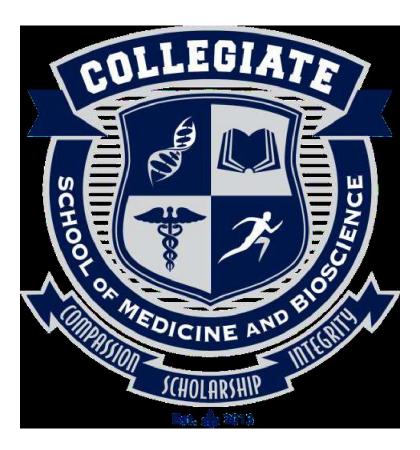# ST. LOUIS PUBLIC SCHOOLS
Student Internship and Capstone Manual

Frederick Steele, Principal
Millicent Borishade, Interim Superintendent
Collegiate Advisory Board

The mission of the Collegiate School of Medicine and Bioscience is to empower students to become innovative community leaders in the life sciences through its rigorous, college-preparatory curriculum.

2024-2025

ST. LOUIS PUBLIC SCHOOL DISTRICT
THE STANDARDS FOR HIGH SCHOOL INTERNSHIPS

Research suggests that internships can produce substantial, long-term improvements to young people's ability to earn money, prepare for college, and make successful transitions into adulthood. Internships introduce students to the habits and value of work, while making connections between academic and technical learning and real world application.

The internships for seniors will operate by the following standards:

1. Internships are compensated with high school credit.

2. Internships are based on identified youth interests and learning objectives centered around individual written learning plans and employer-defined work readiness skills needed for success in the medical and bioscience fields.

3. Internship experiences align with academic learning and reinforce the critical integration of academics with career & technical experiences in the medical and bioscience fields.

4. Internships produce valuable work that furthers an organization's goals and helps employers develop their future workforce while creating a long-term, sustainable partnership with the St. Louis Public School District.

5. Internships are supported by an operational structure that includes supervision, liability, a defined timeframe, an internship handbook, evaluation, and internship points of contact with school personnel.

6. Internships are evaluated before, during, and after the experience with data collected to determine the motivation, attendance, engagement, and achievement in the classroom and from the actual internship.

7. Internships occur in safe and supportive environments and are compliant with legal, health, and safety regulations.

This document is adapted from *The Gold Standards For High School Internships* developed by The National Academy Foundation (NAF), one of the premier organizations for career academies in the United States.

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Introduction

The Collegiate School of Medicine and Bioscience is committed to providing students with a rigorous, state-of-the-art educational experience that prepares its graduates for college and for potential careers in medicine or bioscience. The culminating experience for students is an internship during the second semester of their senior year. For some selected students there will be a capstone experience in lieu of an internship.

Internships extend classroom learning and help students learn how the academic content of their coursework is applied on the job. Internships also provide students with valuable exposure to many facets of medicine and bioscience. Finally, the internship experience allows Collegiate to showcase its outstanding students to the community.

This Internship and Capstone Manual contains pertinent information which will be useful as students undertake internship and capstone experiences. The questions and responses below also include information to help clarify the specifics of the experience. Students and parents/guardians should read and develop an understanding of the following before committing to the internship program:

Question: What is the length of the internship and time commitment involved?

Answer: The internship experience occurs during spring semester of senior year. Students will be released from campus to their worksites on Tuesdays and Thursdays. They are required to report to, **and remain at**, their respective internship worksite according to the Training Agreement. To receive credit, students will be at their internship worksite a minimum of 6 hours during each Tuesday & Thursday for a <u>minimum</u> of 90 hours total. If students achieve their 90 hours early, they are still required to attend their internships until April 24. Most of our students complete well over 100 hours at their sites.

Question: How does a student find and apply for an internship?

Answer: During the fall semester of their senior year, each student will work with the Collegiate internship supervisor to identify an appropriate internship worksite. After one or more appropriate worksites are identified, the student will apply to the internship worksites by: submitting a statement of interest and resume, obtaining and successfully completing an interview with the internship site supervisor, and being accepted by the internship site. Students may submit resumes to and interview with more than one site but will only be placed at one internship. If, after interviewing, a student is not accepted by the initial internship site(s), the student will have the chance to match with another site (if one has internship spaces available) or choose to complete a capstone in an area of interest.

Question: What internship areas are available?

Answer: Collegiate has many internship partners, though the specific sites change every year. There are always internships available in the medical field and many other STEM areas. However, a student, even if eligible, is not guaranteed an internship at a particular site, in a particular STEM specialty (for example surgery or aerospace engineering), or in a non-STEM field.

Question: How is a student selected for an internship worksite?

Answer: If a student is eligible based on academic, behavioral, and attendance requirements (see "internship eligibility" document) and has submitted an area of interest, resume, and statement of interest (initial documents are submitted junior year, updated documents are completed in the fall), the coordinator will set up interviews with internship partners and initiate the appropriate paperwork. Students must be selected by an internship site after an interview to be placed. Applying and interviewing with a site is not a guarantee of placement.

Question: Should students or parents/guardians be concerned about safety?

Answer: Student safety is of utmost concern at Collegiate. All worksites are governed by federal and state laws that assure a safe work environment. Students will be required to uphold all safety standards set forth by their internship worksites.

Question: How are students transported to their internship worksites?

Answer: Students are required to make arrangements for transportation to and from their respective internship worksite. Metrolink/Metrobus passes will be provided by Collegiate if the student expresses a need. If circumstances arise that impede or limit student access to their internship worksite, it is the responsibility of the student to immediately contact the coordinator for guidance in determining an appropriate remedy.

Question: Will students be paid during their internship?

Answer: Historically, no. The internship experience is "an extension of the classroom learning environment". It is designed to help students acquire the competencies needed to obtain and maintain future postsecondary and employment opportunities. Students instead receive one high school credit hour.

However, for the fourth year, students will be eligible for payment through SLPS's Learn and Earn initiative in addition to earning school credit. Since this is still a new and evolving program, the details are in flux. Students will be informed by their internship coordinator and capstone instructor on the steps needed to receive payment.

Question: What educational and performance expectations are students required to meet to be chosen for an internship experience?

Answer: In order to be eligible for an internship, Collegiate seniors must have met behavioral expectations, minimum attendance and grade-point average requirements, and have demonstrated the maturity necessary to handle working in a professional environment throughout their high school careers. See "internship eligibility" document.

Question: How will students be required to document their experiences and how will it be monitored?

Answer: Students are required to document, in a daily journal, all activities occurring during the time spent at their internship worksite. These daily notes will be reviewed by the Collegiate internship coordinator. Additionally, students submit reflection journals for review by the Biomedical Innovations (BI) instructor biweekly. Furthermore, observations, conversations, and evaluations of student performance, in consultation with internship site supervisors, are documented and placed in student records. Lastly, students are required to create and deliver a short presentation as a culmination of the experience.

Question: Will there be oversight by the school?

Answer: Yes. The Collegiate internship coordinator will monitor the internship through direct visits to the worksite about once a month. There will also be continuous communication between the student and the Collegiate coordinator.

Question: What should students do if they are sick or otherwise unable to attend their internship on a particular day?

Answer: Internships should be treated as a job, so attendance is expected unless the student has an emergency or is too ill to attend. Do not schedule doctor/dentist/orthodontist appointments, college visits, or vacations on these days.

If a student does have to miss a day of internship, they are expected to inform both their internship supervisor and the Collegiate coordinator ASAP. If one or both parties are not informed before the scheduled start of their hours for the day, this will be considered non-compliance, will negatively impact the student's internship grade, and may result in suspension or removal from the site. In addition, if the student plans to attend the internship, but for only part of the workday (as defined in the Internship Training Plan), this change must be communicated to and approved by the internship coordinator. Failure to do so will result in the same consequences outlined above.

Sometimes a site will need to cancel day of internship, require a shorter day, or pivot to remote work for the day. In these circumstances, it is the student's responsibility to inform the Collegiate coordinator of the change. They will generally be required to report to the school building in these circumstances.

Question: What are the consequences for student non-compliance during the internship experience?

Answer: All requirements and expectations are thoroughly outlined in documents that student and parents review and signatures are obtained by all parties at the onset of the internship. Therefore, student non-compliance during the internship may result in temporary suspension from internship; dismissal from the internship worksite; a failing semester grade; and/or the student not being allowed to participate in the senior graduation ceremony. Failure to keep passing grades in all academic coursework during the duration of the internship will also be treated as non-compliance and may lead to suspension or dismissal from the internship. For more details, see Internship Suspension/Removal Policy on page 6.

Question: Is there a final product the students create at the end of their internship experience?

Answer: As the culmination of the internship experience, students prepare and deliver a 10–12 minute presentation to an audience of internship supervisors, Collegiate Advisory Board members, interested community members, and faculty at our Senior Symposium night. The Symposium will occur an afternoon/evening in mid-May on a date prior to graduation. Exact time and location will be determined later in the school year. All students who have completed a capstone or internship will give a presentation that is evaluated by a panel of judges. Parents and internship supervisors are encouraged to attend to support their student and learn more about all the exciting experiences and research areas of our senior class!

Question: Why should a student want an internship?

Answer: An internship is a great way to apply academic skills learned at Collegiate in a work environment. Internship students gain experience interacting with professionals and learning to be professionals themselves. Additionally, as an intern, students represent Collegiate to the community and model our core values throughout St. Louis. An internship is also a great asset on a resume and will help students stand out on future college, scholarship, internship, and job applications.

Internship Eligibility

Although all seniors must complete either an internship or capstone research project during their spring semester, internship placement is a privilege. The following requirements must be met for a student to be eligible for an internship.

