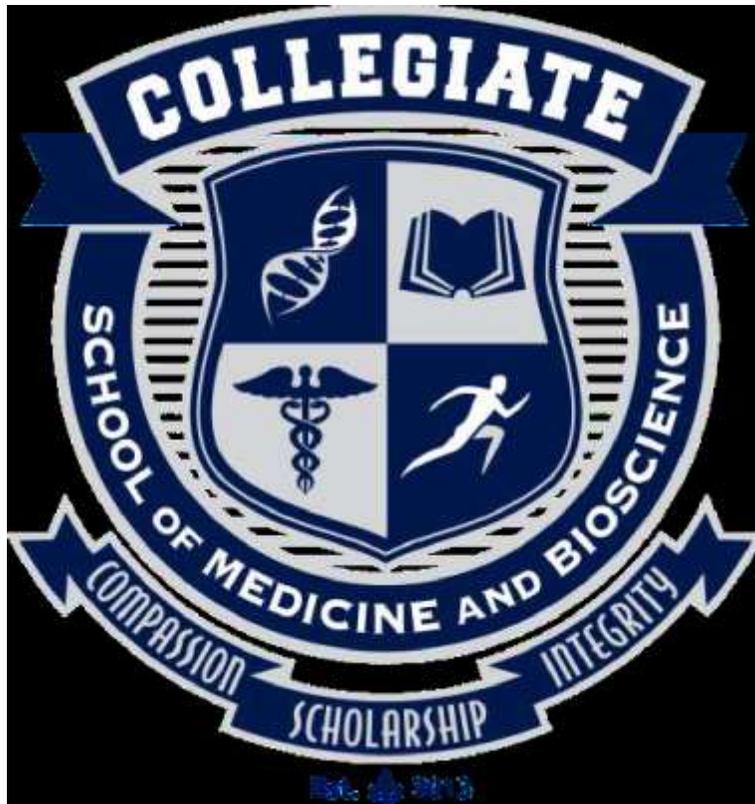


ST. LOUIS PUBLIC SCHOOLS

Student Internship and Capstone Manual



Frederick Steele, Principal
Kelvin Adams, Superintendent
Collegiate Advisory Board

The mission of 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.



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 that should help clarify the specifics of the experience. Students and parents/guardians should read and indicate 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 the senior year. Students will be released from campus to the worksite on Tuesdays & Thursdays and 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 minimum total of 90 hours. If students achieve their 90 hours early, they are still required to attend their internships until April 25.

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

Answer: During the fall semester of the senior year each student will identify an appropriate internship worksite. After an appropriate worksite is identified, the student will apply to the internship worksite by: submitting a cover letter 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 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, the student will have the chance to match with another site with internship spaces available or choose to complete a capstone in an area of interest.

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

Answer: If a student is eligible based on academic, behavioral, attendance requirements (see “internship eligibility” document) and has submitted an area of interest and a resume (this should have been completed junior year, but can be updated during the fall semester), the coordinator will set up conversation and/or interviews with internship partners and initiate the appropriate paperwork.

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. Collegiate Student IDs allow students to access St. Louis University shuttles. Additionally, Metrolink/Metrobus passes can 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: 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 will receive one high school credit hour.

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

Answer: Students are selected for participation in internship based first on student interest. Internship participants must also 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 which will be reviewed by their PLTW instructor. Additionally, students submit reflection journals for review by the PLTW 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 present 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 a minimum of 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: Internship 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 of these parties are not informed BEFORE the scheduled start of their hours for the day, this will be considered non-compliance and will be reflected in the student's internship grade and may lead to further consequences (see below).

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

Answer: All requirements and expectations are thoroughly reviewed 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 being assigned; and the student not being allowed to participate in the senior graduation ceremony. [Depending on the severity of student non-compliance, appropriate actions will be taken to assure the student returns and remains in compliance]. 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 dismissal from the internship.

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 based on the following removal schedule. January removal will require a full length paper. February removal will require a $\frac{3}{4}$ length paper. March removal will require a $\frac{1}{2}$ length paper. April removal will require a $\frac{1}{4}$ length paper.

