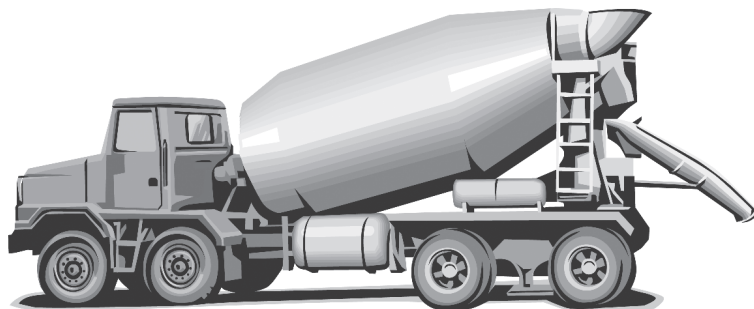


# Internship (CIM 3300)

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# Table of Contents

## Course Information

Internship (CIM 3300) Syllabus Outline .....	1
Communication Guidelines .....	2
Walker Library .....	2
University Writing Center.....	2
SMARTHINKING Online Tutoring.....	3
Students with Disabilities .....	3
Technical Support .....	3
Academic Misconduct .....	4
Scholarship Information.....	4
Test and Examination Information.....	4
Expectations.....	5
Industrial Involvement.....	5
Schedule of Topics and Required Forms .....	6
Guidelines for How to Structure an Internship Opportunity .....	7
Time and Attendance Record.....	11
Evaluation of Intern Training Period .....	13
Supervisor's Final Appraisal.....	15
Appendix.....	19
Assignment Covers and Answer Sheets	



# CIM 3300

## Internship

### Instructor

See enclosed sheet for instructor information.

### Course Materials

Employer/employee evaluation forms

### Course Description

CIM 3300 provides an opportunity for students to gain supervised, practical work experience in their particular fields of interest within the concrete industry. A **minimum 10-week (400-hour) internship** is required for full credit. The **student will be evaluated by his/her supervisor**, and a **3–5 page final report (with 1-1/2 spacing, 1-inch margins, and 12-point Times New Roman type)** will be submitted by the student detailing the internship activities, likes/dislikes, overall learning that took place, and potential improvements in the internship experience.

### Course Objectives

After successful completion of this course, the student should have enhanced practical knowledge of the required skills and attributes for success in the concrete industry. In addition, the student should find it easier to determine which segment of the concrete industry best matches his/her skills and interests.

Topics will vary for each internship experience, but may include the following:

- Concrete production management in ready mix, block, pipe, or precast/prestressed facilities
- Sales internship for a concrete company or concrete materials or equipment supplier
- Technical laboratory and/or field work
- Construction management internship for a specialty concrete or general contractor
- Other opportunities at the discretion of the supervising faculty and program director

### CPU Use

- Final reports must be completed with a word processor
- Web searches and Excel, PowerPoint, and industry-specific software may be used on the job, depending on the work setting

## **Grading**

Grading will be pass/fail based on employer evaluation and a 3–5 page internship summary report. Academic dishonesty will not be tolerated.

**Typed Report: 50%**

**Employer Evaluation: 50%**

## **Communication Guidelines**

### **E-mail**

- Always include a subject line.
- Remember, without facial expressions some comments may be taken the wrong way. Be careful in wording your e-mails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc., should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members.

### **Accessing Your Course with a Web Component**

Log onto [www.mtsu.edu/pipelinemt](http://www.mtsu.edu/pipelinemt), then click on the course under the My Courses tab. If you have questions about using D2L, call the Information Technology Help Desk at 898-5345.

## **Walker Library**

Walker Library provides services for the distance learner (including students taking online, correspondence, and videoconferencing courses) at [ulibnet.mtsu.edu/distance/](http://ulibnet.mtsu.edu/distance/). Services include library research assistance, instruction in using the online catalog and full-text electronic databases, and permission to borrow books from the library. Students are eligible to request that books and copies of periodical articles be mailed to them. Reference services via e-mail and telephone are also available.