- If a student is eligible, a resume will be sent to at least one internship site.
- The internship partner will review the documents for each student (resume, paragraph of interest, etc.), interview the student(s), and so on.
- The partner will then choose its intern(s). If an eligible student is not chosen by a site, the student may choose between remaining internships at other internship partners (if available) or completing a capstone project in an area of interest.
- If a student is eligible at the beginning of senior year but allows grades and/or attendance to fall below the standards, the student will be removed from internship and moved to a capstone in January.
- Students will be informed of their internship eligibility by October 1 with reassessment after 1st quarter for those who have qualified.
- If an eligible student allows grades and/or attendance to fall below the standards during first or second quarter of their senior year, the student will be removed from internship eligibility and moved to a capstone (even if the student was chosen by one of our internship partners).

Collegiate Internship Eligibility Requirements:
2022-2023 Collegiate Internship Eligibility Requirements:

- **junior year attendance 90% or above**
- **senior year attendance 94% or above**
- **no formal disciplinary reports (this includes chronic uniform violations and ICU**
- **suspension senior year)**
- **cumulative GPA of 3.0 or above**
- **2nd term junior year GPA of 3.0 or above**
- **If a student has a cumulative and/or 2nd term junior GPA of 2.5-2.9 they will have the opportunity to advocate for themselves by making a case as to why they should be considered for an internship. Their argument (given in September) and 1st quarter academic performance will determine eligibility.**

Internship Suspension/Removal Policy

Students will be suspended from their internship for one week under the following circumstances:

- Internship documents have not been turned in two weeks after due date (time sheets, daily journals, or biweekly reflections).
- The student has earned an F in any class on a progress report.
- The student's attendance is below 94% at the end of a progress-reporting period.
- The student has failed to inform the Collegiate internship coordinator and/or internship site about an internship absence, cancelled internship shift, or major change in schedule on any internship day.
- Collegiate is made aware of minor student non-compliance at the internship site.

  Examples of non-compliance

  - Excessive Absenteeism/Tardiness
  - Failure to notify site of absence before start of shift (no-call-no-show)
  - Misuse of breaks
  - Unapproved workplace visitors
  - Inability to accept correction/criticism
  - Difficulty in following directions
  - Lack of cooperation between student and/or worksite supervisor
  - Unacceptable worksite practices
  - Unacceptable use of cell phone or personal electronic equipment
  - Any form of harassment by student
  - Inadequate or poor-quality work
  - Irresponsibility or immaturity
  - Lack of interest in internship
  - Theft of or careless damage to worksite equipment

Students will be permanently removed from their internship under the following circumstances:

- The student has earned two or more Fs on a progress report in core content areas.
- The student has earned a second suspension (for any reason).
- The internship site has multiple complaints and/or has requested the student's removal.
- Breach of HIPAA, NDA, or other privacy document or law.
- Collegiate is made aware of major student non-compliance at the internship site (see non-compliance examples above).

If a student is removed from their internship, they will be required to complete part of a capstone research paper based on their internship experiences. The length of the capstone paper will be determined by the following removal schedule. January removal will require a full-length paper. February removal will require a ¾ length paper. March removal will require a ½ length paper. April removal will require a ¼ length paper.

Internship Timeline and General Expectations
(for students)

General Expectations:

- Check your SLPS email account **at least** twice a day.

- Respond promptly (within 24 hours) even if just to say, "I got your email" or "schedule change noted." **This applies to Collegiate staff and internship partners.** If you are not sure whether a response is expected, just respond.

- Use your Teams/Outlook calendar to keep track of your internship hours, deadlines, virtual check-ins, etc.

- If you must miss an internship day, inform the CSMB coordinator **and** your internship supervisor as soon as you know you will have to miss the day. **This includes missing a day for planned Collegiate events, a snow day, or spring break.** Absences should be rare and only due to severe sickness and/or emergencies. Excessive absences and/or failure to alert the Collegiate coordinator and site supervisor of a missed day **before** the start of the shift will result in suspension and/or removal from the internship program.

- If you will be **more than 5 minutes late**, inform the Collegiate coordinator and your internship supervisor as soon as you know you will be tardy. Yes, we need to know even if you are just running late. Excessive lateness will result in suspension and/or removal from the internship program.

- If you there is a major change in your internship schedule on a given day (more than one hour), inform the Collegiate coordinator immediately. For example, if your internship site sends you home 2 hours early or if you need to come in late on a given day. Depending on the situation, you may be required to attend school for a portion of the day.

- If your site cancels your internship on a given day, you will inform the Collegiate coordinator and report to the Collegiate building as you would on a non-internship day.

- Be professional in dress, spoken, and written communication.

- Fill out timesheets daily (or swipe in and out) and turn in to the Collegiate internship coordinator on the appropriate Fridays according to assigned due dates.

    o Timesheets must be signed by your supervisor **every day**, not just when they are due.
    o Turn in your Collegiate timesheet by placing it in the appropriate bin in the internship coordinator's office on the due date.
    o **If you are absent or not in the building on a given due date for any reason**, turn in your time sheet through Microsoft Teams by 3:00 on the due date. Then, turn the hard copy in the day you return to the school building. If you do not follow **both** steps, you will only be eligible for late credit.
    o **Hybrid Note:** hybrid internships can have the whole week's hours signed on the in-person date each week, but make sure you communicate your hours on your virtual days as well.

- o **Virtual Note:** The process of having your supervisor "sign" your form may be different and will be discussed with each site as needed. However, make sure that your attendance and daily hours are recorded and communicated to your supervisor **in writing** every day that you attend.

- Keep daily notes of activities, terminology, etc. in your lab notebook.
  - o Make sure you have notes for ALL Tuesdays and Thursdays during that internship period.
  - o If you do not attend internship on one of the days, make sure that date is included in your daily notes, but instead of writing a paragraph, just state the reason you did not attend. Examples: "I was sick," "the site cancelled today," "spring break," etc.
  - o Make sure that each entry is labelled clearly with the date and day of the week.
  - o Turn in daily notes by placing the carbon copies in the appropriate bin in the internship coordinator's office on the due date (see below).
  - o **If you are absent or not in the building on a given due date for any reason,** turn in your daily notes through Microsoft Teams by 3:00 on the due date. Then, turn in the hard copy the day you return to the school building. If you do not follow **both** steps, you will only be eligible for late credit.

- Write reflective journal entries about your experiences. Turn in to BI instructor using Turnitin according to assigned due dates.

Important Dates[1]:

August 30: Final Resumes due.
September 13: Statement of Interest due.
If you have not turned in either of these items, **you will not be placed** at an internship site.
September 24: Learn & Earn Intake Day
December 6: Parent/Guardian Permission Letter and Internship Agreement due. Must be signed by parent/guardian even if student is 18.
January 7: All required documents, immunizations, training, etc. for each student's particular internship site must be turned in.
January TBD: Learn & Earn Conference
January 9: First day of internship!
March 17-21: Spring Break! Internship attendance is not required during spring break, as the Internship Coordinator cannot supervise. Make sure you let your internship supervisor know whether or not you plan to attend this week ahead of time.
April 24: Last day of internship.
April 25–May: Mandatory presentation preparation, both asynchronous and live events.
May TBD afternoon/evening: Internship/Capstone Symposium! This is where you present!

Due dates for internship timesheets (turned in to internship coordinator), daily notes (turned in to internship coordinator), and reflection journals (submitted to BI instructor via Turnitin). Put these dates in your calendar:

January 10, January 24, February 7, February 21, March 7, March 28, April 11, April 25[2]

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[1] All dates are subject to change due to SLPS schedule, Learn & Earn requirements, and other unforeseen circumstances. See Microsoft Teams for updates.

COLLEGIATE SCHOOL OF MEDICINE AND BIOSCIENCE
INTERNSHIP PROGRAM
Grading Rubric

Percent of Grade	Rubric Item (SIS Category)
35*	Completion of 90 hour minimum and daily attendance at internship site as documented on Collegiate time sheets (PAR)
15	Daily Notes and Biweekly Reflection Journals (NBK)
10	Expectation Compliance: completing paperwork on time, punctuality, unexcused absences, getting any changes in internship hours approved by Collegiate internship coordinator, attending mandatory meetings, adhering to rules and guidelines, etc. (CLS)
10	Initial Evaluation (FOR)
10	Final Evaluation (SUM)
20	Final Presentation (PE)

*Failure to document **all** hours using Collegiate's time sheets or another approved method will result in an automatic F in the course.

Late Work Policy

Per school policy, late submissions of daily notes, biweekly reflections, and timesheets will earn 80% credit for one week. After that, the submission is NOT eligible for credit. However, failure to turn in these internship documents for 2 weeks after the due date will lead to an internship suspension or removal (see Internship Suspension/Removal Policy). In addition, it is a requirement to turn in ALL Collegiate timesheets. This is incredibly important for liability and bookkeeping reasons. If a student has not turned in and corrected/clarified (if necessary) every time sheet, the student will earn an F in the internship course.

COLLEGIATE SCHOOL OF MEDICINE AND BIOSCIENCE
INTERNSHIP PROGRAM
Parent/Guardian Permission Letter

Dear _____,

Your child has applied to the internship program offered through Collegiate School of Medicine and Bioscience (CSMB). This document is intended to give permission for them to participate in the program. Each student must provide their own transportation to and from the internship worksite (if in person) and must meet the application requirements to be accepted into the program. It is also understood that the compensation for the senior internship program is CSMB credit, not financial.

Permission to Participate

_____may participate in the Internship Program as specified in the Internship Agreement and Training Plan, which will be completed once an internship worksite is officially assigned.

_____Yes   _____No

Permission for In-Person

_____may participate in an internship that is held partly or completely in person at the internship site specified in the Internship Agreement and Training Plan, which will be completed once an internship worksite is officially assigned.

_____Yes   _____No

Permission for Virtual

_____may participate in an internship that is held partly or completely virtually/remotely as specified in the Internship Agreement and Training Plan, which will be completed once an internship worksite is officially assigned.

_____Yes   _____No

Adherence to Policies

As the parent/legal guardian of the above-named student, I agree that my child will be subject to suspension or removal from their internship in accordance with Collegiate's internship suspension and removal policy and/or at the request of the internship site. If my child is removed from their internship, they will not be reassigned to another site, but instead complete a capstone project.

