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: Biology          Date: 10-3-10

Course No. or level: 236  Title: Human Physiology

Semester hours: 4  Clock hours: 6  Lecture: 3  Laboratory: 3

Prerequisites: Biol205 & Chem102

Enrollment expectation: 54

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

   modification: Biol406 (Human Physiology)

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

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

Name of person preparing course description: Peter King, Kirk Dineley & Latha Malaiyandi

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):
Human Physiology, 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.
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 & PLACE  
MWF 10:30-11:20 am, 207 LSF

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

Lab Schedule:

<table>
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<tr>
<th>Week of</th>
<th>Lab Title</th>
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<td>Epidemiology</td>
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<td>Taste</td>
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<td>9/12</td>
<td>Pharmacology</td>
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<td>9/19</td>
<td>Diabetes &amp; Blood Glucose</td>
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<td>9/26</td>
<td>1st Presentations</td>
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<td>10/3</td>
<td>Muscle Stimulus &amp; Contraction</td>
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<td>Cardiology</td>
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<td>Blood</td>
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<td>10/24</td>
<td>2nd Presentations</td>
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<td>11/7</td>
<td>Osmoregulation &amp; Renal Function</td>
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<td>11/14</td>
<td>Ethics Discussion</td>
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<td>11/21</td>
<td>Thanksgiving break</td>
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<td>11/28</td>
<td>Lab Practical</td>
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</table>
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

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<td>9/5</td>
<td>Metabolism &amp; Nutrient Molecules</td>
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<td>9/12</td>
<td>Quantitative Pharmacology</td>
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<td>9/19</td>
<td>Insulin &amp; Carbohydrate Metabolism</td>
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<td>10/17</td>
<td>Blood &amp; Gas Transport</td>
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<td>10/24</td>
<td>Osmoregulation &amp; Renal Function</td>
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<td>Fall break</td>
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<td>11/7</td>
<td>Steroid Endocrinology</td>
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<td>11/14</td>
<td>Ethnopharmacology Presentations</td>
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<td>11/21</td>
<td>Thanksgiving break</td>
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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

**Rationale:**

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

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:

<table>
<thead>
<tr>
<th>January 23</th>
<th>Spring Classes Begin</th>
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| 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, May 2nd.
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.

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<td>Superior</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
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c. Did at least “my fair share” of the work.

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d. Did more than was expected of me.

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Comments regarding teamwork:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

III. **Attitude.** Honestly evaluate yourself by circling the appropriate rating.

a. Open to criticism.

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b. Able to see opportunities, not obstacles.

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c. Treated others with courtesy and respect.

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<td>Excellent</td>
<td>Superior</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
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</table>

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

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<th>5</th>
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<td>Superior</td>
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</tbody>
</table>

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

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</tr>
</tbody>
</table>

Comments regarding attitude:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

IV. **Professionalism.** Honestly evaluate yourself by circling the appropriate rating.

a. Dressed in clothing appropriate to the environment.

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</tbody>
</table>

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