



School of Education

**UNC School of Education**  
**Master of Arts in Educational**  
**Innovation, Technology, and**  
**Entrepreneurship (MEITE)**  
**INTERNSHIP HANDBOOK**

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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 two-semester 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.

## 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.

During their semester-long internship in the fall and spring (approximately 14 weeks per semester), interns are to spend eight hours a week completing their internship assignments. The supervisors and interns are to agree on a work arrangement, and that can include the intern being in-person at the work site, being remote, or a combination.

In addition, supervisors should meet with their interns for at the beginning of each week to assign work, provide feedback, answer questions, and attend to other items. From there, interns are to complete their assigned work and communicate with their supervisors. Because there is a variety of internships, the work arrangement should be decided on a case-by-case basis. Please contact the MEITE Program Director if there are any questions. In all, interns should spend 270 hours per academic year interning. **Students are not required to log their hours. However, if there is a concern that students are not providing eight hours of service per week, they will be asked to log their hours using the form in Appendix A.**

Students are not required to intern during official breaks in the academic schedule or national holidays (e.g., fall break, winter break, spring break). 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 site-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).

*If there is a situation where students are interested in interning over a break, they will do so as volunteers, not MEITE students.*

## **Internship Expectations**

The following further outlines examples of reasonable and inappropriate expectations of interns.

### Reasonable Expectations

- Attending meetings, tradeshow, 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

### Inappropriate Uses of Time

- 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***

As the MEITE program is comprised of core courses, a yearlong internship, a specialized concentration of study, and a final project, there are two sets of student learning goals. One set is aligned with the core courses and final project. The second set is aligned with the internship experience and the specialized concentration. These goals address the knowledge, skills, and dispositions students are expected to develop while they are in the program.

### Internships are Not Paid

To ensure the fairest possible placement, the MEITE Program Director will not seek out paid internships. Students are not to ask their site-based supervisor about being paid.

## Work-Placed Internships

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 MEITE Program Director. If students do wish to intern at their place of work, they must email a proposal to the MEITE Program Director that provides:

1. Rationale for wanting to intern at their place of employment instead of another location
2. Explanation of how the proposed work of their internship is outside of the duties assigned to them in their job
3. Identification of an internship supervisor at their place of work who is a senior member of the organization and not who the student reports to for their job

## Internship First Steps

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, if possible.
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 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 with the Program Director's approval.

## **Requirements for Being Eligible to Host a MEITE Intern**

The UNC School of Education and the MEITE program are committed to providing students with high-quality internship placements. The MEITE program enjoys long-standing, established relationships with many non-profit, for-profit, private, and public organizations in the Research Triangle and beyond. Sites are required to have clear mission and vision statements that are consistent with the School of Education, the MEITE program, and UNC-Chapel Hill. 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 intern 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 professionally, 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 and/or Faculty Internship Supervisor.

These individuals have oversight of the MEITE program and the internship experience. They work collaboratively with students to help ensure an appropriate internship that matches their interests. Once in the internship, the Program Director and/or faculty member works with the internship provider to support students while they intern. They also complete two visits during the academic year, one in the middle of the fall semester and another in the middle of the spring semester. The Program Director and/or faculty member also actively work to identify and confirm future internship opportunities throughout the year. Specific responsibilities include:

- 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;
- Schedule initial meetings with students and internship site supervisors to clarify any questions related to the internship;

- Provide support to the students and internship site supervisors, as needed;
- Assist in evaluating students and reporting that evaluation to students;
- Share information concerning internship meetings, requirements, and additional guidelines in a timely manner;
- Serve as the main liaison between the School of Education and the internship provider; and,
- Be available to the internship site supervisor for consultation when requested.

### ***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 the student to the people who work there;
- Provide opportunities for the student to engage in work directly aligned with 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 student 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 one written evaluation of the intern per semester, using the Internship Evaluation rubric;
- Join one formative conference at the mid-point of the semester to review the intern's work and performance;
- Alert the MEITE Program Director and/or faculty member immediately of any challenges that the intern might be causing; and,
- Verify the completed Internship Log (Appendix A), if needed.

