FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School__Education_____   Date____8/24/10_____

Course No. or Level_190__   Title__Foundations of Education

Semester hours___3 Clock hours: Lecture_____2_____Laboratory___1 (Clinical)

Prerequisites__None   Educ 191 is a corequisite_____

Enrollment expectation_____40/semester_____

Indicate any course for which this course is a (an)

> modification_____
> (proposed change in course title, course description, course content or method of instruction)

> substitute_____Educ 290/299_____
> (The proposed new course replaces a deleted course as a General Education or program requirement.)

> alternate_____
> (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: Ron Faulkenberry
Department Chairperson's/Dean's Signature___ _____

Provost's Signature_____

Date of Implementation_____Fall 2011_____

Date of School/Department approval_____9/20/10_____

Catalog description:

> Educ 190 **Foundations of Education** (3) (Corequisite: 191) F, S. Potential teacher candidates will receive their first clinical experiences in this course. They will also be provided with current information about the cultural, legal, societal, and economic information that impacts school systems and thus teachers and students. Class discussions will include the historical and philosophical roots of education and the function of schools in a culturally diverse society. Education 190 and 191 should be taken simultaneously.

Purpose: 1.   For Whom (generally?) – Students considering admission to any educational program.
          2.   What should the course do for the student? Provide necessary information for successful application to and completion of education programs.

Teaching method planned: Lecture/Discussion + clinical experiences

Textbook and/or materials planned (including electronic/multimedia): TBA

Course Content: (Please explain the content of the course in enough detail so that the
Academic Affairs Committee can make an informed judgement.
Include a syllabus for the course.)

When completed, forward to the Office of the Provost.   9/03

Goals and Objectives for Educ 190:

Roots of American Education: The student will be able to:
1.   Recognize the significant cultural and educational forces that have shaped education.
2.   Identify how leading educators in the past defined knowledge, education, schooling, teaching, and learning.
3.   Identify and assess the contributions to education made by significant theorists.
4.   Trace the development of formal schooling in relation to general historical trends, including changes in educational goals, students served, instructional methods, curriculum, and agents of schooling.
5.   Relate the development of American education to the Western cultural context.
6.   Analyze who received formal education during each time period.
7.   Identify areas of educational continuity and change.

Pioneers in Educational Theory: The student will be able to:
1.   Identify the major theorists from the eighteenth, nineteenth, and twentieth centuries who developed pioneering curricular or methodological innovations in education.
2.   Identify, describe, and analyze the contributions to education made by Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Dewey, Montessori, and Piaget.
3.   Determine the effect of the major theorists' pioneering ideas on American education and schooling.
4.   Describe changing conceptions over time for answers to the following questions: What is the purpose of schools? What is education? Who should attend school? How should teaching and learning be carried out? How can we better prepare students for the world of work?

Historical Development of American Education: The student will be able to:
1.   Describe how European educational ideas and institutions were carried to and altered in the American Environment.
2.   Describe the characteristics of and the influence on the rise of universal education.
3.   Trace the origin and development of American secondary schooling.
4.   Trace the origin and development of American higher education.
5.   Identify and analyze the issues related to education in the pluralistic society.
6.   Identify unique aspects of American education and the historical trends that influenced their development.

Governing Administering Public Education: The student will be able to:
1.   Distinguish between the local, state, and federal roles in public elementary and secondary education.
2.   Contrast the powers and functions of local school boards, school superintendents, school principals, and other district administrators.
3.   Analyze the reasons for school consolidation and school decentralization.
4.   Contrast the powers and functions of the state governor, state legislature, state board of education, state department of education, chief state school officers, and state courts.
5.   Appraise the changing federal role in education.
6.   Evaluate the influence of nonpublic schools.

Financing Public Education: The student will be able to:
1. Distinguish among the three major government sources of financial support for public schools: local, state, and federal.
2. Describe local resources and disparities in school funding.
3. Analyze the causes and consequences of variations in local funding.
4. Analyze state resources and disparities in school funding.
5. Describe how attitudes about federal participation in education have changed over the last two hundred years as reflected by legislative acts that provided educational funding.
6. Evaluate the financial trends that are having an impact on schools.