The distance learning librarian will be happy to assist students with their academic and research needs. Call (615) 898-2535 or follow the e-mail link at [ulibnet.mtsu.edu/distance/](http://ulibnet.mtsu.edu/distance/).

A valid student ID is required to use Walker Library on campus. If you cannot come to campus, you may request materials through interlibrary loan at your local public or school library.

## **University Writing Center**

Writing Center - Peck Hall 325  
(615) 904-8237  
[www.mtsu.edu/~uwcenter](http://www.mtsu.edu/~uwcenter)  
[uwcenter@mtsu.edu](mailto:uwcenter@mtsu.edu)

The University Writing Center (UWC) offers free writing assistance for any writing assignment in any class. The UWC staff, composed of English graduate assistants, works with students to develop the skills necessary to become a confident, competent writer by providing one-on-one consultations and helpful handouts. The Writing Center offers many online services as well, including a grammar hotline for quick questions; a D2L e-mail drop box and chat room; and a Web site filled with helpful handouts, exercises, and resource links for individual work. The center is open Monday through Saturday, and access to online services is available 24/7.

### **SMARTHINKING Online Tutoring Service**

SMARTHINKING is the leading provider of online tutoring. Students connect to live tutors from any computer with Internet access. SMARTHINKING is a virtual learning assistance center offering online tutoring 24 hours a day, 7 days a week. SMARTHINKING is free for MTSU students. To use this service, go to [www.smarthinking.com](http://www.smarthinking.com) and use the following username and password:

**Username:** full MTSU e-mail address (example [lm2r@mtsu.edu](mailto:lm2r@mtsu.edu))

**Password:** MTSU

If you have trouble logging in, please call (615) 898-5332.

### **Students with Disabilities**

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if they are determined to be eligible by the Office of Disabled Student Services (DSS) ([www.mtsu.edu/~dssemail/](http://www.mtsu.edu/~dssemail/)). The instructor must receive written verification of a student's eligibility from the Office of Disabled Student Services. It is the student's responsibility to initiate contact with DSS staff and to follow the established procedures for having the accommodation notice sent to the instructor.

### **Syllabus Changes**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are needed during the term of the course, the instructor will immediately notify students by telephone, individual e-mail (if e-mail is used), or by mail.

### **Technical Support**

If your course has an online component and you experience problems when logging in or while using Web site tools, or if your session times out or you have other technical problems, please contact the MTSU Information Technology Help Desk anytime at (615) 898-5345 or go to [www.mtsu.edu/itdcommunications/helpdesk/](http://www.mtsu.edu/itdcommunications/helpdesk/).

## **Academic Misconduct**

The use of a third party to submit a student's work is only allowed when accommodations are approved by the Disabled Student Services Office. Students found to be in violation of this policy will be reported to the faculty member and dean of Student Affairs.

Students should be familiar with the MTSU *Rights and Responsibilities of Students* handbook, which outlines academic misconduct defined as “plagiarism, cheating, fabrication, or facilitating any such act” and includes a statement of community standards of civil behavior and code of computer use. The handbook can be found at [www.mtsu.edu/~handbook/rights.pdf](http://www.mtsu.edu/~handbook/rights.pdf).

## **Scholarship Information**

### **Hope (Lottery) Scholarship**

To retain Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, or I in this class or dropping the class after 14 days may also affect your eligibility. If withdrawal from this class results in an enrollment status of less than full time, you may lose eligibility for your lottery scholarship. For additional lottery scholarship rules please refer to your Lottery Statement of Understanding form, review lottery scholarship requirements on the Web at <http://scholarships.web.mtsu.edu/telsconteligibility.htm>, or contact the MTSU Financial Aid Office at 898-2830.

### **Dennis Bain Scholarship**

Dennis Bain Scholarship applications are open to any student who has taken at least **one** distance learning course (i.e., correspondence, online, RODP, or videoconferencing) over the past year, is currently enrolled, and who is an adult student. (See application for further details.) Applications are due by February 15 each year. For more information, please see [http://mtsu.scholarships.nelnet.net/Scholarx\\_ScholarshipSearch.aspx](http://mtsu.scholarships.nelnet.net/Scholarx_ScholarshipSearch.aspx). Type Dennis Bain in the Description and Name Search field.

