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## **INT 101 Academic Internship (Onsite)**

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**Academic Supervisor:** Tom Rankin, [thomas.rankin@gustolab.com](mailto:thomas.rankin@gustolab.com)

**Learning Facilitator:** Lindsay Maldari ([programs@gustolab.com](mailto:programs@gustolab.com)) monitors the internship field site placement, provides practical support to students throughout their time in Italy, and is available to assist students should misunderstandings emerge at the internship placement. The GLI learning facilitator also provides assistance to students during their research projects.

**Internship Site Supervisor:** tbd, depending on the internship placement

**Credits:** 3

**Contact hours:** 80

**Language of instruction:** English

**Prerequisites:** none

*“For the things we have to learn before we can do them, we learn by doing them.”*

— Aristotle, The Nicomachean Ethics

### **Short Description**

Academic Internships organized through Gustolab International in collaboration with Scuola Leonardo Da Vinci offer a structured learning experience in the field. We provide a supportive and collaborative environment combining observation, research, and practical skills acquisition to help students in developing skills, and academic insights in new settings, languages and cultures.

The Onsite Academic Internship will consist of 80 hours of work which will be completed during the course of the term.

The internship will be carried out from Monday to Friday, morning and afternoon and some weekends and evenings. The schedule will be personalized and defined for each student in accordance with the firm/internship site supervisor availability and work needs.

Gustolab International offers a rich variety of customized placements in Italy in our four academic clusters. We aim to help students focus on an industry, topic or project covering a vast spectrum of placements from agriculture (vineyards, cheese farms, milk production, artisanal food, olive groves and production, agricultural cooperatives, greenhouses, educational farms...) to health (ministerial offices, hospitals, school cafeterias, outdoor and covered markets, non-profit associations, organizations for the health and well-being, education,...) to business practices (marketing, logistics, communication, start-ups, food delivery platforms, distribution, recovery of food waste services, apps and smart solutions for cities and agriculture ...) to environmental advocacy (organic and biodynamic farming, new food chains such as CSA, community food banks, markets,...), to sustainable design, media and communication, management and green economy.

During the application or matching process, Gustolab International asks students to indicate two fields of interest from the following list. Students can also indicate a topic of their own choice. This list is constantly evolving.

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|-----------------------------|--|---------------------------------------|
| 1. Cultural Heritage        | 11. Advertising, Marketing and Communication | 19. Import-Export Business            |
| 2. Environmental Sciences   | 12. Health and Nutrition                     | 20. Event Management                  |
| 3. Urban Design             | 13. Agriculture and Agri-business            | 21. Geopolitics                       |
| 4. Environmental Non-Profit | 14. Food Production                          | 22. International Business Management |
| 5. Climate Justice          | 15. Food Policy                              | 23. Social Enterprises                |
| 6. Product and Food Design  | 16. Food Justice                             | 24. SDGs                              |
| 7. Sustainable Development  | 17. Multicultural Education                  | 25. Architecture                      |
| 8. Social Entrepreneurship  | 18. Local markets                            | 26. Art Management                    |
| 9. Hospitality and Tourism  |  | 27. Startup Entrepreneurship          |
| 10. Transit Equity          |  |                                       |

## Application Process and Placements

Students complete a written application describing their background, interests, goals and preferences for placement areas. The information that the student provides will offer initial guidelines for the internship staff. Students will be asked for their CV (resume) and/or other supporting documents.

Once a student submits an application, our team will begin the matching process, which includes an application review, and a remote interview with the student. The main purpose is to understand the student's personal, academic, and professional needs and expectations as well as to assess their level of maturity and readiness to ensure a beneficial internship abroad experience. The student will then receive 2-3 possible placements which they can rank according to their preference. While we may not be able to guarantee students' first choice, every effort will be made to place them in their desired field. Placements will be explored but not arranged or finalized until the student has accepted the internship placement.

When a match has been made, students will be assigned to their internship and the relevant paperwork will be signed. Learning outcomes, tasks, and expectations will be designed together with the Gustolab International staff, in collaboration with Scuola Leonardo Da Vinci, and the internship placement supervisor.