_____Yes   _____No

Permission to Travel

As the parent/legal guardian of the above-named student, I hereby consent to allow my child to **use public transit and/or the St. Louis University (SLU) Shuttle** to travel to and from the internship worksite.

_____Yes   _____No

As the parent/legal guardian of the above-named student, I hereby consent to allow my child to **use a cab, Uber, Lyft, or other such service** to travel to and from the internship worksite.

_____Yes   _____No

Photo Release

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

_____Yes   _____No

Accommodations

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

_____Yes   _____No

If yes, please explain:

_____

_____

_____

_____

In consideration of my child being able to participate in the internship program, I, on my own behalf and on behalf of my child, hereby waive, release, and hold St. Louis Public Schools, Collegiate School of Medicine and Bioscience, and their employees and agents harmless from any and all claims, causes of actions, fees, costs, and any expenses of any sort or kind, that I and/or my child, or my or our representatives, sustain during or related to my child's participation or involvement in the internship program.

_____   _____
Signature of Parent/Guardian   *Date*

COLLEGIATE SCHOOL OF MEDICINE AND BIOSCIENCE (CSMB)
INTERNSHIP PROGRAM
Training Plan

Student Name: _____

Internship Site: _____

Supervisor (Name & Title): _____

Internship Period: ____/____/_____ through ____/____/_____

CSMB Internship Coordinator: Samantha Moyerman

INTERNSHIP CONTACT INFORMATION:

Address (including lab or room # if applicable): _____

_____

_____

Organization Virtual Platform Details (for virtual and hybrid internships):

_____

_____

Main Site Phone Number: _____

Supervisor Office/Lab Phone Number: _____

Supervisor Cell Phone Number (optional only if previous numbers are sufficient in case of emergency):

_____

Weekly Schedule:

All changes to this schedule must be approved by Collegiate Internship Coordinator.

Tuesdays	Thursdays
Virtual/In-Person (circle one) _____ a.m. – _____ p.m.	Virtual/In-Person (circle one) _____ a.m. – _____ p.m.

Training goals, responsibilities, and tasks, listed below, shall include specific academic and occupational competencies. If applicable, include specific safety competencies.

Training Goals
(to be completed by INTERNSHIP SITE; reviewed with COORDINATOR and STUDENT)
Tasks and Responsibilities

Signatures:

_____   _____   _____
      Supervisor's Signature   Internship Site   Date

_____   _____
      Student's Signature   Date

_____   _____
      Parent/Guardian Signature   Date

_____ _____   _____
      CSMB Coordinator's Signature   Date

Internship Agreement

This agreement among Collegiate School of Medicine and Bioscience (CSMB), the internship site, the student, and his/her parent/guardian defines responsibilities that each accepts and agrees to, shown by their signature.

School Responsibilities:
1. Coordinate the internship class so the student will receive the specified number of elective credits.
2. Provide forms and maintain adequate records.
3. Act as liaison between the parties of this agreement.
4. Screen and select student-learning applicants.
5. Provide general related instruction.
6. Notify the business partner in advance if the status of the student changes (when possible).
7. Make visitations to the work site or complete virtual observations at least once every school quarter (2 times per semester) to discuss student progress, evaluate the work site, and coordinate the program.
8. Evaluate the student with internship supervisor (twice per semester), review journals, and assign grades and credits.
9. Provide laptop computer and/or hotspot to student for virtual internships if needed.

Business Partner Responsibilities:
1. Provide safe working conditions and safety instruction for tasks and duties performed during the internship period for the student learner.
2. Provide internship responsibilities and monitor the student for 2 days per week (T/Th) either in-person or remotely as agreed upon.
3. Release the student from his/her work schedule to participate in school activities, providing prior arrangements have been made.
4. Provide instruction and training in the various phases of the training named above.
5. Assign internship supervisor who will evaluate and supervise the student as agreed upon.
6. Communicate with the coordinator to discuss the student's progress.
7. Conform to all federal, state, and local labor laws and existing labor-management agreements that apply.
8. No person shall be denied internship opportunities, nor shall be evaluated on the basis of sex, marital status, race, color, age, disability, creed, or national origin. Age shall be considered only with respect to minimums set by law as specified by the state.

Student Responsibilities:
1. Perform the necessary tasks and follow instructions as given by the teacher, coordinator, and/or business partner.
2. Continue to pass other Collegiate coursework.
3. Check school Outlook email and Teams twice a day for updated communication regarding internship course information.
4. Provide transportation to and from place of internship (if in-person).
5. Notify Collegiate coordinator and internship supervisor on day of absence or late arrival/log-in prior to starting time (if possible). Similarly, notify Collegiate coordinator if early release from internship will be necessary on a given day.
6. Not to report to internship site on days absent from school.
7. File complete reports and/or journals on internship activities as required.
8. Report to the internship coordinator as soon as possible when problems arise affecting the internship.
9. Work to improve skills, knowledge, and personal qualities.
10. In order to receive a grade, complete the following: a minimum of 90 hours at the internship site (documented per Collegiate timesheets), proficient evaluations, journaling assignments, and a final presentation.

I have read the above agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

_____   _____   _____
Supervisor's Signature   Internship Site   Date

_____   _____   _____   _____
Student's Signature   Date   Parent/Guardian Signature   Date

_____   _____
CSMB Coordinator's Signature   Date

COLLEGIATE SCHOOL OF MEDICINE AND BIOSCIENCE
INTERNSHIP PROGRAM TIMESHEET

Student Name: _____

Internship Site: _____

Supervisor: _____

Comments:
Note all absences or changes in normal hours. Include reason: illness, internship cancellation, snow days, spring break, etc.

_____

_____

_____

_____

Date	Day of the Week	Time In	Time Out	Total Time	Supervisor Signature
		TOTAL TIME ON SHEET:			

Due dates for time sheets, daily notes, and reflection journals: January 10, January 24, February 7, February 21, March 7, March 28, April 11, April 25

Important notes:
- Time sheets should be signed by a supervisor **daily**, not at the end of the week or biweekly.
- Each time sheet must include an entry and/or comment for every Tuesday and Thursday of that internship period. If a Tuesday or Thursday is not included, students will lose points. In addition, they may need to resubmit in order for the hours to count toward the 90-hour minimum.
- Points will be deducted, and resubmission may be necessary if the form is not self-consistent, e.g., total time does not match time in and out on a given day.
- If you are absent on a due date, turn in your timesheet through Microsoft Teams by 3:00 on the due date. Then, turn in the hard copy the day you return to the school building. If you do not follow both steps, you will only be eligible for late credit.

COLLEGIATE SCHOOL OF MEDICINE AND BIOSCIENCE INTERNSHIP ASSESSMENT

Student _____   Date _____

Internship Supervisor _____ Internship Site _____

COMPETENCY	Assessments	NA	Skill Attainment Level			
			Beginning **1**	Progressing **2**	Proficient **3**	Advanced **4**
1. Communication and Literacy The student demonstrates the ability to speak, listen, read, and write in a manner that allows them to function successfully in a variety of settings including school, home, and the worksite.	1.1 Speaks Clearly	☐	☐ Learning to speak clearly, audibly, and courteously	☐ Speaks clearly and uses language appropriate to the environment in person, on the telephone, and via email	☐ Expresses complex ideas in an organized and concise manner	☐ Presents effectively to a group using an organized format, concise language, and clear enunciation
	1.2 Listens Attentively	☐	☐ Developing listening skills; working to make eye contact and confirm understanding	☐ Listens attentively; makes eye contact; confirms understanding	☐ Listens attentively and demonstrates understanding through relevant responses and questions	☐ Retains complex information over time and applies it to later work
	1.3 Reads with Understanding	☐	☐ Reads written directions and technical documents with assistance	☐ Reads written directions and technical documents independently	☐ Reads and understands written materials, including technical document, independently; asks questions when appropriate	☐ Reads complex written materials and executes related tasks independently
	1.4 Writes Correctly	☐	☐ Learning to write clearly with correct grammar	☐ Writes clearly with correct grammar	☐ Writes clearly using appropriate terminology	☐ Writes and develops professional-level materials such as newsletters and marketing brochures
2. Organizing and Analyzing Information The student gathers, organizes, and evaluates the meaning of documents and information.	2.1 Collects and Organizes Information	☐	☐ Developing the ability to collect and organize information and material needed for a task	☐ Effectively compiles information and resources.	☐ Effectively organizes and evaluates the relevance and accuracy of information.	☐ Identifies and obtains missing information based on mastery of subject and the use of systems, order and organization.
	2.2 Researches & Analyzes	☐	☐ Developing a familiarity with pertinent information and its location	☐ Effectively Compiles information and resources	☐ Analyzes, interprets and draws conclusions from a variety of sources. Uses appropriate methods to detect patterns and departures from patterns	☐ Develops theories of action and tests them in practice
	2.3 Applies Quantitative Analysis & Mathematics	☐	☐ Performs simple calculations (addition and subtraction) with and without a calculator	☐ Applies basic math, including multiplication and division, to complete appropriate tasks	☐ Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles, or other mathematical relationships	☐ Applies advanced math, such as statistics, accounting or probability to complete assignments and test hypotheses. Presents quantitative analyses through graphs and charts