## **Test and Examination Information**

Plan on taking your exam at the time and place scheduled for your course as listed on the enclosed “3 Steps to Getting Started” page. If you are unable to do so, your exam can be proctored at the Academic Outreach and Distance Learning Testing Center located in KOM Room 126. The extenuating circumstances for rescheduling (class conflict, work schedule, etc.) will be verified by the Testing Center.

### **Makeup Exams**

Students must register at [www.mtsu.edu/learn/testing/](http://www.mtsu.edu/learn/testing/) or call (615) 898-2743 to make appointments for makeup exams because the Testing Center is not staffed continuously. Students must

- read the Testing Center Web site carefully **to find out if the instructor has a makeup deadline (it is the student's responsibility to know and adhere to this deadline)**;

- reschedule as soon as they know of a conflict (space is limited);
- **have an appointment** to take the exam at the Testing Center; and
- show a student ID or driver's license to take the exam.

### **Off-Campus Exams**

Students who live **more than 50 miles** away from MTSU may have their exams sent off-campus to an approved proctor. To do this, please follow these steps:

- Plan ahead; a two-week notice to the Testing Center is required.
- Locate a public institution near you (public library, community college, etc.).
- At that institution, locate a proctor who is willing to administer the exam. The proctor must be a librarian, administrator, or teacher and have at least a bachelor's degree and cannot be related to you.
- Set up a mutually convenient date and time for you to take your exam.
- Obtain the proctor's mailing address and phone number. MTSU will provide postage for the exam to be mailed and returned, if needed; however, you will be responsible for any fees charged by the proctor. MTSU will mail or e-mail all exams to the proctor (exams cannot be faxed).
- Request that your exam be sent off-campus by completing an online request at [www.mtsu.edu/learn/testing/](http://www.mtsu.edu/learn/testing/) or by calling (615) 898-2743.

*Expanded hours are offered during exam weeks. See Web site for current testing hours. Remember, students **MUST** have an appointment to take their exams at the Testing Center.*

### **Expectations**

The Concrete Industry Management program's goals include producing graduates with good written and oral communication skills, computer skills, and critical thinking abilities. Therefore, these skills will be incorporated into grading criteria wherever appropriate. This course is an introduction to both the CIM program and the concrete industry. It is expected that you will begin to develop the attributes and skills exemplified by the model for the CIM graduate. A portion of the grading will reflect your progress toward the goal of reaching this model.

### **Industrial Involvement**

Heavy industrial involvement is a major component of the Concrete Industry Management program. As a result, there will be numerous guest speakers from concrete and related industries. In addition, field trips will be incorporated where appropriate. It is **critical** that you conduct yourself in a professional manner whenever you are in the presence of people from the industry. These people will be your peers after you graduate. Watch them carefully and learn from their experience and knowledge. Take advantage of the fantastic opportunity this program affords you to make contact early and often with industry professionals!

## **Schedule of Topics and Required Forms**

Work experiences vary with each internship program; however, a general set of guidelines for employers is attached. Included in the packet are three forms that must be completed as part of the internship experience. All forms and the final report are to be submitted to the course instructor on Monday of finals week during the semester in which the course is taken. A list of the forms and instructions for completion follows.

### **CIM 3300 Guidelines on How to Structure an Internship Opportunity**

This should be given to the employer before the start of the internship.

### **CIM 3300 Time and Attendance Record**

This form must be filled out by the employer and signed by both the student and the employer upon completion of the internship.

### **CIM 3300 Evaluation of Intern Training Period**

This form must be filled out and signed by the student upon completion of the internship.

### **CIM 3300 Supervisor's Final Appraisal**

This form must be filled out by the employer and signed by both the student and the employer upon completion of the internship. Additional comments may also be submitted by the employer.

