

Internship Manual



(Guidelines and Procedures for Indiana Internship Programs)

Office of Career and Technical Education
Center for School Improvement and Performance
Indiana Department of Education
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Preface

This manual was developed for internship coordinators, school administrators, and site supervisors/mentors involved in an internship program. It is to serve as a guide for these individuals as they plan and implement student internship experiences for course credit(s). The manual is a useful resource for planning and managing successful, quality internship experiences that will enrich the educational experience of students. Each school is encouraged to consult with legal counsel for the respective school corporation to address any legal concerns of implementing and operating such a program.

This manual is designed as a companion manual to the Cooperative Education Guidelines and Procedures Manual. If a cooperative education program is being established, that manual should be used for detailed information on its development, operation, and management. Selected parts of each handbook may be used to clarify how the two programs differ in purpose and process.

Specific administrative rules that deal solely with internships do not exist. For this reason, the Indiana Department of Education has published the guidelines and policies in the Internship Manual to promote consistency and quality of all internship programs in the state.

For further information or questions on internship programs, contact the facilitator of this project, Barbara K. Beadle, Program Specialist for Business, Marketing, Information Technology, and Cooperative Education, Office of Career and Technical Education, at bbeadle@doe.in.gov or (317) 232-9179.

Section 1: Internship Program

Internships are work-based activities in which students engage in learning through practical and relevant experiences at various internship sites. Internships are undertaken by students who are at or near the end of a preparatory academic program. These structured experiences involve the practical application of previously studied theory through course work. Internships are targeted to the students' meaningful future plans and allow students to explore careers that require additional degrees, certification, or on-the-job training following high school.

Model internships are planned, structured, and evaluated by the intern, internship coordinator, internship site supervisor/mentor, and parents/guardians. Effective internships provide interns with the opportunities to develop an understanding of the career area duties and responsibilities, terminology, climate, protocol, and other information that will enable interns to analyze and revise their meaningful future plans. There must be agreements, understandings, instruction, and orientation for all participants; coordination by the school; evaluation of each intern's experience; and program analysis for future program improvements.

Benefits and Advantages

The internship program is an arrangement involving the student, the student's parents/guardians, the school, and the businesses/industries/organizations of the community. Each of these will benefit from the existence and operation of an effective internship program. Some benefits of the program include but are not limited to:

- Students receive guidance and feedback during the entire internship period.
- Businesses/industries/organizations are utilized for specialized training.
- Internship experiences assist in exploring future career choices.
- The private sector is provided with opportunities to take an active part in the education and career preparation of students in the local community.
- Job experiences are supplemented with technical information and encounters that cannot be simulated in the classroom.

In addition to these general benefits, internships offer specific advantages to the student, school, and the community. Several of these advantages are listed below.

Advantages to the Student

Through the internship, the student can receive many benefits beyond those available in a classroom. For example, an internship:

- Affords the opportunity to explore and verify career interests and competencies in an actual job situation.
- Establishes desirable work habits, attitudes, and communication skills while developing a sense of responsibility.
- Promotes personal success, which may motivate interest in other school subjects and activities.
- Enhances the ability of the student to develop a post-high school plan for continuing education and employment.
- Offers specialized learning experiences that could not be provided within the confines of a classroom.

- Enables classroom-learning experiences be more relevant and meaningful.
- Provides the opportunity for possible employment at the internship site upon graduation.
- Contributes to an understanding of how a business/professional organization operates.
- Allows student access and a chance to become acclimated to various work environments.

Advantages to the Community

Through internship partnerships, advantages to the community also exist. Examples include:

- Provides the opportunity to develop good community-school relationships.
- Allows site supervisors/mentors to share their expertise and serve as positive role models for young adults.
- Encourages young adults to stay in their local community.
- Brings recognition to the community for partnering with a school.
- Allows better community understanding of an organization's structure and sense of social responsibility.

Advantages to the Business/Industry/Organization

Businesses/industries/organizations benefit from in a number of ways. Participation in an internship program:

- Enables businesses/industries/organizations to grow future workforce.
- Affords businesses/industries/organizations the opportunity to give feedback to the program curriculum so that skills/knowledge that are important in the field may be taught.
- Provides opportunity to reduce training or orientation costs if the businesses/industries/organizations hire students after the internship period ends.
- Contributes to opportunity for not-for-profit businesses/industries/organizations to utilize partnership with schools towards Community Benefit Report and maintenance of not-for-profit status.

Advantages to the School

There are various ways a school can benefit from the operation of a successful internship program, such as:

- Broadens the curriculum through the utilization of many community resources.
- Provides information for school personnel to meet the needs of a changing society.
- Fosters provisions for individual differences in interests and abilities of students.
- Establishes a cooperative working relationship between the school and the community.
- Provides interaction with professionals outside the school environment who are involved in the training of young people.
- Demonstrates the concept that education is indeed a community-wide partnership.
- Promotes assessment by both the internship coordinator and site supervisor/mentor for better guidance towards realistic career goals.
- Enhances public relations within the school community through the uniqueness and diversity of the internship program.

Characteristics

Effective internship programs contain the following:

- Proper time for the internship coordinator for program coordination and travel to internship sites.
- Application, interview, and screening processes for acceptance into the internship program.
- School-directed coordination of instruction, preparation, and internship experiences.
- Communication with parents/guardians including their orientation to the internship program.
- Structured instruction by the internship coordinator during the experience, which may include student competencies and emphasis on the career-choice process and the student's career portfolio.
- Student identification of a meaningful future plan resulting from career study and exploration.
- A goal of facilitating students' personal and career growth, including the ability to adapt to workplace trends and to become managers of their own career development.
- Student instruction and/or practice in decision making, problem solving, teamwork, workplace expectations, terminology and protocol, and adaptation to unexpected or unusual events.
- Careful placement of students according to their meaningful future plan and readiness to participate in the internship program.
- Program orientation for the internship site supervisor/mentor.
- An internship agreement signed by all individuals identifying responsibilities of the intern, site supervisor/mentor, internship coordinator, and parents/guardians. ([See sample in Appendix F.](#))
- An internship training plan listing tasks, assignments, and/or observations specific to each internship site. ([See sample in Appendix F.](#))
- Communication by the internship coordinator with all participants during the internship experience, including handling of problem situations. ([See sample Visitation/Communication Summary in Appendix F.](#))
- Evaluation of internship program by interns, site supervisors/mentors, and parents/guardians. ([See samples in Appendix F.](#))
- Intern reflection of internship experience and revisitation of meaningful future plan to identify next steps in career development.
- Effective use of an advisory committee that contains representatives from business/industry/organization and education.
- Policies that address liability, insurance, transportation, absences, inclement weather, confidentiality, local legal regulations, child labor laws, etc. ([See samples in Appendix F.](#))
- Public information and program promotion.
- Recognition of program participants.

Internships vs. Other Work-Based Learning Programs

Internships are work-based learning programs but are distinctly different than other programs. Students participating in the internship program should understand that the emphasis of the experience is on applying skills developed through classroom instruction, exploring career opportunities, and on learning new career competencies at the internship site—not on earning money or getting out of school. Intern interests, aptitudes, abilities,

and career aspirations are determined through classroom instruction and activities, followed by placement at an internship site related to these factors. Refer to the next section for more information on how internships relate to or differ from other work-based learning programs.

Components of Work-Based Student Learning Options

Characteristics	Career Planning & Success Skills/Career Exploration Internship/Job Shadowing	Professional Career Internship	Work Based Internship, Capstone Experience	Cooperative Education	Practicum/ Extended Lab	Mentoring	Service Learning
Major objective	Exploration, application, career experience	Exploration, application, career experience	Capstone experience in CTE content area	Occupational preparation	Occupational preparation	Student career development, trends, workplace guidelines	Reflective thinking, service, citizenship
Classroom instruction	Yes (See course description)	Yes (See course description)	Yes (See course description)	Yes Related class required	Yes	Yes	Yes
Student requirement for career interest in occupation field	Explore early career interest	Must have interest in field	Must have interest in field	Must have interest in field	Must have interest in field	Must have interest in field	No
Coordination provided by related class instructor	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Training plan and agreement used	Strongly recommended	Yes	Yes	Yes	Yes	Recommended	Recommended
Advisory committee used	Optional	Yes	Yes	Yes	Yes	Optional, but recommended	No
Students paid for work	No	Yes or No	Yes	Yes (Required by state statute)	No		No

- Credit and hour requirements are listed under individual course descriptions.
- Practicums are used in health occupation courses only. Check Health Occupations course descriptions for more information.
- Extended Labs may be used in Business Technology Lab and Health Occupations. Check course descriptions for more detailed information.

No

Progression of Work-Based Learning Experiences

A sequential progression of work-based learning experiences helps students to clarify early career interests and progress along a continuum of activities that

- engage and motivate student learning.
- connect academic concepts and knowledge to skills and responsibilities required for various careers.
- stimulate career exploration and guide decision-making related to further education and training.
- help students to connect the selection of elective courses to initial career choices.
- develop occupational and employment skills and habits.

At the high school level, a variety of flexible work-based learning options have been designed to help address the needs of all students--ranging from those who are completely undecided about future career choices to those who have developed a strong focus on a particular occupation or career pathway.

The **multidisciplinary [Career Exploration Internship](#)** course is intended for students who are totally undecided about their future career choices or have a limited understanding of what options might be available. Internships offered in the work-based learning portion of this course should be of a longer duration than those offered through *job shadowing* activities allowing students to rotate through a variety of occupations within one or more career clusters. The main goal is to assist students in identifying a career area that complements their interests and abilities and that can be used to direct their remaining high school experiences. Since the main focus is on *exploration* rather than occupational skill development, these internships are unpaid. Students must complete a planned series of activities that address a specific set of learning objectives and result in a broad understanding of a business or larger career cluster.

The course **[Professional Career Internship](#)** allows students with *specific, targeted career objectives* to gain workplace experience in their chosen field. This internship can be paid or unpaid, but interns do not take the place of a full or part-time employee. While similar in intensity to the work-based learning experiences designed for cooperative education students, the professional internship is structured to directly build upon knowledge and skills learned in previous technical and academic courses. (Although some cooperative education students may have taken other CTE courses, enrollment in that program does not require this as a prerequisite.) Internships organized for this class should be considered capstone experiences similar to those offered to senior-level students in postsecondary programs. The main goal of a professional internship is to help students progress toward a specific career objective. School-based and work-based activities should allow students to engage in active reflection and analysis of the experience; link the career field with further education and training opportunities; receive on-going coaching; and participate in mentoring/networking experiences.

[Work-Based Internship, Capstone Experience](#) is a new course that allows work-based learning for those students who have (1) excelled in a related sequence of CTE courses AND (2) completed at least three semesters (or six credits) of an in-school CTE program. While other cooperative education and internship courses exist, the Work-Based Internship is designed as a capstone experience to allow students to demonstrate achievement in a specific CTE career area. Students have the opportunity to use and expand their knowledge and skills in the CTE-related internship experience. A standards-based training plan developed jointly by the internship coordinator, the site supervisor/mentor and the intern that clearly states what will be accomplished during the work-based experience is required for each intern. Interns are monitored in their laboratory/field experiences by a CTE (vocational) licensed teacher. At the end of the internship, each intern submits a portfolio to the internship coordinator documenting the internship experience.

Recommended Sequence of Work-Based Learning Options

Time will not allow all of these options. Schools will need to choose the options that relate to their career pathways/academies. Courses listed are suggestions where the recommended sequences may be completed. Although a course may be listed in two places, the course may be taken only once.

Grade	Recommended Sequence	Suggested Courses
12	Additional Career Pathway/Sequence Courses Any Cooperative Education Course Professional Career Internship (if not done in 11 th grade) Work Based Internship, Capstone Experience (must have completed at least 3 semesters or 6 credits of an in-school CTE program)	Any CTE courses or other courses based on student's meaningful future plan Interdisciplinary Cooperative Education (ICE) Business Cooperative Experience Cooperative Occupational Family & Consumer Sciences (COFACS) Marketing Field Experience Professional Career Internship Trade & Industrial Cooperative Training (TICE) Work Based Internship, Capstone Experience
11	Continue Content Courses in Career Pathway/Sequence Professional Career Internship Cadet Teaching (students with a career interest in teaching)	Any CTE courses or other courses based on student's meaningful future plan Professional Career Internship Cadet Teaching (non CTE course) Early Childhood Education
10	Content Courses Based on Student's Career Interest Exploratory Internship Service Learning	Any CTE courses or other courses based on student's meaningful future plan Career Exploration Internship (non CTE course) Current Problems, Issues, and Events
09	Career Exploration Job Shadowing	Career Planning & Success Skills Career Information & Exploration (non CTE course) Orientation to Life & Careers
Middle Level	Career Exploration Job Shadowing	Business Middle Level Family and Consumer Sciences Middle Level Career Planning & Success Skills

Section 2: Guidelines for Internships

Organizing a Program

Model internships are planned, structured, and evaluated by the intern, internship coordinator, internship site supervisor/mentor, and parents/guardians. Effective internships provide interns with the opportunities to develop an understanding of the career area duties and responsibilities, terminology, climate, protocol, and other information that will enable interns to analyze and revise their meaningful future plans. There must be agreements, understanding, instruction, and orientation for all participants; coordination by the school; evaluation of each intern's experience; and program analysis for future program improvements.

The following guidelines for internships apply to all program areas providing internships. Questions related to interpretation or implementation of the guidelines in this internship manual should be directed to:

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Internship Coordinator Qualifications

The internship coordinator must have a valid teacher's license; must be professionally competent; and must demonstrate technical ability, workplace experience, and formal or informal preparation for coordination and supervision of internship programs. For specific licensure requirements, refer to the assignment code from the Division of Professional Standards at <http://www.doe.state.in.us/dps/licensing/assignmentcode/welcome.html>.