Legal Aspects of Education: **The student will be able to:**
1. Identify the ways state and federal laws affect school district policies and classroom teaching.
2. Identify and describe teachers' most important rights with respect to certification and teacher testing; employment contracts; tenure, contract, and probation; dismissal and due process; negotiation and strikes; pregnancy benefits; protection against assault; freedom of expression; and academic freedom.
3. Identify and describe teachers' most important responsibilities with respect to general exemplary behavior, tort liability and negligence, reporting of child abuse, educational malpractice, and copyright laws.
4. Identify and describe students' most important rights with respect to freedom of expression, suspension and expulsion, search and seizure, classroom discipline and corporal punishment, sexual harassment, compulsory attendance, home schooling, and nonpublic school attendance.
5. Identify and describe students' most important responsibilities, as well as general limitations on their behavior in schools.
6. Identify and analyze issues and court decisions regarding religious activities in public schools, religious objection to curriculum, and support for nonpublic schools.
7. Describe the rights and responsibilities of students and teachers with AIDS.

Culture, Socialization, and Education: The student will be able to:
1. Identify the family, the peer group, the school, and the mass media as major agents of socialization for children.
2. Identify and analyze major trends affecting the family and the implications of these trends for education.
3. Describe the functions and influence of the peer group.
4. Discuss prevailing cultural patterns and practices in elementary and secondary schools.
5. Discuss problems related to sex roles that boys and girls experience in school.
6. Describe the concept and analyze the implications of youth as a separate stage of life in modern society.
7. Identify and discuss the youth problems of drugs and drinking, suicide, teenage pregnancy, and delinquency and violence and examine the implications of these problems for education.

Social Class, Race, and School Achievement: The student will be able to:
1. Describe the structure of social classes in the United States.
2. Identify relationships between social class and school success.
3. Identify relationships between social class, race/ethnicity, and school achievement.
4. Describe the relationships between home environment, social class, and educational achievement.
5. Identify school-related reasons for low achievement among students with low socioeconomic status.

Providing Equal Educational Opportunity: The student will be able to:
1. Describe the status of racial segregation in United States schools before and since 1963.
2. Describe evolving desegregation law, the major obstacles to desegregation, and the major components of desegregation plans.
3. Describe the desegregation status on non-black minorities, particularly Hispanic students.
4. Describe the effects of desegregation on student performance and attitudes.
5. Identify the components of compensatory education and their importance in United States society.
6. Describe early and more recent conclusions of research on the effectiveness of compensatory education.
7. Describe the concepts of multicultural education and cultural pluralism.
8. Describe and assess various aspects of multicultural instruction, including instruction responsive to student learning styles and dialect differences, bilingual education, multiethnic curriculum and instruction, and recent controversies regarding cultural biases in education.
9. Describe some of the problems in providing equal educational opportunity for student with disabilities.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School___Education_____Date_8/ 24/10_____

Course No. or Level 191___   Title **Preparation for Education Program Admission**

Semester hours__1_____Clock hours: Lecture_____Laboratory_____

Prerequisites___None___(Educ 190 is a Corequisite) _____

Enrollment expectation_____45/ semester_____

Indicate any course for which this course is a (an)

       modification_____
       (proposed change in course title, course description, course content or method of instruction)

       substitute_____Educ 290/299_____
       (The proposed new course replaces a deleted course as a General Education or program
       requirement.)

       alternate_____
       (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description____Ron Faulkenberry_____

Department Chairperson's/Dean's Signature_____ _____

Provost's Signature_____

Date of Implementation____Fall 2011_____

Date of School/Department approval_____9/20/10_____

Catalog description:
    Educ 191 **Preparation for Education Program Admission** (1) (Corequisite: 190; Required of all
    candidates seeking certification including transfer students.) F, S. This course provides the experiences
    and knowledge base necessary for successful progress in any School of Education program. Included will
    be orientation to LiveText and other technologies used in the School of Education, introduction to state
    and federal mandates impacting teacher candidates, orientation to teaching in diverse settings and/or with
    diverse students, Education and Economic Development Act, required state examinations, expected
    professional dispositions and relevant School of Education policies and procedures. . Education 190 and
    191 should be taken simultaneously.

Purpose: 1.   For Whom (generally?) – Students considering admission to any education program.

