



Cabarrus County Schools  
CAREER & TECHNICAL EDUCATION  
*Moving Futures Forward.*

# INTERNSHIP/APPRENTICESHIP HANDBOOK

## Honors Credit



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**Cabarrus County Schools**

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*Cabarrus County Schools se comprometen a oportunidades de igualdad in educacion y no discriminan sobre la base sexo, raza, religion, origin etnico o condiciones de incapacidad. (Titulo VI de la Politica de los Derechos Civiles de 1964)*

## Course Description – Requirements – Grading Policy

### Course Description

A CTE Honors Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, perform certain job tasks, reflect on the experience through journal entries and projects, and develop an electronic portfolio that will aid in obtaining a permanent position in the future. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The intent of the internship is to significantly add to the vitality of the instructional program and to impact CTE courses that a student has taken or will take. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship. Students will earn 1 credit for the internship and can earn a maximum of 2 internship credits.

### Course Requirements

#### Eligibility:

1. Junior or Senior status
2. Have successfully completed at least 2 CTE credits within the same pathway/program area; one of which is the concentrator credit based on the CCS CTE Pathway Document. \*\*Intern placement must be in the same career field as the CTE concentration.
3. Provide reliable transportation daily to the job site
4. The attendance record, academic standard, teacher recommendations, and discipline referrals will be reviewed.

#### Student Responsibilities:

1. Identify a possible internship site – work with Career Development Coordinator (CDC) to verify the internship site. \*Note: Family members may not supervise an intern.
2. Complete Internship Application – all applications must be completed and given to CDC at the time of course registration with your counselor.
3. Complete a resume before the initial meeting with the employer
4. Complete all assigned activities by deadlines. **Minimum 135 contact hours required for course credit.**
5. Represent Cabarrus County Schools well – dress appropriately; conduct themselves in a business like manner; be prompt, courteous, and groomed according to the training supervisor's requirements.
6. Communicate weekly with the CDC – Turn in required materials and inform the CDC of any issues that may arise. Attend scheduled meetings with the CDC; minimum once per quarter.

#### Parent Responsibilities:

1. Assist the student in identifying possible internship site(s).
2. Communicate with the CDC any concerns.
3. Provide a means of reliable transportation to the job site.
4. Encourage the student to complete all internship requirements. **Minimum 135 contact hours required for course credit.**

#### School Responsibilities:

1. The Career Development Coordinator will review expectations with students/parents and employer at the beginning of the internship agreement; and continue on an as needed basis.
2. The Career Development Coordinator will verify CTE pathway completion aligns with the Internship placement.
3. The Career Development Coordinator will visit the job site to complete the work plan in partnership with the employer and the intern.

4. The Career Development Coordinator will visit the job site to ensure proper placement and safety of the student at minimum once per semester (suggested at Mid-term).
5. The Career Development Coordinator will schedule internship site visits and reviews at least one week in advance.
6. The Career Development Coordinator will review the time sheets and be responsible for the assignment of a grade based on feedback from the employer. (Minimum grade entry in PowerSchool – 9-week grades and a final exam/project grade; following all Career Development state guidelines outlined in policy [CTED-003](#)).
7. The Career Development Coordinator will meet with the intern after three weeks (progress report check-in) and again by the end of the first 9-weeks to determine the viability of the Internship. At this point, if it is determined that the internship is not to be continued the appropriate entry will be made in PowerSchool. (Withdraw/F – student failed to complete the Internship requirements; Withdraw/P – employer did not meet the requirements outlined in this guide).
8. Provide a copy of the work plan to the student, parent(s)/guardian(s), and Internship site supervisor.

**Site Responsibilities:**

1. Agree on the internship work plan before hosting the intern.
2. Assist the student in accomplishing his/her goals by jointly developing an outline of tasks and responsibilities.
3. Submit an evaluation of the student's performance after three weeks of hosting the intern, and again each grading period (est. 9 weeks).
4. Communicate with the Career Development Coordinator about any concerns or suggestions for improvement.
5. Assign a mentor/coach to the intern to provide feedback and training on a regular basis.
6. Ensure that the student works in a safe environment and provides the student with a variety of learning experiences that will offer a broad view of the site's entire operation.
- 7. Ensure that the student has the opportunity to earn a minimum of 135 contact hours.**

Note: Family members must not directly supervise an intern.

## **REQUIREMENTS AND DEADLINES**

### **AT REGISTRATION (Spring semester date determined by Student Services):**

1. Schedule a meeting with the Career Development Coordinator to review Internship requirements and determine scheduling requirements for the following school year.
2. Complete the Application and submit it to the Career Development Coordinator at the same time as course registration is submitted to the Student Services Department.
3. Students should still schedule 8 classes outside of the Internship credit and meet with the Career Development Coordinator once the Internship is established to make a schedule adjustment.

### **PRIOR TO FIRST DAY OF SEMESTER:**

1. Submit Internship Contract, Internship Agreement, and Skills Development/Training Plan to the Career Development Coordinator.