## **CIM 3300 Guidelines for How to Structure an Internship Opportunity**

Providing an internship with your company is a great opportunity for both you as an employer and for students who are pursuing careers in the concrete or construction industries.

### **What's in it for the Company?**

Offering internships to qualified students provides companies with a great recruitment advantage. Students who become interns and have good experiences with companies are much more likely to seek employment from those companies after graduation. It is also a terrific way for companies to evaluate students' abilities and how well they may fit in before making a commitment to hire. In addition, an intern can be a great and inexpensive supplement to your existing workforce, especially during the busy construction season.

### **What's in it for the Student?**

Students gain valuable experience in the industry through internships. This helps them make decisions about their potential careers and can provide an advantage over their peers as they search for employment after graduation. Additionally, many educational programs such as the Concrete Industry Management (CIM) program at Middle Tennessee State University now require at least one internship experience to fulfill graduation requirements.

### **How Does a Company Structure an Internship?**

Here are some guidelines for companies to follow when structuring an internship:

**Types of Internships** – There are several types of internships, and companies have flexibility in terms of the length of the internships and the time of year in which they want to offer internship opportunities. Most students will be interested in a summer internship. These typically will last two months but can be tailored to the schedule of the company or the potential intern. Some students may wish to stay out of the classroom for a semester to intern—which means that internships can be offered year-round. Local students may be interested in part-time internships geared around their school schedules. For the CIM program, students must work 400 hours in an internship to fulfill requirements for two credits toward graduation.

**Compensation** – You can choose to offer either a paid or unpaid internship. Some students may be willing to take unpaid internships just to gain valuable experience. Keep in mind that unpaid internships can certainly become more attractive if you agree to pay for housing and commuting costs. Paid internships that provide housing tend to lure the most experienced and marketable intern candidates. An informal poll of summer 2003 CIM program interns revealed that a range of \$10 to \$15 per hour was offered by most companies. Some companies have chosen instead to offer a stipend to interns, either on a monthly basis or to cover the course of the internship.

The decision on how to compensate an intern is entirely up to the company and will depend on conditions, the experience and qualifications of the potential intern, and the type of work the intern will be performing. When determining if you can provide compensation to your intern, consider your company's typical recruitment costs and what you would have to pay full-time employees to cover the work you intend to have performed by your intern. It may be that the internship effectively pays for itself by reducing your costs in other areas.

**Housing** – Housing is one of the most important facets of an internship arrangement. If the student is not from your area, he or she will likely need some help in finding suitable housing for the course of the internship. While it is not required that your company pay for housing, it is certainly an attraction to students if you are willing to do so, and it allows you to draw from a larger pool of potential interns. In any event, locating affordable and suitable housing for your intern is likely to be necessary. Many interns will be living in a place far from home during their internships and will not be familiar with the area.

If you are responsible for finding intern housing, consider area crime rates, accessibility to goods and services, and commuting times to and from work when evaluating housing options. You will need to know if your intern will have a car or if mass transit is available to and from housing and work locations.

Potential sources of housing include the following:

- Colleges and universities often rent out dormitory rooms not occupied by full-time students. In many cases, this will be your most cost-effective option and can provide a built-in social network for your intern.
- Some apartment buildings offer short-term leases, especially in transient areas.
- Many hotel chains now offer suites rented by the week and generally geared toward business travelers.
- Consider teaming up with your competitors. If several companies in an area are each hosting interns, you may be able to rent a house or multiroom apartment to house your interns together at a shared expense. This also facilitates networking for the students.
- In larger cities that are accustomed to hosting summer interns, such as Washington, D.C., there may be special residencies set up to serve this purpose that can be found on a housing Web site or by requesting a city housing guide from the local chamber of commerce.

Please note that a big help in finding available temporary housing is **starting early**—such as three to six months in advance. Housing opportunities can evaporate quickly, especially in high-demand areas.

If the intern is responsible for securing housing, you should be available to answer questions and provide area information, as mentioned above. Interns living a distance away may not be able to make an initial trip to investigate housing options. You can offer to evaluate their potential dwellings to make certain that they are as good as advertised and provide a suitable surrounding atmosphere.

