



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 Summer 2020**

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*MEITE Program Director*

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## **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 and 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.

## **MEITE Internship Experience Contacts**

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

### **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 invite all interns and site-based supervisors to attend a virtual meeting. In that meeting, the expectations of the internship to the student and supervisor will be explained followed by a questions-and-answers session. This meeting is expected to last 30 minutes.
2. *Midpoint Survey*: Halfway through the semester, site supervisors 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 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
100-95	94.9-80	79.9-70	69.9 and below

### Integration of Internship into the MEITE Program:

All the interns will meet on a monthly basis with the MEITE Program Director. During these meetings, the interns will reflect on and share about their experiences.

**Professional Portfolio Website (WP.org website).** In addition to their internship, MEITE students also create their own professional portfolio in the form of a website. Throughout the internship and time in the program, students will develop a Professional Portfolio Website using WP.org, and the specific sections that will be built in EDUC 767 are:

- **Homepage:** A greetings to your website's visitors. There is no specific length requirement for this section.
- **Background Information:** Videos, text, images, and/or other pieces of content that introduces yourself to your website's visitors and describes you as a professional manner. There is no specific length requirement for this section.
- **Resume/Curriculum Vitae:** A formal record of your education, professional experience, related experience, and any additional pertinent information (e.g., presentations, publications, awards, etc.). Relevant links can be included. Do consider effective strategies for most effectively formatting and highlighting content. There is no specific length requirement for this section.
- **Career Portfolio:** A collection of artifacts from coursework in MEITE, career, and academics. Each artifact should be contextualized, so that visitors to your website can easily understand what the artifact is and its significance and aligned to the Design Thinking principles. Artifacts can be linked, uploaded, or added to the portfolio in another way. At minimum, there should be at least three artifacts added this semester.
- **Blog/Vlog/Podcast:** A running commentary about one or more topics in a field(s) or area(s) of expertise. (If there is another form of running commentary you wish to include,

please get prior approval from the course instructor.) For blogs, each entry must be a minimum of 200 words. For vlogs, each video must be four minutes. For podcasts, each session must be 30 minutes. Students must have a minimum of three pieces of content by the end of the semester, and you may include a combination of blogs, vlogs, and podcasts in this category.

## Appendix A – MEITE Internship Log

Students are expected to keep the following log up to date. The first two entries are examples that students are to delete.

[illegible]

*By signing this log, I attest that the information recorded in it is accurate to the best of my knowledge.*

MEITE Student

---

Date

Intern Site Supervisor

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Date

MEITE Program Director

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Date

## Appendix B – MEITE Internship Evaluation Rubric

### Internship Evaluation Rubric

<b>Preparedness:</b> The intern is knowledgeable of the different tasks 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.
<b>Skill Set:</b> 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.
<b>Communication:</b> 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.
<b>Collaboration:</b> 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.
<b>Dependability:</b> 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.
<b>Innovation:</b> 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.
<b>Professionalism:</b> 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.	
<b>Design Thinking Principles:</b> 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.
<b>Overall Performance:</b> 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.

## Appendix C – Rubric for Professional Website Portfolio

<b>Homepage:</b> The website's "landing" page, which is the first page visitors will see when coming to the website.				
<b>Exemplary – 3pts</b>	<b>Professional – 2.75 pts</b>	<b>Proficient – 2.5 pts</b>	<b>Emerging – 1.75 pts</b>	<b>Needs Improvement – 0 pts</b>
This section welcomes visitors to your website in a professional manner and sets the tone, look, and feel of your professional brand that is carried throughout the rest of the website.	This section welcomes visitors to your website is mostly professional, and it sets the tone, look, and feel of your professional brand that is carried throughout the rest of the website.	This section welcomes visitors to your website is mostly professional, and it attempts to set the tone, look, and feel of your professional brand, though there are gaps when viewing the rest of the website.	This section is somewhat professional and there are implications for it setting a professional tone, but some significant gaps, errors, and/or poor decisions appear.	This section is not professional and few, if any, implications for it setting a professional tone are found.
<b>Background Information:</b> Multiple pieces of content that introduce yourself to your website's visitors and describes you as a professional manner.				
<b>Exemplary – 3pts</b>	<b>Professional – 2.75 pts</b>	<b>Proficient – 2.5 pts</b>	<b>Emerging – 1.75 pts</b>	<b>Needs Improvement – 0 pts</b>
This section is professional, free of grammatical errors, well formatted, and relevant to the field. In addition, it represents yourself in as a "whole" person while maintaining a professional look and feel.	This section is professional, free of grammatical errors, well formatted, and relevant to the field. The information attempts to represent you as a "whole" person, though there are some "jumps" that impact the information's flow.	This section is mostly professional, free of grammatical errors, well formatted, and relevant to the field. The information attempts to represent you as a "whole" person, though there are some gaps.	This section is not yet at a professional level, as there are multiple errors in the writing and format, and/or there is little effort to represent yourself as a "whole" person.	This section is not close to be at a professional level, as the information contains several grammatical errors and/or is not formatted in a logical manner. There is no effort to represent yourself as a "whole" person.
<b>Resume/Curriculum:</b> A formal record of your education, professional experience, related experience, and any additional pertinent information (e.g., presentations, publications, awards, etc.).				
<b>Exemplary – 3pts</b>	<b>Professional – 2.75 pts</b>	<b>Proficient – 2.5 pts</b>	<b>Emerging – 1.75 pts</b>	<b>Needs Improvement – 0 pts</b>
This section is well organized and formatted. The content highlights your qualifications and credentials, includes links to work samples as appropriate, and is free of grammatical errors.	This section is mostly well organized and formatted. The content speaks to your qualifications and credentials, includes links to work samples as appropriate, and is mostly free of grammatical errors.	This section includes several examples of your qualifications and credentials along with links to work samples as appropriate. There are some gaps in content, format errors, and/or grammatical errors that impact this sections' quality.	This section includes some examples of your qualifications and credentials along with links to work samples as appropriate. There are some gaps in content, format errors, and/or grammatical errors that impact this sections' quality.	The section includes a limited amount of your qualifications and credentials. The formatting is inconsistent and choppy, and few, if any, links to work samples are included. The writing contains grammatical errors that impact this section's quality.
<b>Career Portfolio:</b> A collection of artifacts from coursework in MEITE, career, and academics.				
<b>Exemplary – 3pts</b>	<b>Professional – 2.75 pts</b>	<b>Proficient – 2.5 pts</b>	<b>Emerging – 1.75 pts</b>	<b>Needs Improvement – 0 pts</b>