### **WEEKLY:**

1. Submit a typed completed Internship Journal form each week. Submitted no earlier than Friday at 3:30 PM of the work week and no later than 3:30 PM on the following Monday (Tuesday if school is not in session on Monday) of each week. Submission may be e-mailed to the Career Development Coordinator.  
\*Deadlines are determined by the Career Development Coordinator at the school  
\*Keep copies of your internship journal to act as part of the student portfolio.
2. Submit a weekly time sheet signed by the site supervisor/designee. (If submitted electronically, have your Site Supervisor email the Career Development Coordinator the weekly time sheet. This will count as the signature. Must be from Site Supervisor's email address.)  
\* Pay stubs may be used for documentation of hours worked.  
\* Other means for "proof of hours" can be determined and agreed upon by the Career Development Coordinator and the internship site supervisor.

### **EACH GRADING PERIOD:**

1. Career Development Coordinator will check in with the internship site supervisor via phone or email at the progress report time (approximately 3 weeks after the internship begins).
2. Intern will ask the internship supervisor to complete the Work-Site Supervisor's Evaluation Form each grading period and submit to the Career Development Coordinator.

### **OTHER/GENERAL:**

1. Attend required meetings.
2. Complete a minimum of 135 hours by the end of the semester (allocated time), before exams.
3. Projects - Students wishing to obtain honors level internship credit must complete two (2) of the four (4) enhancement projects. Project topics include career interviews, career brochure, organizational chart, and policy manual.
4. Write thank-you letters to your site supervisor and any other co-workers who helped you during your internship. Student shall provide Career Development Coordinator with thank-you letters, envelopes and postage.

**FINAL EXAM:**

1. Complete and turn in the Student Evaluation
2. Complete Final Project (Project Proposal due at the end of the first grading period. Project due a week prior to the end of the Internship)
3. The internship site supervisor will evaluate the final project based on guidelines outlined in the intern's plan of work established at the beginning of the internship placement.

## Grading Policy

### 1<sup>st</sup> Quarter Grade (37.5% final Grade)

30% Site Evaluation - 100 total points

50% Classwork/Participation 100 total points

5 Points	Introductory Packet Forms completed
5 Points	Capstone Project Proposal submitted
20 Points	4 timesheets submitted every other week (pending company policy) Each 5 points -submitted with all signatures and hours totaled
30 Points	5 journal entries submitted every other week Each 5 points - submitted - 2 pages, double-spaced
40 Points	Extension Project submitted

20% Internship Hours – hours by end of 1<sup>st</sup> quarter 50 total points

Meet with CDC to review internship hours completed  
CDC follows up with email to parent, student, and supervisor with any potential action steps to support the completion of the Internship

### 2<sup>nd</sup> Quarter Grade (37.5% final Grade)

30% Site Evaluation - 100 total points

50% Classwork/Participation 100 total points

10 Points	Thank you letter to site supervisor
20 Points	4 timesheets submitted every other week (pending company policy) Each 5 points - turned in on time, with all signatures and hours totaled
30 Points	5 journal entries submitted every other week Each 5 points - turned in on time, 2 pages, double-spaced
40 Points	Extension Project submitted

20% Internship Hours – 135 hours by end of 2<sup>nd</sup> quarter 50 total points

Students will be awarded the full 20% based on documented completion of 135 hours  
Students who have not yet completed 135 hours by the end of the semester will be given an incomplete in PowerSchool for a final grade.  
Students will have until the fourth block exam day in June to complete all 135 hours and submit documentation of completion.  
\* Failure to submit all documentation by the deadline will result in a Withdraw/F in PowerSchool

Exam – Capstone Project (25% final Grade) – 100 points

**INTERNSHIP/APPRENTICESHIP APPLICATION**

***\*Must be completed and returned to the Career Development Coordinator to register for the course***

Student Name: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Student email address: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Student Address: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Home Phone Number: \_\_\_\_\_ Cell or Work Number \_\_\_\_\_

Parent/Guardian email address: \_\_\_\_\_

In Case of Emergency Notify: \_\_\_\_\_ Phone number \_\_\_\_\_

I prefer an Internship during:    Fall    Spring    Summer            NAF Intern:    Yes            No

My academic and career goals are: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My goals for this Internship are: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have successfully completed or am currently enrolled in the following CTE Courses: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Method of Transportation: \_\_\_\_\_

Additional Notes related to the internship placement: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Insurance Waiver Form

In order for your child to be allowed to participate in the Internship program, they must be covered by either school insurance or a private individual policy.

We are not insured, but we accept full responsibility.

My child is covered by personal insurance.

By signing this form, you are acknowledging that you have a separate insurance policy on your child and/or accepting full responsibility for the time your child will be away from school for their internship experience.

I, \_\_\_\_\_ give \_\_\_\_\_ permission to drive his/her own vehicle to and from the Internship site.

Dates of Participation: \_\_\_\_\_

School Departure Time: \_\_\_\_\_

School Arrival Time: \_\_\_\_\_

\_\_\_\_\_  
Auto Insurance Provider Policy #

In granting permission for my child to be transported by private vehicle, I also give permission for necessary emergency treatment of my child in case of injury or illness.