2.   What should the course do for the student? Provide necessary information for successful application to and completion of education programs.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia): TBA

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

When completed, forward to the Office of the Provost.   9/03

Course Content for Educ 191:

1. Introduction to LiveText and initial assignments in LiveText
2. Overview of Educational Programs
   a. Program overviews
   b. Program requirements
   c. Praxis I
   d. Background check requirements
   e. Program admission standards
3. Advisors, Advising and Scheduling
4. Review of the Teacher Candidate Handbook
5. Professional dispositions
6. State laws and regulations impacting teacher candidates
   a. Education and Economic Development Act
   b. Anti Bullying Laws
7. Professional organizations.
8. Code of conduct in teaching
9. Demographics of the Pee Dee and their relationship to teaching in the Pee Dee

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: <u>Biology</u>   Date: <u>10-3-10</u>

Course No. or level: <u>236</u> Title: <u>Human Physiology</u>

Semester hours: <u>4</u> Clock hours: <u>6</u>   Lecture: <u>3</u> Laboratory: <u>3</u>

Prerequisites: <u>Biol205 & Chem102</u>

Enrollment expectation: <u>54</u>

Indicate any course for which this course is a (an)

    modification: <u>Biol406 (Human Physiology)</u>

    substitute: <u>None</u>
    (The proposed new course replaces a deleted course as a General Education or program requirement.)

    alternate: <u>None</u>
    (The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: <u>Peter King, Kirk Dineley & Latha Malaiyandi</u>

Department Chairperson's/Dean's Signature_____

Provost's Signature_____

Date of Implementation_____

Date of School/Department approval_____

Catalog description: Structure and function of the major organs and systems of man, emphasizing their mechanisms of operation, including clinical considerations.

Purpose: 1.   **For Whom (generally?):** Pre-nursing students

        2.   **What should the course do for the student?** To introduce students to the fundamentals in physiology and prepare them for courses such as pathophysiology and pharmacology in the nursing curriculum.

Teaching method planned: Three hours of lecture each week and one three-hour laboratory. The laboratories will include both existing lab exercises to teach clinical techniques (i.e. blood pressure, EKG, etc) and problem-based learning discussions based on medical case studies.

Textbook and/or materials planned (including electronic/multimedia):
<u>Human Physiology</u>, 10th edition by Fox

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Please see attached syllabi for the Biol406 and the proposed Biol236 courses.

Biology 236   **Fall 2011**

Human Physiology
Francis Marion University

INSTRUCTOR	Latha M. Malaiyandi, PhD
OFFICE	301D McNair Science Building
PHONE	(843) 661-1626
E-MAIL	lmalaiyandi@fmarion.edu
MEETING TIMES	MWF 10:30-11:20 am, 207 LSF
& PLACE	
OFFICE HOURS	MW 9-10:20 am or by appointment (301D MSB)
REQUIRED TEXTS	Human Physiology, 10th edition by Fox

COURSE DESCRIPTION

This course will introduce students to structure and function of the major organs and systems of man, emphasizing their mechanisms of operation, including clinical considerations. Learning will take place through lectures, demonstrations, laboratory exercises and reviews of case studies.

COURSE DESIGN

Unit 1 – Review of cell physiology (Chapters 1-6) and the endocrine system (Chapters 11 & 19)

Unit 2 – The nervous (Chapters 7-9) and muscular (Chapter 12) systems

Unit 3 – Cardiovascular (Chapters 13-14), blood (Chapter 13) and respiratory (Chapter 16) systems

Unit 4 – Renal (Chapter 17), gastrointestinal (Chapter 18), and reproductive (Chapter 20), systems

Biol236L Human Physiology Lab
Tuesday 12:45-3:35 pm
Wednesday 1:30-4:20 pm
Thursday 12:45-3:35 pm
206 Leatherman Science Facility

Latha M. Malaiyandi, Ph.D.
301D McNair Science Building
843-661-1626
lmalaiyandi@fmarion.edu

Office Hours   MW 9-10:20 am, or by appointment

Lab text   P. King, K. Dineley & L. Malaiyandi. 2010. Human Physiology
   Laboratory Manual. Francis Marion University

Lab Schedule:

Week of	Lab Title
8/29	Epidemiology
9/5	Taste
9/12	Pharmacology
9/19	Diabetes & Blood Glucose
9/26	1st Presentations
10/3	Muscle Stimulus & Contraction
10/10	Cardiology
10/17	Blood
10/24	2nd Presentations
10/31	Fall break
11/7	Osmoregulation & Renal Function
11/14	Ethics Discussion
11/21	Thanksgiving break
11/28	Lab Practical

Biology 406 **Fall 2011**

General Physiology
Francis Marion University

INSTRUCTOR   Latha M. Malaiyandi, PhD
OFFICE   301D McNair Science Building
PHONE   (843) 661-1626
E-MAIL   lmalaiyandi@fmarion.edu

MEETING TIMES   MWF 10:30-11:20 am, 207 LSF
& PLACE

OFFICE HOURS   MW 9-10:20 am or by appointment (301D MSB)

REQUIRED TEXTS   Medical Physiology, 10th edition by Guyton & Hall

COURSE DESCRIPTION
This course will introduce students to the normal structure and function of the animal body, with special emphasis on human body systems. Physical and chemical concepts such as bioenergetics and enzyme function will be covered. Learning will take place through lectures, demonstrations, laboratory exercises, and experimentation.