15 or more entries are included, and each entry includes both an artifact and commentary that explains its alignment to Design Thinking. The artifacts can be accessed via a link, through uploaded content, or in another easy-to-access manner. The commentary contextualizes the artifact using professional language (e.g., what it is, why it is significant, when/where it was developed.)	12 entries are included, and each entry includes both an artifact and commentary that explains its alignment to Design Thinking. The artifacts can be accessed via a link, through uploaded content, or in another easy-to-access manner. The commentary contextualizes the artifact using professional language (e.g., what it is, why it is significant, when/where it was developed.)	8 or more entries are listed, but they do not include either a professionally written commentary that explains essential information about the artifact; not all the artifacts can be accessed via a link, upload, a direction connection to Design Thinking; or multiple clicks are required to access the artifacts; and/or an artifact and commentary are not included in each entry.	4 entries are listed, but they do not include either a professionally written commentary that explains essential information about the artifact; not all the artifacts can be accessed via a link, upload, or in another way; multiple clicks are required to access the artifacts; and/or an artifact and commentary are not included in each entry.	2 or fewer artifacts are included in this section, the commentary has significant errors in it and is not written on a professional manner, the artifacts cannot be accessed (even after multiple clicks), or the content included as artifacts does not align to the professional fields of technology, innovation, or another related one.
<b>Blog/Vlog/Podcast:</b> A running commentary about one or more topics in your field(s) or area(s) of expertise.				
<b>Exemplary – 3pts</b>	<b>Professional – 2.75 pts</b>	<b>Proficient – 2.5 pts</b>	<b>Emerging – 1.75 pts</b>	<b>Needs Improvement – 0 pts</b>
Four or more pieces of content are text, videos, images, or other form of digital communication. The content is professional, thematically connected, and engaging (e.g., not long blocks of text).	Three pieces of content are text, videos, images, or other form of digital communication. The content is professional, thematically connected, and engaging (e.g., not long blocks of text).	Four or more pieces of content are included, but there are lapses in the quality, theme, or engagement levels of the content.	Three pieces of content are included, but there are lapses in the quality, theme, or engagement levels of the content.	The content is not thematically connected or is poorly designed, so the connection is not apparent. The commentary is limited, less than 3 artifacts can be accessed, or the content is not professional.
<b>Quality:</b> A composite score of the design, feel, aesthetics, functionality, and other features of the website				
<b>Exemplary – 3pts</b>	<b>Professional – 2.75 pts</b>	<b>Proficient – 2.5 pts</b>	<b>Emerging – 1.75 pts</b>	<b>Needs Improvement – 0 pts</b>
The website is polished, visually pleasing, and easy to navigate. The website is intuitively designed, and the writing is at a professional level. The website expresses professionalism through its look, feel, and branding.	The website is visually pleasing and easy to navigate. Users can easily move through the website with “one-click” speed, and the writing is mostly at a professional level.	Most of the website is visually. At times multiple clicks are required to navigate content. The writing communicates its intended message, but there are noticeable errors.	Half of the website is visually. The website has some gaps in its navigability. The writing’s message is impacted by errors in the writing.	The website is not pleasing to the eye, poorly designed, and hard to navigate. The writing is of a very low quality.