\_\_\_\_\_  
Health Insurance Provider Policy #

\_\_\_\_\_  
Emergency Contact Phone(s)

\_\_\_\_\_  
Emergency Contact Phone(s)

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal/Asst. Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Liability Release Form

To Students and Parents:

The staff of the internship program and all community sponsors will make every effort possible to ensure the health, safety, and welfare of all participants in the internship program. Despite all efforts and precautions, it must be anticipated that an emergency, illness, or injury may affect students participating in the program.

Neither the community sponsor, internship site supervisor, internship program, employee or appointee thereof, Cabarrus County Schools, nor any party, organization, or agency in collaboration with the internship program is or shall be liable for any injury, loss, damage, deviation, delay, or curtailment, however caused, or the consequences thereof, which may occur during any portion of this program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## INTERNSHIP/APPRENTICESHIP AGREEMENT

Internships/Apprenticeships allow students to go beyond the classroom and into the community to develop employability skills and workplace competence. Under this agreement, a student will receive high school credit for his/her work experience. This credit will only be issued if all requirements are met and proper documentation is provided. All students eligible for high school credit will follow the same guidelines to ensure consistency and fairness. Cabarrus County Schools does not discriminate based on race, color, national origin, sex, disability or age in its programs or activities.

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Student Name: \_\_\_\_\_

Name of Job Site/Company: \_\_\_\_\_

Address of Internship Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Supervisor Email address: \_\_\_\_\_

Designated Internship Time Period: \_\_\_\_\_

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(Ex. 1<sup>st</sup> period, 1<sup>st</sup> semester; 2 – 4 PM Monday – Friday)

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The above mentioned agency will permit the above mentioned student to enter their establishment for the purpose of gaining knowledge and experience as (a, an) \_\_\_\_\_ (occupation) for a minimum of 135 hours during the (Fall/Spring/Summer) term.

### **Internship/Apprenticeship Terms and Conditions**

1. The student will abide by all school policies while on the work site.
2. The Internship Supervisor will report any inappropriate behavior/concerns to the Career Development Coordinator immediately.
3. The parent or guardian is responsible for the conduct of the student at the site.
4. Transportation and proof of insurance will be provided by the intern or parent/guardian of the intern.
5. The parent/guardian, on behalf of themselves and the student, hereby waives and releases the school district, work site, and their representatives from any and all claims for property damage or personal injury that may arise from the student's participation in the Career Development program.
6. The Career Development Coordinator (WBL) will have the authority to transfer or withdraw the student when he/she deems such action to be in the best interest of those concerned.
7. The work of the student will be under the direct supervision of a qualified and experienced person with the tasks to be performed under safe and hazard free conditions.
8. The student, work site supervisor, Career Development Coordinator and parent/guardian shall communicate regularly. This action will ensure that each party involved is aware of the student's progress and evaluation (i.e. progress reporting, 9 week grade, final grade).
9. The student will maintain excellent attendance at school and at the internship site. If a student is unable to attend school, it is understood that he/she is unable to report to the job site that day. It is the responsibility of the student to contact the site supervisor and the Career Development Coordinator if he/she is going to be absent.



**Internship/Apprenticeship Program  
Confidentiality Statement**

I, \_\_\_\_\_, a Cabarrus County School Intern, understand that all information obtained during my Internship, whether formally, deliberately, or accidentally, is to be kept in complete confidence and will not be shared with anyone outside of the company.

By signing this statement, I promise to adhere to this policy of confidentiality along with any policy set forth by my host intern site. I understand that the credibility of the internship will directly be affected by my adhering to this policy. I understand that I may not disclose company information in any media (including but not limited to any social media such as Twitter, Instagram, TikTok, Snapchat, Facebook, text or email) at any time. I understand that a single breach of confidentiality will result in automatic termination of my internship or apprenticeship.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Work Habits Agreement**

All high school students enrolled in the internship program must adhere to the work habits listed below in order to receive credit for the course. If a student fails to maintain one or more of these standards or is dismissed, he or she will be subject to losing high school credit for the student internship.

**Work Habits**

- Maintains good attendance
- Reports to work on time
- Dresses appropriately for the work environment
- Uses good time management techniques
- Demonstrates honesty and integrity
- Accepts responsibility
- Demonstrates dependability
- Maintains a positive attitude
- Fosters positive working relationships
- Uses feedback constructively for personal growth
- Uses/maintains materials and equipment appropriately
- Follows company policies
- Produces quality work
- Follows safety procedures

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**TRAINING PLAN**

*~ To be completed by the site supervisor, the student and the Career Development Coordinator prior to beginning the Internship ~*

STUDENT NAME: \_\_\_\_\_

INTERNSHIP SITE: \_\_\_\_\_

PERSON COMPLETING THE TRAINING PLAN: \_\_\_\_\_

For the best learning experience, please think about a unique role or responsibility this student can have in the workplace. If possible, assign tasks that help the student learn about:

- The mission and purpose of the organization
- Particular job-related skills
- Administrative support
- An opportunity to explore the field the business/organization works in
- General employability skills (aka: soft skills)

Note: At the end of the semester, the student will be required to convey his/her key learning as it relates to previously completed CTE coursework and internship responsibilities.