COURSE DESIGN

Unit 1 – Review of cell physiology (Chapters 1-4) and the endocrine system (Chapters 74-78)

Unit 2 – The nervous (Chapters 5, 45, 55-61) and muscular (Chapters 6-8) systems

Unit 3 – Cardiovascular (Chapters 9-24), blood (Chapters 32-36) and respiratory (Chapters 37-42) systems

Unit 4 – Renal (Chapters 25-31), gastrointestinal (Chapters 62-66), and reproductive (Chapters 80-83), systems

Biol406L General Physiology Lab
Monday 1:30-4:20 pm
206 Leatherman Science Facility

Latha M. Malaiyandi, Ph.D.
301D McNair Science Building
843-661-1626
lmalaiyandi@fmarion.edu

Office Hours   MW 9-10:20 am, or by appointment

Lab text   K. Dineley & L. Malaiyandi. 2011. General Physiology
    Laboratory Manual. Francis Marion University

Lab Schedule:

Week of	Lab Title
8/29	Lab Techniques
9/5	Metabolism & Nutrient Molecules
9/12	Quantitative Pharmacology
9/19	Insulin & Carbohydrate Metabolism
9/26	Muscle Stimulus & Contraction
10/3	Cardiology
10/10	Advanced Cardiology
10/17	Blood & Gas Transport
10/24	Osmoregulation & Renal Function
10/31	Fall break
11/7	Steroid Endocrinology
11/14	Ethnopharmacology Presentations
11/21	Thanksgiving break
11/28	Lab Practical

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School : Computer Science / Business   Date: 12 September 2010

Course No. or Level: 475   Title: Internship in Computer Science

Semester hours __3___ Clock hours: Lecture _____ Laboratory _____

Prerequisites: A 2.5 overall GPA in the Computer Science major; approval by the student's adviser, program coordinator, faculty member responsible for the course administration, and department chair

Enrollment expectation: 5 – 8 students per semester

Indicate any course for which this course is a(n)

    modification: none

    substitute: none

    alternate: none

Name of person preparing course description: Kevan H. Croteau, M. Padmaja Rao

Department Chairperson's / Dean's signature: _____

Date of Implementation: Spring, 2011

Date of Department / School Approval: _____

Catalog Description:

    This is an educational strategy integrating a student's classroom studies with work-based learning related to the student's academic curriculum and/or career goals. At the work site, the student will engage in a number of supervisor-directed activities documented in a learning agreement that will subsequently be used as part of the student's evaluation for the course.

Purpose:

1. For whom (generally)?

    The course is designed for qualified students in the computer science program who desire a practical, hands-on experience in the use of their classroom education in an actual work environment.

2. What should the course do for the student?

The course should provide the student with a real-life experience in the computer science field, acquainting them with the requirements and expectations of the work place, and allowing them to bring their classroom training to bear on any number of practical applications, as the experience warrants.

3. Teaching method planned:

   Students will be asked to prepare a resume and send it to their intended company. Upon acceptance into the company, the students will meet their professor and sign an Internship Code of Conduct. They will also be sending a weekly journal to their professor explaining the project(s) with which they are involved, skills they need to acquire and their general feelings about the working environment. At the end of the semester, the students will complete a self-evaluation form. Their workplace supervisor will also fill out a student evaluation form.

4. Textbook and/or materials planned for the course:

   Students will be expected to develop a learning agreement in cooperation with the faculty supervisor (the faculty member responsible for the course) and the workplace supervisor. The student will also keep a written log of all activities they perform on the assignment. There will also be a formal assessment by the workplace supervisor and the faculty supervisor.

5. Course Content: Refer to attached syllabus / documents

<u>Rationale</u>:

Hands-on, practical experience has always been considered an important component of professional education. It is not simply important that students receive exemplary classroom instruction in their discipline, but they be allowed to take this instruction and utilize it in an effective way in activities involving on-the-job participation before they actually face the prospect of looking for jobs in the field.

The computer science program at FMU has been informally placing students in work experience environments, and has been informed of students working in informal situations, for several years. In some cases, students have asked if they could receive any academic compensation for their experience. In cases where the program has initiated the contact, there exists no formal mechanism to evaluate the experience to determine its worth to the program, student, or company.