**Professional Conduct** – Be sure to provide your intern with a copy of an employee or specialized intern handbook well in advance of the intern’s move to your company’s area. This will help the intern prepare for daily life on the job, including the dress code, hours of company operation, and any other requirements or expectations of employment. Please also be available to answer any questions the intern might have.

**Your Intern on the Job** – It is important that you communicate with your potential intern in advance of the internship to be clear about both your and his or her expectations. Ask your intern if there are particular areas of the business in which he or she would like to focus. If the intern is unsure about which area of the business he/she wants to pursue for a career, consider circulating the intern throughout your various departments to provide a broad experience. This can be valuable in any event as he or she will need to understand the full scope of the business when ultimately obtaining a full-time managerial position.

If you have a particular workforce need that you are trying to fill with the internship, be clear with your potential interns about what they will and will not be doing. Although there is a certain amount of administrative or laborer work that is acceptable in an internship, remember that your student is seeking to learn and gain substantive experience in the industry. The vast majority of the intern’s workload should be focused on gaining experience and insights into the industry and your company’s operations. If you will not be the intern’s direct supervisor, make sure that the supervisor is willing to mentor your intern and understands your and the intern’s expectations for what he/she will do and learn.

Consider scheduling a midterm review for the internship to evaluate the student’s performance and provide a formal opportunity for the student to give feedback on his or her experiences up to that point. This may provide for a richer and more rewarding experience for both employer and intern and allows a chance to correct any areas that may not be meeting expectations.

Don’t forget that when an internship is structured correctly and provides a satisfying experience for both employer and intern it can be an excellent employee recruitment tool. Interns will be forming impressions about your company and the industry in general based on their internship experiences. Providing a fulfilling and valuable experience for your intern could lead to a qualified, knowledgeable full-time employee after graduation.

**After the Internship** – After the internship, perform an exit interview with your intern to determine what he or she valued most and least in the internship experience with your company. Encourage the intern to give you honest feedback about how future internship opportunities could be improved. Ask your intern to share with you any reports or journals

he/she prepares to chronicle the internship experience. Students receiving college credit for their internships will likely have some sort of document they will need to develop to relay their experiences and justify the credit. Also share your constructive feedback with the intern about areas in which he or she could improve upon skills or other things related to job performance.

Encourage your intern to stay in touch with you as he or she progresses through school. Offer to mentor him or her through the remainder of school and serve as a resource for industry information. If the intern did a good job, offer to provide letters of recommendation and job leads, whether or not you have the ability to hire the intern full-time within your company. Establishing an avenue for continued dialogue and support will give you the edge in recruiting your intern as a future full-time employee. It will also instill loyalty and respect for your firm no matter what segment of the industry the intern ultimately chooses for a career. Remember, your intern could be a future employee, customer, supplier, or competitor.





## CIM 3300 Evaluation of Intern Training Period

**Courses taken during internship:**

Dept.	Course #	Title	Grade

**If no courses taken:**

- too busy  
  overtime problem  
  community activities  
  not count for graduation  
 other (specify) \_\_\_\_\_

Any communication problem with MTSU?  yes    no

If yes, specify: \_\_\_\_\_

Do you want to return during the next internship period?  yes    no

If no, suggest other positions which interest you: \_\_\_\_\_

**Benefits received from internship:**

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Practical experience           | <input type="checkbox"/> Supervise/train others      | <input type="checkbox"/> Increased field knowledge    |
| <input type="checkbox"/> Increased contacts with people | <input type="checkbox"/> "Big city" living           | <input type="checkbox"/> Travel/cultural experiences  |
| <input type="checkbox"/> Job offer after graduation     | <input type="checkbox"/> Financial aid               | <input type="checkbox"/> Managing time and money      |
| <input type="checkbox"/> Association with professionals | <input type="checkbox"/> Increased confidence        | <input type="checkbox"/> Strengthen interest in major |
| <input type="checkbox"/> Reduced interest in major      | <input type="checkbox"/> New methods/procedures      | <input type="checkbox"/> Learned of own weaknesses    |
| <input type="checkbox"/> Learned on own strengths       | <input type="checkbox"/> Increased interest in major |   |