Please describe the student’s key areas of responsibility below, with sample tasks listed beside each area:

Key Area of Responsibility	Sample Tasks

Note: Add any additional work responsibilities on the back of this sheet.

\_\_\_\_\_  
Student Signature    Date

\_\_\_\_\_  
Parent/Guardian Signature    Date

\_\_\_\_\_  
Career Development Coordinator Signature          Date

\_\_\_\_\_  
Site Supervisor Signature    Date

Key Area of Responsibility	Sample Tasks

## INTERNSHIP/APPRENTICESHIP JOURNAL ENTRY

NAME: \_\_\_\_\_

WEEK OF (provide dates): \_\_\_\_\_

By signing below you are verifying that the student intern/apprentice complete the number of hours documented. You may provide check stubs in lieu or written entries.

Day	Date	Hours (total hrs/ex. 1 ½ hrs.) Hours/Minutes (round to 15 minutes)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday/Sunday		
Total Hours For Week		

6 min=0.1      12 min=0.2      15 min=0.25      24 min=0.4      30 min=0.5

\_\_\_\_\_  
SIGNATURE OF SUPERVISOR: (If submitting electronically, Supervisor may email Career Development Coordinator stating number of hours completed as verification of hours.)



## JOURNAL INSTRUCTIONS

A useful way to keep track of what you learn on your internship is to maintain a personal journal. Write a journal entry after each day you attend your internship, providing details of new knowledge and experiences. Your entry should not only be a log of events, but a means for you to analyze what you do and learn. The length and thoroughness of your journal entry is important. The items in the “Journal Topics” section should be addressed in your journal at some point during the course of your internship. Use the following prompts to give structure to your journal entries. The journal entries should be submitted based on the schedule your Work Based Learning Coordinator provides. There is a 10 point deduction for each day late.

### Summary to be included with each Journal Entry

- ✓ What did you do and observe at your internship?
- ✓ What new information and/or skills did you learn?
- ✓ Address the “Journal Topics”

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### GRADING CRITERIA

Your journal will be evaluated based on the following criteria:

- A. Completeness: Using the “Journal Entry Template,” complete: a reflective summary using the journal entry topics, and the date and time sheet completed with site supervisor signature.
  - B. Neatness and legibility: Please type your entries on the “Journal Entry Template”: and either email or submit a hard copy to your Career Development Coordinator by the due date provided.
  - C. Spelling, grammar and sentence structure: Use complete sentences, proper punctuation and capitalization. Do not use slang or text message abbreviations. Run spell check and read your entry before submitting.
  - D. Journal Template deadline: The completed journal entry should be submitted by the due date provided by the Career Development Coordinator.
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### JOURNAL ENTRY EVALUATION RUBRIC

Criteria	Excellent	Above Average	Good	Below Average	Poor
<b>Completeness:</b> ✓ Journal Entry ✓ Journal Topic Entries ✓ Date ✓ Daily number of hours/total hours for week ✓ Signed by Site Supervisor	25	20	15	10	0
<b>Neatness and legibility:</b> ✓ Typed entries ✓ Email or hard copy	25	20	15	10	0
<b>Spelling, grammar and sentence structure:</b> ✓ Use complete sentences ✓ Proper punctuation & capitalization ✓ No slang or text message abbreviations ✓ Run spell check	25	20	15	10	0
<b>Journal Template Deadline</b> ✓ Due based on date provided by the Career Development Coordinator	25	20	15	10	0

## JOURNAL TOPICS TO BE ADDRESSED AND REFLECTION

\* Summer Internship students will need to complete and submit 2 Journal entries per week

\* Fall/Spring Internship students will need to complete and submit 1 Journal entry per week

### FIRST GRADING PERIOD

#### Journal Entry 1

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1. Describe your internship site. Give the name, location, general surroundings and what products or services they offer.
2. What strengths do you bring to this internship experience? How will you make the most of your strengths to help offset potential challenges you may face?

#### Journal Entry 2

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1. Explain the history of your company in detail, including who the leaders are and who the founders are. Include a quote from a co-worker at your job site that references the company.
2. State how your experience in CTE courses applies to your internship placement (cluster, pathway, skills, etc.)

#### Journal Entry 3

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1. Explain the safety rules and regulations in your workplace. What could happen if these rules are not followed?
2. Take at least one photo that best represents you at your worksite. Write a caption that explains the picture.

#### Journal Entry 4

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1. Explain the dress code, general behavior and work ethic expected in your workplace. How do these expectations impact the operation of the organization? How do you feel about the expectations?
2. Google "Soft Skills." Explain at least 6 soft skills needed for employment success.

#### Journal Entry 5

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1. Describe the marketing activities your organization utilizes including advertising, personal selling, events, sponsorships, and social media. Explain the goals of these marketing activities and analyze their effectiveness.
2. Create a video (30-60 seconds) that promotes the job site.

