan and Himalayan Peoples

The School for International Training offers academic semesters to students from diverse colleges and universities, primarily from the United States. During the course of the semester, students participate as unpaid interns with a local school, organization, agency, business, or other group doing work related to the focus of the program. Students are awarded academic credit for their participation at their internship site. The principal objectives are for the students to learn through their internship experience about working internationally and cross culturally, to deepen their understanding of the themes of the overall semester program, and to gain professional experience and skills.

Under these conditions,

[Internship Site] agrees to:

- Provide the program staff with the pertinent information about what opportunities volunteers have to realize meaningful work within the organization.
- Interview the student before assigning them to a project or a job.
- Offer an orientation to the student at the beginning of the project including clearly explaining any rules or requirements of workplace conduct.
- Develop and monitor the tasks to be completed by the student
- Designate an individual supervisor to work with the student for the duration of their time at the organization.
- Supervise the student's work schedule. Students are required to work 120 total hours, or approximately 30 hours per week.
- Designate one person to be the student's internship supervisor and to be in contact with SIT staff.

SIT staff agrees to:

- Coordinate the selection and placement process for the student in consultation with the internship site.
- Provide information about the programs, objectives, conditions, and requirements of SIT.
- Evaluate each student's work in coordination with the internship site supervisor.
- Assist in troubleshooting any concerns raised by the supervisor or student.

The student agrees to:

- Arrive at the site at the designated time, determined by themselves and internship site supervisor and work their pre-determined schedule, amounting to 120 hours over four weeks.
- Give sufficient prior notice to their supervisor if they will not be able to attend work on any given day.
- Ask questions and show initiative to integrate into the work place and carry out work effectively.
- Check in with their internship site supervisor on a regular basis about performance, necessary tasks and general organizational needs.
- Participate in evaluation of their work and their placement at various times throughout the semester.
- Adhere to any and all rules or requirements of workplace conduct explained to them by their internship site supervisor.

All parties agree that:

- Work assigned to students should include meaningful projects and interactions when possible.
- Any form of sexual harassment will not be tolerated.
- The change or refusal of this present document, as with the dismissal of one or more students, on part of one or both, will be possible at any moment during the program.
- Any subject or matter not specified in this document will be resolved in a coordinated manner between the program and the organization.

Student: _____ Date: _____

SIT: _____ Date: _____

Internship Site: _____ Date: _____

SIT Internship Learning Agreement

An internship is a unique learning experience that integrates studies with practical work. This agreement outlines the educational purpose of the internship and serves to ensure a clear understanding of the objectives and activities of the internship between the student, academic director and internship supervisor. The student takes the lead in preparing the initial draft of this agreement which is then reviewed and approved by the agency supervisor and the academic director.

Name of Intern: _____
Host Institution: _____
Start Date: _____
End Date: _____
Minimum Number of Internship Hours/Week: _____
Internship Supervisor: _____

Learning Objectives/Learning Activities

Learning Objectives

What learning will the student acquire through this internship? List measurable learning objectives

separately for knowledge/understanding and skills expected to be acquired by the student:

Knowledge and Understanding Objectives: (understanding of work culture in country; work-based norms and practices related to internships in country; knowledge of main issues related to program theme; knowledge of relevant critical global issue):

Skills' Acquisition Objectives: (communication in a cross-cultural setting; work ethics in host country; adaptability to changes in organizational setting; work under pressure; problem- solving:

Learning Activities

List and describe the activities which the student will perform or observe or in which they will

participate to enable them to acquire the knowledge/understanding and skills listed above?

On The Job: Examples include projects, research, report writing, conversations, field trips, observations, etc.

Off The Job: Examples include reading and writing assignments, meetings with academic director or internship coordinator, peer group discussions:

Deliverables

List deliverables and due dates, (e.g. journal, analytic paper, project, descriptive paper, oral presentation, etc.)