Professional Development

Internship coordinators should experience continuing professional development. Professional development experiences could include summer workshops and conferences, college courses, teacher internships in business/industry/organization, and other state and local staff development offerings.

Policy Statement

Each school providing internship experiences should have a written policy statement that includes the internship coordinator's qualifications and responsibilities; requirements for recruitment/selection of interns and internship sites; content of the internship training plan and training agreement; required length of internships; and information about program credits, records, reports, and program administration.

Classroom Facilities

Schools should allocate sufficient and appropriate classroom, office space, equipment, storage for student work, and materials for teaching the seminars/classes.

Level of Commitment

Internship programs require a commitment of time and resources. Successful programs have support at all levels of the internship program, as well as cooperation of all participating school personnel. Planning, coordination, and continuing communication with the education staff and internship site supervisors/mentors are crucial.

Coordination Time and Travel

Adequate time should be provided for the internship coordinator to arrange appropriate internship sites; to supervise and coordinate all internship arrangements; to handle all operational details; to respond to questions or concerns of all participants; to implement public information and program promotion strategies; to conduct and follow up on evaluations; and to plan, organize, and complete all other internship activities. When more than one coordination period is required due to the number of interns enrolled, the periods should be scheduled consecutively to allow for travel time to and from internship sites. Consideration should be given to the number of students enrolled in internship programs based on the availability of internship sites in the community and the amount of time the internship coordinator is given to coordinate the program. It is recommended that teachers have a minimum of 10 hours release time per week for 25 students. For numbers over 25, teachers should be given an additional 30 minutes per student. Based on the number of students in the program, it is recommended that an extended contract of five to ten days be provided to allow internship coordinators to secure quality internships.

Credit for Instruction and Internship

One or two credits over one semester may be earned for successful completion of classroom instruction and the internship experience. Seminars held before, during, or after the on-site internship experience may be counted as instructional time. [See Section 4, Course Descriptions/Standards, for specific time requirements.](#)

Implementing a Program

Program Duration

The school, in cooperation with the internship site organization, should determine the time frame and duration of an internship. Options could include a block, semester, trimester, during or after school hours, Saturdays, or summer internships. If a summer internship period is planned, an internship coordinator must be available to supervise and coordinate the program (in which case an extended contract may be necessary).

Classroom Activities

Internship programs require seminars and/or classroom activities in addition to the time spent at the internship site. There are several options for completing this requirement. Options include holding all seminars/classes before the internship begins, have the seminars/classes on a weekly basis, or a combination thereof. Flexibility is possible as long as the required seminar/class hours are completed ([See Section 4, Course Descriptions/Standards, for guidelines](#)). ([For a list of topics that may be addressed in the seminars/classes, see Appendix E, Sample Topics.](#))

Internship Site Activities

The intern's site activities may include special projects, a sampling of tasks from different positions, or tasks from a single department. The internship coordinator and the internship site supervisor/mentor should determine the nature of the activities jointly, with input from the intern.

Internship Training Agreement

A training agreement should be developed and followed for each intern. Parties to the agreement should include the intern, parent/guardian, internship coordinator, and internship site supervisor/mentor. These documents identify the responsibilities of each of the parties and serve as evidence of their intention to fulfill the conditions of the agreement. ([See sample in Appendix F, Sample Forms.](#))

Internship Training Plan

An internship training plan should be developed and followed for each intern. The internship coordinator and internship site supervisor/mentor should jointly prepare this plan. The plan should include the tasks, assignments, and/or observations specific to the internship site. ([See sample in Appendix F, Sample Forms.](#))

Internship Sites and Site Supervisors/Mentors

Internship sites should be carefully selected so that interns are placed in locations and situations that provide quality learning experiences compatible with the intern's meaningful future plan. The management of the cooperating internship site should appoint an internship site supervisor/mentor to provide continuing guidance, direction, and training for the intern. ***Parents/guardians/family members may not serve as internship site supervisors/mentors to their children.*** Internship site supervisors/mentors will communicate regularly with the internship coordinator and periodically evaluate the intern.

Monitoring a Program

School Coordination of Internships

Visits to the internship site are extremely important. However, the exact number of visits to the workplace by the internship coordinator will depend upon the length and scheduling of the experience as well as any problems or concerns that may develop at particular internship sites. The number of coordination visits must be sufficient to obtain appropriate placements for all interns, to conduct conferences with the internship site

supervisors/mentors, to develop internship training plans, to resolve any problems, and to evaluate intern performance and progress. Regular communication is essential and should be done by fax, phone, e-mail, and face to face.

Federal and State Labor Regulations

All internship programs, paid and unpaid, are subject to applicable federal and state labor regulations. Internship coordinators must keep abreast of such regulations to ensure compliance.

For unpaid internships, the following requirements are outlined by the Department of Labor, State of Indiana:

- Training is for the benefit of the student intern.
- The intern cannot displace regular employees.
- The site supervisor/mentor derives no immediate advantages. On occasion, operations may be impeded.
- The intern is not necessarily entitled to a job at the conclusion of the training period.
- The employer and the student intern understand that there is no wage entitlement for the time spent in training.

Current contact information for state and federal offices is shown below.

Indiana Department of Labor (317) 232-2378 <http://www.in.gov/labor>
United States Department of Labor (317) 226-6801 <http://www.dol.gov/>

Internship Records

It is recommended that each school maintain records for each intern. Some records should be kept a minimum of five (5) years. For specific information about internship records, please refer to [Section 3, Roles and Responsibilities of Internship Participants, “Document Management \(Coordinator Role\).”](#)

Special Considerations

Legal Issues

All state and federal child labor laws must be followed for interns under the age of 18. It is especially important to resolve all labor and liability issues prior to the start of the internship.

Insurance

Parents, school administrators, and internship site supervisors/mentors should understand the following insurance considerations:

- **Accident/Liability Insurance**—provided by intern/parent/guardian
- **Automobile Accident Insurance**—provided by the intern/parent/guardian for travel associated with the internship experience
- **Health/Life Insurance**—provided by intern/parent/guardian
- **Medical Treatment Waiver**—parent/guardian signs a waiver for intern’s medical treatment if injured during the internship experience
- **Workmen’s Compensation**—does not apply to interns participating in non-paid internship experiences, but if injured at the internship site the student should be

covered by the parents'/guardians' personal insurance. If a student stays at an internship site past the school day and is paid for that time, students must be covered by Worker's Compensation. For clarification on the company's policy, check with the Human Resources Department at the internship site.

Funding Sources

The Professional Career Internship course provides for Additional Pupil Count (APC) State vocational funding. In order to receive this funding, a vocationally licensed (CTE) business or marketing teacher must teach this course. The CIP title is Business, Management, Marketing, and Related Support Services, Other, and the CIP Code is 52.9999. ([See Section 4, Course Descriptions/Standards, for more detailed information.](#))

The Career Exploration Internship course *does not* qualify for reimbursement under the career technical/vocational funding formula, even if the teacher is vocationally licensed.

The Work-Based Internship, Capstone Experience course provides for Additional Pupil Count (APC) State vocational funding. In order to receive this funding, a vocationally licensed (CTE) teacher must teach this course. The CIP title is based on the career pathway(s).

Note: Teachers who hold an ICE license are not certified to teach the Professional Career Internship course under business or any other cooperative education course. The ICE license under the Division of Professional Standards Assignment Code only allows the license holder to teach the Interdisciplinary Cooperative Education course. Assignment codes can be found at <http://www.doe.state.in.us/dps/licensing/assignmentcode/welcome.html>.

Schedule Modifications

The local school corporation should dictate the policies related to changes to the daily schedule (school delays/closings, early dismissal, pep sessions, convocation, emergency drills, etc.)

Transportation

Interns/Parents/Guardians should provide reliable transportation. Local school corporation policy should dictate whether interns may ride together to an internship site.

Wages

The purpose of this program is for career exploration and not for the intern to become a productive employee; as such, interns are generally not paid. Paid experiences could be considered under another program such as Cooperative Education.

Immunization and Health Careers

Students participating in all clinical activities within a health science program are required to: (1) be trained in OSHA regulations, (2) understand the basic concepts of infectious disease, and (3) have the required immunizations (TB and Hepatitis). (Source: Memo from Jennifer Staley, May 2008, Health Career Specialist, Indiana Department of Education.)

Section 3: Roles and Responsibilities of Internship Participants

A number of people are involved in the operation of successful internship programs. In this section the roles and responsibilities of these people are outlined.

Administrator Roles and Responsibilities

The responsibilities of administrators are important to ensure quality internship programs. The leadership and involvement of administrators is critical to the success of any program. The following are roles that administrators should fill.

Selection of Teacher-Coordinators (Administrator Role)

Selecting an appropriate internship coordinator is essential to the success of any internship program. Internship coordinators must be properly licensed and qualified for their roles and responsibilities. The required license is dictated by the subject area placement of the course title found in the Division of Professional Standards assignment code. The assignment codes may be found at <http://www.doe.state.in.us/dps/licensing/assignmentcode/welcome.html>. Successful internship coordinators must be knowledgeable and effective in a variety of areas. *(Refer to “Internship Coordinators Roles and Responsibilities” in this section.)*

Facilitation of Internship Program (Administrator Role)

A successful internship program requires that policies and procedures are in place, adequate facilities are available, and support in a number of areas is provided by an administrator. Examples of areas in which an administrator can facilitate a program are:

- Respond to the needs of all stakeholders.
- Assist the internship coordinator to ensure the following are in place and approved:
 - criteria for selection of interns and internship sites
 - clearly stated program objectives
 - competences to be met by interns
 - required length and scheduling of internships
 - credit(s) given to interns for successful completion of the internship
 - documents for interns/parents/guardians, internship site supervisors/mentors, and others involved in the program
 - specifications concerning coordination of the program, placing and coordinating interns, and working with the advisory committee and other community groups
 - Career and Technical Student Organizations (CTSOs) are available
- Assign facilities to ensure sufficient classroom and office space availability for internship coordinator (including equipment, telephone, and other necessary tools to operate the internship).

- Provide adequate time and proper staffing to effectively implement to include placement and visitation of student interns and other coordination activities. (See Section 2, Guidelines for Internships, Organizing a Program, “Coordination Time and Travel” and Implementing a Program, “Program Duration.”)
- Review required records and documentation (training agreement, training plans, documentation of conferences, etc.) maintained by internship coordinator as necessary.
- Provide input on program strengths and weaknesses to internship coordinator.
- Collaborate with internship coordinator to develop written policies for use in decision-making situations and provide guidance in achieving program goals.
- Assist internship coordinator in the selection of prospective students and in making school records available utilizing guidance services.
- Ensure that the school schedule accommodates interns in fulfilling their graduation requirements.
- Provide internship coordinator with professional development opportunities.
- Make provisions for assembly programs and class meetings with prospective interns to make them aware of internship program.
- Ensure a follow-up survey of internship graduates is conducted as necessary.
- Communicate to district and/or school which companies are involved.

Internship Coordinator Roles and Responsibilities

An internship coordinator is an educator who is trained to coordinate internship experiences for students. Monitoring daily operations, troubleshooting potential problems, and acting as the liaison for program partners are among the internship coordinator's key responsibilities. Many of the additional responsibilities are outlined below.

Administration (Coordinator Role)

There are many administrative duties the internship coordinator must assume to operate a successful internship program. Examples are:

- Interview prospective interns for entry into the program.
- Work with guidance counselors to facilitate the proper placement of students in the internship program.
- Meet with interns prior to the start of the internship to help them prepare.
- Confer with site supervisors/mentors to secure internship placements.
- Ensure that interns are placed in an internship site directly related to their career objective.
- Orientate parents/guardians.
- Complete and review training agreement, training plan, dress code, and daily schedule with interns, site supervisors/mentors, and parents/guardians.

- Ensure that all legal requirements have been met. (A meeting with the school corporation attorney may be necessary.)
- Document and file visitations, conferences, and other communications with site supervisors/mentors, interns, and parents.
- Maintain accurate and current program records.
- Use appropriate evaluation instruments to measure intern achievement of performance expectations during the internship experience.
- Submit a list of interns' names, career objectives, internship sites, and site supervisors/mentors to the school principal and other stakeholders as requested.
- Manage time effectively while balancing school and community responsibilities.
- Select an advisory committee and coordinate meetings.
- Gather data for follow-up.

Coordination (Coordinator Role)

The internship coordinator serves as the school's liaison. Communication with many individuals is necessary to coordinate various aspects of the program. Coordination duties include:

- Contact businesses to select appropriate internship sites.
- Assist in determining appropriate placements.
- Tour the operations prior to placement to make sure it is appropriate for a student.
- Meet with other work-based learning teachers/supervisors to develop a coordinated approach when contacting business/industry and community representatives.
- Orient new site supervisors/mentors.
- Prepare training agreements.
- Develop training plans.
- Comply with local, state, and federal labor laws relating to safety and employment of minors ([511 IAC 8-2-Sec. 5-\(3\)](#) and [511 IAC 8-2-Sec. 4-\(2\)](#)).
- Visit internship sites to observe interns and to confer with site supervisors/mentors concerning intern performance and progress.
- Communicate with interns, site supervisors/mentors, and parents/guardians as needed.
- Resolve any problems that arise between the interns and the site supervisors/mentors.
- Adjust intern placements as needed.
- Ensure that site supervisors/mentors provide consistent, effective guidance and supervision in accordance with interns' training plans.

Seminar/Class Instruction (Coordinator Role)

Whether the classroom component of an internship program is met through a series of seminars, workshops, or class meetings, it is important that there is regular contact between the interns and internship coordinator. The coordinator has instructional duties to:

- Explain program goals and expectations of interns.
- Use appropriate state standards, curriculum materials, and CTSO activities as a basis for planning instruction.
- Plan instructional strategies to meet individual training needs.
- Select, develop, and evaluate appropriate materials for seminars/classes. ([See Appendix E, Sample Topics.](#))
- Provide the opportunity for interns to participate in the appropriate CTSO where applicable.
- Encourage and facilitate the use of technology in the educational experiences of interns.
- Assist interns in revisiting their meaningful future plans and completing their career portfolios.

