



UNC
SCHOOL OF EDUCATION

Master of Arts in Educational Innovation, Technology, and Entrepreneurship



INTERNSHIP MANUAL

A Guide for MEITE

Graduate Students, Site-Based Supervisors, and Internship Providers

Updated Fall 2019

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MEITE Program Director

Table of Contents

MEITE Program Overview	Page Number
1. MEITE Program Information Overview	3
2. MEITE Internship Experience Contacts	3
3. MEITE Program Overview	3
4. UNC Policy on Academic Integrity	3
Information for Students, Sites & Site Supervisors	Page Number
1. Overview of MEITE Internship Component	4
2. Supporting Students in Selecting the Best Internship Site	5
3. Requirements for Being Eligible to Host a MEITE Interns	5
4. Clearances/Criminal Background Screening	6
5. Reporting Concerns	6
6. Roles and Responsibilities	6
- Role of the MEITE Program Director	6
- Role of Administrative Support Specialist	6
- Role of the Internship Site Supervisor	7
- Role of the Student	7
7. Incomplete Internship Policy	8
8. Premature Termination of the Internship	8
9. Accountability Measures	8
10. Grading Scale	9
11. Integration of the Internship into the MEITE Program	9
Appendices	Page Number
Appendix A – MEITE Internship Log	10
Appendix B – MEITE Internship Evaluation Rubric	11

MEITE Program Information Overview

The University of North Carolina at Chapel Hill programs are built on research-based best practices, provide early and authentic, field-based experiences, and engage students in collaborative inquiry. The internship provides students with opportunities to integrate theory and practice, to demonstrate skills in a structured, supportive environment, and to enhance their strengths and develop areas that need improvement. The internship experience is one of the most important components of the MEITE program, and students will work with the Program Director and Site-Based Internship Supervisor for a successful experience.

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MEITE Program Overview

The Master of Arts in Educational Innovation, Technology, and Entrepreneurship (MEITE) is a professional-degree program that prepares its graduates for careers in the educational technology field, both in the public and private sectors, and it is located on the University of North Carolina's Chapel Hill campus within the School of Education. Students from all backgrounds are welcomed to apply to the program, and MEITE enrolls students into either full-time or part-time cohorts that begin in August and January. MEITE is led by its own director and student advisor, and they work closely with the students to help ensure a positive, productive experience that prepares them to be tomorrow's educational technology leaders, innovators, and entrepreneurs.

UNC Policy on Academic Integrity

UNC - CH has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected. If you require further information on the definition of plagiarism, authorized vs. unauthorized collaboration, unauthorized materials, consequences of violations, or additional information on the Honor Code at UNC-CH, please visit <http://honor.unc.edu> or contact the Office of Student Conduct at 919-962-0805 or at jpa@unc.edu

Information for Students, Sites & Site Supervisors

Overview of MEITE Internship Component

Throughout UNC’s [academic year](#) in which students are enrolled in the MEITE program, they are required to complete an internship. This internship will be coordinated and facilitated by the MEITE Program Director in collaboration with both the student who will be completing the internship and site-based internship supervisor who works at the internship location. Leading up to and during the first weeks of the program, each MEITE student will meet with the Program Director for an advising session. During that session, a discussion regarding where they would like to intern and what they wish to gain from that experience will take place. This information will be used to place the student at a site that is aligned to their interests.

While interning, students are to spend eight hours a week at their internship placement and contribute to its projects and initiatives. Students are free to complete the hours in one eight-hour block or two four-hour blocks per week. In all, students should spend 270 hours per academic year interning, and they are to use the log included in Appendix A to record those hours.

Students are not required to intern during official breaks in the academic schedule or national holidays. If there are additional days that conflict with the student’s internship schedule due to religious, personal, or other situations, the student is to let both the MEITE Program Director and company-based internship supervisor know about the upcoming date with as much notice as possible (72 hours is the minimum amount of notification, unless it is an emergency). The following table further outlines examples of reasonable and inappropriate expectations of interns.