**Your internship assignment could be improved by:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> More challenge, responsibility  | <input type="checkbox"/> Shorter training period          | <input type="checkbox"/> Better pay         |
| <input type="checkbox"/> More formal training on the job | <input type="checkbox"/> Longer training period           | <input type="checkbox"/> Better supervision |
| <input type="checkbox"/> Specific work assignments       | <input type="checkbox"/> More communication with employer |   |
| <input type="checkbox"/> Other (specify) _____           |   |   |

**Work assignment:**

- |                                     |  |                                     |                                 |   |
|-------------------------------------|--|-------------------------------------|---------------------------------|---|
| <input type="checkbox"/> Laboratory | <input type="checkbox"/> Sales                 | <input type="checkbox"/> Production | <input type="checkbox"/> Design | <input type="checkbox"/> Administration |
| <input type="checkbox"/> Research   | <input type="checkbox"/> Other (specify) _____ |                                     |                                 |   |

**Evaluate using this scale:**

5	4	3	2	1
Outstanding	Above average	Satisfactory	Poor	Unsatisfactory

Your employer

5    4    3    2    1

Your relations with fellow employees

5    4    3    2    1

Your work environment

5    4    3    2    1

Your supervisor

5    4    3    2    1

Your job

5    4    3    2    1

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



**CIM 3300 Supervisor's Final Appraisal**  
Middle Tennessee State University  
Concrete Industry Management Internship  
(Performance Review Form)

Student Name: \_\_\_\_\_

Starting and Ending Date of Work Period: \_\_\_\_\_

Employer: \_\_\_\_\_

Instructions: The immediate supervisor should evaluate the student objectively. Comparisons should be made with other students of comparable academic level, with other personnel assigned the same or similar classified jobs, or with individual standards. Appraisals should be made only for performance and work habit categories in which the supervisor feels competent to accurately evaluate the student. Circle the number, which indicates the level of performance (5=highest rating; 1=lowest rating). If only part of the description is accurate, circle that part.

**Interpersonal Skills**

- 5 Exceptionally well accepted. Outstanding ability to promote teamwork and harmony. Tactful and diplomatic.
- 4 Well accepted. Works well with others. Cooperative, congenial, and helpful.
- 3 Average skills in maintaining good relationships. Works well with most people.
- 2 Has some difficulty in working with others. Sometimes creates friction.
- 1 Works poorly with others. Makes coworkers feel uncomfortable. Hinders effectiveness.

**Problem Solving**

- 5 Exceptional ability to make sound decisions based on knowledge available. Able to develop logical alternatives.
- 4 Demonstrates good problem-solving logic in making sound decisions. Seeks counsel only when necessary.
- 3 Makes only routine decisions based on established policy and knowledge. Occasionally develops alternatives. Usually seeks counsel.
- 2 Lacks confidence to make routine decisions. Seeks counsel to avoid responsibility.
- 1 Unable to reason and to cope with job responsibilities.

**Ability to Learn**

- 5 Learns exceptionally quickly. Adjusts to change readily.
- 4 Learns quickly. Retains instructions. Adjusts to change well.
- 3 Average ability to learn and retain instructions. Accepts change.
- 3 Needs repeated instruction often. Does not readily accept change.
- 1 Very slow to learn. Rarely retains all instructions. Strongly resists change.

### **Quality of Work**

- 5 Exceptionally accurate, neat, and thorough. Mistakes are rare.
- 4 Usually accurate and neat. Occasional but minor mistakes.
- 4 Acceptable. Requires only occasional correction.
- 2 Quality of work is erratic. Frequent errors require review.
- 1 Work usually done in careless manner. Excessive errors. Always requires review. Frequent rejections.