### ***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,
- If needed, document work using the log in Appendix A.

### **Incomplete Internship Policy**

Students who do not complete the minimum required hours will meet with the MEITE Program Director. The student should explain why 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 MEITE Program, UNC School of Education, and Graduate School's policies for resolving this issue.

### **Premature Termination of the Internship**

When a MEITE student's performance is considered sub-standard as reported by the site-based supervisor to the MEITE Program Director and/or faculty member, it is the responsibility of the MEITE Program in conjunction, potentially, with the faculty member to intervene. These situations will be handled by the MEITE Program Director, faculty member, 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 their actions before a final decision is made.

### **Accountability Measures**

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

1. **Preliminary:** This connection will occur during the first weeks of the internship where the Program Director will invite all site-based supervisors to attend a virtual meeting. In that meeting, the expectations of the internship will be explained followed by a questions-and-answers session. This meeting is expected to last 30 minutes.
2. **Formative Conference:** Halfway through the semester, the MEITE Program Director or faculty member will meet with each intern and their supervisor on Zoom to discuss the intern's progress and any concerns that may have arisen. These conversations typically last 30 minutes.

3. **End of Semester Presentation:** At the end of the fall and spring semesters, the interns will present their work to their peers, and all internship supervisors will be invited to attend. These presentations may take the form of digital poster board sessions, formal presentations, or another way. The presentation style will be decided by the MEITE Program Director in conjunction with the faculty member and communicated to all interns and supervisors at least three weeks prior to the presentation date.

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. When using artifacts from their internship, MEITE students are expected to ensure all permissions for publicly sharing the artifacts are granted. If the artifact includes confidential, proprietary, or other content that should not be made public, that artifact should not be included in the portfolio.

## 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 artifacts the student included to in the professional portfolio website.

- High Pass: 100–95
- Pass: 94.9–80
- Low Pass: 79.9–70
- Fail: 69.9 and below

## Professional Portfolio Website

In addition to their internship, MEITE students also create their own professional portfolio in the form of a website, which is evaluated. Throughout the internship and time in the program, students will develop a Professional Portfolio Website, and instructions for developing the website will be provided asynchronously to interning students. The specific sections of the website include:

- **Homepage:** A greeting 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 (OPTIONAL):** 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.

## International Students

Before interning, all international students must complete a [Curricular Practical Training \(CPT\) application](#). It's a type of work authorization that allows F-1 international students in the United States to participate in internships, practicums, or other work experiences that are directly related to their field of study and required or integral to their curriculum. Please contact the International Scholars and Student Services for more information.

## Appendix A – MEITE Internship Log

Students will be asked to maintain this log if there are concerns about their time management and completion of work.



- Exemplary – 3pts
  - 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.
- Professional – 2.75 pts
  - The intern usually studies tasks previous to engaging them, develops a plan for completing the tasks, and executes that plan with competency.
- Proficient – 2.5 pts
  - The intern usually studies tasks previous to engaging them, develops ideas for completing the tasks, and executes that plan with mixed results.
- Emerging – 1.75 pts
  - The intern engages tasks without planning, and the outcomes sometimes lead to extra work.
- Needs Improvement – 0 pts
  - 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

- Exemplary – 3 pts
  - The intern has proactively developed expertise in the skills needed to complete an array of tasks that are often assigned and may have supported coworkers in acquiring those skills.
- Professional – 2.75 pts
  - The intern has proactively developed expertise in the skills needed to complete an array of tasks that are often assigned.
- Proficient – 2.5 pts
  - The intern has developed full competence in the skills needed to complete an array of tasks after being directed by a supervisor.
- Emerging – 1.75 pts
  - The intern has developed some competence in the skills needed to complete an array of tasks after being directed by a supervisor.
- Needs Improvement – 0 pts
  - The intern has developed little to no competence in the skills needed to complete an array of tasks after being directed by a supervisor.