#### Journal Entry 6

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1. Explain the laws and government regulations that affect your organization or industry. How do they impact the operation of the organization? Reference at least three laws/regulations that apply to your job site.

#### Journal Entry 7

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1. Explain the importance of oral and written communication in your organization. What do you have to do to become successful at these skills?

#### Journal Entry 8

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1. What have been the most and least positive parts of your internship experience to date? Be specific.
2. Discuss how you apply what you have learned or are learning in school to your internship.

#### Journal Entry 9

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1. Evaluate your performance to date. What new skills have you learned? Where do you need to improve? Specifically, what will you work on over the next few weeks?
2. What qualities or characteristics do you see in the people around you that you want to develop in yourself?

**Submit project proposal (final exam) → Use provided guidelines within this handbook.**

## JOURNAL TOPICS TO BE ADDRESSED AND REFLECTION

\* Summer Internship students will need to complete and submit 2 Journal entries per week

\* Fall/Spring Internship students will need to complete and submit 1 Journal entry per week

### SECOND GRADING PERIOD

#### Journal Entry 10

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1. How is technology used in your organization? Be specific. Is there any training or certification required?

#### Journal Entry 11

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1. Explain how your experience at the internship will impact your high school and further education.
2. Describe an activity or accomplishment in the internship that you are proud of. What did you learn from it?

#### Journal Entry 12

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1. Describe a situation when you were really frustrated and explain how you dealt with it. What did you learn?

#### Journal Entry 13

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1. What special personal qualities does one need to be successful in this organization? Do you have or can you attain these qualities? Can you see yourself working in this industry for several years? Why or why not?
2. What different personalities have you encountered and how have you dealt with them?

#### Journal Entry 14

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1. Discuss the professional organizations associated with the company/industry you are in and explain their importance.

#### Journal Entry 15

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1. How are teamwork and collaboration utilized at your work site?
2. What is the most important thing you learned about working with others?

#### **Submit Project (Final Exam)**

#### Journal Entry 16

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1. How has your view of life beyond high school changed or developed during your internship?

#### Journal Entry 17

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1. What education level is required for this career? Where might you obtain that education? If you are a full-time student, how long will it take to earn the education requirement? How much will such an education cost? Give at least 2 examples.

#### Journal Entry 18: Answer the following questions as your final journal entry

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1. Rate and explain your overall internship experience:                          Excellent / Good / Fair / Poor
2. Was the internship mostly: Task oriented / Observation / Combination of both (what percent?)
3. What specific courses have you taken in high school that helped you during the internship? Explain.
4. What technology (computers, machines, equipment, etc.) were you able to use during the internship?
5. What was your most important contribution during the internship?
6. Have your academic and career goals changed? Explain why or why not.
7. Did the internship meet your personal expectations? Explain.
8. What personal strengths have you discovered that will make you successful in this career field?
9. In what areas do you need improvement to be a success in this career field?
10. **Would you recommend this internship site for future interns? Why or why not?**

**\*Must choose 2 of 4 Project Options\***  
**Project Option 1: Career Interviews**

**Learning Objectives:**

1. To acquire career skills and investigate fields of interest related to the intern's career and college goals
2. To link the internship experience to the skills and attributes needed to enter and succeed in the world of work and college.

**Essential questions:**

1. What skills and experiences are needed to be successful in work and college?
2. What do the jobs that the intern is investigating entail?

**Lesson Plan: Three Career Interviews:**

1. Interview three people matching the following descriptions.
  - A. **One must be your mentor (or assigned supervisor)** face-to-face interview.
  - B. **One other person at your site that is in the related career area.**
  - C. **Outside interview-** Cannot be someone you know or that works where you are interning. Go outside your comfort zone!! Check with your CDC for questions.
2. Interview the three people. This is your interview; ask questions you want to know. Questions below are only suggested questions.
  - A. What is your college major? (If they attended college).
  - B. Where did you attend college?
  - C. What education prepared you for your current position?
  - D. What are a few basic skills you need for your job? What college courses or certifications would be helpful for me to take?
  - E. What are some related careers if I don't get a job in this field right away?
  - F. What is the most rewarding part of your career?
  - G. What is the most challenging part of your career?
  - H. What type of personal characteristics has made you success at your career?
  - I. How long have you been working in this career field? How long have you worked at this current location?
  - J. Would you recommend this career to a young person today? Why? Why not?
  - K. What advice would you give me if I choose to go into this career?
  - L. What soft skills are important for this career?
  - M. Other questions you would like to ask.....this is your interview.
  - N. Include the interviewees name, where they work, and their work position on the heading of the paper.
3. Final Product:
  - A. Three interviews: Questions with their answers.
  - B. Summary: Each interview should have a one-paged, typed summary examining your experience during the interview. What were your thoughts, what did you find difficult, easy, etc.
  - C. Final Summary: You will have a final, typed page, comparing and contrasting the jobs you explored.