Document Management (Coordinator Role)

Keeping accurate records is the responsibility of the internship coordinator. A great deal of data is required and generated in the initiation and operation of an internship program. Information contained in intern files is subject to review by administrators, parents/guardians, or students if they are age 18 or over. Therefore, use careful judgment in the choice of information placed in student files. Administrators may ask internship coordinators to maintain site visit records. This tool can aid internship coordinators in documenting conversations or meetings with interns and site supervisors/mentors.

It is recommended that the following records be kept for each intern. ([See Appendix F, Sample Forms.](#))

- Internship Application (Note that some internship sites (example: healthcare organizations) may have additional required applications related to federal or state law for their industry. The internship coordinator should aid the site supervisor/mentor in the facilitation of these documents.)
- Internship Interview Evaluation Form
- Pre-Internship Evaluation by Faculty
- Professional Career Internship Training Agreement*
- Professional Career Internship Training Plan*
- Weekly Internship Report and Time Sheet
- Internship Cumulative Hours Summary*
- Parent/Guardian Consent Form*
 - Permission to Participate

- Permission to Travel
- Internship Vehicle Verification
- Photo Release
- Medical Authorization and Insurance Information
- Orientation to Business
- Visitation/Communication Summary
- Intern Evaluation of the Internship Program
- Site Supervisor's/Mentor's Evaluation of the Internship Program
- Intern Evaluation by Site Supervisor/Mentor*
- Request for Absence
- Inclement Weather Driving Policy
- Intern Confidentiality Agreement*
- Intern Termination Notice*
- Intern Probation Notice*
- Make-Up Time Record

**Since the Indiana Administrative Code indicates a one- and five-year follow up on students ([511 IAC 8-2 Sec. 3-\(1\)](#)), documents marked with an * above should be kept for a minimum of five (5) years. This code only applies to students enrolled in courses under the CTE umbrella, such as the Professional Career Internship course.*

Public Relations (Coordinator Role)

Maintaining a successful internship program over time will necessitate on-going public relations efforts. The internship coordinator's role in public relations includes the following:

- Visit area businesses/industries and organizations to establish new partnerships.
- Participate in community and civic activities.
- Promote internship programs through CTSO activities and community projects.
- Plan intern recognition/celebration activity with interns to honor site supervisors/mentors.
- Conduct community surveys to determine appropriate types of internship sites.
- Arrange for periodic school board updates for program promotion.
- Promote the program within the school and community. ([See suggestions in Appendix D, Program Promotion.](#))

Professional Development (Coordinator Role)

It is important for the internship coordinator to engage in professional development opportunities in a variety of areas. Some examples are listed below.

- Participate in teacher internships when possible.
- Participate in local, state, and national professional organizations.
- Stay abreast of current research, developments, and technology.
- Participate in an orientation program for internship coordinators.
- Remain current on state and federal labor laws.
- Attend professional development conferences, workshops, and seminars.
- Keep license current.

Site Supervisor/Mentor Recognition/Celebration Activities (Coordinator Role)

People like to be recognized and appreciated for the work they do. A variety of methods may be used to recognize the contribution of internship stakeholders. Many internship programs sponsor an appreciation event such as a reception, banquet, picnic, carry-in dinner, breakfast and/or luncheon.

The event is used to:

- Allow interns to share the impact that this experience has personally had on them.
- Acquaint people with the scope of the internship program.
- Involve the school administration in internship program relationships.
- Recognize business, industry, and labor individuals and groups who have made outstanding contributions to the internship program.
- Recognize intern leadership and achievement.
- Develop pride and group spirit for those involved with internship program.

A successful banquet is the result of thorough planning and the assignment of specific responsibilities. Planning for the banquet should include the interns and follow these guidelines:

- Determine sources of funding
- Secure a banquet location
- Assist interns in developing banquet materials (invitation, program, place cards, certificates, script, etc.)
- Select and train the Master of Ceremonies and an alternate
- Develop a timetable to ensure details are covered
- Develop a guest list. Suggestions for possible invitees:
 - School board members
 - Central office administrators
 - Building administrators
 - Advisory committee members
 - Interns and their parents/guardians

- Site supervisors/mentors
- Other teachers (in and out of school/district)
- Provide practice time for program
- Provide training for interns on appropriate dress and table manners
- Develop seating arrangements
- Prepare program activities, which may include the following:
 - Speakers
 - Musical group
 - Students' skits, plays, talent shows, and entertainment
 - Brief talks by several interns or several site supervisors/mentors
 - Visuals of internship sites (e.g., PowerPoint, video)
 - Inspirational video
- Presentation of tokens of appreciation

Intern Roles and Responsibilities

Prospective interns should demonstrate that they have acquired the competencies for the internship program and that they are ready to apply and further develop these skills during the internship period. In addition, interns are required to:

- Adhere to dress and behavior guidelines.
- Participate in all approved activities structured by the internship coordinator and the internship site supervisor/mentor, focusing on the training plan.
- Complete, sign, and submit all documentation as directed by the internship coordinator by requested deadline.
- Communicate with the internship coordinator throughout the internship experience, especially if concerns or problems need to be addressed.
- Evaluate and share information about the internship experience.
- Comply with the policies and procedures of the internship site.
- Meet established criteria of the internship program (pass ISTEP; not seek internships with family members; maintain passing grades, good attendance, and discipline records; etc.).
- Comply with training agreement.
- Complete and submit weekly reports and cumulative hour summaries.
- Cooperate with the internship coordinator in securing appropriate internship placement.
- Notify internship coordinator and internship site supervisor/mentor if unable to report to internship site or seminars/classes by the requested deadline.
- Have reliable transportation to and from the internship site.
- Participate in internship recognition/celebration activities.

- Cooperate with the site supervisor/mentor and internship coordinator; engage in the program as a learning experience; observe business etiquette; and abide by safety rules.
- Furnish the internship coordinator with requested information.
- Demonstrate honesty, punctuality, respect, courtesy, cooperative attitude, proper health and grooming habits, and a willingness to learn both in the seminars/classes and at the internship site.
- Remain at the assigned internship site for the duration of the internship period except by mutual agreement of all parties.
- Maintain confidentiality guidelines.

Site Supervisor/Mentor Roles and Responsibilities

An internship site supervisor/mentor who is prepared for his or her role will demonstrate the following:

- Ability to serve as a role model for the career field or discipline with a good understanding of the industry and current trends.
- Dedication to learning about and teaching about the major aspects of the field, including issues and controversies.
- A strong work ethic.
- Ability to communicate with all involved parties.
- An understanding of the internship program and what is expected of all involved parties.
- Timeliness in completing school documentation for the intern and/or internship coordinator.
- A willingness to help develop the internship training plan and to implement or revise the plan as circumstances arise.
- A willingness to assist the internship coordinator in evaluating the intern throughout the internship experience.
- A willingness to verify reports, time sheets, and other internship documents.
- A willingness to comply with all items specified in the training agreement.

Parents'/Guardians' Roles and Responsibilities

- Assume general legal responsibility for the actions of the intern while at the internship site.
- Work cooperatively with internship coordinator and intern in solving school, work, and home problems.
- Support the policies of the program.
- Communicate questions or concerns to the internship coordinator, not the site supervisor/mentor.
- Understand that career exploration/preparation is the goal of the program.

- Approve and sign appropriate forms for student participation in the program (application, proof of insurance, permission to drive, etc.).
- Become knowledgeable concerning the purposes and procedures of the training agreement and training plan.
- Provide proof of health and liability insurance coverage, understanding that because the intern is not an employee of the company, no worker's compensation applies. The intern and parents/guardians assume all responsibility, accountability, and liability for any and all acts arising out of the intern's participation in the internship program, including but not limited to the operation of a motor vehicle to and from the internship site.
- Assist the intern in complying with the rules of the program.
- Give intern permission to drive from school to internship site and be responsible for providing transportation for the intern.
- Allow the internship coordinator to share relevant cumulative school record information that would be helpful in assisting the intern at the internship site, in compliance with the Family Educational Rights and Privacy Act (FERPA) (<http://www.ed.gov/>).
- Provide time for conferencing with the internship coordinator.
- Provide guidance in career selection.
- Provide encouragement and assistance to ensure their child meets program objectives, which maximizes benefit from the internship experience.
- Maintain and reinforce confidentiality regarding any information/encounters their child gains while at their internship site.

Guidance Personnel Roles and Responsibilities

Internship coordinators should work closely with guidance personnel in establishing selection criteria for interns. It is the responsibility of the guidance personnel to understand the eligibility standards and program requirements before allowing a student to enroll in the program. Participation in the program is dependant upon an application and interview process and acceptance by the internship coordinator. Guidance personnel, as well as other educators within the school, should be involved in establishing and/or further developing an internship program, including participation in public information and program promotion efforts.

Advisory Committee Roles and Responsibilities

Internship programs conducted under CTE course titles must have an active advisory committee composed of representatives from business/industry, secondary and post-secondary institutions, parents, and students. An advisory committee can be very effective and helpful in establishing the program; arranging for internship sites; assisting with public instruction and program promotion; and evaluating, improving, and further developing the program. For more detailed information on advisory committees, refer to the [*Cooperative Education Guidelines and Procedures Manual*](#).

Section 4: Course Descriptions/Standards

Course Titles Available for Internships

The following course titles may be used to offer internship programs. The Career Exploration Internship is a multi-disciplinary course, the Work-Based Internship, Capstone Experience is a CTE course, and the Professional Career Internship is a CTE business and information technology course. The course titles and descriptions will provide detailed information on the requirements and expectations for each course. **The content standards included in this section were developed specifically for the Professional Career Internship course.**

Career Exploration Internship

0530

The Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program where students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through various departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher, for the purpose of helping the student make the connection between academic learning and their work-related experiences. Specific instructional objectives for the internship must be written to clarify the expectations of all parties--the student, parent, employer, and instructor.

- Prerequisite: None
- Recommended Grade Level: 9-10
- A 2-credit course over 1 semester.
- This course may be taken for an additional semester to allow students to explore a second career area.
- 150 hours of workplace and classroom activities are required for the two credits. Of the 150 hours, 18-36 hours must be spent in classroom activities. Schools on block schedules may proportionately adjust the total number of hours to meet the local standard, provided that students spend at least one hour a week in classroom activities.
- This course is exploratory in nature and, as such, does NOT qualify for reimbursement under the career-technical (vocational) funding formula.

Work-Based Internship, Capstone Experience (WK INTERN)

5894

CIP Code: Varies by the internship placement

Work-Based Internship, Capstone Experience is a course designed to allow work-based learning for students who demonstrate achievement in a specific career area. While other cooperative education and internship courses exist, it is expected that this course will be reserved for those students who have excelled in a related sequence of CTE courses and who have completed at least three semesters or six credits of an in-school CTE program. Each student participating in an internship must have a standards-based training plan developed jointly by the internship coordinator, the site supervisor/mentor, and the intern, that clearly states what will be accomplished during the work-based experience. Interns are monitored in their laboratory/field experiences by a CTE (vocational) licensed teacher. It is expected that the internship will involve a minimum of 10 hours per week for one semester or a minimum of 140 hours over the course of the school year. The time requirement can be increased depending on the number of credits awarded for this course (maximum of three credits). At the conclusion of the internship, each intern shall submit a portfolio that documents the intern's work and that includes reflections upon what has been learned.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: 3 semesters of sequenced course work in the specialty area of placement
- One to three credits for one or two semesters (maximum of three credits)
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective course and directed elective course
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors
- Academic content standards: Varies by area of study
- Curriculum Framework: Determined by a training plan developed in conjunction with the site supervisor/mentor
- Teacher Requirements: Any CTE (vocational) license
- This course generates state vocational funding (APC) for schools with approved CTE programs.

PROFESSIONAL CAREER INTERNSHIP (PCI)

5256

CIP Code: 52.9999 Business, Management, Marketing, and Related Support Services, Other

Professional Career Internship is a Career and Technical Education Business and Information Technology course that is designed to provide opportunities for students to explore careers that require additional degrees or certification following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's meaningful future plan. Upon completion of the internship, students will review and revise their career plans. A training agreement outlines the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisor, and the school. Students participating in these structured experiences will follow class, school, business/industry/ organization, State, and Federal guidelines. Internships may be paid or unpaid and must include a classroom component

(such as a series of seminars, workshops, or class meetings) and regular contact between the interns and internship coordinator. Business Professionals of America (BPA) or DECA, An Association of Marketing Students, are the co-curricular organizations associated with this course and integrates their programs and services into the business classroom.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Computer Applications and 4 credits in the student's career pathway.
- Credits: A one- or two-credit course over one semester
- Course may be repeated for a second semester in a new internship placement
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- A minimum of 70 hours of workplace experience and a minimum of 15 hours of workshops, seminars, and/or classroom activities is required for one credit
- A minimum of 140 hours of workplace experience and a minimum of 30 hours of workshops, seminars, and/or classroom activities is required for two credits
- Internship placement must match career interest
- Teacher Requirements: A vocationally licensed (CTE) business or marketing teacher must teach this course, <http://www.doe.in.gov/dps/licensing/assignmentcode>
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed (CTE) business or marketing teacher, <http://www.doe.in.gov/octe/>
- Career Clusters: A recommended component for career pathways in all Indiana career clusters
- Career pathway information: <http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

Professional Career Internship Standards

This section contains the content standards and performance expectations for students enrolled in the course/program entitled *Professional Career Internship*. These content standards and performance expectations represent what students should know and be able to do after completing an internship experience and the seminars/classes. Some of the standards and performance expectations may already have been met through other classes and also may be evaluated during the selection process for the internship program.