Reasonable Expectations	Inappropriate Uses of Time
<ul style="list-style-type: none"> • Attending meetings, tradeshows, and events associated with the company • Being placed on project teams that are building a product, developing a service, or another initiative as directed by the company • Developing materials, both digital and hardcopy, that will be used by the company for marketing or another purpose • Conducting market analyses and user testing for products and services developed by the company • Attending and participating in brainstorming sessions, product development workshops, and similar happenings within the company • Networking in the community on behalf of the company in professional settings 	<ul style="list-style-type: none"> • Doing routine errands that are not related to one of the company’s initiatives • Over-socializing in the workspace • Working on coursework that does not pertain to the internship • Being off-task (e.g., using social media for purposes not related to the company’s initiatives)

Supporting Students in Selecting the Best Internship Site

The purpose of the MEITE internship is to provide students with an authentic opportunity to work with professionals in an area of interest within the field of educational technology. Students will work collaboratively with the Program Director to identify an internship placement. Examples of potential placements include technology startups, business accelerators and incubators, edtech companies, digital marketing firms, technology providers, offices of innovation, corporate training departments, curriculum development departments, textbook companies, schools, universities, makerspaces, community organizations, and research and development teams. Students are encouraged to share additional ideas for a potential internship placement with the Program Director. Students are discouraged from completing internships at sites where they are currently employed or already have membership or leadership roles. Exceptions to this policy can be made if students present compelling reasons with clear indication regarding how the learning experience will be different from typical duties to the Program Director.

As students consider potential internship placements, they are encouraged to do the following:

1. After the Program Director confirms that a placement is available, an email connecting the student to the site-based supervisor will be made. Students are encouraged to schedule a visit to the internship site, meet with the site-based supervisor and other employees, and tour the facility.
2. Students should explore any requisite skills required for the internship and ensure that they meet the sites' recommendations before the internship begins.
3. Students must report whether or not their internship will be paid.
4. Students should select sites that serve populations that they are interested in serving.

Students should select internship placements within a reasonable, safe distance for them to commute. Remote internship placements are a possibility, and they will require the Program Director's approval.

Requirements for Being Eligible to Host a MEITE Intern

The School of Education and the MEITE program are committed to providing students with high-quality internship placements. The institution enjoys long-standing, established relationships with many non-profit, for-profit, private, and public organizations in the Research Triangle. Sites are required to have clear mission and vision statements that are consistent with the School of Education, the MEITE program, and UNC – CH. To qualify as a placement site for internships, an organization must meet all of the following criteria:

1. Technology, innovation, and entrepreneurship are woven into the fabric of the company;
2. Respect client diversity in terms of age, ethnicity, culture, race, religion, sexual orientation, and socioeconomic status;
3. Not require the interning student to pay any out-of-the-pocket expenses to attend events, meetings, tradeshow, conferences, etc. at the request of the company; and,
4. Be located in the larger Research Triangle Parkway or have dependable internet service.

Clearances/Criminal Background Screening

Internship providers should follow their own rules about clearances and may dismiss a student or not allow a student to work if the clearance requirements are not met. Internship providers should also connect the intern to the human resources personnel who can assist with background checks and/or required testing. It is important that students are aware of these potential requirements before agreeing to the internship.

Reporting Concerns

Students who have concerns about their internship site should express them to the MEITE program director in a timely manner. The Director will assist students in addressing the concerns in a professional manner, with the goal of resolving the initial concerns.

Roles and Responsibilities

There are multiple stakeholders involved in the MEITE internship component. This section outlines the roles and responsibilities for each stakeholder.

Role of the MEITE Director. The MEITE Director has oversight of the MEITE program and the internship experience. The Program Director works collaboratively with students to help ensure an appropriate internship that matches their interests. Once in the internship, the Program Director works with the internship provider to support students while they intern. The Program Director also completes three site-based visits during the academic year, one in the beginning of the fall semester, one at the end of the fall semester, and the final one at the end of the spring semester. The internship will also be integrated into MEITE seminar courses through discussion and work examples from the internship. The Program Director also actively works to identify and confirm future internship opportunities throughout the year. Specific responsibilities include:

1. Be responsible for initially matching the students with potential internship opportunities, involving the internship provider in making the placement decision, and collaborating with the site-based supervisor in evaluating the student;
2. Schedule initial meetings with students and internship site supervisors to clarify any questions related to the internship;
3. Provide support to the students and internship site supervisors, as needed;
4. Assist in evaluating students and reporting that evaluation to students;
5. Share information concerning internship meetings, requirements, and additional guidelines in a timely manner;
6. Serve as the main liaison between the School of Education and the internship provider; and,
7. Be available to the internship site supervisor for consultation when requested.

Role of MEITE Program Advisor Support Specialist

The Administrative Support Specialist assists the Program Director with completing and organizing forms, registrations, and assessments associated with the internship.