## GLI Academic Internships

Gustolab International academic internships are designed for serious students seeking a non-traditional learning experience. They are based on the following elements:

- Depending on the number of weeks, internships require student presence from four to eight hours a day, split between experiential learning at the internship placement site and academic assignments.
- Each student's schedule will be defined depending on both the academic schedule as well as the internship placement working hours, work necessities, events and tasks. The internship's activities may include weekends and/or evenings.
- All internship placement sites provide 'real world' field experience to students. In nearly all cases, Italian will be the dominant language of the worksite and the conventions of Italian daily life will shape much of the intern's experience. Each placement site will provide the intern with an **Internship Placement Supervisor**. Supervisors speak some English for communication with the intern.
- At Gustolab International a staff person will be assigned as the **Learning Facilitator**. This person monitors the placement, provides practical support to students throughout their time in Italy, and is available to assist students should misunderstandings emerge at the field site. The Learning Facilitator meets with students regularly to ensure that assignments are explained and completed in a timely manner and resolve any issues that arise. He or she can also provide assistance to students during their research projects (e.g. translation during research project interviews).
- GLI also appoints an **Academic Supervisor** who meets regularly with students concerning their research project. Each student must confer individually with the Academic Supervisor and/or learning facilitator at least every other week to discuss internship site experience and progress.

## Academic Support and Tools

The internship includes support to assist students in confronting the challenges of this new setting, including:

- A Cultural and Safety Orientation as well as a workshop to get familiar with Italian working and living culture.
- A Professional Skills & Intercultural Communication Seminar.
- A Student Services Advisor is available to students at any time, day or night, to assist them handle illness or other emergency situations.
- Experiential co-curricular activities

## Student Learning Outcomes

Students successfully completing this Academic Internship will accomplish the following:

- develop the ability to comfortably carry out daily tasks anywhere in Italy. These include using the transportation system, shopping, cooking and cleaning, among others. These require a familiarity not only with language, but also shopping centers, markets, street maps and more.
- strengthen their intercultural skills. This includes both the development of successful strategies in communicating across languages and a general familiarity with non-verbal communication styles in Italy.
- present a multimedia project using PowerPoint or another similar application at a final symposium. This will introduce their placement and present their research project.
- daily record their thoughts and observations using blogs, social media or other tools. This becomes an invaluable record of their learning and is central to their final presentations in the research symposium. It will include exercises designed to assist them in understanding the placement.
- For the precise contents of the specific intern's responsibilities at the placement, please refer to their Learning Agreement.

## Expectations

Internships require consistent attendance. Woody Allen once said "Eighty percent of success is showing up."

- Once you agree upon a schedule you must do your best to stick to it.
- Communication is key. Students must inform their **Internship Placement Supervisor** of any delays or absences as far in advance as possible, and agree on preferred means of communication such as email, cell-phone, whatsapp, etc. and on expectations of availability and turnaround time on requests. Changes regarding placement, or tasks may be necessary to facilitate the guidance of the intern.
- Internship depends on timeliness, professional behavior, etc.
- All work must be completed on time.
- Assignments must be edited, and submitted by a specific deadline. Proofread your work before you submit it.
- Take notes during the internship to draw from for your assignments.
- The Internship Placement may request the student to fulfill certain requirements to carry out the internship placement such as vaccinations or special types of clothing to be used during the internship (e.g. vaccination against tetanus if the training activity was to take place in contact with the ground)
- The intern must inform both **Internship Placement Supervisor** and the **Academic Supervisor** of the need to cancel the internship based on justified reason with a notice of not less than three (3) weeks of internship.

## Academic Assignments

To receive academic credit and grades students must complete several assignments during the course:

- A **Research Project**. The student will work with the **Academic Supervisor** to develop a line of research regarding their internship expectations and goals, including visits, meetings with experts and readings to enrich the internship placement. Students will work on a specific project in the sector to which they are assigned. Objectives, expectations and expected results for the project (advertising campaign, research project, educational plan for schools, a design for a new product, a comparison between USA and Italy, etc.) will be designed taking into consideration the intern's academic interests and the social, ethical, business or sustainability challenges facing the internship placement. In some cases, this project can be a continuation of work students have done on their home campuses. Students submit a **Research Paper** documenting the results of their assigned research project.
- Students will daily document their thoughts and observations in a **Journal**
- Students conduct a **Video Interview** of the internship placement supervisor (conducted in English).
- Students carry out a **Work Experience Analysis**.
- Projects culminate in a **Final Symposium** which includes a multimedia presentation. All internship students and representatives from all internship sites as well as other faculty and guests will be invited to participate

At the completion of the internship:

- Students fill out an **Evaluation Form**
- The **Internship Placement Supervisor** fills out an evaluation.