PCI 1 Self-Awareness

PCI 1.1 Content Standard: Students assess personal skills, abilities, aptitudes, strengths, and weaknesses as they relate to career exploration and development.

Performance Expectations

PCI 1.1.1 Assess and analyze personal talents, values, and interests as they may relate to a future career based on the completion of standardized career interest and personality indicator assessments (assertiveness inventories, behavior types, multiple intelligences, etc.)

PCI 1.1.2 Use personal traits to explore various career options

PCI 1.1.3 Apply personal strengths to appropriate jobs and careers to maximize career potential

PCI 2 Career Research and Strategy

PCI 2.1 Content Standard: Students utilize career resources to develop career information that may include international career opportunities.

Performance Expectations

PCI 2.1.1 Analyze a specific career cluster using a variety of research tools

PCI 2.1.2 Compare career interests with opportunities in the global economy

PCI 2.1.3 Discuss advantages and disadvantages of entering nontraditional occupations and techniques for eliminating gender bias and stereotyping

PCI 2.1.4 Discuss social and economic factors that have resulted in career trends for a diverse workforce

PCI 2.2 Content Standard: Students apply knowledge gained from individual assessment to a comprehensive set of goals and a meaningful future plan.

Performance Expectations

PCI 2.2.1 Revise and implement a career plan that includes the required steps to transition from high school to post-secondary education/training, military, or the workplace

PCI 2.2.2 Create, maintain, and expand the network of people who can assist in achieving career goals

PCI 3 Workplace Expectations

PCI 3.1 Content Standard: Students understand the importance and relevance of workplace expectations.

Performance Expectations

- PCI 3.1.1** Demonstrate personal accountability and work productivity
- PCI 3.1.2** Use effective communication that includes active listening, speaking, reading, and writing skills and non-verbal cues
- PCI 3.1.3** Apply skills to give and receive constructive criticism
- PCI 3.1.4** Demonstrate appropriate telephone, texting, and e-mail etiquette
- PCI 3.1.5** Explain the importance of and strategies for providing good client/customer service

PCI 3.2 **Content Standard:** Students will use critical thinking, decision-making, and problem-solving techniques to promote sound, effective business decisions.

- PCI 3.2.1** Employ the steps involved in resolving a conflict or stressful situation
- PCI 3.2.2** Demonstrate project planning and time management skills
- PCI 3.2.3** Prioritize and delegate tasks
- PCI 3.2.4** Organize and analyze business documents to make sound decisions (financial statements, reports, charts/graphs, etc.)
- PCI 3.2.5** Select and apply problem analysis and decision making techniques in the workplace

PCI 3.3 **Content Standard:** Students understand and demonstrate effective interpersonal skills in diverse situations.

Performance Expectations

- PCI 3.3.1** Discuss and illustrate the positive and negative effects of a well-developed work ethic on worker and workplace productivity
- PCI 3.3.2** Develop and maintain positive and flexible behaviors and attitudes
- PCI 3.3.3** Model the characteristics of patience, honesty, and dependability
- PCI 3.3.4** Demonstrate courtesy, good manners, and appropriate social skills when interacting with others
- PCI 3.3.5** Demonstrate the ability to function as a proactive, productive team member in the workplace
- PCI 3.3.6** Design strategies for working effectively with diverse coworkers and clients/customers (varying age groups, cultures, mental/physical abilities, sexual orientation, etc.)
- PCI 3.3.7** Maintain confidentiality and integrity

PCI 3.4 **Content Standard:** Students relate the importance of health, motivation, and physical fitness to enhancing performance

Performance Expectations

- PCI 3.4.1** Identify techniques for maintaining a healthy lifestyle (exercise, nutrition, rest/sleep, leisure activities, etc.)
- PCI 3.4.2** Assess the need for regular health screenings (doctor, dentist, optometrist, psychologist, blood draws, etc.)

PCI 3.5 **Content Standard:** Students understand the fundamentals of ergonomics and the importance of safety and emergency preparedness in the workplace.

Performance Expectations

- PCI 3.5.1** Identify and implement security procedures (emergency call list, fire extinguisher, first-aid kit, and defibrillator locations; various drills; emergency exits, etc.)
- PCI 3.5.2** Demonstrate awareness of Internet safety issues (Malware, Spyware, phishing, scams, social networks, identity theft, etc.)
- PCI 3.5.3** Demonstrate office and workplace safety issues (open file drawers, overloaded outlets, incorrect equipment usage, etc.)
- PCI 3.5.4** Use ergonomic principles to maximize performance

PCI 4 School-To-Career Transition

- PCI 4.1** **Content Standard:** Students develop strategies and realistic plans for an effective transition from school to career.

Performance Expectations

- PCI 4.1.1** Research internship site(s) and/or career pathway(s)
- PCI 4.1.2** Experience and critique internship opportunities in a chosen career cluster
- PCI 4.1.3** Use evolving technologies to enhance and update the career portfolio (which may include resumes, sample cover letters, letters of recommendation, examples of work and technical skills, awards, industry certifications, and documentation of extracurricular and community service activities)
- PCI 4.1.4** Present the career portfolio
- PCI 4.1.5** Prepare employment documents that meet workplace standards (electronic resumes, on-line job applications, job-related correspondence, etc.)
- PCI 4.1.6** Demonstrate steps to prepare for an interview (research company, prepare questions and responses to legal and illegal questions, etc.)
- PCI 4.1.7** Discuss appropriate oral and written steps in leaving a job (resignation, loss of employment, exit interviews, etc.)

PCI 5 Lifelong Learning

- PCI 5.1** **Content Standard:** Students relate the importance of lifelong learning to career success.

Performance Expectations

- PCI 5.1.1** Demonstrate the importance of effective study habits, test-taking skills, and learning skills
- PCI 5.1.2** Analyze and develop the knowledge, skills, and attitudes required to succeed in current and future jobs/careers
- PCI 5.1.3** Explore career opportunities resulting from new and emerging technologies
- PCI 5.1.4** Use a variety of resources for continued lifelong learning
- PCI 5.1.5** Discuss the importance of participation in professional associations, service organizations, and community programs
- PCI 5.1.6** Discuss the importance of flexible career planning, self-management, and self-evaluation
- PCI 5.1.7** Create strategies for balancing work, family, leisure, community service, and spiritual activities

Indiana's Academic Standards in English/Language Arts Integrated into the Professional Career Internship Course

Although the following academic standards are expected to be integrated into the Professional Career Internship course, it is highly recommended that these standards be integrated into all internship programs.

- E12.4.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- E12.4.6 Use language in creative and vivid ways to establish a specific tone.
- E12.4.9 Use technology for all aspects of creating, revising, editing, and publishing.
- E12.5.5 Write job applications and resumes that:
- provide clear and purposeful information and address the intended audience appropriately.
 - use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - modify the tone to fit the purpose and audience.
 - follow the conventional style for that type of document (a resume or letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.
- E12.5.6 Use varied and extended vocabulary, appropriate for specific forms and topics.
- E12.5.7 Use precise technical or scientific language when appropriate for topic and audience.
- E12.5.8 Deliver multimedia presentations that:
- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
 - Select an appropriate medium for each element of the presentation.
 - use the selected media skillfully, editing appropriately and monitoring for quality.
 - test the audience's response and revise the presentation accordingly.
- E12.6.1 Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.
- E12.6.2 Produce writing that shows accurate spelling and correct punctuation and capitalization.
- E12.6.3 Apply appropriate manuscript conventions in writing--including title page presentation, pagination, spacing, and margins--and integration of source and support material by editing sources within the text, using direct quotations, and paraphrasing.
- E12.7.6 Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.

Indiana's Academic Standards in Mathematics Integrated into the Professional Career Internship Course

Based on the student's specific career objective and internship site placement, math standards in algebra and geometry may be covered.

Indiana's Academic Standards in Science Integrated into the Professional Career Internship Course

Based on the student's specific career objective and internship site placement, science standards may be covered.

Indiana's Academic Standards in Social Studies Integrated into the Professional Career Internship Course

Based on the student's specific career objective and internship site placement, other social studies standards may be covered.

- P.4.19 Explain how one's outlook (positive or negative) can influence mental health.
- P.5.12 Discuss conflict and the processes involved in conflict resolution.
- S.2.10 Work independently and cooperatively in class and the school and provide leadership in age-appropriate activities.
- S.4.5 Analyze what can occur when the rules of behavior are broken, and analyze the possible consequences for unacceptable behavior.
- S.8.11 Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

Secretary's Commission on Achieving Necessary Skills (SCANS) Competencies

The following is a description of the performance-based skills established by the United States Department of Labor Secretary's Commission on Achieving Necessary Skills. SCANS competencies are built around a three-part foundation of basic skills, thinking skills, and personal qualities that together reflect the skills necessary for the changing workplace. They include resources, interpersonal, information, systems, and technology. The SCANS competencies are an excellent benchmark to use when developing training plans for the internship experience.

Resources: Identifies, organizes, plans, and allocates resources

Time—selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.

Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

Material and Facilities—acquires, stores, allocates, and uses materials or space efficiently

Human Resources—assesses skills and distributes work accordingly, evaluates performance, and provides feedback

Interpersonal: Works with others

Participates as a Member of a Team—contributes to group effort

Teaches Others New Skills

Serves Clients/Customers—works to satisfy customers' expectations

Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

Negotiates—works toward agreements involving exchange of resources, resolves divergent interests

Works with Diversity—works well with men and women from diverse backgrounds

Information: Acquires and uses information

- A. Acquires and Evaluates Information
- B. Organizes and Maintains Information
- C. Interprets and Communicates Information
- D. Uses Computers to Process Information

Systems: Understands complex inter-relationships

- A. Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them
- B. Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions

Technology: Works with a variety of technologies

- A. Selects Technology—chooses procedures, tools, or equipment including computers and related technologies
- B. Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment
- C. Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies

SCANS Foundation Skills

A. Basic Skills

Reading—Locates, understands, and interprets written information in prose and documents, including manuals, graphs, and schedules, to perform tasks; learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

Writing—Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, and flow charts with the language, style, organization, and format appropriate to the subject matter, purpose, and audience; includes, where appropriate, supporting documentation and attends to level of detail; and checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

Arithmetic—Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator; and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

Mathematics—Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real

world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

Listening—Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose—for example, to comprehend, learn critically, evaluate, appreciate, or support the speaker.

Speaking—Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language in a way appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback and asks questions when needed.

B. Thinking Skills

Creative Thinking—Generates new ideas by making nonlinear or unusual connections, changing or reshaping goals, and imagining new possibilities; and uses imagination freely, combining ideas or information in new ways, making connections between seemingly unrelated ideas, and reshaping goals in ways that reveal new possibilities.

Decision Making—Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives.

Problem Solving—Recognizes that a problem exists (i.e., that there is a discrepancy between what is and what should be); identifies possible reasons for the discrepancy; devises and implements a plan of action to resolve it; and evaluates and monitors progress, revising the plan as indicated by findings.

Mental Visualization—Sees things in the mind's eye by organizing and processing symbols, pictures, graphs, objects, or other information—for example, sees a building from a blueprint, a system's operation from schematics, the flow of work activities from narrative descriptions, or imagines the taste of food from reading a recipe.

Knowing How to Learn—Recognizes and can use learning techniques to apply and adapt existing and new knowledge and skills in both familiar and changing situations; and is aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

Reasoning—Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem—for example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or a written text, or applies rules and principles to a new situation (or determines which conclusions are correct when given a set of facts and conclusions).

C. Personal Qualities

Responsibility—Exerts a high level of effort and perseverance toward goal attainment, works hard to become excellent at doing tasks by setting high standards; pays attention to details; works well even when assigned an unpleasant task; displays a high level of

concentration; and displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

Self-Esteem—Believes in own self-worth and maintains a positive view of self, demonstrates knowledge of own skills and abilities, is aware of one's impressions on others, and knows own emotional capacity and needs and how to address them.

Sociability—Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings; asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

Self-Management—Accurately assesses own knowledge, skills, and abilities; sets well-defined and realistic personal goals; monitors progress toward goal attainment and motivates self through goal achievement; and exhibits self-control and responds to feedback unemotionally and non-defensively.

Integrity/Honesty—Recognizes when being faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the effects of violating these beliefs and codes on an organization, oneself, and others; and chooses an ethical course of action.

Source: *What Work Requires of Schools, A SCANS Report for America 2000*, U.S. Department of Labor, 1991.

Appendix A

Glossary

Administrator: Principal and/or assistant principal

Advisory Committee: Representatives from business/industry/organizations, secondary and post-secondary institutions as well as parents and students who meet periodically to assist in developing and maintaining program standards

Career Portfolio: An organized, documented collection of an individual's qualifications, skills, experience, and achievements

Child Labor Laws: Regulations outlined by the federal and state governments related to employment of children under the age of 18

Confidentiality: Not sharing, discussing, or revealing personal and private information to which one is privy

Credits (for instruction and internship): Units earned toward graduation requirements

CTE: Career and Technical Education

CTSO: Career and Technical Student Organization

Intern: a student learner who has applied to and been accepted into the internship program

Internship Application: Form completed by student to seek entry into the internship program

Internship Coordinator: Educator who is trained and licensed to implement internship experiences for students

Intern Evaluation: Form completed by site supervisor/mentor to rate the performance of the intern

Internship Cumulative Hours Summary: Document used to tally hours completed during the internship

Internship Mentor: An experienced, competent person at the internship site who supports, coaches, nurtures, and guides interns; may also be the internship site supervisor

Internship Site: Location where an intern is placed

Internship Site Supervisor: Designated liaison between the internship coordinator and mentor

Internship Training Agreement: Document that states the conditions and parameters that participants agree to when taking part in an internship program

Internship Training Plan: An outline of the competencies to be developed during the internship

Interview: Process used to help determine whether a student is accepted into the internship program

Meaningful Future Plan: An individualized career plan that fits the student's unique specific needs and is designed to facilitate the transition from high school to future learning or employment

Medical Authorization: Form giving parental/guardian permission for medical treatment of the student in the absence of the parent/guardian while the student participates in the internship program

Permission to Travel: Form used to give parental/guardian consent for the intern to drive a private vehicle during the internship program

Probation: Situation in which the internship requirements are not being met.