**Professionalism Communication:** The intern’s ability to conduct and express themselves, including interactions, dress, and attentiveness

- Exemplary – 3 pts
  - The intern is consistently mindful of their presence and communication at the internship site.
- Professional – 2.75 pts
  - The intern is usually mindful of their presence and communication at the internship site, with only rare minor lapses.
- Proficient – 2.5 pts

- The intern is generally mindful of their presence and communication at the internship site, though there have been a few minor instances that were not fully professional.
- Emerging – 1.75 pts
  - The intern is inconsistently mindful of their presence and communication at the internship site, resulting in at least one noticeable disruption or miscommunication.
- Needs Improvement – 0 pts
  - The intern frequently demonstrates unprofessional presence and communication at the internship site, leading to multiple disruptions, misunderstandings, or other negative outcomes.

**Collaboration:** The intern's ability to work in a group setting/environment

- Exemplary – 3 pts
  - The intern is consistently able to share ideas, receive and provide constructive feedback, and be a team player while maintaining a positive disposition.
- Professional – 2.75 pts
  - The intern is usually able to share ideas, receive and provide constructive feedback, and be a team player while maintaining a positive disposition.
- Proficient – 2.5 pts
  - The intern is usually able to share ideas, receive and provide constructive feedback, and be a team player while maintaining a positive disposition, though there have been some gaps.
- Emerging – 1.75 pts
  - The intern sometimes shares ideas, receives and provides constructive feedback, and is a team player while usually maintaining a positive disposition.
- Needs Improvement – 0 pts
  - The intern has been unreceptive to receiving and providing feedback, and there have been instances where their negative disposition impacted team dynamics.

**Dependability:** The intern is accountable for the work assigned to them

- Exemplary – 3 pts
  - The intern is highly reliable, as demonstrated through responsiveness to emails, completion of on-time deliverables, and taking full responsibility for their work.
- Professional – 2.75 pts
  - The intern is mostly reliable, as demonstrated through responsiveness to emails, completion of on-time deliverables, and taking full responsibility for their work.
- Proficient – 2.5 pts
  - The intern demonstrates accountability through responsiveness and completion of on-time deliverables but at times does not take full responsibility for their work.
- Emerging – 1.75 pts
  - There are some gaps in accountability, as shown through delayed email responses, missed deadlines, and/or inconsistent ownership of work.
- Needs Improvement – 0 pts

- There are significant gaps in accountability, including delayed communication, missed deliverables, and failure to take responsibility for work.

**Innovation:** The intern’s ability to be creative when completing tasks

- Exemplary – 3 pts
  - The intern is nearly always creative in their approach to problem-solving, strategizing, and completing tasks that require out-of-the-box thinking.
- Professional – 2.75 pts
  - The intern is usually creative in their approach to problem-solving, strategizing, and completing tasks that require out-of-the-box thinking.
- Proficient – 2.5 pts
  - The intern demonstrates the ability to be creative in problem-solving, though they are not consistently creative.
- Emerging – 1.75 pts
  - The intern prefers standard approaches and does not deeply engage in creative thinking when opportunities arise.
- Needs Improvement – 0 pts
  - The intern demonstrates limited openness to creativity and strongly prefers standardized approaches, often not considering alternatives.

**Overall Performance:** A holistic rating of the intern’s performance

- Exemplary – 3 pts
  - The intern is excelling and performing at the level expected of an established professional.
- Professional – 2.75 pts
  - The intern is performing at the level expected of someone with 1–3 years of experience.
- Proficient – 2.5 pts
  - The intern is performing at the level expected of a new hire.
- Emerging – 1.75 pts
  - The intern needs mentoring and shows potential to advance with additional time, experience, and guidance.
- Needs Improvement – 0 pts
  - The intern demonstrates significant gaps in performance, and there are major concerns.