*** Examples of non-compliance**

- Excessive Absenteeism/Tardiness
- Misuse of breaks
- Unapproved workplace visitors
- Inability to accept correction/criticism
- Difficulty in following directions
- Lack of cooperation between student and/or work 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

Question: Is there an end 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 Presentation Symposium night. The Symposium will take place on **May 10** in the afternoon/evening along with our senior awards. Exact time and location TBD. All capstone and internship student presentations will be given at this event and evaluated by a panel of judges. Parents and internship supervisors are encouraged to attend to support their student and learn more about all of 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 have the opportunity to 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 a student stand out on college 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 in order 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 or to complete 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 September 4 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:

- **junior year attendance 90% or above**
- **no formal disciplinary reports**
- **senior year attendance 94% or above**
- **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 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 August) and 1st quarter academic performance will determine eligibility.**

Internship Timeline and General Expectations (for students)

General Expectations:

- Check your CSMB Gmail 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 appropriate, just respond.
- Use google calendar to keep track of your internship hours, deadlines, 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. Absences should be rare and only due to severe sickness and/or emergencies.
- If you will be more than 5 minutes late, inform the CSMB coordinator and your internship supervisor as soon as you know you will be tardy. Yes, if you are just running late we need to know.
- Be professional in dress, spoken, and written communication.
- Fill out time sheets daily (or swipe in and out) and turn in to the Internship Coordinator every other Wednesday according to due dates (below). These should be signed by your supervisor **every day**, not just when they are due.
- Keep daily notes of activities, terminology, etc. in a carbon notebook. Turn in carbon copies to PLTW instructor according to due dates (below).
- Write reflective journal entries about your experiences. Turn in to PLTW instructor using Turnitin according to due dates (below).

Important Dates:

August 31: Final Resumes and Cover Letters/Paragraph of Interest Due. I will send out what I have if you have not sent me updated documents. If you have not turned in anything, you will not be placed at an internship site.

November 20: All internship placements final. You should put this information on your college applications!

November 30: Parent/Guardian Permission Letter and Internship Agreement due. Must be signed by parent/guardian even if student is 18.

December 14: All required documents, immunizations, training, etc. for each student’s particular internship site must be turned in.

January 8: First day of internship!

March 25-29: Spring Break! Internship attendance is not required during spring break, as the Internship Coordinator cannot supervise. Make sure you let your internship supervisor know ahead of time whether or not you plan to attend this week.

April 25: Last day of internship.

April 30 & May 2: Mandatory presentation preparation sessions at Collegiate for entire school day.

May 10: Internship/Capstone Symposium! This is where you present!

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

January 23, February 6, February 20, March 6, March 20, April 3, April 17, May 1 (every other Wednesday)

**COLLEGIATE SCHOOL OF MEDICINE AND BIOSCIENCE
INTERNSHIP PROGRAM**

Grading Rubric

Percent of Grade	Rubric Item
45	Completion of 90 hour minimum and daily attendance at internship site as documented on Collegiate time sheets
10	Daily Notes and Biweekly Reflection Journals
5	Expectation Compliance (completing paperwork on time, using google calendar, punctuality, unexcused absences, attending mandatory meetings, adhering to rules and guidelines, etc.)
10	Initial Evaluation
10	Final Evaluation
20	Final Presentation

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

DATE:

Dear _____,

Your child has applied to the internship program offered through Collegiate School of Medicine and Bioscience. This document is intended to give permission for them to participate in the program, realizing that each student must provide their own transportation to and from the internship worksite and that your student must meet the application requirements to be accepted into the program.

Permission to Participate

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

_____ Yes _____ No

Permission to Travel

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

_____ Yes _____ No

As the parent/legal guardian of the above named student, I hereby consent to allow my child to ride with another student to the internship worksite.

_____ Yes _____ No

As the parent/legal guardian of the above named student, I hereby consent to allow my child to use public transit and/or the 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 ride with an internship supervisor between internship worksites.