By creating this course, the computer science program is officially recognizing the value of such experiences, and is actively engaged in broadening the range of potential experiences to students by contacting employers and initiating potential internship discussions. In addition, the program will create and administer appropriate evaluation mechanisms involving the faculty supervisor, workplace supervisor, and student, in such a way as to ensure the validity of the experience to the student and justify the awarding of academic credit for the course.

<div align="center">

Internship Program
Computer Science
School Of Business
Francis Marion University
Spring 2011 Syllabus

</div>

Scope
The Internship Program exists to give computer science majors the opportunity to work in local businesses for course credit. In addition to course credit, the students may be paid wages.

Course Credit
Internships are offered as 3-credit hour courses. Credit is given in CS 475 (Internship in Computer Science). Internships are offered during the Fall and Spring semesters and may be offered during Summer semesters. Students may complete one internship.

Prerequisites:
1. Completion of appropriate 300-level computer science classes with grades of 2.5 or higher.
2. Declared Computer Science major.

Students must meet the requirements of the program:
1. Students must work a minimum of 3 hours of Computer Science related work per week. Students are excused during University holidays.
2. Students may be asked to attend update meetings with their professor as needed.
3. Students will complete a Self Evaluation.
4. Students will conduct themselves according to the policies and procedures of the business for which they are working.
5. Students will read, sign, and conduct themselves according to the Internship Code of Conduct.
6. Students will submit a Weekly Project Journal every other Friday by 5:00 p.m..
7. Each student will be evaluated by his or her supervisor in the following areas (see Supervisor Evaluation for details):
    a. Attendance
    b. Teamwork
    c. Attitude
    d. Professionalism
    e. Quality of Work Product

Grading:
Student Self Evaluation	20%
Supervisor Evaluation	60%
Completion of Weekly Project Journal	20%

Letters of Recommendation:

At the discretion of the student's supervisor, businesses will be asked to submit a letter of recommendation for the student's use in interviewing. The letter will be given to the student.

Any student who receives a grade of B or better in the course will receive a letter of recommendation from their faculty supervisor or professor for use in interviewing. The letter will be given to the student.

Important Dates:

January 23	Spring Classes Begin
Beginning Friday, February 2 Every Friday, 5:00 p.m.	Weekly project update memo due.
May 2	Last day of classes. Self evaluation due (by 12:00 noon). Supervisor evaluation due.

Internship Code of Conduct
Computer Science Internship Program
Francis Marion University

As a participant in the Computer Science Internship Program at Francis Marion University, you will be expected to conduct yourself in a manner that is professional, courteous, and honest. Failure to do so will result in your immediate withdrawal from the Program.

Please review these statements, sign this form, and return to the Internship Director.

1. I will conduct myself in accordance with the Francis Marion University Student Code of Conduct, as outlined in the Student Handbook.

2. I will act with integrity (my actions will match my promises). I will behave ethically. I will be honest, courteous, and professional at all times.

3. I will adhere to the guidelines of the company who has offered the internship and will respect their requests for confidentiality.

4. I will immediately bring any problems or concerns to the attention of my Internship Supervisor or the Internship Director.

5. I will maintain a positive, helpful, respectful attitude, even when I don't feel like it.

6. If I must be late or absent during a scheduled work shift, I will give ample and appropriate notice to both my Internship Supervisor and the Internship Director.

7. I will fulfill the requirements of the internship program.

8. I will do my best work at all times. I will be a positive, supportive team member.

9. I will be professional in my dress, my language, my actions, and my attitudes.

10. I will keep my workspace organized and clean.

_____
Print Your Name

_____
Your Signature

_____
Date

Student Self-Evaluation
Internship in Computer Science (CS 475)
Spring 2011

Instructions:
1. *Fill out this form completely.*
2. *Return a signed copy to Professor Rao in a sealed envelope by 5:00 p.m., Monday, May2nd.*
3. *Use additional pages as needed.*
4. *Type any comments.*

Evaluation:

Rate yourself on the following areas using this scale:

(5) Excellent – Perfection; cannot be improved upon.
(4) Superior – Better than average; slight room for improvement.
(3) Good – Average; does what is required – nothing more, nothing less.
(2) Poor – Lower than average; not meeting accepted standards.
(1) Unsatisfactory – Unacceptable performance, significant problems.

