

Internship/Practicum *

An internship or practicum (synonymous terms used for two similar models) can take two different forms. The first is a one-time, short-term placement which lasts any amount of time less than what would be required to earn 1/2 or more units of credit, typically one to six weeks.

An effective Internship experience should run for at least 10 hours and no more than 120 hours per semester. The second, more involved internship may last for as long as one year. It should involve the equivalent number of hours that the student would have spent in class in order to qualify for course credit. Both of these experiences, which may be either paid or unpaid, can occur only after the completion of coursework related to the placement. If the intern is functioning as an *unpaid* worker, whether as a short term “observer” or for a longer period in a formal internship course, he or she would not be covered by Worker’s Compensation Insurance.

A Short Term Internship Experience does not result in the awarding of credit separate from the class through which the Internship is sponsored because the hours spent at the work site reflect equivalent time required for credit in that class. In other words, the Internship experience is replacing a certain amount of classroom seat-time. The short term Internship may be thought of as an extended and more focused version of job shadowing.

An Internship Course is a much more serious endeavor which involves a much greater commitment in terms of time and effort. Credit *can be earned* through this experience. Because of the specific nature of the career pathways within the program concentrations, the Georgia Performance Standards curriculums developed for each program area is used to structure the internship experience. In order for a student to participate in a long-term Internship resulting in course credit, the Work-Based Learning Coordinator, most likely with input from the related area instructor, advisory committees and other qualified parties, will be responsible for finding a placement which meets the requirements and conditions of the curriculum for that career path. The number of hours a student spends at the work site must meet or exceed an equivalent amount of seat time that would be required to earn credit in a class.

While supervision and evaluation of the student is primarily the responsibility of the Work-Based Learning Coordinator in cooperation with the Work-site Mentor, the nature of the internship experience may involve participation of the related program instructor. Any special conditions that may be associated with the experience, for example uniform requirements or safety equipment, can be established by the WBL Coordinator as a requirement for participation.

Sometimes placement opportunities arise but the individual school may not offer the program concentration which directly aligns with that particular placement. Other times, when a school *does* offer the related CTE program, a student who has not taken that coursework will become interested in an Internship. The guidelines for dealing with the situations is as follows: If the CTE pathway related to an Internship opportunity is represented in the school, a student *must have taken* that coursework in order to be placed in that position. If the career pathway is *not offered*, the most closely related core academic subject may be used to justify the placement.