_____ Yes _____ No

Internship Vehicle Verification

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

Insurance Worksite _____ Car Make/Model Year _____

Policy Number _____

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

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

_____ Yes _____ No

If yes, please explain:

I hereby agree to waive and release any and all rights that I, my child, or our representatives may have to make claim against Collegiate School of Medicine and Bioscience or their respective officers, employees, or representatives arising from injury or damages, including attorney fees that may result from my child's participation in the Internship Program.

I further agree to indemnify and hold harmless Collegiate School of Medicine and Bioscience or their respective officers, employees, or representatives from any claims, including attorney fees, which I or my child might make or which might be made on my or our behalf by others, or which might be made against me or my child by others, arising from my child's participation in the internship program.

Signature of Parent/Guardian

Date

Internship Agreement

This agreement among Collegiate School of Medicine and Bioscience, 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 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, review journals, and assign grades and credits (2 times per semester).
9. Make flu testing available.

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 either 2 or 3 days per week.
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 Gmail account twice a day for updated communication regarding internship course information.
4. Keep a google calendar schedule for their internship.
5. Provide transportation to and from place of internship.
6. Notify the CSMB coordinator and the internship supervisor on day of absence or late arrival prior to starting time (when possible).
7. Not to report to internship site on days absent from school.
8. File complete reports and/or journals on his/her internship activities as required.
9. Report to the coordinator as soon as possible when problems arise affecting his/her internship.
10. Work to improve skills, knowledge, and personal qualities.
11. In order to receive a grade, complete the following: a minimum of 90 hours at the internship site (documented per Collegiate rubric), 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 TIME SHEET**

Student Name: _____

Internship Site: _____

Supervisor: _____

Comments (make sure all missing days, absences, changes in normal hours, etc. are noted here with reasons):

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

Due dates for time sheets, daily notes, and reflection journals: January 23, February 6, February 20, March 6, March 20, April 3, April 17, May 1