Role of the Site-Based Internship Supervisor

The site-based internship supervisor is a pivotal member of the MEITE internship experience. This person is the main point of contact for the intern at the placement. This person must have a bachelor's degree, a minimum of five years of experience in the field, and have supervision and/or managerial responsibilities. Specific responsibilities for this person include:

- Inform the intern of all the requirements, testing, and checks needed to intern at this placement;
- Orient the student to the context of the internship placement and introduce him/her/they to the people who work there;
- Provide opportunities for the student to engage in work directly aligned to his/her/their interests;
- Assign tasks that align with expectations for a graduate-level student;
- Meet regularly with the student and provide individual guidance, support, and feedback;
- Provide the intern with supervision, training, and regular performance feedback;
- When feasible, facilitate the student's participation in staff/employee activities of a professional nature;
- Contact the MEITE Program Director regarding any concerns or to discuss ways the MEITE program may support the facilitation of the internship;
- Complete two evaluations of the intern per semester. The first evaluation will be survey-based with an option of a site visit. The second evaluation will be an in-person meeting where the Program Director, site-based supervisor, and student will complete a rubric-based evaluation.
- Alert the MEITE Program Director immediately of any challenges that the intern might be causing; and.
- Verify the completed Internship Log (Appendix A).

Role of the Student

The internship experience is a featured element of the MEITE program and interning at an innovative business in the Research Triangle is a privilege. Students are representing the University, School of Education, and MEITE Program, and they are expected to:

- Be attentive and engaged while at the internship;
- See the internship as an opportunity provided to learn and contribute;
- Take feedback from the site supervisor and additional personnel and use it to improve;
- Maintain a growth mindset that they can develop the skills, behaviors, and knowledge needed for success;
- Remain professional at all times, in behavior, preparedness, and appearance;
- Be on time and present – both mentally and physically – while at the internship;
- Dedicate eight hours per week to the internship placement;
- Complete all assigned tasks completely and at a high-quality; and,
- Complete the hours log that documents all internship hours (Appendix A);

Incomplete Internship Policy

Students who do not complete the minimum required hours will each meet with the MEITE Program Director. The student who explain why he/she/they did not complete the required hours. The Director will also contact the site-based supervisor for additional information. At this point, the Director will follow the Graduate School's policies for resolving this issue.

Premature Termination of the Internship

When a MEITE student's performance is considered substandard as reported by the site-based supervisor to the MEITE Program Director, it is the Director's responsibility to intervene. These situations will be handled by the MEITE Program Director, internship site coordinator, and/or the University of North Carolina Code of Conduct. Potential outcomes include suspending the student from the internship, changing the student's internship, and/or removal from the program. The student will have an opportunity to explain his/her/their actions before a final decision is made.

Accountability Measures

Intern supervision is a shared responsibility between the MEITE Program Director and the site-based intern supervisor. The student, MEITE Program Directors, and intern supervisor will meet three times during the academic year.

1. *Preliminary Meeting*: This meeting will occur during the first weeks of the internship where the Program Director will explain the expectations of the internship to the student and supervisor while fielding any questions they may have. This meeting is expected to last 30 minutes.
2. *Midpoint Survey*: Halfway through the semester, the site supervisor will be asked to complete a survey focusing on the student's strengths, areas for growth, and quality of work.
3. *End of Fall Meeting*: This meeting will be a review of the work completed by the student under the direction of the site-based supervisor, from August to December. The student will review the work that he/she/they completed while interning for the MEITE Program Director and supervisor. The student should expect follow-up questions and bring examples of his/her/their work to the meeting. *Collaboratively, the student, company-based supervisor, and MEITE Program Director will complete a formative assessment of the student using the Internship Evaluation Rubric (Appendix B).* This meeting should last for 45 minutes.
4. *End of Spring Meeting*: This meeting will be a review of the work completed by the student under the direction of the company-based supervisor, from January to May. The student will review the work that he/she/they completed while interning for the MEITE Program Director and supervisor. The student should expect follow-up questions and bring examples of his/her/their work to the meeting. *Collaboratively, the student, company-based supervisor, and MEITE Program Director will complete a summative assessment of the student using the Internship Evaluation Rubric (Appendix B).* This meeting should last for 45 minutes.

In addition to these meetings, MEITE students are required to add three artifacts with commentary to their professional portfolio website that document their work while interning. These artifacts may include projects, materials, analyses, or other samples of their work they completed while interning. The commentary that accompanies these artifacts in their professional portfolio needs to explain what the artifact is, their contributions to it, and what they learned by completing it.

Grading Scale

The final grade for the internship is determined based on the formative and summative evaluations of the student using the Internship Evaluation Rubric (Appendix B), the survey completed by the internship site coordinator at the midway point, and the three artifacts the student included to his/her/their professional portfolio website.