Program Evaluation: Comments and suggestions from site supervisor/mentor and intern regarding the quality of the internship experience and program

Proof of Insurance: Documentation furnished by the parent/guardian verifying that the intern has insurance coverage

Request for Absence Form: Used by the intern to request an absence in advance

SCANS: Secretary's Commission on Achieving Necessary Skills

Screening Process: The guidelines/prerequisites that must be met by a student prior to acceptance into the internship program

Seminar/Class Instruction: Training related to the internship experience

Termination: Removal from the internship program

Weekly Internship Report and Time Sheet: Documentation of activities, hours, duties, tasks, and/or observations verified by the internship site supervisor/mentor

Appendix B

Career and Technical Student Organizations (CTSOs)

The internship coordinator should provide the opportunity for students to participate in an appropriate co-curricular organization. Listed below is information regarding Career and Technical Student Organization (CTSO) choices.

Business Professionals of America (BPA)--a national student organization for students preparing for careers in business

<http://www.indianabpa.org/>

<http://www.bpanet.org/>

DECA An Association of Marketing Students (DECA)--a co-curricular organization for students with interests in marketing, management, and entrepreneurship

<http://www.indianadeca.org/>

<http://www.deca.org/>

Indiana FFA Association (FFA)--an organization to help students develop their potential through agricultural education

<http://www.indianaffa.org/>

<http://www.ffa.org/>

Family, Career, & Community Leaders of America (FCCLA)--an organization in which students plan for their multiple roles as family members, wage earners, and community members

<http://ideanet.doe.state.in.us/octe/facs/infccla.html>

<http://www.fcclainc.org/>

Health Occupations Students of America (HOSA)--an organization that is 100% health care oriented

<http://www.indianahosa.org/>

<http://www.hosa.org/>

Indiana SkillsUSA (SkillsUSA)--a national organization serving students who are enrolled in training programs in technical, skilled, and service occupations, including health occupations

<http://www.indianaskillsusa.org>

<http://www.skillsusa.org>

Appendix C

Recommended Prerequisites/Guidelines

Recommended Prerequisites/Guidelines for Acceptance into the Internship Program

Part of the success of any internship program requires careful screening of students before acceptance. The selection is a privilege and honor since the interns are representing themselves, their families, and the high school in adult career environments. Screening guidelines should be determined by individual schools based on the type and level of the internship program. Listed below are sample prerequisites being used by some schools in the state of Indiana for a junior- or senior-level internship such as the Professional Career Internship course.

Student will have

- completed an application and the interview process
- earned all credits for graduation
- completed all Core 40 classes by the end of his/her senior year
- passed ISTEP tests
- excellent attendance
- a discipline record clear of any referrals
- a minimum of 2.0 GPA on a 4.0 scale
- at least three outstanding recommendations from certified school personnel
- reliable transportation
- a valid driver's license
- requested an internship in a career field in accordance with his/her meaningful future plan
- proof of health and automobile insurance

Appendix D

Program Promotion

Program Promotion

Internship programs offer real and tangible value to business, industry, and labor in the community. Promotion of internship programs in the community and at school is essential to ensure their quality and success. It is vital that internship coordinators promote internship programs to both internal and external audiences.

Internal Audiences

Internal audiences include administrators/school board members, counselors, faculty/staff, and students. Promotion ideas for each of these groups are listed below.

Program Promotion to Administrators/School Board Members

- Invite these personnel to:
 - parent/guardian orientation meeting
 - an internship site visit
 - participate in a class activity
 - an internship recognition/celebration activity
 - participate as a member of the advisory committee
 - interns' capstone presentations
- Update them on intern achievement
- Update them on participation in CTSO
- Request them to promote the internship program through civic organization involvement
- Provide them reports as requested

Program Promotion to Counselors

- Create opportunities to build relationships with counselors
- Invite them to:
 - a coffee break
 - a lunch in fall and spring to update them on program
 - an internship site visit
 - participate in a class activity
 - participate as a member of the advisory committee
 - interns' capstone presentations
 - an internship recognition/celebration activity
- Update them on participation in CTSO
- Prepare video for counselors to use in scheduling process
- Involve them in intern selection process
- Provide them reports as requested

Program Promotion to Faculty/Staff

- Distribute promotional materials in mailboxes
- Ask for recommendations in identifying students for the program
- Ask for input in the evaluation of prospective interns
- Arrange faculty visits to the classroom
- Participate in school programs and events
- Assume your share of faculty responsibilities
- Invite to an internship recognition/celebration activity
- Share intern roster and list of internship sites

Program Promotion to Students

- Recruit through direct mailings, brochures, posters, bulletin boards, presentation, websites, multi-media, etc.
- Prepare newspaper releases
- Encourage student-to-student recruiting
- Display pictures
- Visit classes
- Prepare announcements for public address system

External Audiences

Program Promotion to Community

- Create direct mailings, brochures, display windows, press releases (including pictures), etc.
- Make personal contacts
- Recruit advisory committee membership/participation
- Provide token of appreciation (plaque, certificate, etc.)
- Organize an internship recognition/celebration activity
- Present programs to civic organizations
- Recruit guest speakers
- Recruit judges for CTSO competitive events
- Become a member of community organizations
- Form an alumni group of former interns to help promote the program
- Invite to participate in a class activity
- Invite to review curriculum
- Organize student service project for community benefit
- Display brochures in public libraries

Program Promotion to Parents/Guardians

- Communicate through direct mailings, phone calls, brochures, multi-media presentations, individual conferences, etc.
- Invite to open house and parent/guardian orientation
- Invite to visit a seminar/class
- Place articles/pictures in a parent newsletter
- Schedule a personal conference
- Invite to assist with program activities

Appendix E

Sample Topics

Sample Seminar/Class Topics

The following list of seminar/class topics is meant to provide ideas for an internship coordinator and by no means is an all-inclusive list.

Assertiveness inventory
Attitude and respect
Behavior types
Business correspondence
Career portfolio
Chain of command/organizational chart
Communication skills: oral, written, non-verbal, listening, reading
Confidentiality
Conflict resolution
Customer service
Dealing with difficult people
Dining and business etiquette
Diversity/discrimination
Dress code/proper attire
Emotional intelligence
Ethics
Giving and receiving constructive criticism
Goal setting
Interest inventory
Interview skills
Job application process
Leadership
Managerial styles
Maximizing the internship experience
Meaningful future plan
Mission and vision statements
Multiple intelligences
Office politics
Personal reflection/journal
Personality tests/evaluations
Presentation software instruction and skills
Professionalism
Program requirements/forms
Projecting a professional appearance
Protocol
Resume
Safety at the internship site
Self evaluation
Teamwork
Technology related issues (Internet, cyber safety, email etiquette, etc.)
Technology training
Telephone techniques
Work ethics
Worker traits and attitudes
Working relationships

Appendix F

Sample Forms

The forms referenced in Appendix F are samples of forms being used by teachers in junior- or senior-level internship programs, such as the Professional Career Internship course.

The forms may be modified for use in the Career Exploration Internship course (which is at the 9th or 10th grade level) and for use in the Work-Based Internship, Capstone Experience course (offered at the 12th grade level).

If you have questions regarding the legality of questions asked on the forms in this appendix, you may want to contact your school's legal counsel.

Internship Application

As an intern, you are about to begin an educational experience that will be a significant milestone in the preparation of a satisfying and successful career. Your first responsibility is to read the guidelines and complete the attached application.

Application Guidelines:

1. If you are able to answer YES to ALL the following questions, please continue reading. If not, you do not qualify for the program and will need to show improvements in those areas before applying:
 - a. Are you currently on track for graduation?
 - b. Will you complete Core 40 classes by the end of your senior year?
 - c. Is your attendance rate at _____ percent or higher this past semester/trimester?
 - d. Are you maintaining a GPA of _____ of _____ (scale)?
 - e. Is your discipline record clear of any referrals? If not, how many referrals have you had? _____
 - f. Are there three school personnel who would give you an outstanding recommendation?
 - g. Do you have transportation to an internship site?
 - h. Is this application for an internship in accordance with your "meaningful future plan"?
2. When completing the application, please print using blue or black ink.
3. A parent/guardian signature is required even if you are 18 years old.
4. Complete the Internship Application and return it to the Internship Coordinator by _____.

Internship Application

School Name

Print neatly in blue/black ink

Legal Last Name:	Legal First Name:	Legal Middle Initial:
Street Address:	Social Security Number: (optional) _ _ _ - _ _ - _ _ _	Gender: M F
City:	State: INDIANA	ZIP:
Home Phone: () - - - - -	Cell Phone: () - - - - -	Preferred Language:
Email address:	Date of Birth: _ _ / _ _ / _ _	Student Test Number:
Grade Level (during PCI year): Circle One 11 th 12 th	Class period(s) available for PCI: (Circle) 1 2 3 4 5 6 7 8	Semester/Trimester: 1 2 3
Verified Absences (as of March 1)	Verified GPA (as of last term)	Graduation Year:

Father/Guardian: Do you live with this parent/guardian? Y or N	Employed at: Phone at work: Email address: Cell phone:
Mother/Guardian: Do you live with this parent/guardian? Y or N?	Employed at: Phone at work: Email address: Cell phone:
Extracurricular activities/sports you plan to participate in during your senior year:	When does this activity/sport meet or take place?
Career Area Preference:	Site Preference:
List the experiences you have had in this career field such as job shadowing, work experience, volunteer work, or academic classes. (attach another sheet of paper as necessary)	

What are your post-secondary plans?

<input type="checkbox"/> On-the job Training	What type or where?
<input type="checkbox"/> Apprenticeship	In what?
<input type="checkbox"/> 2-year Associate Degree	What college?
<input type="checkbox"/> 4-year Bachelor's Degree	What college?
<input type="checkbox"/> Military	What branch?
<input type="checkbox"/> Other	List?

Write a paragraph explaining how participating in the PCI experience will benefit your career plans. (Attach another sheet of paper if necessary).

List three school personnel references (teachers, guidance, and/or administrators) that the Internship Coordinator should consult for references.

1. _____
2. _____
3. _____

The PCI Coordinator has our consent to release a copy of any or all of the following school records to prospective internship sites if requested: transcript of grades, attendance record, teacher references, disciplinary record, grade point average, and verification of birth date.

Student Signature

Date

Parent Signature

Date

It is the policy of the **School Name** not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C.22-9-1), Title VI (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Students do not write below this line.

COMMITTEE RECOMMENDATION

Date: _____

Accepted

Denied--Reason: _____

Committee Reviewing Application:

Additional comments:

Internship Interview Evaluation Form

Student Name _____

Interviewer _____ Date _____

	Excellent	Good	Average	Below Average	Points Earned
Applicant's Greeting:					
▪ Proper introduction	10-9	8-7	6-4	3-1	
▪ Positive first impression	10-9	8-7	6-4	3-1	
Applicant's Appearance:					
▪ Neat, well groomed	10-9	8-7	6-4	3-1	
▪ Appropriately attired	10-9	8-7	6-4	3-1	
Personality and Poise:					
▪ Positive, courteous, sincere, and confident	10-9	8-7	6-4	3-1	
▪ Good posture, gestures, and eye contact	10-9	8-7	6-4	3-1	
Communication Skills:					
▪ Proper grammar (standard English)	10-9	8-7	6-4	3-1	
▪ Good pronunciation and enunciation	10-9	8-7	6-4	3-1	
▪ Pleasant voice and tone	10-9	8-7	6-4	3-1	
Responses:					
▪ Responded with appropriate answers*	10-9	8-7	6-4	3-1	
▪ Showed knowledge of program's purpose	10-9	8-7	6-4	3-1	
▪ Indicated knowledge of company	10-9	8-7	6-4	3-1	
▪ Asked appropriate questions	10-9	8-7	6-4	3-1	
▪ Volunteered information	10-9	8-7	6-4	3-1	
▪ Demonstrated initiative and enthusiasm about involvement in program	10-9	8-7	6-4	3-1	
Skills:					
▪ Showed evidence of career preparation	10-9	8-7	6-4	3-1	
▪ Showed evidence of good work habits	10-9	8-7	6-4	3-1	
▪ Showed evidence of problem-solving abilities	10-9	8-7	6-4	3-1	
Close of Interview:					
▪ Expressed a thank you	10-9	8-7	6-4	3-1	
▪ Concluded interview effectively	10-9	8-7	6-4	3-1	

Interviewer's initials _____

Comments: _____

***Possible Interview Questions:**

- Why should you be considered for an internship?
- Why did you choose this career field?
- What career preparation have you already done?
- Do you have reliable transportation?
- What are your strengths, areas of challenges, goals?
- How would a teacher/employer describe you?
- How will this internship benefit/impact your future?
- What are some characteristics you have that would make you a good candidate for an internship?
- What are your expectations/goals for this internship?

(It is recommended that this form be shared with the student prior to the interview so he/she is aware of the expectations and can prepare for the interview.)

Pre-Internship Evaluation by Faculty

Name of Student: _____

Scoring: 5=Beyond Normal Expectation 3=Acceptable
 1=Needs Improvement* N/A=Not Applicable

*If you mark a "1" in any category, please provide comments on the back of this form.