## Grading Criteria

The following general criteria will be used when grading all assignments:

1. **Research**: the degree to which the student demonstrates that the subject matter has been adequately investigated. Grades will be determined by the ability to demonstrate in the assignments that material supports knowledge building by using empirical research –such as field observations–, theory, and practice wisdom.
2. **Conceptual Ability**: the ability to abstract concepts, think logically and organize ideas into a conceptual whole. Grades will be determined on the basis of the student's ability to move along a continuum from abstraction to concreteness, to deal systematically with material presented in class, in readings and in field observations.
3. **Communication**: the ability to organize and transmit ideas in written, graphic, and, when appropriate, oral form. Students should strive to use proper syntax; express ideas clearly, punctuate, spell and, where appropriate, employ symbolic and visual modes of communication.
4. **Analytical Thinking**: the ability to analyze, present and evaluate concepts.
5. **Timeliness and Completeness**

## Grading system

1. The internship itself as evaluated by **Internship Placement Supervisor** and self-evaluated by student in the Work Experience Analysis + Journal : 40%
2. The research project as presented in different phases: the topic and the outline 5%, the symposium 30%, the written report 15% for total of 50%
3. The video interview 10%

Final grades are reported at the end of each term in the following way:

100%	A+	Exceptional; significantly exceeds the highest expectations for undergraduate work
95%	A	Outstanding; meets the highest standards for the assignment or course
90%	A-	Excellent; meets very high standards for the assignment or course
85%	B+	Very good; meets high standards for the assignment or course
80%	B	Good; meets most of the standards for the assignment or course
75%	B-	More than adequate; shows some reasonable command of the material
70%	C+	Acceptable; meets basic standards for the assignment or course
65%	C	Acceptable; meets some of the basic standards for the assignment or course
60%	C-	Acceptable, while falling short of meeting basic standards in several ways
55%	D	Minimally acceptable; lowest passing grade
50%	F	Failing; very poor performance

## Class Organization

### A note on “Critical Field Studies”

At the Borromini Institute we use ‘critical field studies’ to refer to courses where considerable time is spent observing and participating in activities in the ‘field.’ We recognize this as a distinct method of learning and one quite distinct from normal classroom activities. It requires students to be active learners, and to seek out learning opportunities often while working with or observing local people or specialists. Such opportunities are often explored with other members of the student group in research or ethnographic projects. Projects give students the opportunity to grasp the significance of behavior occurring in a second culture and to situate it using the best available ideas in today’s academy.

In the same way, we encourage our students to always carry a notebook and to use it to take notes or draw sketches whenever confronted by unusual behavior. Increasingly students are taking advantage of digital ways to record and edit local culture. Indeed, it is not unusual for students to present digital portfolios at the end of courses as part of their assignments.

Our courses are ‘critical’ in the sense that we ask students to study the way the world “is” but also to think about or design how it “might be” or “should” be. This argument goes beyond a “value neutral” position and suggests that we have created ourselves – and our world -- in the Anthropocene era and bear responsibility for our collective future. It is, indeed, ‘our world’ and its future is in our hands.

### Attendance and Participation

Being a student in Rome is a wonderful experience but prioritizing all courses is a must. Students are expected to go to class and failure to do so will negatively impact the grade.

This includes program excursions which are all mandatory.

Students are allowed no more than 2 unexcused absences; after the 3rd absence the grade will decrease by 1/2 letter grade or 5% per absence.

Unexcused absences include injury and illnesses that do not require medical attention; therefore, while it is your choice to skip class to travel or spend time with a guest who is visiting, you may regret that choice if you later become ill and have already used up your allowed absences. If you experience prolonged illness that will adversely affect your attendance, you will be asked to provide documentation of the illness and a plan approved by the instructor for making up for the missed work.

As soon as you know you will not be attending a class for whatever reason you are responsible for informing both your Academic Supervisor and Gustolab International’s Learning Facilitator.

### First Amendment Protection

Gustolab International/Borromini Institute supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

## Non-Discrimination, and Anti-Harassment Policy

Gustolab International/Borromini Institute is committed to a work environment in which all individuals are treated with respect and dignity; discrimination and harassment of any form are strictly prohibited, as better explained in the Student Handbook.