COMPETENCY	Assessments	N A	Skill Attainment Level			
			Beginning	Progressing	Proficient	Advanced
			1	**2**	**3**	**4**
3. Problem Solving The student identifies problems, understands their context, and develops solutions.	3.1 Identifies Problems	☐	☐ Identifies problems with help from a parent, teacher, employer, coach, etc.	☐ Identifies problems independently	☐ Explores cause of problems and evaluates impact on various stakeholders	☐ Identifies potential problems and proposes preventive action
	3.2 Solves Problems	☐	☐ Solves problems with help from a parent, teacher, employer, coach, etc.	☐ Solves simple problems independently	☐ Explores options and considers several alternative solutions when solving problems	☐ Develops hypotheses and proposes creative solutions or systemic change, including preventive actions.
4. Using Technology The student identifies and applies appropriate technologies.	4.1 Uses Technology , Tools and Equipment	☐	☐ Uses technology, tools, and/or equipment with supervision	☐ Uses technology, tools, and/or equipment independently	☐ Trouble shoots and solves problems using technology, tools, and/or equipment	☐ Takes initiative in maintaining technology, tools, and/or equipment and/or seeing to it that they are repaired
	4.2 Uses Computer Applications	☐	☐ Learning basic computer skills	☐ Demonstrates basic computer skills	☐ Uses appropriate software to complete assignments	☐ Applies appropriate software innovatively
5. Completing Activities The student participates fully in a task or project from initiation to completion, using appropriate time-management skills.	5.1 Initiates and Completes Projects	☐	☐ Completes tasks and projects as assigned with supervision	☐ Completes tasks and projects as assigned	☐ Initiates and completes projects independently	☐ Delivers high-quality results on schedule
	5.2 Manages Time Appropriately	☐	☐ Meets assigned deadlines with supervision	☐ Meets assigned deadlines independently	☐ Sets priorities and deadlines independently	☐ Manages multiple tasks and projects effectively
6. Acting Professionally The student meets school, community organizations, and workplace standards on attendance, punctuality, dress code, confidentiality, flexibility and self-control.	6.1 Maintains Attendance & Appearance	☐	☐ Maintains consistent attendance, punctuality, and appropriate dress with supervision	☐ Maintains consistent attendance, punctuality, and appropriate dress with independently	☐ Is a model of excellent attendance and dress; attends events beyond those required	☐ Represents school, community organization, and/or employer at meetings and events
	6.2 Accepts Direction & Criticism	☐	☐ Learning to accept direction	☐ Accepts direction with positive attitude. Accepts mistakes as part of learning	☐ Accepts constructive criticism with positive attitude	☐ Accepts and applies constructive criticism to improve performance
	6.3 Flexible and Maintains Self-Control	☐	☐ Learning to adapt to change. Resumes self-control with supervision. Understands that change is a part of growth	☐ Adapts to change with positive attitude. Resumes self-control independently	☐ Explores change. Maintains self-control in challenging circumstances	☐ Initiates change. Maintains self-control in extremely difficult circumstances
	6.4 Respects Confidentiality	☐	☐ Maintains confidentiality with supervision	☐ Understands why certain information must remain confidential	☐ Maintains confidentiality independently	☐ Models good discretion for others in maintaining confidentiality

COMPETENCY	Assessments	N A	Skill Attainment Level			
			Beginning **1**	Progressing **2**	Proficient **3**	Advanced **4**
7. Interacting With Others The student works professionally and respectfully with a diverse group of individuals and cultures, including peers, teachers, co-workers, supervisors and/or customers, resolving conflicts in a constructive manner and appreciating cultural differences	7.1 Deals with Difficult People and Situations	☐	☐ Developing skills necessary to deal with difficult people and situations	☐ Appropriately requests assistance when dealing with difficult people and situations	☐ Resolves problems independently where appropriate	☐ Proactively handles stress of dealing with difficult people and situations
	7.2 Interacts with Diverse Individuals and/or Groups	☐	☐ Developing basic interaction skills. Responds when others initiate conversations	☐ Initiates positive interactions at home, school, and/or at work	☐ Participates constructively as part of a team	☐ Leads team members to complete projects in an effective and timely manner
	7.3 Manages Stress & Conflict	☐	☐ Identifies conflict and considers its source with supervision	☐ Identifies conflict and considers its source independently	☐ Recognizes and avoids potential conflict. Maintains perspective and a sense of humor	☐ Resolves conflict by appropriately addressing issues with involved parties
	7.4 Acknowledge Diversity	☐	☐ Developing an understanding of diversity	☐ Understands diversities and similarities	☐ Demonstrates ability to work with people different from him/herself	☐ Seeks out opportunities to work with individuals from other areas
	7.5 Appreciates Other Cultures	☐	☐ Developing a basic understanding of cultural differences	☐ Understands cultural differences	☐ Is a model in helping others understand cultural diversity	☐ Seeks out opportunities to work with individuals from other cultures when possible
8. Understanding All Aspects of Chosen Career Area(s) The student understands the structure and dynamics of the entire career area, the importance of adhering to established policies and procedures, health and safety issues inherent in the field, and the role of careers/businesses in the field within the community.	8.1 Understands the knowledge and Skill Requirements of Chosen Career Area(s)	☐	☐ Developing an understanding of the fundamental skills necessary for success in his/her chosen career area(s)	☐ Demonstrates an understanding of the pathways within the area and analyzes personal interest and aptitudes in relationship to career area requirements	☐ Recognizes educational levels required to attain a position in a given pathway and has a basic understanding of market demand	☐ Acquires entry-level skills in a specific pathway and understands requirements for advancement. Understands relationships between career specialties within area for future opportunities
	8.2 Recognizes Health & Safety Issues	☐	☐ Developing an understanding of the appropriate health and safety protocol for the field	☐ Practices appropriate health and safety protocol independently and recognizes their importance	☐ Understands the implications of health and safety principles and applies them to new situations	☐ Models good health and safety practices and helps others to understand their importance
	8.3 Understands Policy and Procedures in a Variety of Settings	☐	☐ Developing an understanding of the importance of following policies/procedures in a variety of settings, including the classroom and/or workplace	☐ Understands the importance of following policies/procedures in a variety of settings, including the classroom and/or workplace	☐ Adheres to policies/procedures in a variety of settings, including the classroom and/or workplace and understands their impact on individuals & organizations	☐ Understands the importance of following policies/procedures in a variety of settings and contributes to enforcement in a positive manner.

Letter Grade (A+, A, A-, B+, B, B-, . . ., F) based on site expectations (not parameters of this evaluation tool): _____

Additional Notes on Student Performance:

Important note:

Both the initial and final evaluation forms will be emailed to sites/internship supervisors to complete as a Microsoft Form. Hard copies or PDFs of this document should be used for reference and as a way to share the categories with colleagues but should not be used to officially submit evaluations.

Adapted from Omaha Public Schools

Internship Writing Assignments Description and Rubric

I. Daily notes will be turned in on assigned days either in person or (if the student is absent on the due date) through Microsoft Teams:

- o Submission Details:
    - ▪ Submit daily notes in person by placing carbon copies of the notes into the appropriate bin in Ms. Moyerman's office.
    - ▪ If absent for any reason on the day daily notes are due, follow this procedure: turn in your daily notes through Microsoft Teams by 3:00 on the due date. Then, turn in the hard copy the day you return to the school building. If you do not follow both of these steps, you will only be eligible for late credit. This is the same process used for submitting time sheets.
    - ▪ Daily notes will only be accepted as carbon copies from a lab notebook. No other notebook can be used. Typed notes will not be accepted.

- o Content Details:
    - ▪ Must total **a minimum of 100 words or 6 sentences** (the length of a short paragraph) per day. However, notes can be written informally and do not need to follow traditional paragraph format.
    - ▪ Must review your activities of the day **with details**. Should include notes for yourself such as things to look up, questions you have, etc.
    - ▪ Must have an entry for each day at the internship site and/or days you work on your internship virtually.

    - ▪ Must have an entry even if you do not attend that day. However, instead of writing a paragraph, just state the reason you did not attend. Examples: "I was sick," "the site cancelled today," "spring break," etc.
    - ▪ There should be an entry for every Tuesday and Thursday of the internship period (including days school is cancelled or you do not attend) or you will lose points.
    - ▪ Daily notes should have a rich content that reflects a rich understanding of student daily experience.

- o Example Notes:

    2/2/21

    Spent the morning volunteering at the nurse's station. Mostly I took calls, but I also got to go into the rooms of 3 patients. One patient had the flu. I helped turn someone over.
    I need to look up sphenopalatine ganglioneuralgia.
    I wonder why the nurses do that thing when they are checking on a patient. Make sure to ask supervisor about the last step in the protocol.
    After lunch I shadowed a cardiologist. She told me about (insert medical stuff here). I saw (insert medical stuff here).

II. Reflection Journals are typed and submitted through Turnitin.com on the assigned days.

- o   Reflection must be a minimum of 500 words.

- o   Must use complete sentences, proper grammar, etc.

- o   Do NOT simply copy or reformat your daily notes.

- o   This should be more reflective than daily lab notes and should answer questions such as:

    - ▪   What did I learn?
    - ▪   What did I like?
    - ▪   What didn't I like?
    - ▪   How can I apply this to my future career?
    - ▪   What were my challenges?

- o   Example Reflection Journal:

> *This week, I met Kayla, one of the keepers I'll be seeing on Thursday. She was so nice! Mike left to go find some supplies, and then she showed me around. She showed me the beetles, and I learned that they are mostly harmless. My favorite was the Jade Beetle. It had extremely vibrant colors and of course it reminded me of my name. It was so cool to see Kayla pick them up so easily. She talked about how to tell the men from women, and I learned that the males have horns, as the females don't. Aside from that, they look pretty similar. Some of the beetles were more vibrant than others, and this was because of their age.*
>
> *After this, I saw the walking sticks. For the most part, walking sticks are also harmless, but they can spray a harmful liquid. I didn't know they did this! The bigger ones also have thorn-like pricks lining their legs. I didn't know walking sticks were so diverse— some looked like brown crinkly leaves, while others were just skinny and green . . .*
>
> *. . . The next day when I came in to do the bee organization, next to me, there was a habitat box holding a lot of walking sticks ranging from different sizes and colors. The biggest ones were brown and looked the scariest. They were piled up mostly in groups in the far right corner of the box. I asked one of the keepers why this was, and he said that in the wild, pairs or groups are safer than individuals— which evolutionally makes sense . . .*
>
> *. . . After this I finally got to do something else! I got to organize butterfly cocoons into their families and then I got to pin them up so that they could later emerge from their cocoons safely. At first when I was organizing them, I thought that they were dead, but I realized they weren't! They were wiggling so much and it was so funny to watch. I had to use pins at the tips of the pupas to get them to stay. Some of them that didn't have enough silk had to be glued to paper and then pinned, but either way, I successfully pinned them . . .*
>
> *. . . My favorite part of this week was when I got to feed Praying Mantis'. It was ironic to see such a vicious seeming insect be vulnerable, they often got scared when they saw my hands or the tweezers I was using to feed them. My least favorite part of the week was the bee organization because even though I know it is very useful for the research, it is more tedious than . . .*

Reflection Journal Rubric

Criteria	ADVANCE 4	PROFICIENT 3	BASIC 2	BELOW BASIC 1
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of the theories, concepts, and/or strategies learned though investigation and/or gain of practical knowledge at the internship site. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies learned about internship site and/or research capstone materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies learned about internship site and/or research capstone materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions including length. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components listed above and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents are missing.	Response excludes essential components listed above and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. Attachments and additional documents are missing.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

Adapted from web.uri.edu/assessment/files/reflection_rubric.doc

Internship Presentation Guidelines
In-Person Presentation

This is an opportunity for you to share what your internship was like with your Collegiate family, parents, mentors, school stakeholders, and other interested community members.