COLLEGIATE SCHOOL OF MEDICINE AND BIOSCIENCE INTERNSHIP ASSESSMENT

Student _____

Date _____

Internship Supervisor _____ Internship Site _____

COMPETENCY	Assessments	N A	Skill Attainment Level			
			Beginning	Progressing	Proficient	Advanced
			1	2	3	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	<input type="checkbox"/>	<input type="checkbox"/> Learning to speak clearly, audibly, and courteously	<input type="checkbox"/> Speaks clearly and uses language appropriate to the environment in person, on the telephone, and via email	<input type="checkbox"/> Expresses complex ideas in an organized and concise manner	<input type="checkbox"/> Presents effectively to a group using an organized format, concise language, and clear enunciation
	1.2 Listens Attentively	<input type="checkbox"/>	<input type="checkbox"/> Developing listening skills; working to make eye contact and confirm understanding	<input type="checkbox"/> Listens attentively; makes eye contact; confirms understanding	<input type="checkbox"/> Listens attentively and demonstrates understanding through relevant responses and questions	<input type="checkbox"/> Retains complex information over time and applies it to later work
	1.3 Reads with Understanding	<input type="checkbox"/>	<input type="checkbox"/> Reads written directions and technical documents with assistance	<input type="checkbox"/> Reads written directions and technical documents independently	<input type="checkbox"/> Reads and understands written materials, including technical document, independently; asks questions when appropriate	<input type="checkbox"/> Reads complex written materials and executes related tasks independently
	1.4 Writes Correctly	<input type="checkbox"/>	<input type="checkbox"/> Learning to write clearly with correct grammar	<input type="checkbox"/> Writes clearly with correct grammar	<input type="checkbox"/> Writes clearly using appropriate terminology	<input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/> Developing the ability to collect and organize information and material needed for a task	<input type="checkbox"/> Effectively compiles information and resources.	<input type="checkbox"/> Effectively organizes and evaluates the relevance and accuracy of information.	<input type="checkbox"/> Identifies and obtains missing information based on mastery of subject and the use of systems, order and organization.
	2.2 Researches & Analyzes	<input type="checkbox"/>	<input type="checkbox"/> Developing a familiarity with pertinent information and its location	<input type="checkbox"/> Effectively Compiles information and resources	<input type="checkbox"/> Analyzes, interprets and draws conclusions from a variety of sources. Uses appropriate methods to detect patterns and departures from patterns	<input type="checkbox"/> Develops theories of action and tests them in practice
	2.3 Applies Quantitative Analysis & Mathematics	<input type="checkbox"/>	<input type="checkbox"/> Performs simple calculations (addition and subtraction) with and without a calculator	<input type="checkbox"/> Applies basic math, including multiplication and division, to complete appropriate tasks	<input type="checkbox"/> Demonstrates understanding of quantitative or geometric applications by calculating fractions, percentages, angles, or other mathematical relationships	<input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/> Identifies problems with help from a parent, teacher, employer, coach, etc.	<input type="checkbox"/> Identifies problems independently	<input type="checkbox"/> Explores cause of problems and evaluates impact on various stakeholders	<input type="checkbox"/> Identifies potential problems and proposes preventive action
	3.2 Solves Problems	<input type="checkbox"/>	<input type="checkbox"/> Solves problems with help from a parent, teacher, employer, coach, etc.	<input type="checkbox"/> Solves simple problems independently	<input type="checkbox"/> Explores options and considers several alternative solutions when solving problems	<input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/> Uses technology, tools, and/or equipment with supervision	<input type="checkbox"/> Uses technology, tools, and/or equipment independently	<input type="checkbox"/> Trouble shoots and solves problems using technology, tools, and/or equipment	<input type="checkbox"/> Takes initiative in maintaining technology, tools, and/or equipment and/or seeing to it that they are repaired
	4.2 Uses Computer Applications	<input type="checkbox"/>	<input type="checkbox"/> Learning basic computer skills	<input type="checkbox"/> Demonstrates basic computer skills	<input type="checkbox"/> Uses appropriate software to complete assignments	<input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/> Completes tasks and projects as assigned with supervision	<input type="checkbox"/> Completes tasks and projects as assigned	<input type="checkbox"/> Initiates and completes projects independently	<input type="checkbox"/> Delivers high-quality results on schedule
	5.2 Manages Time Appropriately	<input type="checkbox"/>	<input type="checkbox"/> Meets assigned deadlines with supervision	<input type="checkbox"/> Meets assigned deadlines independently	<input type="checkbox"/> Sets priorities and deadlines independently	<input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress with supervision	<input type="checkbox"/> Maintains consistent attendance, punctuality, and appropriate dress with independently	<input type="checkbox"/> Is a model of excellent attendance and dress; attends events beyond those required	<input type="checkbox"/> Represents school, community organization, and/or employer at meetings and events
	6.2 Accepts Direction & Criticism	<input type="checkbox"/>	<input type="checkbox"/> Learning to accept direction	<input type="checkbox"/> Accepts direction with positive attitude. Accepts mistakes as part of learning	<input type="checkbox"/> Accepts constructive criticism with positive attitude	<input type="checkbox"/> Accepts and applies constructive criticism to improve performance
	6.3 Flexible and Maintains Self-Control	<input type="checkbox"/>	<input type="checkbox"/> Learning to adapt to change. Resumes self-control with supervision. Understands that change is a part of growth	<input type="checkbox"/> Adapts to change with positive attitude. Resumes self-control independently	<input type="checkbox"/> Explores change. Maintains self-control in challenging circumstances	<input type="checkbox"/> Initiates change. Maintains self-control in extremely difficult circumstances
	6.4 Respects Confidentiality	<input type="checkbox"/>	<input type="checkbox"/> Maintains confidentiality with supervision	<input type="checkbox"/> Understands why certain information must remain confidential	<input type="checkbox"/> Maintains confidentiality independently	<input type="checkbox"/> Models good discretion for others in maintaining confidentiality