## Appendix C – Rubric for Professional Website Portfolio

**Homepage:** The website’s landing page, which is the first page visitors see

- Exemplary – 3 pts

- This section welcomes visitors in a professional manner and sets the tone, look, and feel of the professional brand carried throughout the website.
- Professional – 2.75 pts
  - This section welcomes visitors in a mostly professional manner and sets the tone, look, and feel of the professional brand carried throughout the website.
- Proficient – 2.5 pts
  - This section welcomes visitors in a mostly professional manner and attempts to set the tone, look, and feel of the professional brand, though there are some gaps across the website.
- Emerging – 1.75 pts
  - This section is somewhat professional and suggests a professional tone, but contains significant gaps, errors, and/or poor design decisions.
- Needs Improvement – 0 pts
  - This section is not professional and does not establish a clear professional tone.

**Background Information:** Content that introduces the individual and presents them as a professional

- Exemplary – 3 pts
  - This section is professional, well formatted, free of grammatical errors, and relevant to the field, while presenting a complete and cohesive picture of the individual.
- Professional – 2.75 pts
  - This section is professional, well formatted, mostly free of grammatical errors, and relevant to the field, with minor gaps in flow or cohesion.
- Proficient – 2.5 pts
  - This section is mostly professional, well formatted, and relevant to the field, though some gaps in clarity, cohesion, or completeness are present.
- Emerging – 1.75 pts
  - This section is not yet fully professional, with multiple errors in writing or formatting and limited effort to present a complete picture.
- Needs Improvement – 0 pts
  - This section is not professional, contains significant errors, and lacks a clear or cohesive presentation.

**Resume/Curriculum:** A formal record of education, experience, and related accomplishments

- Exemplary – 3 pts
  - This content is well organized, clearly formatted, highlights qualifications and credentials, includes links to work samples as appropriate, and is free of grammatical errors.
- Professional – 2.75 pts
  - This content is mostly well organized and formatted, highlights qualifications and credentials, includes links to work samples as appropriate, and is mostly free of grammatical errors.
- Proficient – 2.5 pts

- This content includes examples of qualifications and credentials with links to work samples, though there are gaps in organization, formatting, or writing quality.
- Emerging – 1.75 pts
  - This content includes some qualifications and credentials with limited organization, formatting issues, and/or noticeable errors that impact quality.
- Needs Improvement – 0 pts
  - This content includes limited qualifications and credentials, is poorly formatted, lacks meaningful work samples, and contains significant grammatical errors.

**Career Portfolio:** A collection of artifacts with context and explanation

- Exemplary – 3 pts
  - Five or more entries are included, and each entry contains both an artifact and commentary that fully contextualizes the work using professional language.
- Professional – 2.75 pts
  - Four entries are included, and each entry contains both an artifact and commentary that fully contextualizes the work using professional language.
- Proficient – 2.5 pts
  - Four to five entries are included, and each entry contains both an artifact and commentary that mostly contextualizes the work, though some gaps are present.
- Emerging – 1.75 pts
  - Three entries are included with artifacts and commentary that partially contextualize the work, OR artifacts are included without sufficient commentary.
- Needs Improvement – 0 pts
  - Two or fewer entries are included, artifacts lack accessibility or relevance, and/or commentary is unprofessional or incomplete.

**Quality:** A composite of design, usability, aesthetics, and functionality

- Exemplary – 3 pts
  - The website is polished, visually pleasing, easy to navigate, intuitively designed, and reflects a high level of professional writing and branding.
- Professional – 2.75 pts
  - The website is visually pleasing, easy to navigate, and allows users to move efficiently through content, with mostly professional writing.
- Proficient – 2.5 pts
  - Most of the website is visually effective, though navigation may require multiple clicks, and there are noticeable writing or design issues.
- Emerging – 1.75 pts
  - The website has inconsistent visual quality, gaps in navigation, and writing issues that impact clarity and user experience.
- Needs Improvement – 0 pts
  - The website is difficult to navigate, visually unappealing, and contains low-quality writing.