Format

Your presentation must include a slideshow that can be created in Microsoft PowerPoint (HIGHLY suggested), Prezi, or another appropriate format. **Prepare for a 10-12 minute presentation with another 3 minutes for questions.** Although you may choose to work on your presentation through the web, make sure that you **download a copy and present through the PowerPoint desktop app** (even if you created it through a different site).

Your presentation should be backed up at least once (example: a downloaded copy on your computer and a copy saved to your school OneDrive). In addition, it is highly recommended that you back up the presentation on a personal computer, flash drive, and/or cloud account.

Content Specifications

Your presentation should include three sections:

1. Introduction that includes personal background, college/career goals, etc.
2. Overview (this should be the focus and take up most of the time)
3. Challenges and lessons learned

****

Internship Presentation Rubric

Student Name:_____   Internship Site:_____

Judge Name:_____   Total Points:_____ **/60**

Circle one point value for each category. Total Points is the sum of the chosen point values for each category.			
Rated Area	**Exceeds Expectations**	**Meets Expectations**	**Below Expectations**
Preparedness	The presenter was very prepared for the presentation. Student appeared composed, well-practiced, and to have given thought to their materials and attire. **(6 points)**	The presenter was somewhat prepared for the presentation. Student appeared moderately composed, well-practiced, and to have given some thought to their materials and attire. **(4 points)**	The presenter was not well prepared for the presentation. Student was not composed, did not seem to have practiced, and/or was not thoughtful regarding their materials and attire. **(2 points)**

Rated Area	Exceeds Expectations	Meets Expectations	Below Expectations
Project Introduction	The presenter's introduction included why they chose to attend Collegiate HS, their related coursework, extracurricular and community service involvement, college and/or career choices/goals, etc. **(6 points)**	The introduction touched on these topics but left out important information like extracurricular activities or life goals. **(4 points)**	Personal introductory information was not given or barely present. **(2 points)**
Overview	The presenter gives a thorough and comprehensive overview of the content and area of their internship experience with details and specifics. Includes topics/content, day-to-day experiences, who they worked with, etc. Goes in depth about research if applicable. Includes highlights and memorable moments. **(12 points)**	The presenter gives an adequate, though not completely thorough overview of the content and area of their internship with some details and specifics. **(8 points)**	The presenter gives a too broad or underwhelming overview of the internship with few details or specifics. **(4 points)**
Challenges and Lessons Learned	The presenter speaks about the challenges of their internship and the lessons they learned. Includes whether the internship deepened their interest in the field, affected their career interests, surprised them, etc. **(6 points)**	The presenter speaks about some challenges and lessons but does not go into detail about them. Mentions how the internship affected their interests but lacks detail. **(4 points)**	The presenter mentions challenges or lessons learned. Few details. Not thorough. **(2 points)**
Slides/Visual Aids	The presentation included a slideshow that enhanced the presentation, was cohesive, included appropriate/useful visual elements, and did not include typos or spelling/grammatical errors. **(12 points)**	The presentation included a cohesive slideshow that enhanced the presentation, but it included some typos and/or unprofessional elements. **(8 points)**	The presentation did not include a slideshow or included a slideshow that had many typos or errors, was confusing, included visuals that were not relevant/appropriate, and/or was distractingly disjointed. **(2 points)**
Clarity and Effectiveness of Speaking	The presenter spoke clearly, was audible to the entire audience, made frequent eye contact and only occasionally looked at notes. **(3 points)**	The presenter spoke clearly but was barely audible to some of the audience and/or frequently looked at notes. **(2 points)**	The presenter did not speak clearly, was inaudible to most of the audience, and/or read extensively from notes. **(1 point)**

Rated Area	Exceeds Expectations	Meets Expectations	Below Expectations
Questioning	The presenter allowed the audience to ask questions and responded knowledgeably. **(6 points)**	The presenter allowed the audience to ask questions but did not respond effectively to some questions. **(4 points)**	The presenter did not allow the audience to ask questions or failed to respond to the questions. **(2 points)**
Overall Presentation	The overall impression of the presentation was exceptional. It was well planned, professionally delivered, and demonstrated that the student is college and career ready. **(3 points)**	The overall presentation demonstrated preparation on the part of the student using adequate knowledge and presentation skills. **(2 points)**	The overall presentation demonstrated minimal presentation skills and/or limited preparation or effort by the student. **(1 point)**
Presentation Timeframe	The presentation fell within the 10-12 minute time requirement, not including Q & A. Videos shown as part of presentation do not exceed 3 minutes in length (total). **(6 Points)**	The presentation goes over 12 minutes but is complete by the cutoff time of 12 minutes and 30 seconds. **(4 points)**	The presentation goes so long that they must be cut off at 12 minutes and 30 seconds, presentation was less than 10 minutes in length, OR included a video(s) exceeding 3 minutes. **(2 points)**

Length of Presentation:_____   Total Presentation Points:_____

Presentation Feedback and Observations:
Useful feedback and observations are extremely important to our students. Please share yours!

*Adapted from The Senior Capstone Project manual from Carl Wunsche Sr. High School.

Internship Presentation Guidelines
Virtual Presentation (for use only if CSMB cannot hold the Symposium in person)

This is an opportunity for you to share what your internship was like with your Collegiate family, parents, mentors, school stakeholders, and other interested community members.

Format

Your presentation must include a slideshow that can be created in Microsoft PowerPoint (HIGHLY suggested), Prezi, or another appropriate format. **Prepare for a 10-12 minute presentation with another 3 minutes for questions.** Although you may choose to work on your presentation through the web, make sure that you **download a copy and present through the PowerPoint desktop app** (even if you created it through a different site).

Your presentation should be backed up at least once (example: a downloaded copy on your computer and a copy saved to your school OneDrive). In addition, it is highly recommended that you back up the presentation on a personal computer, flash drive, and/or cloud account.

Content Specifications

Your presentation should include three sections:

1. Introduction that includes personal background, college/career goals, etc.
2. Overview (this should be the focus and take up most of the time)
3. Challenges and lessons learned

****

Internship Presentation Rubric

Student Name:_____   Internship Site: _____

Judge Name:_____   Total Points:_____**/60**

Rated Area	Exceeds Expectations	Meets Expectations	Below Expectations
Equipment/Visuals	The presenter had their PowerPoint, visuals, and audio prepared and ready to use on Zoom. Their background was professional and appropriate. **(3 points)**	The PowerPoint, visuals, and audio were not completely prepared and ready to use on Zoom and/or their background was somewhat distracting or inappropriate; but the presentation occurred with only minor problems/delays. **(2 points)**	The PowerPoint, visuals, and audio were not prepared and ready to use and negatively impacted the presentation and/or their background was distracting and/or inappropriate. **(1 point)**
Preparedness	The presenter was very prepared for the presentation. Student appeared composed, well-practiced, and to have given thought to their materials and attire. **(3 points)**	The presenter was somewhat prepared for the presentation. Student appeared moderately composed, well-practiced, and to have given some thought to their materials and attire. **(2 points)**	The presenter was not well prepared for the presentation. Student was not composed, did not seem to have practiced, and/or was not thoughtful regarding their materials and attire. **(1 points)**

Rated Area	Exceeds Expectations	Meets Expectation	Below Expectations
Project Introduction	The presenter's introduction included why they chose to attend Collegiate HS, their related coursework, extracurricular and community service involvement, college and/or career choices/goals, etc. **(6 points)**	The introduction touched on these topics but left out important information like extracurricular activities or life goals. **(4 points)**	Personal introductory information was not given or barely present. **(2 points)**
Overview	The presenter gives a thorough and comprehensive overview of the content and area of their internship experience with details and specifics. Includes topics/content, day-to-day experiences, who they worked with, etc. Goes in depth about research if applicable. Includes highlights and memorable moments. **(12 points)**	The presenter gives an adequate, though not completely thorough overview of the content and area of their internship with some details and specifics. **(8 points)**	The presenter gives a too broad or underwhelming overview of the internship with few details or specifics. **(4 points)**
Challenges and Lessons Learned	The presenter speaks about the challenges of their internship and the lessons they learned. Includes whether the internship deepened their interest in the field, affected their career interests, surprised them, etc. **(6 points)**	The presenter speaks about some challenges and lessons but does not go into detail about them. Mentions how the internship affected their interests but lacks detail. **(4 points)**	The presenter mentions challenges or lessons learned. Few details. Not thorough. **(2 points)**
Slides/Visual Aids	The presentation included a slideshow that enhanced the presentation, was cohesive, included appropriate/useful visual elements, and did not include typos or spelling/grammatical errors. **(12 points)**	The presentation included a cohesive slideshow that enhanced the presentation, but it included some typos and/or unprofessional elements. **(8 points)**	The presentation did not include a slideshow or included a slideshow that had many typos or errors, was confusing, included visuals that were not relevant/appropriate, and/or was distractingly disjointed. **(2 points)**