### Rubric: Career Interviews Report

	<b>Distinguished</b> 5 points	<b>Accomplished</b> 4 points	<b>Developing</b> 2-3 points	<b>Needs Attention</b> 0-1 points
<b>Interviews</b>	Interviews go above and beyond the usual questions. Information is used effectively.	Good topic Interviews and information integration is evident.	Some interviews were done or incomplete	Little to no Interviews are evident.
<b>Comprehension of Subject Matter</b>	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
<b>Content Organization/ Flow</b>	Content is clearly organized, with a logical flow of connected ideas and effective transitions.	Content is organized, and most ideas are well connected with effective transitions.	Ideas are sound, but the content is not well organized and needs more effective transitions.	Content is extremely disorganized. The transitions between ideas are unclear or nonexistent.

## Project Option 2: Career Brochures

### Learning Objectives:

1. To heighten student understanding of potential career opportunities and depicts a clear connection between the classroom and the workplace.
2. To link the internship experience to the skills and attributes needed to enter and succeed in the world of work and college.
3. To research careers

### Essential questions:

1. What skills and abilities are needed for each career cluster?
2. What's the relationship between education level and career options in a cluster?

### Lesson Plan: Career Brochure

1. Create a two-sided, tri-fold, and computer-generated brochure with information on both sides and on all three panels. The brochure must include the following career information:
  - A. Internship Career Title
  - B. Education Requirements
  - C. Salary Range
  - D. Job Outlook
  - E. Personal Characteristics
  - F. Any more career information you care to add
  - G. Include pictures or graphics

### Rubric: Career Brochure

	<b>Distinguished</b> <b>5 points</b>	<b>Accomplished</b> <b>4 points</b>	<b>Developing</b> <b>2-3 points</b>	<b>Needs Attention</b> <b>0-1 points</b>
<b>Visual Design</b>	Assignment is highly attractive, well designed, and professionally laid out. Appropriate graphics are used tastefully, effectively support the content, and easy to follow.	Assignment is attractive and has a good design and an organized layout. Graphics help support the content.	Assignment contains graphics and multimedia, but it lacks good design and organization. Too many or too few graphics are used and are ineffective in supporting content.	Assignment is messy and contains no coherent visual design. Graphics are not present at all or, if present, distract from the content.
<b>Comprehension of Subject Matter</b>	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.

## Project Option 3: Organizational Chart

### Learning Objectives:

1. To investigate the organizational structure in a workplace.
2. To give each student a realistic perspective of work and work expectations

### Essential questions:

1. What is the structure of an organization and the relationships and relative ranks of its parts and positions/jobs?



### Lesson Plan: Organizational Chart

1. Design an organizational chart of your internship site. "An organizational chart is a diagram that shows the structure of an organization and the relationships and relative ranks of its parts and positions/jobs".
  - A. The charts must be computer generated. There are templates on Microsoft Word under "New", "templates", on left side.
  - B. Organizational charts must be DETAILED, not 3 or 4 positions unless that is the case.
2. Write a page reflection on how important teamwork is to this chart.

**Rubric: Organizational Chart**

	<b>Distinguished</b> <b>5 points</b>	<b>Accomplished</b> <b>4 points</b>	<b>Developing</b> <b>2-3 points</b>	<b>Needs Attention</b> <b>0-1 points</b>
<b>Comprehension of Subject Matter in Reflection</b>	All content is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.
<b>Chart Construction</b>	Chart is thoughtfully constructed and conveys a clear understanding of the relationships and ranks of the variety of jobs.	Chart is adequately constructed and conveys an understanding of the relationships and ranks of the variety of jobs.	Chart has some construction flaws but conveys a basic understanding of the relationships and ranks of the variety of jobs.	Chart is poorly constructed and does not convey an understanding of the relationships and ranks of the variety of jobs.



## Project Option 4: Policy Manual

### Learning Objectives:

1. To acquire soft skills and investigate fields of interest related to the intern's career and college goals
2. To give each student a realistic perspective of work and work expectations

### Essential questions:

1. What skills and behaviors are needed to be successful in the workplace?
2. What is professionalism?

### Lesson Plan: Policy Manual project

#### 1. Questions from Employee Training Guide/Policy Manual:

- A. Ask your mentor for a copy (access) to the company's employee/policy manual (sometimes the manual is on-line).
- B. Answer the following questions below.
- C. If the site does not have a written manual, you will have to interview your mentor to find out the answers.
- D. You may include the manual or pages from the manual. Questions must be answered in complete sentences. (You are answering these as employees, not students.)
  - 1) Does your site have a written policy manual?
  - 2) Do the employees have to keep some type of **Time Card**? Electronically or on paper.
  - 3) Do employees have to log in/out in and for meals?
  - 4) What is the sites employees **attendance policy/procedure**? Briefly explain.
  - 5) Is there a **social media policy**? If so, what is it?
  - 6) What is the **dress code** for your internship site?
  - 7) Give me a few reasons an employee can be punished, put on probation, or dismissed. Please specify which action above that you are explaining.
  - 8) What is **the personal cell phone use** policy/rule at your site?
  - 9) What is the internship sites **smoking policy**?
  - 10) What is the sites **drug policy**?