### **Communication (Written Skills)**

- 5 Written communication is consistently effective. Grammar, spelling, style, and content correct.
- 4 Written communication is usually clear. Errors are infrequent.
- 3 Written communication is practical but needs improvement. Either grammar and spelling or style and content need slight modification.
- 2 Written communication is consistently below company expectations. Needs improvement in writing skills.
- 1 Writes poorly. Improvement must develop.

### **Communications (Verbal Skills)**

5. Accomplished speaker. Poised. Effective in projecting images and in promoting ideas. Communicates especially well with individuals and small groups.
- 4 Above average in making presentations. Communicates effectively with individuals and small groups.
- 3 Average ability in making presentations. Generally understood by peers.
- 2 Needs to improve communication skills. Frequently misunderstood by peers.
- 1 Unsatisfactory communication skills. Unable to communicate ideas or instructions.

### **Knowledge of Work**

- 5 Well-informed on all phases of work. Able to instruct others.
- 4 Knowledgeable enough to perform with no assistance most of the time
- 3 Adequate knowledge of essentials. Requires considerable assistance.
- 2 Poor knowledge base. Requires considerable assistance.
- 1 Inadequate knowledge to perform assigned tasks.

**Overall Quality of Work**

- 5 Exceptionally fast and efficient. Big producer. Often solicits extra assignments.
- 4 Goals and deadlines always met, usually ahead of schedule. High volume of work. Willing to handle extra assignments.
- 3 Steady producer. Average volume. Usually completes assignments on time.
- 2 Low output. Frequently late in completing assignments. Needs prodding.
- 1 Slow worker. Wastes time. Seldom gets work done on time.

**Attendance**

- 5 Very regular in attendance. Willingly adjusts schedule to work needs.
- 4 Regular in attendance. Considers work routine when scheduling absences.
- 3 Generally present.
- 2 Lax in attendance.
- 1 Frequently absent.

**Punctuality**

- 5 Always prompt in attendance; sets a positive example.
- 4 Rarely tardy; lateness understandable/justified.
- 3 Seldom tardy; moments/minutes only.
- 2 Careless in promptness; many minutes late; wastes time.
- 1 Frequently tardy; unable to set priorities; very poor time management.

What is your overall evaluation of student?

Outstanding	Above Average	Average	Poor	Unsatisfactory
-------------	---------------	---------	------	----------------

Employer’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_

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Intern’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Intern’s Comments: \_\_\_\_\_

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# Appendix

# Assignment Cover Sheet for Assignment No. \_\_\_\_\_

Submit this sheet along with the completed assignment to your instructor. Fill in all blanks.

**Write your address clearly inside the address box.**

*This will be your instructor's label when returning your assignments.*

_____
_____
_____

Student Name \_\_\_\_\_

Street Address (include apartment number) \_\_\_\_\_

City, State Zip \_\_\_\_\_

----- *Instructor Fold Line - Please be sure address box shows in window of envelope.* -----

Course no. and title \_\_\_\_\_ Instructor \_\_\_\_\_

**Student Information**

Date mailed \_\_\_\_\_

Contact phone \_\_\_\_\_ Fax \_\_\_\_\_

Contact hours \_\_\_\_\_

E-mail address \_\_\_\_\_

Student comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

---

## Faculty Use Only

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Date received \_\_\_\_\_ Date returned \_\_\_\_\_

Grade \_\_\_\_\_

Teacher comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Assignment Cover Sheet for Assignment No. \_\_\_\_\_

Submit this sheet along with the completed assignment to your instructor. Fill in all blanks.

**Write your address clearly inside the address box.**

*This will be your instructor's label when returning your assignments.*

_____
_____
_____

Student Name \_\_\_\_\_

Street Address (include apartment number) \_\_\_\_\_

City, State Zip \_\_\_\_\_

----- *Instructor Fold Line - Please be sure address box shows in window of envelope.* -----

Course no. and title \_\_\_\_\_ Instructor \_\_\_\_\_

## Student Information

Date mailed \_\_\_\_\_

Contact phone \_\_\_\_\_ Fax \_\_\_\_\_

Contact hours \_\_\_\_\_

E-mail address \_\_\_\_\_

Student comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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## Faculty Use Only

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Date received \_\_\_\_\_ Date returned \_\_\_\_\_

Grade \_\_\_\_\_

Teacher comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Assignment Cover Sheet for Assignment No. \_\_\_\_\_

Submit this sheet along with the completed assignment to your instructor. Fill in all blanks.