Rated Area	Exceeds Expectations	Meets Expectations	Below Expectations
Clarity and Effectiveness of Speaking ***audio issues that cannot be controlled (like poor signal) will not be counted against the student. However, students are expected to practice using Zoom and troubleshoot to the best of their ability before their presentation.**	The presenter spoke clearly, was audible to the entire audience, made frequent eye contact (by looking at the camera) and only occasionally looked at notes. **(3 points)**	The presenter spoke clearly but was barely audible and/or frequently looked at notes. **(2 points)**	The presenter did not speak clearly, was inaudible to most of the audience, and/or read extensively from notes. **(1 point)**
Questioning	The presenter allowed the audience to ask questions and responded knowledgeably. **(6 points)**	The presenter allowed the audience to ask questions but did not respond effectively to some questions. **(4 points)**	The presenter did not allow the audience to ask questions or failed to respond to the questions. **(2 points)**
Overall Presentation	The overall impression of the presentation was exceptional. It was well planned, professionally delivered, and demonstrated that the student is college and career ready. **(3 points)**	The overall presentation demonstrated preparation on the part of the student using adequate knowledge and presentation skills. **(2 points)**	The overall presentation demonstrated minimal presentation skills and/or limited preparation or effort by the student. **(1 point)**
Presentation Timeframe	The presentation fell within the 10-12 minute time requirement, not including Q & A. Videos shown as part of presentation do not exceed 3 minutes in length (total). **(6 Points)**	The presentation goes over 12 minutes but is complete by the cutoff time of 12 minutes and 30 seconds. **(4 points)**	The presentation goes so long that they must be cut off at 12 minutes and 30 seconds, presentation was less than 10 minutes in length, OR included a video(s) exceeding 3 minutes. **(2 points)**

Length of Presentation:_____   Total Presentation Points: _____
Comments/Suggestions for Improvement:

*Adapted from The Senior Capstone Project manual from Carl Wunsche Sr. High School.

General Capstone Information

Question: What is the "Capstone"?

Answer: Capstone is a culminating project for high school seniors. This project is used as an assessment that allows students to demonstrate their ability to design and participate in a multi-phased, research-based learning process. This experience prepares students for their future in higher education, technical institutions, or the workforce. This multi-faceted task reinforces and refines complex skills such as:

☐ Long and short term goal completion
☐ Professional communication
☐ Critical and creative thinking
☐ Problem solving
☐ Time, task, and cost analysis
☐ Professional appearance and attitudes
☐ Researching areas of interest
☐ Insightful self-evaluation
☐ Time management
☐ Organization and planning
☐ Presentation strategies

All seniors at Collegiate who are not participating in an internship are required to complete the Capstone Project. Grades earned for each element of the project will count toward their Internship/Capstone Grade. The Capstone/PLTW teacher will help them through the process.

Question: How is the capstone different from an internship?

Answer: The internship is an individualized experience for a student at a business or community site related either to medicine or bioscience. The student performs some work-related task(s) and is evaluated on that work. A capstone can be an individual experience or accomplished in pairs and is research based. Students identify a concern, problem or challenge and explore answers/solutions to that. They develop a project paper and keep a log of their work with a paper as one culminating activity. Both the internship and capstone cover a January-April timeframe and conclude with a Symposium in which the students provide an oral presentation on either their internships or their capstone projects.

Question: How are persons from the business or broader community engaged with students during the capstone?

After students have chosen their capstone (the deadline is January 17), students are assigned a business mentor. The mentor works with them on their concern, problem or challenge and helps them develop the content of their paper. They meet a minimum of three times during the time period of the capstone. It is preferable for the students to go to the mentor's business site so there is exposure to a business or organizational setting.

Question: Will students be paid during their capstone?

Answer: Generally, no. The capstone experience is "an extension of the classroom learning environment." It is designed to help students acquire the competencies needed to obtain and maintain future post-secondary and employment opportunities.

However, this school year (2023-2024), students will be eligible for payment through SLPS's Learn and Earn program. **In order to receive biweekly payments throughout the semester, students must meet with instructor on a biweekly basis and maintain a C average.** Failure to meet with instructor and/or drop in grades will constitute forfeit of the corresponding biweekly payment.

Question: What are the consequences for student non-compliance during the capstone experience?

Answer: All requirements and expectations are thoroughly reviewed and signatures obtained by all parties at the onset of the capstone. Therefore, student non-compliance may result in: temporary suspension from the capstone; closure to the capstone business mentor relationship; and the student not being allowed to participate in the senior graduation ceremony.

COLLEGIATE SCHOOL OF MEDICINE AND BIOSCIENCE
CAPSTONE PROGRAM
Grading Areas

Category	Graded Items
Writing Assignment	Submission of Capstone paper (MWA)
Lab	Daily Lab Notes (LAB) Form A
Project	Biweekly Reflection Journals (PRQ) Form B
Homework	Expectation Compliance: completing paperwork on time, punctuality, unexcused absences, getting any changes in capstone hours approved by Collegiate internship/capstone coordinator, attending mandatory meetings, adhering to rules and guidelines, etc. (HWK)
Semester Exam	Final Presentation (SGX)

Grading Percentages

Quarter grades will be calculated as follows:

1. Labs	25%
2. Writing assignments	55%
3. Homework	5%
4. Project	15%
	100%

**The above formulas as shown will calculate progress grades and term grades ONLY **

Final semester grades calculation will be completed as follows:

1. Semester Exam	20%
2. 4th Term Grade	80%
	100%

Capstone Agreement

This agreement among Collegiate School of Medicine and Bioscience, the capstone instructor, the student, and his/her parent/guardian defines responsibilities that each accepts and agrees to, shown by their signature.

Capstone Instructor Responsibilities:
1. Coordinate the Capstone course so the student will receive the specified number of elective credits.
2. Provide forms and maintain adequate records.
3. Screen and select student-learning applicants.
4. Provide general related instruction.
5. Notify the business partner in advance if the status of the student changes (when possible).
6. Evaluate the student progress, by meeting with the student biweekly to assess student, review journals, and assign grades and credits.
7. Sign and submit biweekly timesheets to Learn and Earn program.

Student Responsibilities:

1. Mandatory meeting with instructor on a biweekly basis.
   o If these meetings are not scheduled, they cannot be made up and the grade will be zero.
2. Perform the necessary tasks and follow instructions as given by the teacher, coordinator, and/or business partner.
3. Continue to pass other Collegiate coursework.
4. Check school email account and the appropriate Microsoft Teams regularly for updated communication about Capstone course.
5. File complete reports and/or journals on his/her capstone project activities as required.
6. Report to the coordinator as soon as possible when problems arise affecting his/her capstone project.
7. Maintain a logbook (lab notebook). Electronic lab notebooks are not allowed.
8. Work to improve skills, knowledge, and personal qualities.
9. In order to receive a grade, complete and present capstone project, proficient evaluations, journaling assignments, and a final presentation.
10. Communicate and get approval from both the Capstone Instructor and the internship coordinator regarding any off-site visits.
11. To earn Learn and Earn payment student must:
    o Maintain a C average in Capstone course
    o Complete biweekly meetings on time.
    o Maintain passing grades in 7 or more courses.

I have read the above agreement and understand my responsibilities and relationship to the program as outlined by the agreement.

_____   _____
Instructor's Signature   Date

_____ _____ _____ _____
Student's Signature   Date   Parent/Guardian Signature   Date

Capstone Components

5 P's: Proposal, Project, Paper Proposal, Process, and Presentation

1. The Capstone **Project Proposal** is submitted to outline a challenging project and reflect the student's career pathway or major area of study. The proposal includes the reason the student has chosen the topic, who the project will impact and what benefit will be derived.

2. The **Project** itself is chosen by the student to suggest a student-designed project to support or enhance the topic. Research should drive the development of the project and help the student focus on who will benefit most from the project.

3. The Capstone Research **Paper Proposal** outlines the topic and the student's personal goals. The Research **Paper** is produced demonstrating basic research skills, correct grammar, sentence structure, and APA formatting. The paper will present a challenging topic related to the student's career pathway, focusing on who is affected by the problem and how they will benefit from the solution.

4. The Capstone **Process** involves timely submission of the documents required and being sure to stay on course to finish your project.

☐ **Meeting with Capstone/PLTW Teacher**
☐ **Capstone Project Proposal**
☐ **Capstone Interview Questions**
☐ **Capstone Interview Questions Summary & Thank you**
☐ **Annotated Bibliography**
☐ **Capstone Paper Proposal**
☐ **Rough Draft**
☐ **The Research Paper Packet**
☐ **The Presentation Design & Practice**
☐ **The Presentation Teacher Review**
☐ **Capstone Day Presentations**

5. The oral and visual **Presentation** is prepared for delivery to business professionals, teachers, administrators, counselors, and community members.

Capstone Project Proposal

Student Name _____ Date_____

(To Be Graded By Your Capstone/PLTW Instructor)
Due December 6

Describe your project topic in detail:

How will this topic result in learning about an emerging trend in your career pathway, an industry problem/solution, a real-world need/product design, or utilization of skill?

1. Who is affected by the issue/problem/need I am addressing?

2. How will my process/solution/product benefit those who are affected?

3. How will I utilize the acquired skills that I have gained and who will it impact?

Why did you select this topic and the resulting problem/project?

What is your mission statement? (A personal statement of your goals for this project and how it may affect your life and goals beyond high school.)

Circle one:

Yes   No   1. Is your topic related to your chosen career pathway?
Yes   No   2. Does your solution or project have an application to the real world?
Yes   No   3. Will you be able to discuss how the solution/product/skill will benefit others?
Yes   No   3. Does it provide new information or a new approach to solving or exposing the problem?
Yes   No   4. Will you be able to locate a wide variety of research sources?
Yes   No   5. Will it appeal to the interests of an adult business partner audience?
Yes   No   6. Do you have access to the necessary materials or resources?
Yes   No   7. Does your project idea demonstrate creativity?
Yes   No   8. Will you be able to complete it within the time limits?
Yes   No   9. Will you be able to demonstrate or explain the aspects of your project during the Capstone presentation?