COMPETENCY	Assessments	N A	Skill Attainment Level			
			Beginning	Progressing	Proficient	Advanced
			1	2	3	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	<input type="checkbox"/>	<input type="checkbox"/> Developing skills necessary to deal with difficult people and situations	<input type="checkbox"/> Appropriately requests assistance when dealing with difficult people and situations	<input type="checkbox"/> Resolves problems independently where appropriate	<input type="checkbox"/> Proactively handles stress of dealing with difficult people and situations
	7.2 Interacts with Diverse Individuals and/or Groups	<input type="checkbox"/>	<input type="checkbox"/> Developing basic interaction skills. Responds when others initiate conversations	<input type="checkbox"/> Initiates positive interactions at home, school, and/or at work	<input type="checkbox"/> Participates constructively as part of a team	<input type="checkbox"/> Leads team members to complete projects in an effective and timely manner
	7.3 Manages Stress & Conflict	<input type="checkbox"/>	<input type="checkbox"/> Identifies conflict and considers its source with supervision	<input type="checkbox"/> Identifies conflict and considers its source independently	<input type="checkbox"/> Recognizes and avoids potential conflict. Maintains perspective and a sense of humor	<input type="checkbox"/> Resolves conflict by appropriately addressing issues with involved parties
	7.4 Acknowledge Diversity	<input type="checkbox"/>	<input type="checkbox"/> Developing an understanding of diversity	<input type="checkbox"/> Understands diversities and similarities	<input type="checkbox"/> Demonstrates ability to work with people different from him/herself	<input type="checkbox"/> Seeks out opportunities to work with individuals from other areas
	7.5 Appreciates Other Cultures	<input type="checkbox"/>	<input type="checkbox"/> Developing a basic understanding of cultural differences	<input type="checkbox"/> Understands cultural differences	<input type="checkbox"/> Is a model in helping others understand cultural diversity	<input type="checkbox"/> 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)	<input type="checkbox"/>	<input type="checkbox"/> Developing an understanding of the fundamental skills necessary for success in his/her chosen career area(s)	<input type="checkbox"/> Demonstrates an understanding of the pathways within the area and analyzes personal interest and aptitudes in relationship to career area requirements	<input type="checkbox"/> Recognizes educational levels required to attain a position in a given pathway and has a basic understanding of market demand	<input type="checkbox"/> 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	<input type="checkbox"/>	<input type="checkbox"/> Developing an understanding of the appropriate health and safety protocol for the field	<input type="checkbox"/> Practices appropriate health and safety protocol independently and recognizes their importance	<input type="checkbox"/> Understands the implications of health and safety principles and applies them to new situations	<input type="checkbox"/> Models good health and safety practices and helps others to understand their importance
	8.3 Understands Policy and Procedures in a Variety of Settings	<input type="checkbox"/>	<input type="checkbox"/> Developing an understanding of the importance of following policies/procedures in a variety of settings, including the classroom and/or workplace	<input type="checkbox"/> Understands the importance of following policies/procedures in a variety of settings, including the classroom and/or workplace	<input type="checkbox"/> Adheres to policies/procedures in a variety of settings, including the classroom and/or workplace and understands their impact on individuals & organizations	<input type="checkbox"/> Understands the importance of following policies/procedures in a variety of settings and contributes to enforcement in a positive manner.

This Evaluation has been reviewed and discussed.

Student Signature

Date

Internship Site Supervisor Signature

Date

CSMB Coordinator Signature

Date

Internship Writing Assignments Description and Rubric

I. Supporting materials to be turned in with biweekly reflection:

- **Daily notes on carbon copies from the lab journal**
 - Notes must total at least one paragraph in length, though they do not need to be written formally as a paragraph.
 - 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 in class with capstone instructor.
- **Daily notes should have a rich content that reflects a rich understanding of student daily experience.**
- **Example Notes:**

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.

- **Must be a minimum of 500 words reflection.**
- **Must use complete sentences, proper grammar, etc.**
- **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?**

- **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 through investigation and/or gain of practical knowledge at the internship site and through 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

Internship Presentation Guidelines

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 can be in Microsoft PowerPoint, Prezi, or another appropriate format. Prepare for a 10-12 minute presentation (note that you will be signaled to stop at 12 minutes) with another 3 minutes for questions.