**Write your address clearly inside the address box.**

*This will be your instructor's label when returning your assignments.*

_____
_____
_____

Student Name \_\_\_\_\_

Street Address (include apartment number) \_\_\_\_\_

City, State Zip \_\_\_\_\_

----- *Instructor Fold Line - Please be sure address box shows in window of envelope.* -----

Course no. and title \_\_\_\_\_ Instructor \_\_\_\_\_

## Student Information

Date mailed \_\_\_\_\_

Contact phone \_\_\_\_\_ Fax \_\_\_\_\_

Contact hours \_\_\_\_\_

E-mail address \_\_\_\_\_

Student comments \_\_\_\_\_

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# Student Services

Area Code: 615

<b>Admissions</b>	<b>898-2111</b>	<b><a href="http://www.mtsu.edu/admissn/">www.mtsu.edu/admissn/</a></b>
<b>Bookstore, Phillips</b>	<b>898-2700</b>	<b><a href="http://www.mtsu.edu/~phillips/">www.mtsu.edu/~phillips/</a></b>
<b>Child Care Referral</b>	<b>313-4820</b>	
<b>MTSU Child Care Lab</b>	<b>898-2970</b>	
<b>Correspondence Courses</b>	<b>898-5332</b>	<b><a href="http://www.mtsu.edu/learn/credit/corres_cedl.shtml">www.mtsu.edu/learn/credit/corres_cedl.shtml</a></b>
<b>Disabled Student Services</b>	<b>898-2783</b>	<b><a href="http://www.mtsu.edu/~dssemail/">www.mtsu.edu/~dssemail/</a></b>
<b>Distance Learning Student Services</b>	<b>898-5332</b>	<b><a href="http://www.mtsu.edu/learn/credit/services_cedl.shtml">www.mtsu.edu/learn/credit/services_cedl.shtml</a></b>
<b>Distance Learning Testing Center</b>	<b>898-2743</b>	<b><a href="http://www.mtsu.edu/learn/testing">www.mtsu.edu/learn/testing</a></b>

## E-mail

E-mail accounts are automatically created when you apply.  
Check your e-mail at least once a week via PipelineMT.

<b>Evening School Services</b>	<b>898-5332</b>	
<b>Information Technology Help Desk</b>	<b>898-5345</b>	
<b>Library, Walker</b>	<b>898-2772</b>	<b><a href="http://library.mtsu.edu">http://library.mtsu.edu</a></b>
<b>Distance Education Library Services</b>	<b>898-2535</b>	
<b>Hours and Information</b>	<b>898-2817</b>	
<b>Reference Desk</b>	<b>898-2817 ext. 3</b>	
<b>Off-Campus Student Services</b>	<b>898-5989</b>	<b><a href="http://www.mtsu.edu/~ocss/">www.mtsu.edu/~ocss/</a></b>
<b>Parking and Transportation</b>	<b>898-2850</b>	
<b>Records</b>	<b>898-2600</b>	<b><a href="http://www.mtsu.edu/~records/">www.mtsu.edu/~records/</a></b>
<b>Scheduling Center</b>	<b>898-5800</b>	
<b>SMARTHINKING Online Tutoring</b>		<b><a href="http://www.smarthinking.com">www.smarthinking.com</a></b>
Your user name is your complete MTSU e-mail address (i.e., <a href="mailto:jhz2a@mtsu.edu">jhz2a@mtsu.edu</a> ).		
Your password is "MTSU." If you have problems logging in, please call 898-5332.		
<b>University Writing Center</b>	<b>904-8237</b>	<b><a href="http://www.mtsu.edu/~uwcenter">www.mtsu.edu/~uwcenter</a></b>