I.   Attendance. Honestly evaluate yourself by circling the appropriate rating.

a. Attendance at job site during scheduled shifts.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

b. Attendance at weekly class meetings.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

c. On-time to work.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

d. Worked full shift (didn't leave early, take excessive breaks, use work time for non-work related activities).

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding attendance:

_____
_____
_____

II.   Teamwork. Honestly evaluate yourself by circling the appropriate rating.

a. Worked well with other employees.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

b. Communicated effectively with other team members.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

c. Did at least "my fair share" of the work.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

d. Did more than was expected of me.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding teamwork:

_____
_____
_____

III. **Attitude. Honestly evaluate yourself by circling the appropriate rating.**
a. Open to criticism.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

b. Able to see opportunities, not obstacles.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

c. Treated others with courtesy and respect.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

d. Maintained a positive attitude, regardless of the circumstances.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

e. Did not participate in gossip (loyal to the absent).

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding attitude:

_____
_____
_____

IV. **Professionalism. Honestly evaluate yourself by circling the appropriate rating.**
a. Dressed in clothing appropriate to the environment.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

b. Maintained a neat, orderly, organized work space.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

c. Able to locate materials, files, and notes.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

d. Communicated orally with appropriate language.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

e. Communicated in writing in an appropriate style.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

Comments regarding professionalism:

_____
_____
_____

V.   Quality of Work Product. Honestly evaluate yourself by circling the appropriate rating.

a. Consistently produced my best work.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

b. Completed all assigned tasks within the expected time frame.

5	4	3	2	1
Excellent	Superior	Good	Fair	Poor

c. Comments regarding quality of work product:

_____
_____
_____

VI.   Areas of Achievement / Areas for Improvement

a. What do you feel are the areas you excelled in? Give specific examples. Attach additional pages if necessary.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____
_____
_____
_____
_____
_____

b. What do you feel are the areas in which you need to improve? Give specific examples.
Attach additional pages if necessary.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

**VII.   Comments. Use this space to write any additional comments. Attach additional
pages as necessary.**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Submitted By:

_____
(Print Your Name)

_____
(Your Signature)

Supervisor's Evaluation Form

Student's Name:
Your Name:
Business Name:
Date:

Evaluation:
Rate the student on the following areas using this scale:
(5) Excellent – Perfection; cannot be improved upon.
(4) Superior – Better than average; slight room for improvement.
(3) Good – Average; does what is required – nothing more, nothing less.
(2) Poor – Lower than average; not meeting accepted standards.
(1) Unsatisfactory - Unacceptable performance, significant problems.

   I.   **Attendance. Please enter the appropriate rating number.**
        (a) Attendance at job site during scheduled shifts.

        (b) On –time to work.

        (c) Worked full shift (didn't leave early, take excessive break, use work time for non-work related activities).

   II. **Teamwork. Please enter the appropriate rating.**
        (a) Worked well with other employees.

        (b) Communicated effectively with other team members.

        (c) Did at least his or her "fair share" of the work.

        (d) Did more than was expected of him or her.
   III. **Attitude. Please enter the appropriate rating.**
        (a) Open to criticism.

        (b) Able to see opportunities, not obstacles.

        (c) Treated others with courtesy and respect.

        (d) Maintained a positive attitude, regardless of the circumstances.

        (e) Did not participate in gossip (loyal to the absent).

   IV. **Professionalism. Please enter the appropriate rating.**
        (a) Dressed in clothing appropriate to the environment.

        (b) Maintained a neat, orderly, organized work space.

(c) Able to locate materials, files, and notes.

(d) Communicated orally with appropriate language.

(e) Communicated in writing in an appropriate style.

V.   Quality of Work Product. Please enter the appropriate rating.
    (a) Consistently produced excellent work.

    (b) Completed all assigned tasks within the expected time frame.

VI.   Overall Internship Performance. Please enter the appropriate rating.
    (a) If you had to assign a grade to this student, what would it be:
        A (100%-90%)
        B+ (89%-88%)
        B (87%-80%)
        C+ (79%-78%)
        C (77%-70%)
        D+ (69%-68%)
        D (67%-60%)
        F (50% or lower)

    (b) Knowing what you know NOW, would you have agreed to let his student be your intern (Yes or No)?

    (c) Would you recommend this student for a job (Yes or No)?

    (d) Will you participate in this internship program again (Yes or No)?

VII.   Areas of Achievement/Areas for Improvement.
    (a) What do you feel are the areas the student excelled in?

    (b) What do you feel are the areas in which the student needs to improve?

VIII.   Comments. Use this space to write any additional comments.