Content Specifications

Your presentation should include three sections:

1. Background, introduction and career goals
2. Overview (this should be the main focus and take up the most time)
3. Challenges and lessons learned

Internship Presentation Rubric

Student Name: _____

Internship Site: _____

Judge Name: _____

Total Points: _____/45

Rated Area	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Below Expectations (1 point)	Points Awarded
Equipment/Visuals	The presenter had their equipment and visuals prepared and ready to use.	The equipment and visuals were not completely prepared; but the presentation occurred with only minor problems/delays.	The equipment and visuals were not prepared and ready to use and negatively impacted the presentation.	
Appropriate Professional Dress	The presenter was dressed professionally for the presentation or in other clothing appropriate for the profession.	The presenter was dressed in business casual attire.	The presenter wore inappropriate clothing or distracting clothing.	
Project Introduction (Points x2)	The presenter's introduction included their related coursework, extracurricular and community service involvement, career goal, college choice, reason for college choice, etc. (6 points)	The introduction touched on these topics, but left out important information like extracurricular, college choice, or career goals. (4 points)	Personal introductory information was not given or barely present. (2 points)	

Rated Area	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Below Expectations (1 point)	Points Awarded
Overview (Points x3)	<p>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.</p> <p>(9 points)</p>	<p>The presenter gives an adequate, though not completely thorough overview of the content and area of their internship with some details and specifics.</p> <p>(6 points)</p>	<p>The presenter gives a too broad or underwhelming overview of the internship with few details or specifics.</p> <p>(3 points)</p>	
Challenges and Lessons Learned (Points x2)	<p>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.</p> <p>(6 points)</p>	<p>The presenter speaks about some challenges and lessons, but doesn't go into detail about them. Mentions how the internship affected their interests, but lacks detail.</p> <p>(4 points)</p>	<p>The presenter mentions challenges or lessons learned. Few details. Not thorough.</p> <p>(2 points)</p>	
Visual Aids/Props Examples: slide presentations, video less than 3 minutes, demonstration, tri-fold, handouts, story board, illustrations, sample product, etc.	<p>The presentation included two or more visual aids that greatly enhanced the understanding of the topic.</p>	<p>The presentation included two visual aids that illustrated some elements of the topic.</p>	<p>The presentation did not use two visual aids.</p>	
Clarity and Effectiveness of Speaking	<p>The presenter spoke clearly, was audible to the entire audience, made frequent eye-contact and only occasionally looked at notes.</p>	<p>The presenter spoke clearly, but was barely audible to some of the audience and/or frequently looked at notes.</p>	<p>The presenter did not speak clearly, was inaudible to most of the audience and/or read extensively from notes.</p>	
Presentation Timeframe	<p>The presentation fell within the 10-12 minute time requirement. (This does not include the Q&A period.) Videos shown as part of presentation do not exceed 3 minutes in length (total). (Award 3 Points) ***** Presenters will receive a signal to stop at the 12-minute mark. Times provided to judges will NOT include the Q & A period. (10 to 12 minute/30 second presentations are acceptable)</p>	<p>The presentation continues for more than 30 seconds after being given the stop signal at 12 minutes or the presentation was less than 10 minutes in length OR included a video(s) exceeding 3 minutes. (Award 1 point)</p>		

Rated Area	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Below Expectations (1 point)	Points Awarded
Questioning (Points x2)	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 demonstrating that the student is college and career ready.	The overall presentation demonstrated preparation on the part of the student using adequate knowledge and presentation skills.	The overall presentation demonstrated minimal presentation skills and/or limited preparation or effort by the student.	

Length of Presentation: _____ **Total Presentation Points:** _____

Comments/Suggestions for Improvement:

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 together 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: 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.

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 Rubric

Percent of Grade	Rubric Item
35	Submission of Capstone paper
10	Daily Lab Notes
15	Biweekly Reflection Journals
5	Expectation Compliance (completing paperwork on time, using google calendar, punctuality, unexcused absences, attending mandatory meetings, adhering to rules and guidelines, etc.)
10	Final Evaluation
25	Final Presentation

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 class 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.