#### 2. Final product:

- A. Questions with answers in complete sentences.
- B. Evaluation of the manual: Write a paragraph summarizing the strengths and weaknesses of the manual.

**Rubric: Policy Manual**

	<b>Distinguished</b> <b>5 points</b>	<b>Accomplished</b> <b>4 points</b>	<b>Developing</b> <b>2-3 points</b>	<b>Needs Attention</b> <b>0-1 points</b>
<b>Content</b>	Questions answered go above and beyond the usual questions. Information is used effectively.	Questions answered and information integration is evident.	Some Questions answered were done or incomplete.	Little to no questions answered.
<b>Comprehension of Subject Matter</b>	All content in the evaluation is accurate and complete and communicates a complete understanding of the topic.	Most of the content is accurate and shows mastery of the topic.	Content shows some flaws and omissions and illustrates only partial knowledge of the topic.	Much of the content is inaccurate and confusing and communicates very little understanding of the topic.

## CAPSTONE PROJECT

The purpose of the final exam project is to provide an opportunity to apply knowledge gained during the internship, stimulate desire for further learning and reflect your interests and area of exploration. Try to utilize resources at the internship site that are not normally available in school and to incorporate the use of technology. Using your journal entries as an outline, you may create a model, scrapbook, research paper, web page, PowerPoint presentation, or other project that showcases the knowledge and skills you mastered during the internship.

The final exam project will count as 25% of your final grade.

The proposal is due by the end of the first grading period. The finished project is due with Journal Entry 15.

## FINAL EXAM PROJECT EXAMPLE

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**Exploring the career of:** Veterinary Medicine

**Proposal/Description:** Create a brochure for new pet owners about care and vaccinations to keep their pet healthy

**Explain the need for your final exam project:** The company is currently lacking brochures to help pet owners track how to care for their pets. My brochure will include a checklist that helps pet owners know when to complete each care step and will also allow owners to track the pets care plan to ensure their animal is up to date of all vaccinations, pet care, and health procedures.

**Relevance:** Explains one of the fundamental aspects of veterinary medicine

**Planned use of technology:** Use Microsoft Publisher to create the brochure

**Resources:** Site Supervisor, Web sites such as [http://dogs.lovetoknow.com/wiki/Dog\\_Vaccinations](http://dogs.lovetoknow.com/wiki/Dog_Vaccinations)  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1932753/>

## CAPSTONE PROJECT EVALUATION RUBRIC

Student: \_\_\_\_\_

Internship Location: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Your project will be evaluated on the following criteria:

Criteria	Excellent	Above Average	Good	Below Average	Poor
<b>Preparation:</b> <ul style="list-style-type: none"> <li>Proposal submitted at end of the first grading period for approval</li> </ul>	5	4.5	4	3.75	3.25
<b>Content:</b> <ul style="list-style-type: none"> <li>Content consistent with project proposal</li> <li>Content reflects student learning</li> <li>Information and explanations are thorough and clear</li> </ul>	10 20 20	9 18 18	8 16 16	7.5 15 15	6.5 13 13
<b>Organization:</b> <ul style="list-style-type: none"> <li>Information presented in a logical order</li> </ul>	20	18	16	15	13
<b>Presentation:</b> <ul style="list-style-type: none"> <li>Project typed</li> <li>Project neat, clean and presented professionally</li> <li>Correct spelling used</li> <li>Correct grammar and wording used</li> </ul>	10 5 5 5	9 4.5 4.5 4.5	8 4 4 4	7.5 3.75 3.75 3.75	6.5 3.25 3.25 3.25

<b>POINTS EARNED</b>					
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<b>POINTS DEDUCTED</b>		Five points deducted per day if submitted after final deadline date
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<b>TOTAL SCORE</b>	
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Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## THANK YOU LETTER INSTRUCTIONS

Always send a thank you note. People who communicate well have a definite advantage over those who fail to take time to demonstrate proper etiquette. Your thoughtfulness will be remembered now and in the future. You may Google "Thank you letter" or modify the following example. Due one week before the conclusion of the internship.

### SAMPLE THANK YOU LETTER

Your Mailing Address  
Your City, State, Zip Code

Today's Date (Example: January 4, 2020)

Work Site Supervisor's Name (Example: Ms. Jane Doe)  
Their position within the company (Example: Human Resources Director)  
Company Name  
Company Mailing Address  
Company City, State, Zip Code

Dear Mr./Ms. (Site Supervisor's Last name)

Thank you for allowing me to serve as an Intern with (name of business.) This was a wonderful opportunity for me to learn more about the (name of the career field) career field.

The staff was so kind and helpful. I really enjoyed (name a particular activity that was enjoyable to you.)

This experience will truly benefit me for planning a successful career. It was a pleasure and a privilege to be an intern with your company.