High Pass	Pass	Low Pass	Fail
<i>100-95</i>	<i>94.9-80</i>	<i>79.9-70</i>	<i>69.9 and below</i>

Integration of Internship into the MEITE Program:

The internship is not a standalone component of the MEITE program; rather, it is be blended into the MEITE seminar courses. Students will be asked to share the work they have been engaging at their internship along with lessons, knowledge, and skills they have learned while and from interning.

Appendix B – MEITE Internship Evaluation Rubric

Internship Evaluation Rubric

Preparedness: The intern is knowledgeable of the different tasked assigned to him/her/them				
<i>Exemplary – 3pts</i>	<i>Professional – 2.75 pts</i>	<i>Proficient – 2.5 pts</i>	<i>Emerging – 1.75 pts</i>	<i>Needs Improvement – 0 pts</i>
The intern always studies tasks previous to engaging them, develops a plan for completing the tasks, and executes that plan with a high degree of fidelity.	The intern usually studies tasks previous to engaging them, develops a plan for completing the tasks, and executes that plan with competency.	The intern usually studies tasks previous to engaging them, develops ideas for completing the tasks, and executes that plan with mixed results.	The intern engages tasks without planning, and the outcomes sometimes lead to extra work.	The intern has little to no mindfulness in planning for tasks and the outcomes reflect that lack of planning.
Skill Set: The intern’s ability to complete tasks as related to the required technical skills				
<i>Exemplary – 3pts</i>	<i>Professional – 2.75 pts</i>	<i>Proficient – 2.5 pts</i>	<i>Emerging – 1.75 pts</i>	<i>Needs Improvement – 0 pts</i>
The intern has pro-actively developed expertise in the skills needed to complete an array of tasks that are often assigned and may have supported co-workers in acquiring those skills.	The intern has pro-actively developed expertise in the skills needed to complete an array of tasks that are often assigned.	The intern has developed full competence in the skills needed to complete an array of tasks after being directed to by a supervisor.	The intern has developed some competence in the skills needed to complete an array of tasks after being directed to by a supervisor.	The intern has developed little to no competence in the skills needed to complete an array of tasks after being directed to by a supervisor.
Communication: The intern’s ability to express himself/herself/themselves				
<i>Exemplary – 3pts</i>	<i>Professional – 2.75 pts</i>	<i>Proficient – 2.5 pts</i>	<i>Emerging – 1.75 pts</i>	<i>Needs Improvement – 0 pts</i>
The intern is always mindful about his/her/their language in digital and face-to-face communications, as demonstrated by the use of professional jargon, strength-based language, grammar, and syntax.	The intern is mostly mindful about his/her/their language in digital and face-to-face communications, as demonstrated by the use of professional jargon, strength-based language, grammar, and syntax.	The intern is usually mindful about his/her/their language in digital and face-to-face communications (e.g., professional jargon, strength-based language, grammar, and syntax), but there have been minor miscommunications.	The intern is developing mindfulness about his/her/their language in digital and face-to-face communications (e.g., professional jargon, strength-based language, grammar, and syntax); however, there were clear miscommunications.	The intern has made significant mistakes in his/her/their communication practices, in either or both face-to-face and digital communications. These mistakes have resulted in extra work, hurt feelings, and other negative outcomes.
Collaboration: The intern’s ability to work in a group setting/environment				
<i>Exemplary – 3pts</i>	<i>Professional – 2.75 pts</i>	<i>Proficient – 2.5 pts</i>	<i>Emerging – 1.75 pts</i>	<i>Needs Improvement – 0 pts</i>
The intern is consistently able to share ideas, receive and provide constructive feedback, and be a	The intern is usually able to share ideas, receive and provide constructive feedback, and be a “team” player while	The intern is usually able to share ideas, receive and provide constructive feedback, and be a “team” player while	The intern sometimes shares ideas, receives and provides constructive feedback, and is a	The intern has been unreceptive to receiving and providing feedback and there have been instances where