Description	5	3	1*	N/A
Attendance				
Competency Mastery				
Appropriate math skills				
Oral communication skills				
Written communication skills				
Work Habits				
Ability to work in a group or team				
Demonstrates stress management skills				
Thoroughness/accuracy/exhibits pride in work				
Completion of assignments and tasks				
Adaptability				
Follows directions first time				
Promptness and punctuality				
Social Skills				
Ability to work in a group or team				
Respect for others				
Leadership ability				
Ability to accept constructive criticism				
Conflict resolution				
Ability to interact with administrators or other teachers				
Reacts positively and conforms to rules and regulations				
Personal Attributes				
Physical appearance (attire, personal hygiene, etc.)				
Honesty				
Initiative				
Attitude				
Self-control				
Perseverance				

Description	5	3	1*	N/A
Enthusiasm				
Self-motivation				
Reliability				
Dependability				
Demonstrates responsibility				
Creativity				
Ability to concentrate				
Exhibits appropriate manners				
Patience				
Resourcefulness				
Overall Teacher Recommendation (please circle response)	YES		NO**	

 Printed name of Instructor

 Signature of Instructor

 Date

***If you marked a “1” in any category, please provide comments on the back of this form.**

****If no, please tell the reason this student should NOT be allowed the privilege of an internship.**

Professional Career Internship Training Agreement

School Name
School Address
City, State & Zip
School Phone

Student Name _____ Job Title: _____

Address _____

Phone (____) _____ Cell (____) _____

Email address _____

Company Name _____

Supervisor Name and Title _____

Address _____

Phone (____) _____ Cell (____) _____ Fax (____) _____

Email address _____

Agreement Begins: _____ Agreement Ends: _____

General Criteria:

1. The internship is for the benefit of the student-learner.
2. The student-learner does not displace regular employees, but works under their close observation.
3. The business understands that the business does not derive any immediate advantage from the activities of the student-learner, and on occasion its operations may actually be impeded.
4. The student-learner is not automatically guaranteed a job at the conclusion of the internship period.
5. The business and the student-learner understand that the intern **is/is not** entitled to wages and shall not receive the same for the time spent in training.
6. A student-learner who is released from the internship by the site supervisor/mentor for a justified reason may be dropped from the program.
7. The site supervisor/mentor and the school will provide instruction and experiences at the internship site and in the classroom that will provide the student-learner with skills and attitudes necessary for life-long learning, competitive employment, and continuous improvement.

The Student-Learner agrees to:

1. Perform the necessary tasks and follow instructions as given by the internship coordinator and/or business supervisor/mentor;
2. Abide by the regulations and policies of the business and the school;
3. Attend the related class as required;
4. Provide transportation to and from the assigned internship site;
5. Notify the internship coordinator and the site supervisor/mentor on days absent or late prior to starting time (when possible);
6. Not report to the internship site on days absent from school;
7. File complete weekly reports on his/her activities as required;
8. Report to the internship coordinator as soon as possible when problems arise affecting his/her internship placement;
9. Study the student handbook and accept the conditions set forth therein;
10. Not hold the internship site liable for accidents or injuries sustained during training;
11. Dress appropriately for the school-related program as well as the internship;
12. Provide proof of medical and automobile insurance and a valid driver's license;
13. Support all activities related to the internship program, including the year-end recognition ceremony;
14. Refrain from using a personal cell phone for text messaging and/or personal calls;
15. Keep all matters confidential.

The Business agrees to:

1. Assign a training supervisor who will evaluate and supervise the student-learner as agreed upon;
2. Provide training that will meet a pre-approved training plan;

3. Meet with the internship coordinator at periodic intervals to discuss the student-learner's progress;
4. Notify the internship coordinator in advance if plans are made to terminate or alter the position of the student-learner;
5. Provide safety instruction for all tasks and duties to be performed that may present a possible safety hazard to the student-learner;
6. Provide compensation for any work done beyond the regular hours of the internship and only for said work beyond the regular hours;
7. Comply with all cooperative education student-learner applicable state and federal employment regulations, will provide student-learner equal opportunity employment, and will not discriminate on the basis of race, color, national origin, including limited English proficiency, sex, or handicapping conditions;
8. Adhere to the provisions of all state and federal child labor laws and existing labor-management agreements;
9. Evaluate the student-learner.

School Name agrees to:

1. Administer the program and provide necessary forms;
2. Provide specific and/or general related instruction;
3. Act as liaison between the parties of this agreement;
4. Maintain adequate records;
5. Notify the site supervisor/mentor in advance if the training status of the student-learner changes (when possible);
6. Make periodic contacts with the site supervisor/mentor to discuss student-learner's progress and to evaluate the training station;
7. Evaluate the student-learner and assign letter grades.

The Parent or Guardian agrees to:

1. Direct the student-learner in carrying out his/her responsibilities and to contact the internship coordinator, not the site supervisor/mentor, when problems or questions arise concerning the student-learner's internship;
2. Provide insurance for the student-learner.
3. Not hold the business liable for any accidents or injuries sustained during the internship.

Student-Learner Signature

Date

Parent/Guardian Signature

Date

Site Supervisor Signature

Date

Internship Coordinator Signature

Date

It is the policy of the **School Name** not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C.22-9-1), Title VI (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Weekly Internship Report and Time Sheet

Name: _____

Internship Site: _____

Week beginning: (month, date, year) _____ Ending: (month, date, year) _____

Using complete sentences and black ink, please document in detail the activities in which you participated, specific incidents you observed, and your hours at the internship site for each day (rounded to the nearest 1/4 hour). Attached an additional sheet of paper if necessary. You may key your responses on an attached sheet if you wish.

Monday: _____

Hours from: _____ to _____ Lunch from: _____ to _____

Total Hours: _____ (do NOT include lunch period)

Tuesday: _____

Hours from: _____ to _____ Lunch from: _____ to _____

Total Hours: _____ (do NOT include lunch period)

Wednesday: _____

Hours from: _____ to _____ Lunch from: _____ to _____

Total Hours: _____ (do NOT include lunch period)

Thursday: _____

Hours from: _____ to _____ Lunch from: _____ to _____

Total Hours: _____ (do NOT include lunch period)

Friday: _____

Hours from: _____ to _____ Lunch from: _____ to _____

Total Hours: _____ (do NOT include lunch period)

Total Hours for the Week: (do NOT include lunch period) _____

If you were absent from school **and/or** your internship site, **any day or part of any day (college visit, doctor's appointment, field trip, competition, etc.)**, give an explanation below. Identify the specific day(s).
_____ N/A—I was not absent at any time this week.

If you were absent at all this week, did you call your internship coordinator to report the absence by _____ a.m.?
_____ Yes _____ No (Why Not? _____) _____ N/A

NOTE: In order to obtain credit for this assignment, all questions must have a response. N/A or "none" does not constitute a complete response.

1. What new knowledge or skill did you learn on the internship this week? Describe.

2. What have you learned in high school that you applied on the internship?

3. List any difficulties, mistakes, pleasant or unpleasant experiences that occurred this week. What did you do to correct your mistake(s)?

4. On what skill or question could you use help in performing your internship responsibilities better?

5. What interesting or challenging experience did you have with your fellow "workers" or site supervisor? Describe.

6. What value did you add to the internship site this week? Describe your contribution(s).

7. Is there anything concerning your internship, your internship site supervisor/mentor, fellow "workers," or school that you would like to discuss with me?
_____ Yes _____ No

Intern Signature: _____ Date: _____

I verify that the above information is correct and that the intern was in attendance on the above days at the times indicated.

Site Supervisor Signature: _____ Date: _____

Site Supervisor: If the intern was absent this week, did he/she call you very early in the day to report the absence? _____ Yes _____ No _____ N/A

NOTE: In order to obtain credit for this assignment, all questions must have a response. N/A or "none" does not constitute a complete response.

1. What made your week either a good one or a bad one? Explain.

2. What was one thing that happened this week that you wish you could change? Explain.

3. Did you observe your internship site supervisor/mentor handle an unusual or awkward situation this week? With whom—customer, staff member, client, etc.? Describe?

4. Did your site supervisor/mentor show you a new procedure and allow you to do it by yourself?

5. Is there anything you wish you could learn about, be trained on, or try differently (for example, a new procedure)?

6. Did anything happen this week that was totally unexpected?

7. Is there anything concerning your internship, your internship site supervisor/mentor, fellow "workers," or school that you would like to discuss with me?

_____ Yes _____ No

Intern Signature: _____ Date: _____

I verify that the above information is correct and that the intern was in attendance on the above days at the times indicated.

Site Supervisor Signature: _____ Date: _____

Site Supervisor: If the intern was absent this week, did he/she call you very early in the day to report the absence? _____ Yes _____ No _____ N/A

Comments:

Parent/Guardian Consent Form

Your son/daughter has made application to the Internship Program offered through (name of high school). This document is intended to give permission for your child to participate in the program, realizing that each student must provide his/her own transportation to and from the internship site and that your son/daughter must meet the application requirements to be accepted into the program.

Permission to Participate

_____ may participate in the Internship Program as specified in the Internship Training Agreement and Training Plan, which will be completed once he/she is officially assigned an internship site.

_____ Yes _____ No

Permission to Travel

As the parent/legal guardian of the above-named student, I hereby consent he/she may drive a private vehicle to and from the internship site. I acknowledge that he/she is licensed to drive under the laws of the State of Indiana and agree to advise the school immediately if his/her driving privileges are suspended, revoked, or have expired without a timely renewal. I understand that automobile insurance is required.

_____ Yes _____ No

As the parent/legal guardian of the above named student, I hereby consent to allow him/her to ride with another student to the internship site.

_____ Yes _____ No

Internship Vehicle Verification

Student's Driver's License # _____ License Plate # _____

Insurance Company _____ Car Make/Model _____ Year _____

Policy Number _____

Photo Release

I grant permission for my son/daughter to be photographed or videotaped for promotional and educational purposes while participating in this program.

_____ Yes _____ No

Medical Authorization and Insurance Information

(For students who intern for sites not required to carry Workman's Compensation.)

Should it be necessary for my son/daughter to have medical treatment while participating in this program, I hereby give the school corporation and/or the internship site personnel permission to use their best judgment in obtaining medical services for my child, and I give permission to the physician selected to render whatever medical treatment he/she deems necessary and appropriate.

_____ Yes _____ No

(Continued on the next page...)

Permission is also granted to release emergency contact/medical history to the attending physician or to the internship site personnel, if needed.

_____ Yes _____ No

Health Insurance Company _____

Name of Policyholder _____

Identification Number _____ Account Number _____

Name of Parent/Legal Guardian _____ Phone _____

Family Doctor _____ Phone _____

Does your son/daughter require any special accommodations because of medical limitations, disabilities, or other restrictions?

_____ Yes _____ No

If yes, please explain:

I hereby agree to waive and release any and all rights that I, my child, or our representatives may have to make claim against (name of school corporation) and (name of internship site) or their respective officers, employees, or representatives arising from injury or damages, including attorney fees that may result from my child's participation in the Internship Program.

I further agree to indemnify and hold harmless the (name of school corporation) and (name of internship site) or their respective officers, employees, or representatives from any claims, including attorney fees, which I or my child might make or which might be made on my or our behalf by others, or which might be made against me or my child by others, arising from my child's participation in the Internship Program.

Signature of Parent/Guardian

Date

Witness

Date

(Please attach a photocopy of the student's driver's license and insurance cards (medical and automobile) to this document.)

ORIENTATION TO BUSINESS

School Name

Intern: _____ Date: _____

Internship Site: _____

Directions to Site Supervisor/Mentor: Be sure that the intern obtains information about the following factors. Check the information on each item as it is completed. The intern should return the completed form to the internship coordinator.

Company Orientation

- _____ 1. Give intern copies of printed materials (when applicable).
 - _____ a. employee handbook
 - _____ b. site supervisor's/mentor's business card
 - _____ c. internship site brochures
- _____ 2. Explain the company's history.
- _____ 3. Describe the company's product line(s) or service(s).
- _____ 4. Discuss company policies and procedures regarding:
 - _____ a. Appropriate dress and grooming
 - _____ b. Safety rules
 - _____ c. Emergency procedures
 - _____ d. Hours of operation/work
 - _____ e. Parking
 - _____ f. Procedures for arrival
 - _____ g. Procedures for departure
 - _____ h. Procedures for reporting absences
 - _____ i. Overtime policies
 - _____ j. Policies about the use of company telephone
 - _____ k. Policies of confidentiality
 - _____ l. Pay periods
 - _____ m. Vacation policy
 - _____ n. Holiday policy

(Continued on the next page...)

- _____ o. Technology usage
 - _____ 1. cell phone
 - _____ 2. email
 - _____ 3. Internet (Facebook, MySpace, etc.)
 - _____ 4. text messaging
 - _____ 5. iPods, MP3 players, etc.
- _____ 5. Describe employee benefits such as:
 - _____ a. Discounts
 - _____ b. Educational assistance

Department Orientation

- _____ 6. Describe the relationship of the department to the company. (organizational chart or chain of command)
- _____ 7. Discuss specific departmental rules including:
 - _____ a. Breaks
 - _____ b. Work schedules
 - _____ c. Days off
 - _____ d. Presence of food at work station
- _____ 8. Introduce co-workers.
- _____ 9. Explain job responsibilities of co-workers.
- _____ 10. Identify training supervisor(s).

Job Orientation

- _____ 11. Show intern his/her work station.
- _____ 12. Describe intern's responsibilities.
- _____ 13. Explain the importance of the intern's responsibilities to the organization.

Site Supervisor/Mentor Signature

Date

Intern Signature

Date

Internship Coordinator Signature

Date

It is the policy of the **School Name** not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C.22-9-1), Title VI (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

The following form should be used in place of the "Orientation to Business" form when an intern is in an educational facility.

ORIENTATION TO EDUCATIONAL FACILITY

School Name

Intern: _____ Date: _____

Internship Site: _____

Directions to Site Supervisor/Mentor: Be sure that the intern obtains information about the following factors. Check the information on each item as it is completed. The intern should return the completed form to the internship coordinator.