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 Gmail and Google classroom account regularly for updated communication regarding internship course information.
4. File complete reports and/or journals on his/her capstone activities as required.
5. Report to the coordinator as soon as possible when problems arise affecting his/her internship.
6. Work to improve skills, knowledge, and personal qualities.
7. In order to receive a grade, complete and present Capstone project, proficient evaluations, journaling assignments, and a final presentation.
8. Communicate and get approval from both the Capstone Instructor and the internship coordinator regarding any off-site visits.

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 date TBD

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 (8-10) pages in length, not including the title page, and works cited page.
 - 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
- 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 _____

(Graded by your Capstone Instructor)
Due November 1

Describe the topic of your research paper:

Describe why you chose the topic:

Answer the "wider questions":

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?

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 <i>only</i> of: a descriptive title for the paper, author's name, and paper completion date.	4	
Introduction	A thesis statement makes the research topic clear.	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	
	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 (if applicable).	4	
	Research correctly referenced	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. <i>Option 1:</i> Facts about the problem; facts about previous solution <i>Option 2:</i> Facts about the topic <i>Option 3:</i> Facts about the topic <i>Option 4:</i> 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 <u>who</u> , <u>when</u> , <u>where</u> , and <u>how</u> their topic was discovered. - Writer explains <u>why</u> 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		
Conclusion	The most important research findings are restated.	4	
	Student's final thoughts about the research topic are stated.	4	
	No new information is introduced.	4	
Annotated Bibliography	A single page annotated bibliography/reference page is provided. (<i>A brief description of the information contained in the source is proved for each of the references.</i>) <i>Minimum 5 references required.</i>	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**

Capstone Instructor

- 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
 - Must 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 through investigation and/or gain of practical knowledge at the internship site and through 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.

Capstone Project Presentation Rubric

Student Name _____ Date _____ Total Points _____

Title/Topic of Capstone Presentation _____

Rated Area	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Below Expectations (1 point)	Points Awarded
Equipment/Visuals	The presenter had their equipment and visuals prepared and ready to use.	The equipment and visuals were not completely prepared; but the presentation occurred with only minor problems/delays.	The equipment and visuals were not prepared and ready to use and negatively impacted the presentation.	
Appropriate Professional Dress	The presenter was dressed professionally for the presentation or in other clothing appropriate for the profession.	The presenter was dressed in business casual attire.	The presenter wore inappropriate clothing or distracting clothing.	
Project Introduction (Points x2)	The presenter's introduction contained a personal mission statement, future career goals and a brief summary of the topic including who their project would impact and how they would benefit. (6 points)	The introduction mentioned the personal mission statement and future career goals however the introduction to the topic did not include who would be impacted by this project or how they would benefit. (4 points)	The personal mission statement, future goals, or topic introduction were not mentioned or were not fully developed. (2 points)	
Capstone Project Developed by Student (Points x2)	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)	
Visual Aids/Props Examples: slide presentations, video less than 3 minutes, demonstration, tri-fold, handouts, story board, illustrations, sample product, etc.	The presentation included two or more visual aids that greatly enhanced the understanding of the topic.	The presentation included two visual aids that illustrated some elements of the topic.	The presentation did not use two visual aids.	

Rated Area	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Below Expectations (1 point)	Points Awarded
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.	The presenter spoke clearly, but was barely audible to some of the audience and/or frequently looked at notes.	The presenter did not speak clearly, was inaudible to most of the audience and/or read extensively from notes.	
Choice of Topic & Supporting Research (Points x3)	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. (9 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. (6 points)	The topic chosen by the student does not relate directly to the student's career pathway and/or the topic is general in nature showing no development with research or direct purpose beyond basic information. (3 points)	
Presentation Timeframe	The presentation fell within the 10-12 minute time requirement. (This does not include the Q&A period.) Videos shown as part of presentation do not exceed 3 minutes in length (total). (Award 3 Points) Presenters will receive a signal to stop at the 12-minute mark. Times provided to judges will NOT include the Q & A period. (10 to 12 minute/30 second presentations are acceptable)		The presentation continues for more than 30 seconds after being given the stop signal at 12 minutes. OR The presentation was less than 10 minutes in length OR included a video(s) exceeding 3 minutes. (Award 1 point)	
Questioning (Points x2)	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 being well planned, professionally delivered, and demonstrating that the student is college.	The overall presentation demonstrated preparation on the part of the student using adequate knowledge and presentation skills.	The overall presentation demonstrated minimal presentation skills and/or limited preparation or effort by the student.	