## Plagiarism

Plagiarism is a serious academic violation and should be taken seriously. One is responsible for plagiarism when: the exact words of another writer are used without using quotation marks and indicating the source of the words; the words of another are summarized or paraphrased without giving the credit that is due; the ideas from another writer are borrowed without properly documenting their source.

## Accommodation for Students with Disabilities

Per Gustolab International/Borromini Institute policy and in compliance with the home university's policies, students with a documented disability are required to communicate their academic accommodations and subsequently provide **official written documentation**. They are entitled to, and will receive, reasonable academic accommodations to ensure their ability to successfully participate in and complete this course. Such students must make an appointment during office hours to discuss any such disability with the instructor, and are responsible for bringing to the instructor's attention any accommodation needs prior to or early in the term.

## COVID-19 Health and Safety Requirements

Students are responsible for abiding by their university's and Gustolab International/Borromini Institute's safety and health expectations including for COVID-19. All students attending this course are required to follow Gustolab International/Borromini Institute policies regarding health, safety, and face coverings. Please see <https://www.gustolab.com/covid-19/>

## Pass/Fail (UIUC)

Students can request their grades to be pass/fail after they come back from their semester. This process differs from college to college, but it is always something that the student is responsible for. Gustolab International/Borromini Institute will report grades as normal and the student needs to work with their academic advisor in their home college for the pass/fail to appear on their record.

## Drop/Add (UIUC)

Students should be enrolled in a full-time course load abroad. All students are enrolled in a full-time placeholder while they are abroad, but some colleges/departments will have their own requirements as to if they actually need to complete 12 credits abroad. Many majors do not require this in LAS, but it is part of advising by LAS that a student should always take a full-time course load abroad. Enrollment in specific courses cannot be guaranteed but depends on a minimum enrollment. Students may request to switch courses within the first week of the program and Gustolab International/Borromini Institute will attempt to grant such requests.

## Compliance with EU and Italian Regulations

Please note Italy and the European Union strictly define internship categories and sponsorship. All internships must be sponsored by a promoting organization (soggetto promotore) – recognized by an Italian Ministry. Internships offered by educational institutions must be accompanied by course work. We are fully in compliance with all pertinent regulations. These include, among others, submission of the following document submission of the progetto formativo (a document that states the training/educational objectives of the internship) and enrolling students in civil liability insurance (INAIL) and the codice fiscale (an Italian tax code similar to a social security number). Some students, depending on their country of origin and length of internship, may be required to get a visa. Gustolab International will provide guidance on any internship related documentation that must be compiled. Internships are unpaid. Students will be asked to complete, sign and send internship specific documents before their arrival to Rome.

## Calendar

This outline is intended merely to present the course and its main elements. It is subject to variation before and during the semester. Refer to the academic calendar for further details.

WEEK	Content	<b>Assignments and academic activities. Check for details on the shared calendar.</b>
WK 1	Orientations Meetings with Internship advisory team & with Internship Placement Supervisor Finalizing paperwork	Start Journal Research Project & Assignments Briefing (in class)
WK 2	First Full Week of Internship	
WK 3	First Full Week of Internship	Research Project Proposal Due
WK 4	Full Week of Internship	1st Journal Review Due
WK 5	Full Week of Internship	Video Subject Due Research Project Outline Due
WK 6	Full Week of Internship	Professional Skills & Intercultural Communication Seminar (in class)
WK 7	Full Week of Internship	Video Interview Questions Due
WK 8	BREAK	
WK 9	Full Week of Internship	Research Project Status Check (in class) 2nd Journal Review Due
WK 10	Full Week of Internship	
WK 11	Full Week of Internship	Video Project Rough Cut Due
WK 12	Full Week of Internship	3rd Journal Review Due
WK 13	Full Week of Internship	Work Experience Analysis due
WK 14	Full Week of Internship	Video Interview Final Cut Due
WK 15	Full Week of Internship	Final Journal Review Due
WK 16	Final week of internship	Final Symposium Event -presenting student research (in class) Research Paper Due Evaluations Due

### Recommended Bibliography

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

Emerson, Robert M., Rachel I. Fretz, and Linda Shaw. 1995. *Writing Ethnographic Field Notes*. The University of Chicago Press. Chapter 2: In the Field: Participating, Observing, and Jotting Notes

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Hofstede, G. (1993). Cultural constraints in management theories. The Academy of Management Executive, 7(1), 81-94.