

Guidelines for Internships

Definition: A graduate internship is an experiential learning opportunity through which students apply theoretical knowledge gained from their coursework in International and Comparative Education. An internship may be a new position or a current position with new responsibilities/duties/tasks. A student may have multiple internships, as long as each internship is linked to the student's educational and professional goals in International and Comparative Education. An internship is not focused on gathering data as one would for a graduate thesis.

Process:

Pre-internship

1. The student prepares a 1-2 page internship proposal for their faculty advisor, through which the student will:
 - a. Identify the organization where the internship will occur.
 - b. Explain why the organization interests you.
 - c. Explain your (new) responsibilities in the internship.
 - d. Explain what interests you regarding the responsibilities, *including elements relevant to our program*.
 - i. Explain how the internship will contribute new knowledge and advance your future career goals.
 - ii. List 3-4 goals (as related to the International and Comparative Education Program) for undertaking the internship. Make the goals specific, measurable, achievable, realistic, and time-bound (SMART) e.g. "At the end of the internship, I will know/be able to...".
 - iii. Clarify the # of hours to be worked per week and duration of the internship.
2. The faculty advisor reviews the proposal.
3. The faculty advisor approves the internship and grants permission for the student to register.
 - a. The student and advisor will consult about the number of credits to take (1-6) and whether or not the course will be for a grade vs. pass/fail.
4. The student registers for the credits and participates in the internship.

During the internship

5. Students will keep a journal while participating in the internship, noting interesting developments, challenges, related theories for addressing the issues, and student learning/educational goals.

Note: The student does not need to submit the journal to the faculty advisor, but the journal will be invaluable when the time comes to write the internship report—see below for more details.
6. The faculty advisor communicates at the mid-term and end-point of the internship with the on-site supervisor in an effort to facilitate and collect the on-site performance evaluation (see rubric on the program website).
 - a. Faculty advisor can also conduct the performance evaluation by phone with the on-site supervisor if preferred.
 - b. On-site supervisor should be encouraged to submit the final evaluation within 30 days of the conclusion of the internship.

Post-internship

7. The student submits an internship report, which entails the following:
 - a. Background and specific nature of the organization.
 - b. Description of the work performed for the organization, with a particular emphasis on the knowledge and technical skills developed and/or strengthened during the internship (include in appendices of paper possible samples of work – e.g. draft policy briefs, program design or M&E frameworks, fundraising proposals, blog posts, etc.).
 - c. Analysis and discussion of specific issues, opportunities, and challenges of doing international work for the host organization and how the experience contributed to broadening your understanding of the field of international and comparative education.
 - d. Reflection on the positive and negative aspects of the internship experience, including steps that were (or could have been) taken to mitigate any negative aspects.
 - e. Reflection on the internship experience's contribution to your long-term professional development goals.
8. The student submits a 400-700 word blog on their internship experience to be posted on the program website and shared with current and prospective students.
9. When possible, the student makes a formal presentation to the program by participating on a panel with other student interns (panel events held once per semester). Select presentations will be posted on the program's website and shared with students and faculty in the program.