Proposal Approved _____

Proposal Approved but with Modifications Required_____   Describe:

Proposal must be Resubmitted_____   Reasons-Comments:

Research Paper Information
Senior Capstone Research Paper

In recognition of the variety of learning styles, levels of proficiency, and individual educational plans, students will meet the criteria of the Capstone research paper by writing one of the following types of research papers: the traditional format research paper, the reflective response research paper, or a combination of the two. Speak to your Capstone instructor for information about these research approaches and requirements.

Research Paper Components
- Capstone Research Paper Proposal

- An Annotated Bibliography utilizing at least 5 sources plus the interview.

- A rough draft.

- A title page and a works cited page according to APA format.

- A final research paper of eight to ten (15 – 20) pages in length, not including charts, graphs and photos or clip art, professional vernacular, title page, works cited page and abstract.

  - 1 inch margins

  - 12 point font (print) size with font chosen from one of the following:

    - Times New Roman

    - Arial

    - Verdana

  - Double-spaced throughout the document and works cited page.

  - Page numbers in a consistent location according to APA format.

- Minimum of five (5) sources, plus at least one personal interview.

- Proficient level of grammar, spelling, punctuation, and sentence structure.

- In-text and/or parenthetical documentation for quotes.

- Paper must be turned in as part of a research folder to include:

  - Title Page

  - Final Research Paper

  - Works Cited

  - Research Articles (journals and websites)

    - printed out, with any referenced or quoted text highlighted

    - APA citation at top of the first page of each article (part of your log book)

  - A rough draft must be submitted one week prior to final due date.

  - Students must submit a paper copy of the log book.

- The research paper **may not** include work copied from another person's ideas or writings and should not include portions that are cut and pasted from the Internet. This is **plagiarism**, which is considered cheating, and will result in disciplinary action and lowering of the conduct grade as well as receiving a zero on the paper. The paper should be written in the student's own words. Short quotes from your research may be used if they are properly documented as quotes from the source.

Capstone Research Paper Proposal

Student Name _____ Date_____

<p align="center">(Graded by your Capstone Instructor)
Due Date TBD</p>

Describe the topic of your research paper:

Describe why you chose the topic:

Answer the "wider questions":

    1. Who is impacted by the issue/problem/need I am addressing?

    2. How will my process/solution/product benefit those who are affected?

    3. How will I utilize the acquired skills that I have gained and who will it impact?

What is your Mission Statement? (a personal statement of your plans and goals)

How does your Mission Statement relate to the topic of your paper?

What industry professional did you interview as part of your research for this paper?

	Capstone Research Paper Evaluation Rubric _____		
Student Names:	**Score:**		
This analytic rubric is used to verify specific tasks performed when producing a research paper. If the task has been successfully completed, all points are awarded. No points are awarded if the task is not complete.			
Category	**Scoring Criteria**	**Points**	**Teacher Evaluation**
Title Page	Title page consists of: a descriptive title for the paper, author's name, and paper completion date (see sample title page).	4	
Introduction	Abstract is present, minimum of 250 words single spaced to a max of 500 words	4	
	Background information is provided to establish the importance of the research topic.	4	
Report of Research	Scientific terms and concepts are properly used.	4	

	Materials/Methodology
	    -all materials used are listed with amounts
	    -written in paragraph form
	    -clearly shows all procedures
		4 → 8	

	Research findings are presented in the student's words, not "cut and pasted".	4	
	Table, graphs, and figures properly labeled and referred to in body of report (not used as filler).	4	
	Research correctly referenced. Minimum of 5 in-text citations.	4	
	The essay demonstrates the application of the most current scientific information to the student's ideas about the topic.	4	

	Scientific background
	    - Writer explained what is already known on the topic
	     - Writer explains what scientists have already discovered about the topic.
	Option 1: Facts about the problem; facts about previous solution
	Option 2: Facts about the topic
	Option 3: Facts about the topic
	Option 4: Facts about the topic & scientific contribution
		4	

	Application
	    -Writer explains how his/her topic is used in the world today.
	    - Do we use this topic in our daily lives? Is there technology related to this topic?
	    - How may this topic be used in the future?
		4	

	Discovery
	    - Writer explains who, when, where, and how their topic was discovered.
	    - Writer explains why the discovery of the topic is important
	    - Writer explains if there is more to discover in the area of this topic
	    - Writer explains if the topic is related to any current theories
		4	

Professional Vernacular	Professional vernacular. "Vocabulary" page is present with a minimum of 20 new words with their meaning.	4	
Conclusion	The most important research findings are restated.	4	

	Student's final thoughts about the research topic are stated along with future research assessment.	**4**	
	No new information is introduced.	**4**	
Annotated Bibliography	A single page annotated bibliography/reference page is provided. *(A brief description of the information contained in the source is provided for each of the references.) Minimum 5 references required.*	**4**	
Page Requirement	15 → 20 pages to a maximum of 30 pages. Charts, graphs, clipart, cover page, bibliography and vernacular page are not included as part of page number and cannot be used as space filler.	**4**	
Appendix	Professional Vernacular - a single page with all relevant terms defined.	**4**	
	Diagrams - at least two diagram or picture of importance related to the research topic is included.	**4**	
Professionalism	Paper demonstrates an effort to produce a professional paper free of grammar, spelling, and typing errors.	**4**	
	Pagination, spacing, font and margin follow professional format (APA) There are no "first person" statements in the paper.	**4**	

Ratings
1   Below basic
2   Basic
3   Advance
4   Proficient

Plagiarism – Plagiarism consists of representing another person's ideas or writings as one's own from any source, including but not limited to cutting and pasting from Internet sources. Plagiarism will be considered cheating, and the student shall be subject to disciplinary action. Consequences include receiving a zero on the research paper and lowering of the student's conduct grade. Please consult your teacher for proper methods of documentation of sources.

Adapted from Albany.edu. (2017). *Center - University at Albany - SUNY -.* [online] Available at: http://www.albany.edu/scienceresearch/index.shtml [Accessed 1 Aug. 2017].

Capstone Instructor Review of Capstone Presentation Plan

Student Name_____ Date_____

Student submits all visuals to Capstone Instructor by date TBD
Instructor reviews will be returned to students by date TBD

<u>Capstone Instructor</u>

- The student's presentation matches the project proposal submitted in October.

- The presentation focuses on an industry problem, need that the student has developed, new concept, or demonstration of skill and impact.

- Grammatical, spelling, tense, sentence structure, and punctuation errors have been addressed.

- Student has included a mission statement.

- Student has answered at least two of the "wider questions".

- Student has demonstrated material substantial enough to fill the 10-12 minute presentation requirement.

- Student has material loaded to a flash drive.

Recommendations:
_____
_____
_____
_____
_____
_____
_____

Capstone Teacher Signature _____

Capstone Reflection Evaluation Criteria Rubric

- Supporting materials to be turned in with biweekly reflection for capstone students:
  - Daily reflection log carbon copies from the lab journal
    - Must have a minimum of one paragraph
    - Mus have an entry for each day at the internship site and/or in class with capstone instructor.
    - Must write in complete sentences
  - Daily log should have a rich content that reflects a rich understanding of student daily experience
- Minimum of 500 words reflection typed submitted through turnin.com

Criteria	ADVANCE 4	PROFICIENT 3	BASIC 2	BELOW BASIC 1
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies learned though investigation and/or gain of practical knowledge at the internship site and though capstone research. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies learned about internship site and/or research capstone materials. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies learned about internship site and/or research capstone materials. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components listed above and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents are missing.	Response excludes essential components listed above and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. Attachments and additional documents are missing.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

Adapted from web.uri.edu/assessment/files/reflection_rubric.doc

Capstone Project Presentation Guidelines
In-Person Presentation

This is an opportunity for you to share your research with your Collegiate family, parents, mentors, school stakeholders, and other interested community members.

Format

Your presentation must include a slideshow that can be created in Microsoft PowerPoint (HIGHLY suggested), Prezi, or another appropriate format. **Prepare for a 10-12 minute presentation with another 3 minutes for questions.** Although you may choose to work on your presentation through the web, make sure that you **download a copy and present through the PowerPoint desktop app** (even if you created it through a different site).

Your presentation should be backed up at least once (example: a downloaded copy on your computer and a copy saved to your school OneDrive). In addition, it is highly recommended that you back up the presentation on a personal computer, flash drive, and/or cloud account.

Content Specifications

Your presentation should include two sections:

1. Introduction that includes personal background, college/career goals, personal mission statement, topic summary and impact
2. Capstone Project Overview (this should be the focus and take up most of the time)

****

Capstone Project Presentation Rubric

Student Name_____   Total Points_____ **/60**

Title/Topic of Capstone Presentation _____

Circle one point value for each category. Total Points is the sum of the chosen point values for each category.			
Rated Area	**Exceeds Expectations**	**Meets Expectations**	**Below Expectations**
Preparedness	The presenter was very prepared for the presentation. Student appeared composed, well-practiced, and to have given thought to their materials and attire. **(6 points)**	The presenter was somewhat prepared for the presentation. Student appeared moderately composed, well-practiced, and to have given some thought to their materials and attire. **(4 points)**	The presenter was not well prepared for the presentation. Student was not composed, did not seem to have practiced, and/or was not thoughtful regarding their materials and attire. **(2 points)**
Clarity and Effectiveness of Speaking	The presenter spoke clearly, was audible to the entire audience, made frequent eye-contact and only occasionally looked at notes. **(3 points)**	The presenter spoke clearly but was barely audible to some of the audience and/or frequently looked at notes. **(2 points)**	The presenter did not speak clearly, was inaudible to most of the audience and/or read extensively from notes. **(1 point)**