Sincerely,

*Signature here*

Your Name (First and Last)

## STUDENT EVALUATION

Please answer the questions at the conclusion of your internship. Due with Journal Entry 17 papers. **Please be specific in your responses.**

1. What are the most important events that you observed/practiced/learned (skills and other aspects)?

2. Did this experience help you make a career decision? Discuss your answer.

3. What is your overall rating of this program as a learning experience? Circle one.

Excellent

Good

Poor

4. What worked well with your internship?

5. What aspects of the experience were not satisfactory? What would you change or improve?

6. Would you recommend this work site for other interns?

Yes

No

Additional Comments (add additional page if desired.)

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Student's Name (Print) \_\_\_\_\_ Date \_\_\_\_\_

Work Site \_\_\_\_\_

## WORK SITE SUPERVISOR'S EVALUATION

*(To be filled out by the work site supervisor each nine-week grading period. This evaluation counts as 50% of the student's nine-week grade. Please e-mail to the Intern's high school Career Development Coordinator).*

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Work Site \_\_\_\_\_

Career Development Coordinator email: \_\_\_\_\_

On a scale of 1 to 10, with 1 being the lowest and 10 being the highest, please evaluate the student in the following areas: Add the totals at the very bottom.

- |  |                      |
|--|----------------------|
| 1. Student is punctual and has good attendance                             | 1 2 3 4 5 6 7 8 9 10 |
| 2. Student utilizes critical thinking skills to address and solve problems | 1 2 3 4 5 6 7 8 9 10 |
| 3. Student demonstrates creativity and innovation                          | 1 2 3 4 5 6 7 8 9 10 |
| 4. Student shows initiative, enthusiasm and uses good thinking skills      | 1 2 3 4 5 6 7 8 9 10 |
| 5. Student displays integrity and honesty                                  | 1 2 3 4 5 6 7 8 9 10 |
| 6. Student responds well to supervision and constructive criticism         | 1 2 3 4 5 6 7 8 9 10 |
| 7. Student works productively in teams, whether formally or informally     | 1 2 3 4 5 6 7 8 9 10 |
| 8. Student completes tasks accurately and timely                           | 1 2 3 4 5 6 7 8 9 10 |
| 9. Student uses technology when applicable to enhance productivity         | 1 2 3 4 5 6 7 8 9 10 |
| 10. Student communicates clearly, effectively and with purpose             | 1 2 3 4 5 6 7 8 9 10 |

Total: \_\_\_\_\_/100

Opportunities for Improvement:

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Areas of outstanding performance:

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What letter grade would you assign this student? \_\_\_\_\_

\_\_\_\_\_  
Work Site Supervisor Signature

\_\_\_\_\_  
Date

## GRADING POLICY for Fall/Spring internships

### 1<sup>st</sup> NINE WEEK GRADES: Goal 70 Contact Hours by Week 9

	TIME SHEET		WEEKLY JOURNAL
	Weekly	Total	
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Training Plan (due Week 1)			
Submit Project Proposal (due Week 9)			
Site Supervisor Evaluation (due Week 8)			
TOTAL 1 <sup>ST</sup> NINE WEEK GRADE			

### 2<sup>nd</sup> NINE WEEK GRADES: Goal 135 Contact Hours by Week 17

	TIME SHEET		WEEKLY JOURNAL
	Weekly	Total	
Week 10			
Week 11			
Week 12			
Week 13			
Week 14			
Week 15			
Week 16			
Week 17			
Week 18			
Thank you letter/envelope/stamp (due Week 17)			
Student Evaluation (due Week 17)			
Site Supervisor Evaluation (due Week 17)			
TOTAL 2 <sup>ND</sup> NINE WEEK GRADE			

### EXAM GRADE

Project (due week 15)	
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### FINAL GRADE

TOTAL 1 <sup>ST</sup> NINE WEEK GRADE (33%)	
TOTAL 2 <sup>ND</sup> NINE WEEK GRADE (33%)	
PROJECT GRADE (25%)	
FINAL GRADE	

**A minimum of 135 contact hours is required to receive credit for this course; no exceptions will be allowed.**



## GRADING POLICY for Summer internships

Summer Intern WEEKLY GRADES: 135 Contact Hours TOTAL

\* 70 hours by week 4/5 suggested based on timeline provided from the Career Development Coordinator

	TIME SHEET		JOURNAL ENTRIES
	Weekly	Total	
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9 (if needed)			
Training Plan (due within the first week)			
Submit Project Proposal (due by week 4 of your internship)			
Site Supervisor Evaluation (due one week before the end of the internship)			
Thank you letter/envelope/stamp (due one week before the end of the internship)			
Student Evaluation (due based on the schedule provided by the WBL)			
Site Supervisor Evaluation (due based on the schedule provided by the WBL)			

### EXAM GRADE

Project (due based on the schedule provided by the WBL)	
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### FINAL GRADE

TOTAL 1 <sup>ST</sup> FOUR/FIVE WEEK GRADE (33%)	
TOTAL 2 <sup>ND</sup> FOUR/FIVE WEEK GRADE (33%)	
PROJECT GRADE (25%)	
FINAL GRADE	

A minimum of 135 contact hours is required to receive credit for this course; no exceptions will be allowed. Summer interns will complete 135 hours total within 8-10 weeks during the Summer Term.