Student _____ Date _____

Academic Director _____ Date _____

Internship Supervisor _____ Date _____

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TIBETAN AND HIMALAYAN PEOPLES GRADING POLICY

Internship Paper Rubric

Category	Possible Considerations	Maximum
Title / Acknowledgements / Abstract	<ul style="list-style-type: none"> -The title is succinct, interesting, and engaging; and it clearly explains the project -The acknowledgements are complete and professionally written -The abstract clearly summarizes the project 	5
Focus Project Question / Objectives / Justification	<ul style="list-style-type: none"> -The internship project question is relevant, thought-provoking, and original -The project aims to contribute information on a topic relevant to the local community and/or other researchers -The objectives of the study are clearly presented and appropriate -The justification for the project is clear and contextualized 	5
Context and Literature Review	<ul style="list-style-type: none"> -Context: The content is relevant. Important themes and background information are provided so reader understands study/research question and its place within the field of research -Literature Review: The paper includes appropriate, high-quality of relevant background sources, including several from refereed journals, indicating familiarity with key publications on the topic -The goals of the internship are meaningful and are stated clearly; a focus project and how it relates to the program theme are clearly described. 	15
Methods	<ul style="list-style-type: none"> -The explanation of methodology is clear and accurate and supporting materials are included in appendices (if applicable) -Appropriate consideration is given to informed consent, anonymity, and confidentiality of research 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 and research participants in ways that are respectful, culturally appropriate, and collaborative -The internship project is responsive to host organization and/or host community needs, as applicable 	10
Ethics	<ul style="list-style-type: none"> -Human Subjects policies and ethical research guidelines are adhered to and thoroughly discussed -Appropriate consideration is given to informed consent, anonymity, and confidentiality of research participants, in keeping with human subjects protocols and the SARB-approved ISP proposal -The ISP strengthens relationships and contributes to mutual trust between the author and research participants in ways that are respectful, culturally appropriate, and collaborative -Natural science ISPs not involving human subjects show an awareness of and respect for environmental ethics, as appropriate to the topic -The ISP is responsive to host community needs, as applicable 	5
Observation and Analysis of Internship Organization	<ul style="list-style-type: none"> -The findings are complete and are logically and convincingly presented -The findings are clearly differentiated from discussion or interpretation -The prose discussion of findings is clear, succinct and logical -Any tables, graphs, photos and direct quotes are relevant and support the argument 	20
Observation and Analysis of Focus Project	<ul style="list-style-type: none"> -Important implications raised by the findings are included -The argument is well-structured and different sources of information are well-integrated -Patterns in the findings (or a lack of a pattern) were identified and discussed -The author gives logical explanations of what findings mean -The author clearly and specifically related his/her findings to the study/research question -The findings are linked to previous research in the field - A description and analysis of how the organization/focus project is set up and functions are given; the organization's strengths, weaknesses and challenges are discussed; observations of the organization or project are placed in the context of the existing literature 	20
Conclusions	<ul style="list-style-type: none"> -The main findings are summarized and discussed within the broader implications or concerns of the study -The author made research-based recommendations, as appropriate, and made 	10

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	<p>recommendations for future study</p> <p>-A range of lessons learned from the internship are detailed</p>	
Technical aspects	<p>-The paper is organized into major sections (and sub-sections, as appropriate) and/or follows guidelines established in accordance with the orientation of the program/discipline</p> <p>-Table of contents, In-text citations, and reference list or bibliography are done correctly and completely</p> <p>-There are no mistakes in writing & grammar, spelling & punctuation</p> <p>-The paper is clean, legible, well-formatted, professional in appearance, and aesthetically pleasing</p>	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 clearly articulates a focus project question. It is clear what the work was about and what to expect in the presentation.	5
The student contextualizes her/his work.	The student contextualizes the work in reference to the literature/ larger social panorama/scope of problem at hand/local site or relevant parameters. The presentation begins with focus and explanation. 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	15
The student addresses methods.	The student includes a clear description of the methods employed and why these methods were chosen. The student discusses the success/failure/appropriateness or challenges of these methods. The student describes the work undertaken and methods used	15
The student provides observations and analysis of the internship organization.	The student clearly addresses the focus project question/ internship goals through well-selected examples (evidence, arguments, cases). The content conforms fully to the goals set forth in introduction or stated study/research question. The presentation is easy to follow. The student shares observations and impressions of the organization/project	15
The student provides observations and analysis of focus project.	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. The student describes what s/he learned from the experience and how s/he can apply these knowledge upon return to the home community	15
The student addresses ethics.	Ethical considerations/human subjects issues are covered fully and discussed well. The issues included are relevant.	5
The student includes a brief personal reflection.	The student discusses the personal relevance or lessons learned in the experience. The discussion is thoughtful and appropriate.	5
The student effectively manages discussion with the audience.	The student responds well to questions and can clarify or add new examples, explain points, ponder ideas, etc. "live and on-stage." The student shows the ability and willingness to open and extend the discussion with others.	5
The student's presentation is well organized, stays within the designated time, and is well articulated.	Visual or material support is clearly referred to and explained/engaged in the presentation. There is evidence that the student prepared and practiced the delivery. The student speaks clearly and employs effective body language (looks at the audience, manages papers or other things well). The student respects the time allotted for the presentation (neither too short nor too long).	15
The student delivers a respectful and professional presentation.	The student speaks and acts in a manner that is respectful of him/herself, the people and the organizations or entities involved in the work. The student is humble about what has been achieved. The student avoids stereotyping.	5

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Evaluation

<u>Assessment of the Internship</u>	
Progress Reports	10%
Internship Performance	30%
Oral Presentation	30%
Final Paper	30%

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

Expectations and Policies

- 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.
- If a student were to deviate from the expected cultural and behavioral expectations during the semester and were to be put on probation as a result, the student would be at risk for a grade reduction in both the FME and Internship courses (this could range from the reduction of the final grade by 1/3 to failure in one or both courses, depending on the severity of the infraction). Culturally appropriate behavior is an important component of both of these courses

In order to get an Internship grade, the student is also **required** to complete the following:

- Produce **one copy** of the Internship report: color copy bound for the SIT NPT library.
- Send an **electronic copy (pdf)** of the Internship report to npt.assignments@gmail.com or share it with a staff member via a pen drive or airdrop.

Failure to follow any of these requirements will result in the final grade being diminished by a third or a half a grade, depending on the circumstances. Additionally, failure to contact as stipulated during the Internship period will also result in the final grade being diminished by a third or a half a grade each time there is a failure to contact as required.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at:
<http://studyabroad.sit.edu/disabilityservices>.

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