Rated Area	Exceeds Expectations	Meets Expectations	Below Expectations
Project Introduction	The presenter's introduction included why they chose to attend Collegiate HS, their related coursework, extracurricular and community service involvement, college and/or career choices/goals, etc. The presenter's introduction also contained a personal mission statement and summary of the topic including who their project would impact and how they would benefit. **(6 points)**	The introduction touched on these topics but left out important information like extracurricular activities, life goals, or personal statement. **(4 points)**	Personal introductory information and topic introduction was not given or barely present. **(2 points)**
Capstone Project Developed by Student	The project developed by the student demonstrated an advanced interest in and knowledge of the subject and related three or more sources of research to the project outcome. **(6 points)**	The project developed by the student demonstrated knowledge of the subject and use of at least two sources of research related to the outcome of the project. **(4 points)**	The project developed by the student was not fully developed and/or did not incorporate research that contributed to the outcome of the project. **(2 points)**
Slides/Visual Aids	The presentation included a slideshow that enhanced the presentation, was cohesive, included appropriate/useful visual elements, and did not include typos or spelling/grammatical errors. **(12 points)**	The presentation included a cohesive slideshow that enhanced the presentation, but it included some typos and/or unprofessional elements. **(8 points)**	The presentation did not include a slideshow or included a slideshow that had many typos or errors, was confusing, included visuals that were not relevant/appropriate, and/or was distractingly disjointed. **(2 points)**
Clarity and Effectiveness of Speaking	The presenter spoke clearly, was audible to the entire audience, made frequent eye-contact and only occasionally looked at notes. **(3 points)**	The presenter spoke clearly but was barely audible to some of the audience and/or frequently looked at notes. **(2 points)**	The presenter did not speak clearly, was inaudible to most of the audience and/or read extensively from notes. **(1 point)**
Choice of Topic & Supporting Research	The topic chosen by the student was directly related to the student's career pathway and interests and/or expanded on their career interest by adding a secondary career interest supported by research. **(12 points)**	The topic chosen by the student relates to the student's pathway or a career interest but has minimal development through research and/or does not express the student's individual career interest. **(8 points)**	The topic chosen by the student does not relate directly to the students career pathway and/or the topic is general in nature showing no development with research or direct purpose beyond basic information. **(4 points)**

Questioning	The presenter allowed the audience to ask questions and responded knowledgeably. **(6 points)**	The presenter allowed the audience to ask questions but did not respond effectively to some questions. **(4 points)**	The presenter did not allow the audience to ask questions or failed to respond to the questions. **(2 points)**
Overall Presentation	The overall impression of the presentation was exceptional. It was well planned, professionally delivered, and demonstrated that the student is college and career ready. **(3 points)**	The overall presentation demonstrated preparation on the part of the student using adequate knowledge and presentation skills. **(2 points)**	The overall presentation demonstrated minimal presentation skills and/or limited preparation or effort by the student. **(1 point)**
Presentation Timeframe	The presentation fell within the 10-12 minute time requirement, not including Q & A. **(6 Points)**	The presentation goes over 12 minutes but is complete by the cutoff time of 12 minutes and 30 seconds. **(4 points)**	The presentation goes so long that they must be cut off at 12 minutes and 30 seconds OR presentation was less than 10 minutes in length **(2 points)**

Length of Presentation:_____   Total Presentation Points: _____

Presentation Feedback And Observations:
Useful feedback and observations are extremely important to our students. Please share yours!

*Adapted from The Senior Capstone Project manual from Carl Wunsche Sr. High School.

The Student/Teacher Conference
Capstone Students

Every two weeks the Capstone instructor/director meets with the student researcher to discuss the progress of the student's capstone research. This meeting serves as assessment tool for student progress. The following is a basic protocol for the bi-weekly meeting between the Capstone instructor and the student. The top portion of the list is made up of those items that must happen at every assessment session. The lower portion of the list represents additional items that may also be addressed.

Must Do List

- Compare goal from two weeks ago to present sheet

- Discuss any reflections entries
    - Check log of time with mentor and independent work

- Discuss any bibliographic work done over past two weeks
    - Review article summary sheet(s)

- Discuss any communications the student has had with mentors, researchers etc.
    - Phone calls, e-mails, letters, faxes, etc.

- Review the most recent timeline

- Plan strategy for next two week cycle

Option List

- Discuss and evaluate bibliographic searches

- Discuss and attempt to resolve logistical problems

- Review formation of hypothesis and project statement

STUDENT PERFORMANCE ASSESSMENT

NAME _____   DATE _____

1. The Lab notebook and reflection journal, complete, and current?	Y	N	N/A
2. Student completed appropriate bibliographic research?	Y	N	N/A
3. Was the student appropriately focused on the topic?	Y	N	N/A
4. Were all projected tasks accomplished without reminders?	Y	N	N/A

5. Was an appropriate amount and level of reading and
   writing accomplished?   Y   N   N/A

6. Did the student obtain or appropriately order journal articles? Y   N   N/A

7. Did the student use the internet or other electronic means to
   Further her/his understanding of his/her topic?   Y   N   N/A

8. Did the student communicate with the primary mentor?
   Student have proper logs of his/her communications   Y   N   N/A
   Was appropriate progress made in the student's writing of
   research paper?   Y   N   N/A

9. Did the student appear to have a clear direction, understanding
   of his/her topic and is working enthusiastically with his/her mentor? Y   N   N/A

10. Did the student spend an appropriate amount of time
    on the research this cycle? (3.5 hours per week)   Y   N   N/A

Grade	A	A-	B	B-	C	C-	D	D-	F
	(95)	(92)	(85)	(82)	(75)	(70)	(65)	(60)	(50)

Student signature   _____

Teacher signature _____

Collegiate School of Medicine and Bioscience
4-Year Course & Graduation Plan
2023-24

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	9th	10th	11th	12th
English **MO required (4)** **CSMB required (4)** # elective ^ can be taken as a semester or year-long course	English 9	Honors English 10 English 10 Publications (Yearbook/Newsletter)#^	AP English Language/Comp. English 11 African American Literature Publications (Yearbook/Newsletter)#^	AP English Literature/Comp AP African American Studies African American Literature English 12 Publications (Yearbook/Newsletter)#^
Mathematics **MO required (3)** **CSMB required (4)**	Algebra I Algebra II	Geometry Algebra II	Pre-Calculus Geometry	AP Calculus AB College Algebra Pre-Calculus College Prep Algebra
Science **MO required (3)** **CSMB required (4)**	Biology	Chemistry Honors Chemistry AP Biology	AP Biology AP Environmental Science Physics Botany/Zoology	AP Chemistry AP Biology AP Environmental Science Physics Botany/Zoology
Social Studies **MO required (3)** **CSMB required (3)** ***Personal Finance required (0.5)** # elective ^ can be taken as a semester or year-long course	World History GIS: Geospatial Info. Systems#	US History Personal Finance* AP Human Geography GIS: Geospatial Info. Systems#	US Government AP Psychology GIS: Geospatial Info. Systems# AP Human Geography	AP Human Geography GIS: Geospatial Info. Systems#
Foreign Language **MO required (0)** **CSMB required (2)**	Spanish I Latin I	Spanish II Latin II	Spanish III Latin III	AP Spanish Latin IV
Physical Education **MO required (1)** **CSMB required (1)** ***Health required (0.5)**	Physical Education	Physical Fitness Health*	Physical Fitness	Physical Fitness
Fine Arts **MO required (1)** **CSMB required (1)**	Intro to Art Intermediate Band	Painting and Drawing Concert Band	Sculpture Concert Band	Advanced Art Concert Band
PLTW Biomedical Science **CSMB Required (4)** ***Internship/Capstone required**	Principles of Biomedical Science	Human Body Systems	Medical Interventions	Biomedical Innovation Bioscience Internship/Capstone Project*
Computer Science elective courses	Computer Science GIS: Geospatial Info. Systems	AP Computer Science P Computer Science GIS: Geospatial Info. Systems	AP Computer Science A AP Computer Science P GIS: Geospatial Info. Systems	AP Computer Science A GIS: Geospatial Info. Systems

Graduation Requirements:
1. At least **28 high school academic credits**.
2. An **Internship or Capstone Research Project**. Internship fields available: medicine, biomedical research, biotechnology, biomedical engineering, nursing, physical therapy, pharmacy, botany, zoology, environmental science, ecology, computer science, cyber security, psychology, and GIS.
3. Four years of the **PLTW Biomedical Science pathway** and traditional science courses.
4. At least **one AP STEM course**. AP STEM courses that Collegiate offers are AP Biology, AP Chemistry, AP Environmental Science, AP Computer Science Principles, AP Computer Science A, and AP Calculus.
5. AP Biology, AP Calculus, College Algebra, AP Human Geography, AP English Language, and AP English Literature are offered as dual credit courses earning college credit from University of Missouri-St. Louis with a grade of A, B, or C.

Senior Portfolio Components

At a minimum, examples of the following components are required in the

Student Portfolio:

Letter of Introduction

Personal Statement Including Short- and Long-Range Goals

Resume

Junior & Senior Health Care Projects

Writing Sample(s)

Work-based Journal

Service Learning Projects

First Aid and/or HIPAA Certifications

Power Point Presentation(s)

College Applications

Letters of Recommendation

High School Transcript

Attendance Records

Awards/Honors

ACT & Other Personal Assessments

Leadership Development Plan

The following are topics that will be addressed with seniors over the course of the school year. These may be addressed in class, in separate seminars, by guest speakers, or through the college prep process.

Topic
Professionalism, Attitude, & Respect: Being a successful employee, understanding worksite "chain of command", professional attire
Communication Skills: verbal and non-verbal, listening, writing, reading
Job application process: résumé, cover letter, interview skills
Safety at the Internship Worksite: OSHA, HIPAA and other industry-specific requirements
Internship Requirements: forms, writing an effective journal, maximizing the internship experience
Customer Service: telephone etiquette, teamwork, dealing with difficult people
Confidentiality: HIPAA, ethics and worksite compliance
Leadership: seeing yourself as a leader, developing leadership skills, setting professional goals
Diversity & Discrimination: what does the law say; how to protect yourself and others
Career Portfolio: keeping it updated, ensuring accuracy, presenting it in the best way possible