“team” player while maintaining a positive disposition.	maintaining a positive disposition.	maintaining a positive disposition, though there have been some gaps.	“team” player while usually maintaining a positive disposition.	his/her/their negative disposition impacted team dynamics.
Dependability: The intern is accountable for the work assigned to him/her/them				
<i>Exemplary – 3pts</i>	<i>Professional – 2.75 pts</i>	<i>Proficient – 2.5 pts</i>	<i>Emerging – 1.75 pts</i>	<i>Needs Improvement – 0 pts</i>
The intern is highly reliable as demonstrated through his/her/their responsiveness to emails, completion of “on-time” deliverables, and takes full-responsibility for his/her/their work.	The intern is mostly reliable as demonstrated through his/her/their responsiveness to emails, completion of “on-time” deliverables, and takes full-responsibility for his/her/their work.	The intern has demonstrated accountability through his/her/their responsiveness to emails, completion of “on-time” deliverables, but at times does not take full-responsibility for his/her/their work.	There are some gaps in the intern’s accountability for his/her/their work, as demonstrated in time lapses in their email responses, lack of producing “on-time” deliverables, and/or take responsibility for his/her/their work.	There are significant gaps in the intern’s accountability for his/her/their work, as demonstrated in time lapses in his/her/their email responses, lack of producing “on-time” deliverables, and/or take responsibility for his/her/their work.
Innovation: The intern’s ability to be creative when completing tasks				
<i>Exemplary – 3pts</i>	<i>Professional – 2.75 pts</i>	<i>Proficient – 2.5 pts</i>	<i>Emerging – 1.75 pts</i>	<i>Needs Improvement – 0 pts</i>
The intern is nearly always creative in his/her/their approach to problem-solving, strategizing, and completing tasks that require “out of the box” thinking.	The intern is usually creative in his/her/their approach to problem-solving, strategizing, and completing tasks that require “out of the box” thinking.	The intern has demonstrated the ability to be creative in his/her/their approach to problem-solving, strategizing, and completing tasks that require “out of the box” thinking, though he/she/they is not consistently creative.	The intern prefers standard approaches to problem-solving, strategizing, and completing tasks, and does not deeply engage in “out of the box” thinking when creative opportunities arise.	The intern has demonstrated some close-mindedness when there are opportunities to be creative and has a strong preference for standardized approaches to the point where he/she/they does not consider alternatives.
Professionalism: The intern’s ability to be “career-ready” in appearance, decorum, language, and in other ways				
<i>Exemplary – 3pts</i>	<i>Professional – 2.75 pts</i>	<i>Proficient – 2.5 pts</i>	<i>Emerging – 1.75 pts</i>	<i>Needs Improvement – 0 pts</i>
The intern is consistently mindful about his/her/their presence in the work space, including their interactions with other people, their mental and physical attentiveness, dress, and other considerations that bespeak a professional.	The intern is usually mindful about his/her/their presence in the work space, including their interactions with other people, their mental and physical attentiveness, dress, and other considerations that bespeak a professional.	The intern is usually mindful about his/her/their presence in the work space, including their interactions with other people, their mental and physical attentiveness, dress, and other considerations that bespeak a professional, though there have been 1-3	The intern is not as mindful as he/she/they should be about their presence in the work space, including their interactions with other people, their mental and physical attentiveness, and dress. There has been at least one significant	The intern is lacking professionalism in the workspace as demonstrated by his/her/their interactions with other people, lack of physical and mental attentiveness, and other behaviors that have severely disrupted the work space multiple times.

		instances that are not professional.	disruption in the work space.	
Design Thinking Principles: The intern’s ability to use the appropriate design thinking principle(s) needed to complete a task				
<i>Exemplary – 3pts</i>	<i>Professional – 2.75 pts</i>	<i>Proficient – 2.5 pts</i>	<i>Emerging – 1.75 pts</i>	<i>Needs Improvement – 0 pts</i>
The intern has a deep understanding of the Design Thinking Principles and is able to apply them efficiently and effectively when analyzing problems and developing responses to it.	The intern has a general understanding of the Design Thinking Principles and is able to apply them efficiently and effectively when analyzing problems and developing responses to it.	The intern has a general understanding of the Design Thinking Principles and is mostly able to apply them when analyzing problems and developing responses to it.	The intern has an emerging understanding of the Design Thinking Principles and is able to apply them when analyzing problems and developing responses to it with support.	The intern has little understanding of the Design Thinking Principles and is not able to apply them when analyzing problems and developing responses to it.
Overall Performance: A holistic rating of the intern’s performance				
<i>Exemplary – 3pts</i>	<i>Professional – 2.75 pts</i>	<i>Proficient – 2.5 pts</i>	<i>Emerging – 1.75 pts</i>	<i>Needs Improvement – 0 pts</i>
The intern is excelling and performing at the levels expected of an established professional.	The intern is performing at the levels expected of a person who has been working in the field for 1-3 years.	The intern is performing at the levels expected of a new hire.	The intern needs mentoring and clearly possesses the attributes needed for advancing in the profession with more time, experience, and guidance.	The intern has significant gaps in his/her/their abilities and there are major concerns with the intern.