Company Orientation

- _____ 1. Give intern copies of printed materials (when applicable).
 - _____ a. employee handbook
 - _____ b. site supervisor's/mentor's business card
 - _____ c. internship site brochures/information

- _____ 2. Explain the school's history.
- _____ 3. Discuss school policies and procedures regarding:
 - _____ a. Appropriate dress and grooming
 - _____ b. Safety rules
 - _____ c. Emergency procedures
 - _____ d. Hours of the school day
 - _____ e. Parking
 - _____ f. Procedures for arrival
 - _____ g. Procedures for departure
 - _____ h. Procedures for reporting absences
 - _____ i. Overtime policies
 - _____ j. Policies about the use of school telephone
 - _____ k. Policies of confidentiality
 - _____ l. Pay periods
 - _____ m. Vacation policy
 - _____ n. Holiday policy

(Continued on the next page...)

- _____ o. Technology usage
 - _____ 1. cell phone
 - _____ 2. email
 - _____ 3. Internet (Facebook, MySpace, etc.)
 - _____ 4. text messaging
 - _____ 5. iPods, MP3 players, etc.
- _____ q. Presence of food in classroom/at work station
- _____ 4. Describe employee benefits such as:
 - _____ a. Discounts
 - _____ b. Educational assistance

Classroom Orientation

- _____ 5. Show intern the room in which he/she will be working.
- _____ 6. Describe intern's responsibilities.
- _____ 7. Explain the importance of the intern's responsibilities in the classroom/grade level.
- _____ 8. Provide information about the classroom environment.
- _____ 9. Introduce other staff members and explain their positions.

Site Supervisor/Mentor Signature

Date

Intern Signature

Date

Internship Coordinator Signature

Date

It is the policy of the **School Name** not to discriminate on the basis of race, color, religion, gender, veteran status, national origin, age, limited English proficiency, or disability in its programs or employment policies as required by the Indiana Civil Rights Law (I.C.22-9-1), Title VI (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Visitation/Communication Summary

School Name

Intern's Name: _____

Internship Site: _____

Visitation/Communicate Date: _____ Time: _____

Purpose for contact

_____ Regular visit/communication

_____ Requested visit/communication (requested by _____ / _____)

Summary of discussion and/or observation _____

Need for further action? Yes _____ No _____

If yes, what action? _____

Internship Coordinator: _____

Date: _____

Intern Signature (optional): _____

Date: _____

Intern's Evaluation of the Internship Program

Intern _____ Date _____

Site Supervisor/Mentor _____

Internship Site _____

1. How would you rate the experience? Excellent _____ Good _____ Average _____ Poor _____
2. Did the internship experience meet your expectations? Explain. _____

3. Did you feel the site supervisor/mentor exposed you to a variety of responsibilities related to the career field you were experiencing? Explain. _____

4. Did the experience change your mind about your career plans? Yes _____ No _____
If yes, explain. _____

5. What was the most valuable activity you experienced? _____

6. How can the internship program be improved? _____

SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Do Not Know/Does Not Apply

7. If needed, I could easily contact the internship coordinator and receive help or assistance.

SA A D SD NA

Additional comments: _____

Site Supervisor's/Mentor's Evaluation of the Internship Program

Site Supervisor/Mentor: _____ Title: _____

Internship Site: _____

Intern: _____ Date: _____

1. How would you rate the internship program? Excellent____ Good____ Average____ Poor____
2. Were the internship competencies identified in the training plan accomplished? Explain? _____

3. Were the site visits/communications with the internship coordinator regular and systematic? Explain. _____

4. Were you provided appropriate opportunity for input for determining learning competencies and in evaluating the student? Explain. _____

5. What were the advantages of this program to your business? _____

6. How can the internship program be improved? _____

7. Are you willing to participate in the program in the future? Yes____ No____

SA=Strongly Agree; A=Agree; D=Disagree; SD=Strongly Disagree; NA=Do Not Know/Does Not Apply

8. I received the necessary orientation to feel comfortable supervising/mentoring an intern.
SA A D SD NA
9. I am satisfied with the program and support the continuation of the program in our school/community.
SA A D SD NA
10. If needed, I could easily contact the internship coordinator and receive help or assistance.
SA A D SD NA

Additional comments: _____

Intern Evaluation by Site Supervisor/Mentor

School Name _____

Intern's Name _____ Internship Site _____

Site Supervisor's/Mentor's _____ Date _____

Internship Coordinator _____

INSTRUCTIONS: Please rate your intern's performance

1. Attendance: <input type="checkbox"/> Never Absent <input type="checkbox"/> Dependable <input type="checkbox"/> Usually dependable <input type="checkbox"/> Not regular enough in attendance <input type="checkbox"/> Too many absences	7. Attitude: <input type="checkbox"/> Always positive <input type="checkbox"/> Usually positive <input type="checkbox"/> Rarely positive <input type="checkbox"/> Is negative <input type="checkbox"/> Is openly hostile and negative
2. Punctuality: <input type="checkbox"/> Always on time <input type="checkbox"/> Seldom tardy <input type="checkbox"/> Needs improvement <input type="checkbox"/> Very often tardy <input type="checkbox"/> Tardiness affecting performance	8. Cooperation: <input type="checkbox"/> Works well with others <input type="checkbox"/> Usually gets along with others <input type="checkbox"/> Prefers to work alone <input type="checkbox"/> Does not work well with others <input type="checkbox"/> Is antagonistic
3. Appearance: (Clothing/Hygiene/Hair) <input type="checkbox"/> Always dresses appropriately <input type="checkbox"/> Is good in appearance/frequently dresses appropriately <input type="checkbox"/> Should make efforts to improve/frequently dresses inappropriately <input type="checkbox"/> Often neglects appearance/dresses inappropriately most of the time <input type="checkbox"/> Is extremely careless	9. Work Habits: <input type="checkbox"/> Is industrious; stays on task until completed <input type="checkbox"/> Seldom wastes time; is reliable <input type="checkbox"/> Is usually reliable <input type="checkbox"/> Frequently wastes time <input type="checkbox"/> Work is often incomplete
4. Initiative/Motivation: <input type="checkbox"/> Is resourceful; looks for things to do <input type="checkbox"/> Is fairly resourceful <input type="checkbox"/> Does acceptable routine work <input type="checkbox"/> Takes very little initiative; requires urging <input type="checkbox"/> Shows no initiative	10. Accuracy of Work: <input type="checkbox"/> Does work of very good quality <input type="checkbox"/> Makes few errors <input type="checkbox"/> Often makes errors <input type="checkbox"/> Is frequently inaccurate and careless <input type="checkbox"/> Is extremely careless
5. Professionalism: <input type="checkbox"/> Consistently demonstrates professionalism <input type="checkbox"/> Usually demonstrates professionalism <input type="checkbox"/> Occasionally demonstrates professionalism <input type="checkbox"/> Rarely demonstrates professionalism <input type="checkbox"/> Is totally unprofessional	11. Communication: <input type="checkbox"/> Excellent communication skills <input type="checkbox"/> Above average communication skills <input type="checkbox"/> Average communication skills <input type="checkbox"/> Needs to improve communication skills <input type="checkbox"/> Ineffective communication skills
6. Courtesy: <input type="checkbox"/> Is very courteous and very considerate <input type="checkbox"/> Is courteous and considerate <input type="checkbox"/> Usually courteous and considerate <input type="checkbox"/> Is not particularly courteous <input type="checkbox"/> Very discourteous and inconsiderate	12. Adaptability: <input type="checkbox"/> Is adept at meeting changing conditions <input type="checkbox"/> Adjusts readily <input type="checkbox"/> Needs direction to make adjustments <input type="checkbox"/> Has difficulty adapting to new situations <input type="checkbox"/> Cannot adjust to changing situations

Please assign this intern a letter grade that you feel he/she has earned for this grading period.

A+ A A- B+ B B- C+ C C- D+ D D- F

Site Supervisor's/Mentor's Signature: _____

Request for Absence

INTERN: Please return this form to the internship coordinator at least days PRIOR to your absence from the internship.

Dear Site Supervisor/Mentor:

_____ has requested permission to be excused from his/her internship on:

DATE(S):

TIME:

REASON:

The student and I have discussed the request and agreed to make the request of you. It is for you to determine if it is possible to excuse this student from his/her internship during the time requested. Your decision will be supported by the school. Thank you for your consideration.

Sincerely,

Internship Coordinator

SITE SUPERVISOR'S/MENTOR'S DECISION:

_____ Permission is granted for the student to be excused from his/her internship during the times indicated.

CONDITIONS:

_____ Permission is granted for the student to be excused from his/her internship during the following times:

DATE:

TIME:

CONDITIONS:

_____ It is not possible to excuse the student from his/her internship on the date requested.

Site Supervisor/Mentor

Inclement Weather Driving Policy

"The school district does not require, or recommend, that students drive to, or report to, any internship site during any part of a day covered by an announced school delay or school cancellation due to extreme inclement weather. However, we will not interfere with individual student decisions to drive to, or report to, any internship site during any such period if the student, the student's parents (if the student is under the age of 18), and the student's internship site supervisor/mentor conclude that such travel can take place without undue risk to student safety."

Signature _____
Attorney or Superintendent

Intern Confidentiality Agreement

School Name

I understand that in the course of my internship experience I may have access to and be involved in the processing of verbal, written, computer generated, computer accessed, filmed, and/or recorded information related to clients, employees, and staff or company business.

I understand that I am required to maintain confidentiality of this direct or indirect information at all times, both during and after my internship experience. I understand that I will not share, discuss, or reveal any of this information with anyone.

I understand any breach of confidentiality may result in disciplinary action, including termination or legal action.

I certified by my signature that I acknowledge being informed of the confidentiality policy concerning confidential information and its treatment. I agreed to adhere to and uphold the private and privileged information therein.

Intern Name: _____
(Please print full legal name)

Intern Signature: _____

Date: _____

Site Supervisor/Mentor Signature: _____

Date: _____

Internship Coordinator Signature: _____

Date: _____

Intern Termination Notice

Intern _____

Site Supervisor/Mentor _____

Internship Site _____

Internship Coordinator _____

Internship Period (Duration) _____ Grade at Termination _____

The above-mentioned intern has been terminated from the internship program for the following reason(s):

This action will result in recommendation for:

Loss of credit
 Other: _____

As a result of this termination, the above-mentioned intern will be:

Withdrawn from internship
 Given a new internship site, if available
 Other: _____

Intern Signature

Date

Site Supervisor/Mentor Signature

Date

Internship Coordinator Signature

Date

School Administrator Signature

Date

Guidance Counselor Signature

Date

Intern Probation Notice

Intern _____

Site Supervisor/Mentor _____

Internship Site _____

Internship Coordinator _____

Internship Period (Duration) _____

The above-mentioned intern has been put on probation for the following reasons: (check all that apply)

- Site supervisor/mentor request
- Administrator request
- Poor attitude
- Dress code violation
- Lack of cooperation
- Lack of good work ethics
- Failure to take initiative
- Internship documents falsified
- Failure to communicate effectively
- Excessive absences or tardiness from school/internship site
- Lack of productivity or failure to complete tasks assigned by site supervisor/mentor
- Needs more academic training for this internship experience
- Classroom failure or more concentration needed on academic courses required for graduation
- Failure to turn in required program assignments and documentation
- Failure to comply with all rules/regulations of the internship program
- Failure to comply with safety regulations
- Other: _____

Comments: _____

As a result of this probation, the above-mentioned intern will be:

- Monitored daily for internship violations
- Required to meet with internship coordinator daily
- Terminated from the internship program if any further violation occurs
- Other: _____

I fully understand the above conditions and agree to cooperate for the best interest of all parties.

Intern Signature

Date

Parent/Guardian Signature

Date

Site Supervisor/Mentor Signature

Date

Internship Coordinator Signature

Date

Appendix G

Resources

Resources

The following resource list has been collected from various internship teachers. These resources are only suggestions that may be used in the class. If a listed resource is no longer available for purchase, it is suggested that you contact other internship coordinators for a possible loan.

Books

BRAIN GAMES!

(Ready-to-Use Activities that Make Thinking Fun--for Grades 6-12)

Jack Umstatter

ISBN: 0-87628-187-0 (spiral)

ISBN: 0-87628-125-0 (pbk)

1996

The Center for Applied Research in Education

West Nyack, NY 10994

Career Cluster Workbooks (count 10)

Glencoe

ISBN: 0-07-845405-0

Teacher's manual: ISBN 0-07-829715-X

50 Success Classics

Tom Butler-Dowdon

Nicholas Brealey Publishing

1-85788-333-0

Freakonomics: A Rogue Economist Explores the Hidden Side of Everything

Steven D. Levitt and Stephen J. Dubner

William Morrow

ISBN: 006073132X

Good to Great

Jim Collins

Collins Business

ISBN-10: 0066620996

Leading with Character

Farmer, Farmer, Burrow

Cengage Learning

ISBN-13: 978-0-538-44486-6

www.thomsonedu.com

Making the Most of Your Internship

Kaser, Brooks, Brooks

Thomson

0-538-44432-0

Mathematics with Business Applications
Glencoe
www.busmath.glencoe.com
0-07-831373-2

More Activities That Teach
Tom Jackson
(Over 80 hands-on learning activities)
ISBN: 0-9664633-3-1
Active Learning Center, Inc.
3835 W. 800 North
Cedar City, UT 84720
435-586-7058
fax: 435-586-0185
toll free: 888-588-7078
www.activelearning.org

Quick Skills
Attitude and Self Esteem 0-538-69026-7
Decision Making and Problem Solving 0-538-69024-0
Self Management and Goal Setting 0-538-69022-4

Seven Habits of Highly Effective Teens
Sean Covey
Simon & Schuster, New York
0-684-85609-3

Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities
Karl E. Rohnke
Kendall/Hunt Publishing Company; Reprint edition (October 1, 1989)
ISBN: 084035682X

Skills @ Works	South-Western	www.swep.com
<i>Acquiring Information</i>		0-538-69008-9
<i>Understanding Systems</i>		0-538-69001-1
<i>Using Resources</i>		0-538-68958-7
<i>Developing Interpersonal Skills</i>		0-538-68973-0
<i>Applying Technology</i>		0-538-68968-4