Length of Presentation: _____ **Total Presentation Points:** _____

Comments/Suggestions for Improvement:

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

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

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 _____

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

COLLEGIATE SCHOOL OF MEDICINE AND BIOSCIENCE

4-Year Course Offerings

	9 th	10 TH	11 th	12 TH
English MO required (4) CSMB(4)	Fr. Literature	Honors World Literature World Literature	AP English Language/Comp American Literature	AP English Literature AP English Language/Comp English Literature
Mathematics MO required (3) CSMB(4)	Algebra II Algebra I	Geometry Algebra II	Pre-Calculus Geometry	AP Calculus AB College Algebra Pre-Calculus
Science MO required (3) CSMB(4)	Physics First Honors Biology	Biology Honors Biology Honors Chemistry	Chemistry Honors Chemistry AP Biology AP Environmental Science Botany Zoology Physics	AP Chemistry AP Physics AP Environmental Science Physics Botany Zoology
Social Studies MO required (3.5) CSMB(3.5)	World History	US History Personal Finance – .5 credit	AP US Government US Government AP Psychology	AP Psychology Psychology
Foreign Language MO required(0) CSMB(2+)	Spanish I Latin I	Spanish II Latin II	Spanish III Latin III	Spanish IV/AP Spanish Latin IV
Physical Education/Health MO required(1.5) CSMB(1.5)	Physical Education	Physical Fitness (Elective) Health - .5 credit	Physical Fitness (Elective)	Physical Fitness (Elective)
Fine Arts MO required (1) CSMB(1)	Intro to Art I Orchestra I	Art II (Painting and Drawing) Orchestra II	Art III (Sculpture) Orchestra III	Art IV Orchestra IV
Practical Arts /Science MO required (1) CSMB(5)	Principles of Biomedical Science (PLTW)	Human Body Systems (PLTW)	Personalized Medicine (PLTW)	Biomedical Innovation(PLTW) Bioscience Internship/Capstone Project
Electives	Coding	AP Computer Science P Coding	AP Computer Science A AP Computer Science P	AP Computer Science A

- Internships/Capstone projects are required for all Seniors in conjunction with Biomedical Innovation (PLTW) course and arranged by the school. Internships may be in the fields of medicine, biomedical research, biotech, nursing, pharmacy, botany, zoology, environmental science, plant science.
- AP Biology, AP Calculus, AP English Language, AP English Literature, College Algebra will be offered as ACP courses earning college credit from UMSL with a grade of A or B. AP Physics and AP Chemistry are offered as dual-enrollment courses through Logan University. AP Computer Science, AP Environmental Science, and AP Psychology are also offered.
- A minimum of 2 years of a foreign language is expected by most universities and colleges. Many prestigious universities expect 3 or more years.
- Seniors must take at least one AP science course before graduation.
- Personal Finance and Health are required courses for graduation and may be taken online.

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 HIPPA 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: <i>verbal and non-verbal, listening, writing, reading</i>
Job application process: résumé, cover letter, interview skills
Safety at the Internship Worksite: <i>OSHA, HIPPA and other industry-specific requirements</i>
Internship Requirements: forms, writing an effective journal, maximizing the internship experience
Customer Service: <i>telephone etiquette, teamwork, dealing with difficult people</i>
Confidentiality: HIPPA, ethics and worksite compliance
Leadership: <i>seeing yourself as a leader, developing leadership skills, setting professional goals</i>
Diversity & Discrimination: what does the law say; how to protect yourself and others
Career Portfolio: <i>keeping it updated, ensuring accuracy, presenting it in the best way possible</i>