Study Skills: The Tools for Active Learning
Abby Marks-Beale
Belmar Publishers, Inc.
0-8273-5437-1

Surviving on the Job
Jay Como
Glencoe
0-02-676890-9

The School-to-Work Planner 0-538-64970-4

The World Is Flat: A Brief History of the Twenty-First Century
Thomas Friedman
Farrar Straus Giroux
ISBN: 0374292795

Vital Friends
Tom Roth
Gallup Press
ISBN-10: 1595620079

What Color is Your Parachute? For Teens
www.tenspeed.com
ISBN-13: 978-1-58008-713-1

Who Moved the Cheese?
Spencer Johnson
Vermilion
ISBN: 0091816971

Writing Better – Essay Tests
C. Robert R. Gridley
J. Weston Walch, Publisher
0-8251-2064-0

Your Career: How to Make It Happen
Julie Griffin Levitt
Thomson
0-538-72966-X

Internet/Websites

AAHPERD CareerLink is the best online source for jobs in the fields of health, physical education, recreation, and dance.- <http://careers.aahperd.org>

“America’s Career InfoNet” – valuable for multiple career areas of interest, including skills, interests, and values profiles

BioWorksU is a virtual environment where you can learn about exciting careers in biotechnology and health care. - www.bioworks.com

Bridges—comprehensive skills/interests inventories (paid subscription)
www.bridges.com

Bureau of Labor Statistics – www.bls.gov

Career Matters – provides assessment for skills, interests, values matched to careers
<http://www.careermatters.ie/>

Career Noodle – www.CareerNoodle.com

Creating positive work environments - www.fishphilosophy.com

Drive of Your Life – career exploration website – www.driveofyourlife.org

Keirsey Temperament Sorter II – seventy questions, industry standard
www.advisorteam.com/temperament_sorter/register.asp?partid=1

Learn More Indiana (formerly ICPAC) - www.learnmoreindiana.com/

Myers-Briggs Personality Testing/Interpretation -
http://www.personalitypathways.com/type_inventory.html

Professional Development and Classroom Activities for Teachers- www.teachingk8.com

Work Ethic Certificate link to forms - <http://www.in.gov/dwd/3441.htm>

WorkOne - <http://www.work-one.org>

Writing Resumes – <http://www.onetcodeconnector.org>

Videos

Video Title

Distributor/Publisher

Budgeting/Handling Money

The School Company 800-543-0998

Credit Card Basics: Play Now Pay Forever

Finding the Perfect Boss

How To Problem Solve

I'm Tired of a Messy Desk

Insurance Basics: It'll Never Happen to Me

Introduction to Desktop Publishing

Keys To Job Success Personality on the Job: Why People Work

Positive Work Habits: What They Didn't Tell You at School

Rules: Who Made This Policy Anyway?

Safety at the Workplace

Selling Skills – Have I Got A Deal for You

Study and Work Habits

Teamwork: My Job Would Be Simple If Everyone Would Go Away

Telephone Skills – Why They're Important

The Basics of Entrepreneuring

The Basics of Filing and Office Procedures

The Basics of Office Etiquette

The Basics of Telephone Skills

The Silent Message: Non-Verbal Communication

The Video Basics of Word Processing

Top 9 ½ Budgeting Tips

Top 9 ½ Safety Habits

Top 9 ½ Tips to Understanding Your Paycheck

Why Reading Is Important

Why Study Business: Skills for the 21st Century

Why Study English

Why Study Math

Why Writing Is Important
Work Habits for the Beginner

ABC's of Personal Finance
Demystifying the Stock Market
How to Achieve Your Goals

Bonnie Blocka: Hercules Pilot

Women's Work Series
Ellen Bessen: Animator
Jen Miller: Firefighter
Julie Lewis: Contractor
Kathy Doughty: Emergency Technician
Kim Parker: Biomedical Engineer
Life After High School: Succeeding in the Workplace

Basic Clerical Skills
Communication Skills
Conflict Resolution
Education and Training
Extraordinary Answers to Common Interview Questions
Getting Along With Others
Health Services
Information Technology SVCS
Job Survival Kit
Making the Most of Your Job
Problem Solving
Professional Image
Ready...Set...GOALS!
Scientific, Engineering, Tech
Self-Esteem
Shyness & Assertiveness
Stress
Stress Management
Take This Job and Love It!
Thank You for Calling
Values

Conducting Business Around The World
South-Western Publishing Co.
ISBN 0-538-62186-9

Understanding Cultural Differences
CEV Multimedia
Life Skills video series
1020 SE Loop 289
Lubbock, TX 79404
800-922-9965
806-745-8820

100% Educational Videos 800-483-3383

Films for the Humanities & Sciences
www.films.com 800-257-5126

Meridan Education Corporation
888-340-5507 or 800-727-5507

Cambridge Career Products &
Career Development Software, Inc.
(or Cambridge Educational)
800-468-4227

Miscellaneous

Building Cultural Bridges
Joby Stafford Robinson and others
National Educational Service
1252 Loesch Road
Bloomington, IN 47404
812-336-7700
Fax: 812-336-7790

Career Activity and Resource Guide
Indiana Department of Education
Center for School Improvement and Performance
March 1996
(Skills for Resolving Conflict Exercise; Dealing with Criticism Exercise)

Career Exploration
888-2NXT-GEN

Department of Workforce Development – Summer, 2008
Several CTE teachers created numerous job related lesson plans available to everyone.
Contact [Barb Beadle](#) for more information.

NEXT Generation Insuring Your Future
Life & Health Insurance Foundation for Education
800-358-5218

Table Manners and Table Settings
1994
Ross Creations, Inc.
P.O. Box 70
Rusk, TX 75785

Appendix H

Submitted Documents

(The following documents have been submitted by various internship coordinators or programs from around the state and may be used at will.)

Internship Program Quality Guidelines
Full Time Internship Coordinator

Instructional Day: 8 a.m. to 3:10 p.m. = 7 hours + 10 minutes = 430 minutes – 30 minutes (lunch) – 70 minutes (prep) = 330 minutes available per day or 5.5 hours per day.
5.5 available hours per day x 60 days per trimester = 330 hours per trimester.

Exemplary Internship Program: (330 instructional hours available per trimester)
6 hours per student per trimester (*Minimum:* 3 hours for 3 internship site visitations + 3 hours support + 6 seminars per trimester).
330 available hours – 6 hours/student = 55 students per trimester

Average Internship Program: (330 instructional hours available per trimester)
5 hours per student per trimester (Minimum: 2 hours for 2 internship site visitations + 3 hours support + 4 seminars per trimester).
330 available hours – 5 hours/student = 66 students per trimester

Below Standard Internship Program: (330 instructional hours available per trimester)
4 hours per student per trimester (Minimum: 2 hours for 2 internship site visitations + 2 hours support + 3 seminars per trimester).
330 available hours – 4 hours/student = 82 students per trimester

Internship Program Quality	Exemplary	Average	Below Standard
Coordinator: Student load	55	66	82
Coordinator: Coordination time per student per trimester	6 hours	5 hours	4 hours
Coordinator: Visitations per student per trimester	3	2	2
Coordinator: Support time per student per trimester	3	3	2
Coordinator: Formal seminars per trimester	6	4	3
Coordinator: Length of Instructional Day (<i>contract</i>)	430 minutes	430 minutes	430 minutes
Coordinator: Duty free lunch time (<i>contract</i>)	30 Minutes	30 Minutes	30 Minutes
Coordinator: Duty free preparation time (<i>contract</i>)	70 minutes	70 minutes	70 minutes
Coordinator: Coordination time during instructional day	330 minutes (5.5 hours)	330 minutes (5.5 hours)	330 minutes (5.5 hours)
Student: Workplace experience hour requirement per credit	70 per credit	70 per credit	70 per credit
Student: Seminar, related training hour requirement per credit	15 per credit	15 per credit	15 per credit

Submitted by Nina Kyler of East Allen County Schools

WHITE RIVER VALLEY STUDENT INTERN PROGRAM APPLICATION

DIRECTIONS: Print all requested information!

(All information is required and will remain strictly confidential and on file in the school coordinator's office)

**Internship
UnPaid/1 or 2 Semester (2-4 Credits)
(6-9 Hours Per Week)**

Name _____ Age _____ Birthdate _____
Last First Middle

Parent/Guardian Name(s) _____

Home Address _____ Phone _____
Street City, Zip Code

Do you have any health problems? Yes No If so, what? _____

Will you be involved in sports or other after-school activities? Yes No

What? _____ Cell Phone _____

Overall **Grade-Point Average** to Date? _____ (Must have a 2.8 or higher C+ or better to qualify)

How many days absent this year? _____ Last Year? _____ Reason(s) _____

How many days tardy this year? _____ Last Year? _____ Reason(s) _____

Please prioritize your specific career area(s) of interest:

1. _____
2. _____
3. _____

Are you currently employed? Yes No Where? _____

What are your exact responsibilities? _____

Where would you like to do your internship?

1. _____ (indicate type or name of business or organization)
2. _____

List advanced courses you have taken and the grades you earned. Be sure to include Math, English, and Science *and* electives related to your career interest (also *include* keyboarding and computer applications)

_____/_____/_____/_____/_____
_____/_____/_____/_____/_____
_____/_____/_____/_____/_____

You must have your own car! Do you? Yes No (You cannot rely on others for transportation)

Please write on the back of this form the reason(s) why you want to be considered for internship.

Return this completed application to Mrs. Fougerousse, Intern Coordinator, in Room 136, Guidance, or the Main Office. Place your name on the personal reference forms and give to three different teachers or administrators. You will be notified as soon as you are approved for the program.

White River Valley High School

RULES TO FOLLOW

FOR A SUCCESSFUL INTERN EXPERIENCE

- Dress professionally for the interview and on the first day. You want to make a good first impression! Ask what they prefer you to wear on a daily basis and follow that advice. Obvious body piercing, tattoos, abnormal hair color, etc. are not acceptable. Avoid trendy attire you wear out with friends. Use common sense!
- Follow the Student Behavior Code—for this opportunity is an extension of the regular school program. You represent not only yourself and your family in the community, but White River Valley High School as well.
- Turn in a Time Sheet and Daily Log Monday of each week in Room 136. Late timesheets will have points deducted.
- Attend all Seminar classes as scheduled and complete required assignments.
- Make a point to talk about your experiences *one on one* each week with the school coordinator.
- Be punctual and dependable to the intern site. Call if you are going to be late or absent.
- Accept duties, supervision, and criticism graciously. Remember your age and inexperience.
- Conduct yourself in a dignified, courteous, and considerate manner at all times.
- Discuss problems or concerns with your assigned supervisor/mentor *and* the program coordinator. Remember, others cannot read your mind. Communication is *key*!
- Follow all of the organization's policies and procedures—dress code, safety procedures, time schedule, breaks, lunch, etc. It is good to ask questions if unsure!
- Do not participate in gossip. Always be positive and cheerful. Do not discuss your personal life.
- Refrain from loud talking or laughing. Knock on closed doors. Respect others.
- Do not chew gum or eat food while on duty. Do not smoke anywhere at anytime.
- Do not use company phones for personal calls. Do not have others call you.
- Do not bring anyone else to the intern or shadow site unless permission has been granted by your supervisor/mentor.
- Do not discuss race, religion, sex, or politics. Avoid jokes that are in poor taste.
- Report only to the area where you are assigned. Do not wander unless you ask.
- If you do not report to your intern site, you should report to Room 136.

I have discussed this with my Coordinator and understand what is expected to be successful.

Date _____

Student Signature _____

**White River Valley High School
Internship Career Experience
SITE PERFORMANCE REVIEW**

Student Name
Company

Date of Review
Site Supervisor

Review the student's performance for the entire period. Consider the student on the basis of the goals you expect to be met for the job, based on the length of time in the job. Place a check in the grid for each item listed under the code that best describes performance. Comments will be appreciated.

CODE: **5** Outstanding **3** Average **1** Additional Comment Needed
 4 Good **2** Less Than Satisfactory **NA** Not Applicable

RESPONSIBILITY

5	4	3	2	1	NA

- Gets to work on time
- Works scheduled hours
- Completes work
- Gives notices of absences
- Understands the effect of an action/decision on others
- Demonstrates initiative
- Asks for help when necessary
- Honest

TRUSTWORTHINESS

5	4	3	2	1	NA

- Needs little supervision
- Does quality work
- Honestly reports hours
- Earns trust of supervisor

RESPECT

5	4	3	2	1	NA

- Works well with others
- Shows respect for supervisor(s)
- Shows respect for company property
- Demonstrates polite behavior
- Follows company policies
- Helps Others
- Dresses appropriately

CARING

5	4	3	2	1	NA

- Cooperative
- Helps others
- Strives to improve

FAIRNESS

5	4	3	2	1	NA

- Accepts constructive criticism
- Keeps personal issues away from the worksite
- Demonstrates open-mindedness and flexibility

PROFESSIONALISM

5	4	3	2	1	NA

- Contributes to team
- Follows chain of command

Days absent _____ Days late _____

If you had to give the student a "GRADE" for this 9 weeks for the time spent at your site, what "GRADE" would you give him/her? _____

COMMENTS _____

**WHITE RIVER VALLEY HIGH SCHOOL
INTERNSHIP CAREER EXPERIENCE**

**WEEKLY
TIME SHEET**

Student Name: _____

This documentation must be turned in for credit each week to the school's coordinator. Each day late will result in a deduction of points.

Organization Name: _____

Month/Day/Year	Day of Week	Start Time	End Time	Total Hrs.
WEEKLY TOTAL				

Mentor/Supervisor Signature: _____

Date: _____

DAILY LOG

(INDICATE VARIOUS TASKS AND PERSONAL EXPERIENCES FOR EVERY DAY LISTED ABOVE)

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Other comments: