

INTERNSHIP HANDBOOK

FACS 4369

***Department of Family and Consumer Sciences
Seventh Edition***

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INTRODUCTION

Internship in the various programs of the Department of Family and Consumer Sciences at Sam Houston State University plays a vital role in the educational preparation of the student. The internship enables the student to better understand the challenges and potentials of various careers that are related to program areas. It also offers the student with specific types of hands-on experiences that cannot be obtained through academic study at a university. In addition, the student is afforded the opportunity to network with professionals in the chosen field of study before entering the world of work as a university graduate.

This handbook has been organized to serve students equally well from all of the program areas of the Department of Family and Consumer Sciences. To that end, a separate entry with suggestions specific to each program area is included. Information that applies equally to all program areas is

arranged in accordance to a logical time line, beginning with networking and securing the internship position, then addressing the reporting process, and ending with the evaluation process.

Students may enroll for the internship course during the three months of the summer sessions or during the four months of a long semester. Information about specific dates for submitting forms, agreements, time sheets and weekly logs is outlined in the Time line section of this handbook.

This handbook has been compiled so that all three participants in the internship process - student intern, business supervisor, and internship coordinator have a clear understanding of requirements each must meet in order for the internship experience to be a successful one for all concerned. The roles of the student and professionals involved are defined on page 9 of this handbook.

***INTERNSHIP
EXPECTATIONS***

It is each student's responsibility to read this handbook thoroughly and peruse all of the forms before beginning the admission process. The student intern is accountable for all information in this handbook. Failure to comply with time lines, the submission of forms, assignments or log reporting may result in a deduction of points earned for the internship. Since most of the work that the student does is off-campus it also the student's responsibility to maintain communication with the internship coordinator during the internship period. Generally, there are four basic expectations that the student must meet. The requirements are (1) meet eligibility requirements to participate in the internship program; (2) interview and secure the internship position with an approved employer in their field of study; (3) work a minimum of 300 supervised

clock hours for a company related to the specific program, concurrent with enrollment in FACS 4369 Internship; (4) and complete all appropriate paperwork requirements as outlined in this handbook.

ELIGIBILITY EXPECTATIONS

Before students are eligible for internship, they must have completed most of their academic training at the undergraduate level, including **a minimum of 100 semester hours, having earned at least a 2.0 GPA in major courses and overall and having completed specific prerequisite courses** that apply to some of the program areas including FACS 3371 and FACS 4363 for fashion merchandising majors; FACS 3445 for food service management and FCS general majors; FACS 3360, FACS 4330, and FACS 4331 for interior design majors; and FACS 4362 for all majors. These are indicated on Form A, the Application for the Internship Program, found on page 23. **Eligible students must be admitted to the internship program within the Department of Family and Consumer Sciences before enrollment is permitted.**

REPORTING EXPECTATIONS

Once students are admitted to the internship program, they must complete the forms as listed under the responsibilities of the student intern, submit them according to the timeline and receive approval from the academic advisor/internship coordinator to continue on to the employment process.

It is expected that the student intern will apply academic information and improve skills acquired during the university academic experience as the 300 clock hours are completed and documented in written log reports. Successful reporting is based on detailed descriptions of daily tasks, discussion of how academic preparation provided appropriate background for the student to

perform tasks, and recognition of the importance of tasks to the success of the work experience. The final evaluation enables the student to reflect on the work experiences as a culmination of the learning process enhanced by academic course work.

The student intern will produce a final bound document consisting of the statement of the networking process, copies of all time sheets and log reports submitted to the internship coordinator, the agreement with the supervising business, the demographic information sheet, and the statement of performance goals and projected experiences; this document will serve as a permanent history of internship performance for the student.

EMPLOYMENT EXPECTATIONS OF SPECIFIC PROGRAMS

Whereas the internship process is the same for all students in the Department of Family and Consumer Sciences, the tasks they will perform for the employer will vary widely. Each student should read the section specific to the program area to gain an understanding of internship expectations based on the listing of student responsibilities as outlined in the following sections.

It is the responsibility of the student to locate a suitable employment position for fulfilling the requirements of the internship. The student should clearly explain to the supervising business the requirements of the internship, including the paperwork and the number of clock hours to be scheduled, at the time the request for employment is made. The student should print off and bind a copy of this handbook which will be provided to the business supervisor.

FASHION MERCHANDISING INTERNSHIP

Internship opportunities in the area of

fashion merchandising are readily available. Potential student interns may choose to search for a position in retailing of fashion merchandise (i.e., retail apparel firm) or in the wholesale arena (i.e., working for an apparel manufacturer or a product line). Students will discover that some retailers/manufacturers have highly structured internship programs characterized by rotating assignments and tightly structured time schedules, some even including class time, while others are less structured in their approach. Students are encouraged to search for those opportunities that feature a more highly structured internship program because often they afford students a greater variety of experiences. However students do not need to be enrolled in the internship program of a retailer or a manufacturer to complete the requirements of the academic internship. If a student enters a retailer's or manufacturer's internship concurrent with the departmental internship (FACS 4369), the student is expected to fulfill all aspects of both positions, whether tasks are done jointly or separately.

Within the retail field, internships vary considerably with the size and type of store. Small, one-owner specialty stores (called "mom-and-pop" stores) often afford a worthy learning experience simply because every employee has to perform a variety of tasks. Department stores and specialty chains sometimes have highly structured internship programs whereby the student intern spends a certain amount of time in one area (such as sales or operations) before moving on to another area. Whatever the situation, it is helpful to have business supervisors who are willing to take the time with student interns and teach them beyond the basic skills required to perform a given task.

Retailers are likely to require that the student intern perform tasks in at least several of the following areas: sales; display of mer-

chandise; manual floor moves of merchandise; routine sales functions such as operation of the cash register; control functions such as the taking of mark-downs, markups and inventories; loss prevention; and customer relations.

Apparel manufacturers should require student interns to perform a variety of functions, and these may range from assisting designers, pattern makers, sample makers, to taking inventory of fabric and supplies and working with retail accounts. Answering calls from retailers and suppliers and helping with the showroom at market times may also be included in the responsibilities of the student intern.

Retailers and apparel manufacturers will expect a prospective student intern to present a résumé that outlines educational achievements and employment experience. Volunteer work as well as work with professional organizations could be included.

FOODSERVICE MANAGEMENT INTERNSHIP

Food service management majors are expected to locate an internship position in a quantity food facility. Examples of suitable internship locations would be in hospital or school cafeterias, nursing homes, restaurants (some fast food restaurants may be acceptable, depending on the food preparation practices), and community programs, such as senior citizen centers, including "Meals-on-Wheels" and "soup kitchens" for the homeless and/or economically disadvantaged.

Six basic facets of meal preparation must be addressed in the facility. These are: (1) menu planning; (2) staff scheduling; (3) food ordering; (4) sanitation and food storage; (5) meal preparation, i.e., actual preparation of

the food to be served; and (6) food service. These facets should be included as part of the general management of a food service facility. Student interns should be expected to participate in these six facets of the food service facility; other activities that might fall under day-to-day operation, such as opening a cash register or arranging for the deposit of a day's receipts, would also be appropriate as internship activities.

Facilities that specialize in only one type of pre-prepared food, such as a mall kiosk that only sells ice cream or pretzels, would not be suitable internship locations. This restriction applies to any business designed to sell a very limited number of food items.

Students seeking internship positions are expected to present a current résumé along with a completed application form. The résumé should include educational attainment and employment experience. Volunteer work and work with professional organizations could be suitably cited, if within the food service arena, and if volunteer labor is part of the organization's structure.

GENERAL FAMILY AND CONSUMER SCIENCES INTERNSHIP

An internship is required of general family and consumer sciences majors and may be elected by teacher certification majors. The students may secure positions in business or social service organizations that apply or directly relate to subject matter in any of the sub-areas that comprise the family and consumer sciences discipline. Internships with extension offices, event planners, educational agencies, and social service agencies are highly recommended. Additionally, FCS general majors may consider interior finishes, products and furniture retail or wholesale positions.

Event planners can be specific to one type of event such as weddings or they can manage a wide range of events. They can be connected with a facility such as a hotel, country club, chamber of commerce, or a corporation. Event planners will require the student intern to participate in various planning of events, from answering the phone to researching on the computer to physically working at the event. This task could include serving as well as maintaining food service or facilities. They must be able to maintain a time schedule, in addition to relating to the client's or visitor's needs. The student intern should understand that many of the events occur on weekends and during evening hours.

Interior product and furniture retailers or wholesale showrooms may offer some design services and require student interns to perform routine sales and merchandising functions including operating the cash register and placing customer orders; manual floor moves of furniture, finishes and accessories; inventory; packing products for delivery; pricing; updating product information; and loss prevention.

Students seeking internship positions are expected to present a current résumé along with a completed application form. The résumé should include educational attainment and employment experience. Volunteer work and work with professional organizations could be appropriately cited, especially work that relates to the sub-area for which the student is applying. For example, volunteer work with children could be suitably cited for an internship in a day-care facility.

INTERIOR DESIGN INTERNSHIP

Internship opportunities in the area of interior design are varied and there may be

different expectations with each type of business. The student may pursue a position with an independent interior design firm, an architectural firm or a homebuilder. Interior design firms and companies in interior design related industries could perform services in the areas of residential design, commercial design, or both. Students are required to work for a company with a registered designer, architect, or builder that offers the greatest variety of experiences within the design area, and that is compatible with the career goals and skills they have acquired.

Employment with almost all design-related firms will require students to perform duties in the areas of general office management including filing; answering phone calls; receiving and packaging products; updating resource organization; and product pricing. Moreover, the student should have some experiences with the designer's resources and client jobs through either observation or practical application. Employers often expect the student intern to travel to pick up or return resources related to a client job and to travel to the client job site.

An independent designer, an architectural firm, a commercial design firm, or a home builder may require drafting floor plans or construction details, generally using AutoCAD; measuring for finish or window treatment installations; quick sketching design elements such as custom architectural elements or window treatments; tracking product orders and invoices; attending meetings with clients and/or installers; and manual installation of some interior elements such as painting, art, window treatments, furniture and accessories.

Potential employers within the interior design industry will expect student interns to present a résumé during the interview process that outlines their educational achievements

and employment experiences. Also, a portfolio of student work tailored to the area of specialization of the potential employer may also be required.

Recommendations made for interior design portfolio development stem from the expectations of the skill-level that employers have for entry-level personnel. Portfolios should contain a representation of the best work developed by the student from courses in interior design, art and industrial technology. The compiled work to be shown to the potential employer should reflect the area of specialization of the employer. A residential firm would expect to see residential work with a display of knowledge of residential products, while a commercial firm would expect to see projects involving office spaces, retail, and restaurants with an emphasis on drafting skills.

It is recommended that projects illustrate space planning; material selections; drafted details, construction elements, elevations and lettering; programming; specifications; and some rendering techniques. Creativity shown through presentation and design development, while important, are usually seen by employers as having less significance than possessing basic design knowledge, drafting skills and problem solving. Among projects included in a portfolio, it is suggested that some original pieces of work supplement any photographic or video representations.

PARTICIPANTS IN THE INTERNSHIP PROCESS

The internship process revolves around three partners. The student (referred to as a "student intern") is the one for whom the internship process is designed and is the one who benefits most, in terms of information learned and course credit gained. The faculty member who coordinates the internship process for the student (referred to as the

"internship coordinator") is responsible for assuring that the responsibilities of the university are met and that criteria are properly attained. The business professional who is supervising the student intern (referred to as a "business supervisor") is the third participant and is responsible for supervising as well as mentoring the student intern. The student intern is evaluated by the business supervisor as well as by the internship coordinator. The business supervisor cannot

be an intern's family member or another student.

This handbook has been prepared for student interns and business supervisors to use as a guide. The faculty coordinators of the internship program in the Department of Family and Consumer Sciences welcome comments from business supervisors for the improvement of the internship process.

DEFINITIONS OF INTERNSHIP PARTICIPANTS

- Business Supervisor:** The individual employed by the supervising business to whom the intern will be directly responsible; this person should assume a mentoring role in relation to the student intern. The business supervisor cannot be an intern's family member or another student.
- Internship Coordinator:** The faculty member responsible for academic supervision of the student interns in the field.
- Student Intern:** A student seeking a degree in any of the various program areas in the Department of Family and Consumer Sciences at Sam Houston State University who has been admitted to the internship program and has secured suitable internship employment.
- Supervising Business:** A business approved by the chair of the department and internship coordinator that has agreed to provide opportunity for professional work experience for the student intern; provision for financial remuneration should be established between the supervising business and the student intern prior to the beginning of the internship.

RESPONSIBILITIES OF THE SUPERVISING BUSINESS

The internship plays an important part in the transition of the student from program major to business professional. Through the internship, a student is provided with opportunities for hands-on experiences so that academic knowledge and skills can be applied to real world problems encountered by the supervising business; this type of exposure cannot be obtained through study in the

classroom or library of a university. These quality experiences and work opportunities should extend beyond the expectations of the usual employee and should be of a pre-professional nature, integrating problem-solving applications wherever possible.

The supervising business should be willing to:

1. Provide a variety of situations with as wide a range of job duties as is practicable to

increase the general understanding of the student intern in the business setting. If possible, these experiences should be chosen to enhance particular strengths and skills of the student intern.

2. Designate a person as "business supervisor," assigned to oversee the work of the student intern. This person should serve as a mentor for the student intern throughout the internship. The business supervisor is not necessarily the person who hired the student or the person who owns the business, but should be a person who is knowledgeable about the daily operation of the business and who is accessible to the student intern on a daily basis.
3. Meet the internship requirement for the 300 clock hours over the summer months or long semester in which the student is enrolled.
4. Complete a minimum amount of paperwork, including an evaluation of the work performance of the student intern (Form E, pg. 32). This evaluation form should be completed near the conclusion of the internship. It is designed to reflect the quality of specific criteria related to the internship experience. It is requested that evaluation results be discussed with the student interns so that they will become aware of personal abilities, strengths and/or weaknesses. This evaluation is reviewed by the internship coordinator and posted as a grade to the student's course requirements.
5. Agree to meet/discuss with the internship coordinator the progress of the student intern during the internship experience. The discussion from this meeting concerning the student's work performance is also reviewed and posted as a grade to the student's course requirements.

RESPONSIBILITIES OF THE INTERNSHIP COORDINATOR

The internship coordinator is responsible for supervising the academic portion of the internship process. This person is listed as the "instructor of record" for the course FACS 4369 Internship.

The internship coordinator is responsible to:

1. Work with academic advisors to ascertain that eligible students are admitted to the internship program and enroll in FACS 4369 Internship.
2. Work with potential student interns to ascertain that internship positions are suitable, fitting and have the potential to provide a variety of experiences.
3. Ensure that the contract between the supervising business and the Department of Family and Consumer Sciences, the demographic information sheet, and the statement of performance goals and projected experiences are completed and on file in the department before the student intern begins accruing time toward the required 300 clock hours.
4. Contact the supervising business, thereby establishing a basis for further communication, as soon as the student intern begins accumulating clock hours.
5. Schedule an appointment with the business supervisor for the purpose of discussing the progress of the student intern during the internship experience. Should the student need academic guidance concerning the internship process, this should be done through the internship coordinator.
6. Assign a grade for the course based on the criteria outlined in this handbook beginning on page 21.

7. Send letters of appreciation to the business supervisor and other professionals at the supervising business, as deemed appropriate by the internship coordinator.

RESPONSIBILITIES OF THE STUDENT INTERN

In addition to meeting the admission standards for the internship program, and concurrent with enrollment at Sam Houston State University in FACS 4369 Internship, students are expected to work a minimum of 300 clock hours over the summer or during the fall semester in which they are enrolled. The student may begin accruing time toward the required 300 clock hours only when the completed paperwork is on file in the Department of Family and Consumer Sciences. The completed paperwork includes the contract with the supervising business, the demographic information sheet, and the statement of Performance Goals and Projected Experiences (pp. 28-29).

The forms for program admission, approval of the supervising business, networking statement and performance goals, weekly time sheet and log report, and the employer's evaluation report of the student are included in this text (pp. 32-34). Forms may be photocopied for student use.

The student intern should complete and submit in written form the following forms and assignments:

1. Form A

Application for Admission to the Internship Program (page 23) accompanied by a current transcript and a personal résumé. This form reports the student's accomplishments toward the following requirements: **(1) minimum of 100 semester credit hours, (2) a minimum of 2.0 GPA in major courses and overall, and (3) specific pre-**

requisite courses that apply to some of the program areas including FACS 3371 and FACS 4363 for fashion merchandising majors; FACS 3445 for FCS general and food service management majors; FACS 3360, FACS 4330 and FACS 4331 for interior design majors; and FACS 4362 for ALL majors.

After this form is submitted, the résumé is approved, and the student is accepted into the internship program, the student may begin interviewing with potential employers to secure the internship position (see the section on **"Securing the Internship Position,"** page 15). The student should clearly explain to the supervising business the requirements of the internship, including the paperwork and the number of clock hours to be worked, at the time the request for employment is made.

2. Form B

Request for Approval of the Supervising Business found on page 24. A statement of the networking process used by the student to secure the internship position accompanies this request. This statement should include a list of businesses contacted by the student while seeking the position; dates, names and titles of individuals with whom the student spoke; and results of the interviews or phone sessions. The student should include all sources of information concerning the acquired position. Additional information regarding networking is given in the **"Networking Process"** section of the handbook, page 13. Form B will be considered late if it is not received by the first class day of the Summer I session or the long semester.

3. Assignment 1

Internship Orientation Assignment

This assignment encourages the student to

read the *Internship Handbook* and gain a basic understanding of requirements, time frames and expectations for reporting as well as working. This assignment begins on page 26 of the *Internship Handbook* and may be removed from the book or photocopied to be completed and turned in to the internship coordinator.

4. **Internship Agreement for Employment**

The original agreement between the Department of Family and Consumer Sciences, the student intern and the supervising business must be completed and returned to the internship coordinator. **This agreement must be requested by the student intern from the internship coordinator using the Form B, The Request for Approval of the Supervising Business.** The internship coordinator will return the copies of the agreement to the appropriate parties after all parties have signed the agreement. The agreement information should be typed or word processed. This document must be received by the internship coordinator and posted in the student's file before internship hours are counted. Agreements received after the first class day of the Summer I session or long semester may be subject to penalty.

The student may begin accruing hours as soon as the previous semester ends providing that the following criteria are met: (1) the student is registered for FACS 4369 Internship and (2) the completed agreement and other required forms are on file with the internship coordinator in the Department of Family and Consumer Sciences.

The internship coordinator must be informed in writing and must approve any change of the student's employment status with the supervising busi-

ness before a new agreement(s) can be issued. Students are discouraged from changing employment sites during the internship. The internship coordinator, Department of Family and Consumer Sciences, or Sam Houston State University cannot be held liable for any harm, damages (physical or financial), or lack fulfilling of duties to or by the student intern.

5. **Form C**

Internship Demographic Information Report found on page 25. This form supplies the internship coordinator with additional ways to communicate with and reach the employer, and also gives driving directions to the physical site. This document should be submitted along with the agreement before the student begins to accumulate hours.

6. **Assignment 2**

A Statement of Performance Goals and Projected Experiences for the internship program is required to encourage the student to focus on what is to be accomplished during the internship program. The experience of writing performance goals and objectives is incorporated into Assignment 2 on page 28 that serves as a prelude to the actual internship experience for the student. For more information regarding writing of these goals and projected experiences, see the handbook section, **Performance Goals and Projected Experiences**, page 18.

7. **Form D**

Weekly Time Sheets and Log Reports must be submitted each week for the student to gain credit for the work hours. Form D for the weekly time sheet and log report is found on page 30.

The time sheet reports the hours worked during a single week from Sunday through Saturday (see section on "How to Cal-

culate Log Hours,” page 19). Time worked for each day is recorded as well as a total for the week and the total cumulative hours. Each week’s time sheet should be signed by the business supervisor before it is scanned and sent to the internship coordinator. Falsification of time on the time sheet will result in a failing grade for the course.

Weekly log reports contain three sections in the reporting for each day, (1) Work Duties and Activities, (2) Academic Reflections, and (3) Importance of Work Duties. The success of reporting is based on detailed descriptions of daily work tasks and activities, the discussion of how academic preparation is relevant to performance of tasks, and recognition of the importance of tasks to the success of the work environment. (In the third section, students may also include personal reactions to various tasks or situations.) These weekly log reports are to be submitted to the internship coordinator. The internship coordinator will review and provide feedback to the student so that corrections can be made for future reports. For additional information regarding written log reports, see the section entitled, **The Reporting Process**, page 19.

The student is required to keep personal copies of the weekly time sheets and log reports that are submitted to the internship coordinator as part of the bound copy. See items below.

8. **Bound Internship Documents**

The student intern will produce a final bound document consisting of the statement of the networking process, copies of all time sheets and log reports submitted to the internship coordinator, the contract with the supervising business, the Demographic Information Report, and the statement of Performance Goals and

Projected Experiences; this document will serve as a permanent history of internship performance for the student. The student’s copies are to be presented by the student in bound form at the time of the final evaluation (i.e., the final exam time for the course FACS 4369 Internship). The student will keep this bound copy as the product from the course while the internship coordinator retains the reports and assignment sent by the student in the student’s file for use as reference data when creating reports for the university’s Assessment Database.

9. **Final Exam/Evaluation**

A final evaluation of the internship experience is scheduled during the period of final examinations of the appropriate summer session or long semester. The student is required to return to campus to complete the final evaluation. The bound copy is to be used by the student intern during the final evaluation and will be kept by the student intern as a final product of the internship.

NETWORKING PROCESS

The networking process should be written in a narrative (i.e., story) or outline form on Form B of the *Internship Handbook*. Many occasions are provided that should assist students in developing a network for securing internship employment. However, the student should realize that the development of a network (i.e., networking) does not happen instantly. Developing a network entails diligence on the part of the student in making contacts. The goal is to build a network in a career area that links to the student’s personal job interest. Ideally, a student should start building a network upon entering a program as a freshman or transfer student.

Avenues of networking can be classified as formal or informal. Formal sources include

opportunities on campus and through professional organizations. Informal sources range from various types of referrals to cold calls. On-campus opportunities are available to students throughout their academic careers. Most program areas have associated professional organizations that provide occasions during which students may make contact with professionals who may be interested in hiring student interns. These occasions may include organizational meetings, workshops and seminars both on and off campus. Professionals also may be invited as guest speakers to classes, and networking opportunities may develop as a result. Businesses may also contact the Department of Family and Consumer Sciences looking for potential employees, and these referrals are passed on to students known to be looking for internship and employment positions.

In addition to departmental occasions, on-campus networking opportunities are available through the Office of Career Services. This office coordinates on-campus interview sessions with visiting company recruiters. Additionally, the Office of Career Services hosts an annual Career Fair for businesses, some of which would serve as possible sites of employment for student interns and graduates. The Office of Career Services maintains files of student résumés for businesses to preview in their search for potential employees, as well as files of potential employing businesses so that students can obtain background information on companies.

The student should always be alert to networking possibilities that can arise in any gathering of people. It is helpful for the student to try to discover as much as possible about people with whom the student is interacting in order to take advantage of opportunities that occur. For example, at a professional meeting a student might approach a representative of a company that markets a

product advertised in a trade publication and compliment the representative on the advertised product. This contact could lead to information about hiring of interns by the representative's company or one of its clients or customers. Good networking should always provide another lead to be investigated.

In preparing for networking opportunities, it is helpful for the student to practice public speaking. The student should speak slowly and clearly and think about appropriate terminology related to the topic under discussion. Networking requires some control of the dialogue in order to carry the conversation in the direction of student employment or internship. The student may begin by asking questions about what the company is currently doing. Then the student may be able to determine whether the company could use someone with the skills the student possesses. Business people tend to respond better to statements such as "Maybe I could help you with that problem" rather than "Are you hiring? I need a job." It is helpful for the student to practice phrasing questions in such a way that the other person cannot give a short answer such as "No."

Networking requires constant vigilance and a certain amount of record keeping. Records that should be kept during the search process include all business contacts that the student has made concerning an internship position, the date of the discussion, the company the person represents, and the location of the discussion. This information should be recorded in a notebook or electronic document as soon as possible after the business contact is made. It is also recommended to ask the contact for a business card and record the date and location on the back of the card. This information is required to complete Form B, The Request for Approval of the Supervising Business. It is recommended that the student make at least three

contacts with prospective businesses. Those students who use family and/or friends for contacts should include a list of them in the networking process. It is a good idea for a student to publicize a job search, and any lead that arises should be seriously investigated, yet not all contacts made lead to interviews. Always follow up interviews with thank-you notes, or phone calls; this could be the key to a contact or job later on.

SECURING THE INTERNSHIP POSITION

Students are urged to begin searching for an internship site early; for students planning a summer internship, it is suggested that the search is begun in February with the possibility of completing it over Spring Break. Ideally the student planning a fall semester internship should begin the job search during the preceding Spring Break and conclude in July. See time line (pp. 16-17) for specific dates that require the student to submit forms and meet deadlines. A spring internship is an option when the student has completed all academic course work by the preceding fall semester.

Once the student has been admitted to the internship program within the Department of Family and Consumer Sciences, and the résumé has been approved, the student is ready to apply networking principles and secure an internship position. The student should submit résumés to prospective employers, making it clear in résumés and cover letters that the goal is to complete the internship requirement of a degree program.

As the student is asked to interview, he/she should clarify to the employer the requirements of the internship program, and inquire whether those needs can be met within the employment experience. The employer is often interested in how the business can

benefit by taking on an intern. The student should be ready to explain possible contributions to the business. Remuneration requirements for the student intern and the expectations of the employer are to be negotiated at the time of hire. More information concerning remuneration is found on page 18. Dates for beginning and ending of employment, as well as an estimation of the number of hours that the student will work each week, should be defined.

Prior to interviewing with a potential employer the student should prepare for the interview. Consideration should be given to appropriate dress for the interview appointment. The student should plan questions to ask during the interview, and interior design students should ask whether or not they need to bring a portfolio of their work. The student should act in a way that builds rapport with the interviewer. The discussion should not be focused on the student, but should focus on the benefit that the intern, as a potential employee, can bring to the business. Occasionally a company that does not believe it can take on an intern will see where it can really benefit from this process.

Once a student has secured a position with the employer, the student must request departmental approval for the proposed supervising business (Form B, p. 24). In addition to identifying the prospective employer this form also requires the student to write about the networking process that was used to secure the internship position. The networking statement, either in an outline or narrative form should identify all major aspects of how the position was secured. Identification should include all employment sources, the business contacts, when the contact occurred, and what transpired from the discussion. It should also be noted whether the discussion with the prospective employer was made over the telephone or through a personal interview.

EMPLOYER EXPECTATIONS

Many employers have written guidelines for conduct and dress codes. Student interns are expected to abide by a business'

stated policies. There may be other policies regarding cell phone use, and personal calls, e-mails and texting. Student interns are expected to follow all policy guidelines that are given, both written and oral.

TIME LINE FOR SUMMER INTERNSHIP:

December 15 - January 15:

Finalize résumé; download and thoroughly read *Internship Handbook*, 7th Ed.

January 15 - February 1:

Attend internship meeting; turn in résumé, transcript or DegreeWorks and application (Form A).

February 2 or next business day:

Pick up approval of application and critiqued résumé.

February 15 or next business day:

Assignment 1 is due. Resubmit résumé

February 16 – March 31:

Contact prospective employer(s) and secure position; complete the approval form for supervising business and statement of the networking process (Form B).

April 1 or next business day:

Internship business approval (Form B) is due.

April 1 - 10:

Register for FACS 4369 Internship for Summer I.

April 10 - May 1:

If the Internship Coordinator has received the Form B and the student is registered for FACS 4369 the Internship Coordinator will send the student an electronic copy of the Internship Agreement for Employment.

May 15 or next business day:

Turn in Internship Agreement for Employment, Demographic Information (Form C), and Performance Goals and Projected Experiences (Assignment 2) to Internship Coordinator. If the dates listed occur on a Saturday, Sunday, or holiday then the document is due the following Monday or next business day. When above items have been received, student may begin accruing clock hours.

TIME LINE FOR FALL INTERNSHIP:

January 15 - February 1:

Download and thoroughly read *Internship Handbook*, 7th Ed.; attend internship meeting.

February 1 – February 28:

Finalize résumé; turn in application (Form A), résumé, and transcript or DegreeWorks.

March 1 or next business day:

Pick up approval of application & critiqued résumé.

March 15:

Assignment 1 is due. Resubmit résumé.

March 15 – April 11:

Contact prospective employer(s) and secure position; turn in networking statement and request approval for supervising business (Form B).

April 1 - 10:

Register for FACS 4369 Internship for Fall.

April 1 - July 31:

Internship business approval sheet (Form B) and Assignment 1 are due; request the Internship Agreement for Employment from Internship Coordinator.

August 15 or next business day:

Turn in all forms, Internship Agreement for Employment and assignments to Internship Coordinator. If the dates listed occur on a Saturday, Sunday, or holiday then the document is due the following Monday or next business day. When above items have been received, student may begin accruing clock hours.

TIME LINE FOR SPRING INTERNSHIP:

August 15 – September 11:

Download and thoroughly read *Internship Handbook*, 7th Ed.; attend internship meeting.

September 1 – September 30:

Finalize résumé; turn in application (Form A), résumé, and transcript or DegreeWorks.

October 1 or next business day:

Pick up approval of application & critiqued résumé.

October 15 or next business day:

Assignment 1 is due. Resubmit résumé.

October 15 – November 1:

Contact prospective employer(s) and secure position; turn in networking statement and request approval for supervising business (Form B).

November 1 - 10:

Register for FACS 4369 Internship for Fall.

November 1 – January 10:

Internship business approval sheet (Form B) and Assignment 1 are due; request the Internship Agreement for Employment from Internship Coordinator.

January 10 or next business day:

Turn in all forms, Internship Agreement for Employment and assignments to Internship Coordinator. If the dates listed occur on a Saturday, Sunday, or holiday then the document is due the following Monday or next business day. When above items have been received, student may begin accruing clock hours.

REMUNERATION

Even though many companies who hire student interns pay them, there are companies that do not. These companies believe that student interns are compensated by earning college credit for their work time, or they believe their company is too small to pay for work done by the intern. These views take advantage of the student intern who, due to the climate of competition for internship spots, may have offered to work for free. As the result of the climate of competition for internships spots some companies have grown used to not paying interns.

However, recently the issue of paying interns came to the forefront of attention in

the national news. In June 2013 several lawsuits by groups of interns were upheld by the courts in several states which stipulated that interns now have to be paid at least minimum wage if they perform duties that any paid worker would perform (Jacobs, D. 2013). This is based on the minimum wage law of 1938 which specified that interns were not exempted from being paid for their labor.

The Department of Family and Consumer Sciences supports the view that interns who perform work that a paid worker would perform should be compensated for their work time. Exceptions to the paid ruling include situations where a non-profit organization regularly uses volunteer assistance or

a company where the student intern is strictly observing work being performed by other workers or the employer.

The amount of compensation should comply with minimum wage or a higher wage may be negotiated between the student intern and the hiring representative of the supervising business.

PERFORMANCE GOALS AND PROJECTED EXPERIENCES

Once the contract is completed and before the student intern begins accruing clock hours as part of the internship program, the student should complete Assignment 2 by writing a statement of Performance Goals and Projected Experiences to be turned in to the internship coordinator. This assignment will help the student focus on what will be accomplished during the internship program and help the student to project the kinds and types of work experiences that are likely to occur.

When beginning the process of writing performance goals, it is helpful for students to visualize or project themselves in the proposed work setting. Student interns should draw on the knowledge base provided in prerequisite course work in determining what they are likely to encounter in the workplace. It could also be helpful to interview students who have recently completed similar work experiences or take information gained from the job interview with the employment supervisor so that additional insight is gained.

The student is asked to write **six performance goals** that challenges the direction of work experiences. Goals progress through two levels including 1) enhanced knowledge obtained and 2) operational or practice goals. Each goal must be supported with learning

activities or work experiences (referred to as "projected experiences") that will help the student achieve the stated goals.

The performance goal for the first level, **enhanced knowledge**, includes a focus on basic knowledge of products and/or systems used by the business. These can be illustrated by the following example. If the performance goal is "to gain an awareness of the systems" (such as opening and closing the store for an apparel store or a restaurant), a supporting projected experience could be "observe the step-wise procedure used by the manager or assistant manager for opening and closing the business."

The second level, **operational/practice goals**, would involve taking the knowledge gained and applying it to an appropriate situation or operations that would directly impact the profitability of the business. To carry through with the example in the previous paragraph, a performance goal written at the understanding level could be "to demonstrate accurately the proper procedure for opening and closing a store." An appropriate supporting projected experience could include "participate in the process of opening and closing the store" and maybe even "open and close the store independent of other personnel" or "trouble-shooting a business problem that arises thus affecting the profitability of the store."

Altogether, six performance goals should be written, three at the enhanced knowledge level, and three at the operational/practice level. For each performance goal written, the student is asked to write one projected experience that supports the attainment of that performance goal, for a total of 6 projected experiences. Performance goals are broad in scope while projected experiences involve **specific** activities. It should be noted that appropriately written goals should begin with

the infinitive form of action verbs, such as "to demonstrate," "to observe," etc. Projected experiences should begin with the action verb, such as "demonstrate," "observe," etc. It is extremely important that projected experiences **support** the goals with which they are listed. (See examples cited in the paragraph above differentiating the various levels at which goals should be written). The form to be used for filing these performance goals and projected experiences is in Assignment 2, page 28. This form may be photocopied, word processed, or developed through Excel for student use.

THE REPORTING PROCESS

Reports should be sent to:

Internship Coordinators:

Dr. Laura Burleson – (936) 294-1247

lauraburleson@shsu.edu

Dr. Janis White – (936) 294-1184

jwhite@shsu.edu

Mailing address:

**Department of Family and
Consumer Sciences
Sam Houston State University
Box 2177
Huntsville, TX 77341**

Office FAX: (936) 294-4204

Successful reporting is based on detailed description of daily tasks, discussion of how academic preparation equipped the student to perform tasks, and recognition of the importance of tasks to the success of the work experience. See Appendix, page 35 - 49.

The student intern is expected to keep in touch with the internship coordinator on a **weekly** basis. This communication is facilitated through the use of weekly time sheets and log reports. The requirement of frequent communication is important for several

reasons. If a problem develops during the internship period, it can be dealt with while there is still time for the student intern to realize the fullest possible benefit from the internship experience. For example, if the student intern is not being scheduled for a variety of duties and activities, this problem can be handled before the internship is near completion. If the student intern is not reporting information and experiences completely enough, the internship coordinator can encourage the reporting of more detail in the activities and responses sections.

HOW TO CALCULATE LOG HOURS

To calculate hours, each work week starts with Monday and extends through Sunday. The student intern should report the hours worked each day, and then total the hours for the week. Hours for a given day should be reported rounded to the nearest quarter hour and reported in a decimal form (i.e. 15 minutes is .25 of an hour, 30 minutes is .5 of an hour, and 45 minutes is .75 of an hour). It is important that lunch hours and breaks be subtracted from total clock hours for a given day.

It only appropriate to **work overtime** when the employer has a need to schedule the intern for overtime, such as when retailers are doing inventory, when FCS general or FSM majors are in a camp environment, interior designers are meeting job deadlines, presenting to clients, or installing a space.

Weekly reports and time sheets are due (i.e., emailed, faxed, or postmarked) by **TUESDAY** of the week following the week worked. **If weekly reports and time sheets are not received by FRIDAY of the week after the hours were worked for the previous week they will be assessed a loss of points. Two late logs will be assessed a loss of half a letter grade. Four late logs is a loss of a full letter grade. If there are exten-**

uating circumstances the student should contact the Internship Coordinator immediately by email or phone. Falsification of time on any time sheet will result in a failing grade for the course.

Ideally, each student intern should have regular access to email, and time sheets and weekly reports should be sent via this method if possible. It is recommended that the time sheets and the weekly log reports be typed in a word processing format and attached to an email. When the student is using email, the internship coordinator will use email to provide feedback concerning the writing of reports. Mailed or faxed reports should be typed, and postmarked by that following Tuesday's date to ensure they are received by Friday; hand-delivered reports should be in the office of the internship coordinator by that Tuesday's date, as well.

When writing weekly log reports specific days should be indicated. For each day worked all sections of the weekly log report, (1) the Work Duties and Activities section (2) Academic Reflections and (3) the Importance of the Work Duties section should be completed. The Work Duties and Activities should state all the daily tasks, major meetings, and conversations the student has participated in that day. The Academic Reflection section of the log provides the student the opportunity to relate daily work activities to course work that has been completed as part of the student's program. Students should analyze the work activities performed in relation to course assignments, projects or areas of knowledge which have contributed to the student's ability to complete the work to the satisfaction of the business supervisor. The Importance of the Work Duties section should refer in content to the daily Work Duties and Activities section and state how the student enhanced personal knowledge or learning as they applied

academic skills and knowledge. Students may also give personal ideas and opinions in this section. Each daily Work Duty and Activity along with the Academic Reflection and Importance of Work Duties with responses or impressions should be numbered through the body of the reporting so it is apparent that they correspond to one other.

Information given by the student intern in the weekly log reports should include enough detail so that the internship coordinator can have a thorough understanding of the types of activities in which the student intern is involved and the extent of involvement by the student intern. Generally, the duties and activities should report information that is factual and/or quantifiable, and the other sections should report observations and opinions of the student intern. For examples of appropriately completed weekly time sheets and log reports from some of the program areas, see Appendix A through Appendix C (pp. 35 - 49). These examples are included to illustrate the depth of writing that is expected throughout the reporting process. The internship coordinator will review the weekly log reports and provide feedback if needed to the student interns so that corrections can be made for future log reports. The form to be used for reporting time worked and weekly logs appears in Form D, pages 30-31, and may be photocopied for student use or may be used as a model for formatting with a word processor. The student intern is to keep copies of all time sheets and weekly log reports, the statement of the networking process, the contract with the supervising business, the demographic information sheet, and the statement of performance goals and projected experiences. Students using email must remember to save and download the email message before it is sent. These copies should be bound and brought to the final evaluation (see page 13, item 8).

PROCESS OF SITE VISIT

During the course of the internship the internship coordinator will plan a site visit to all employment sites that are within reasonable traveling distance from the campus of Sam Houston State University. This visit is to establish contact with the business supervisor, to discuss the student intern's work performance, and to build rapport with the business supervisor. The interaction established with the site visit will help facilitate the networking for subsequent internship students, while conveying a positive image of the various academic programs and of Sam Houston State University.

During the site visit business supervisors are often asked to comment on the breadth of knowledge they expect the students to possess as they enter the employment situation. These comments provide input for curriculum revisions that will benefit and strengthen programs.

As an alternative to a physical site visit for those with employment sites beyond a reasonable distance from Sam Houston State University, various types of electronic site visits may be implemented, depending on the technology available to the internship coordinator and to the business supervisor. An example of an electronic site visit would be a teleconference accompanied by a video tour or a photo chronology of the employment facility. Additional contact with employment supervisors could be by email and/or telephone.

THE EVALUATION PROCESS

The assigned grade of the student registered for FACS 4369 Internship will be based on the following factors:

1. Forms Evaluation: 8.3% (50/600 pts.)

The forms evaluation is based on whether forms are completed in an accurate and timely manner. All of these forms should be on file with the internship coordinator before the student begins accruing hours.

Résumé submitted may be critiqued by the internship coordinator and then returned to the student for correction. Once corrected, both the original résumé and corrected résumé should be resubmitted to the coordinator.

Form B requires information identifying the business, a contact person, and a contact number. If the business has no history as an internship site, the internship coordinator may elect to communicate with the business for more information to assess the appropriateness of the business as an internship site. As part of the Form B, the student should identify all businesses that were contacted as part of the networking process that resulted in the identified business as the final site for internship.

20 points - Form A Application,
Résumé, Transcript or DegreeWorks
(includes resubmitted résumé)

20 points - Form B and Networking
statement (including business
contacts)

10 points - Form C and Internship
Agreement for Employment

2. Internship Coordinator Evaluation: 66.6% (400/600 pts.)

The internship coordinator's evaluation is based on the timeliness and quality of information communicated by the student intern in the following documents:

50 points - Assignment 1 Orientation
Questions

50 points - Assignment 2 Performance Goals and Experiences

200 points - Weekly time sheets and log reports. (25 points/week for 8 weeks)

100 points - Final Evaluation

Assignment 1 should have all questions answered accurately based on information in this handbook. Assignment 2 requires six written goals and six written experiences with focus given to three goals and three experiences in each of the two levels, enhanced knowledge and operational/practice. The performance goals and experiences should be relevant to the type of employment, show thought, and challenge the student.

The weekly log reports are assessed for timeliness of reporting, adequate and detailed information communicated in the reports, sufficient variety in work activities, and accuracy and completeness of time sheets and academic reflections. **Weekly time sheets and log reports that are not received on time (see The Reporting Process) will be assessed a loss of points.** If a student intern has extenuating circumstances related to reporting time worked, the student should contact the Internship Coordinator as soon as possible to discuss a plan of action.

3. Business Supervisor Evaluation: 25% (150/600 pts.)

The form to be used by the business supervisor to evaluate the progress of the student intern is Form E, pages 32-34; a key factor in the evaluation is the final question on the evaluation form (p. 33). The internship coordinator will assign the point value for this portion of the evaluation based on both written and oral information from the site visit. The business supervisor is asked to evaluate

the student on personal and professional characteristics by rating them on a 5 point scale with 5 as exceptional, 4 as above average, 3 as good, 2 as fair, and 1 as poor. A copy of this form will be supplied to the business supervisor by the internship coordinator.

100 points - Form E Student evaluation completed by the business supervisor

50 points - Site visit discussion between internship coordinator and business supervisor

The evaluation system allows for individualization of the internship experience to accommodate the student intern who has special skills, talents and interests. It also allows for the student intern to pursue an internship experience within a broad range of businesses, and for that internship to be tailored to the unique qualities of a specific business. However, it is also the goal of this department and each program area that each student intern will have the opportunity to have the most beneficial experience possible. While the evaluation process allows for flexibility to balance the needs of the student intern with the requirements of the supervising business, it establishes a common means by which the student's success in the workplace can be measured.

References

Jacobs, D. L., (2013) Unpaid Intern Lawsuits May Reduce Job Opportunities, *Forbes Magazine*

FORM A

**Application for Admission to the Internship Program
Department of Family and Consumer Services
Sam Houston State University**

Name _____ Sam ID # _____ Date _____
Last First MI

Program Major _____

Program Minor _____

Mailing Addresses:

(local) _____
Street or P. O. Box

_____ City State Zip

SHSU Email Address: _____

Telephone Numbers: (cell) (_____) (home) (_____) _____

Prerequisite courses completed (check those completed as required by your program major):

_____ FACS 3445 (FSC General, FSM) _____ FACS 4362 (ALL majors)

_____ FACS 3371 (FMD) _____ FACS 4363 (FMD)

_____ FACS 3360 (IND) _____ FACS 4330 (IND) _____ FACS 4331 (IND)

Total hours completed: _____ Grade Point Average: Overall _____ In the Major _____

Attach current **transcript or DegreeWorks** and **résumé** and submit application form to
Internship Coordinator or Advisor.

_____ Office Use _____

Signature of Advisor: _____

Signature of Internship Coordinator: _____

Date Received: _____ Approved to continue the process [Yes] [No]

FORM B

Request for Approval of Supervising Business

I, _____, a student preparing to complete the requirements for student internship in the Department of Family and Consumer Sciences, Sam Houston State University, during the _____ session/semester do hereby request that the following business or agency with whom I have secured employment, be approved as a supervising business for internship.

Contact Person _____ Telephone (_____) _____

Business Name _____ City _____ State _____

Business Description: _____

Networking Process Used to Secure Position (list all people, businesses, phone numbers, dates, and locations for those you visited with while searching for the internship position):

Submitted by: _____ Student Name _____ Date _____

_____ Office Use _____

Approval: _____ Granted _____ Contract Issued _____ Date _____

_____ Denied

Recommendations: _____

Signature of Internship Coordinator: _____

FORM C

Internship Demographic Information Report

Print or type all information requested.

Date _____

Student Name _____
Last First MI

Supervising
Business _____

Business Supervisor
(Mr. Ms. Mrs.) _____
Circle First Last Title

Name and title of person who will complete performance appraisal:

(Mr. Ms. Mrs.) _____
Circle First Last Title

Company
Address: _____
Street/P.O. Box City State Zip Code

Physical
Location: _____
Street/Mall/Shopping Center City State

Directions to Physical Location (starting with nearest major highway or intersection):

Telephone number of person who hired student intern: (____) _____

Telephone number of business supervisor: (____) _____

E-mail address of business supervisor: _____

Fax Number: (____) _____

Home telephone number of student during internship: (____) _____

Work telephone number of student during internship: (____) _____

Cell phone number of student during internship: (____) _____

SHSU e-mail address of student during internship: _____

Secondary e-mail address of student during internship: _____

Fax Number: (____) _____

FACS 4369 - Assignment 1
Internship Orientation Assignment
Internship Program
Department of Family and Consumer Sciences
Sam Houston State University

Name _____

Date _____

Using the *Internship Handbook* write **in your own words** the correct response in the space provided to answer each question completely. Avoid cutting and pasting answers.

1. What are the four general expectations the student is required to complete during the internship process?

2. What are two tasks the student should do after Form A is turned in, and the student has been accepted into the internship program in order to start searching for an internship location? When should they be completed if the student is planning a summer internship?

3. What is the difference between a weekly time sheet and a weekly log?

4. What are the three parts to a written for each day of the weekly log and what specific information does each part include?

5. When are weekly logs due and when are they determined to be late? What is the consequence of logs being received late?

6. What should a student do if they want to quit or change employment sites?

FACS 4369 – Assignment 1 (continued)

7. How does the student know they have written enough information on a certain day in the weekly log?

8. When is it appropriate to work overtime or through lunch?

9. What are the dates the student can start work if they are doing a summer and/or fall internship?

10. What are three expectations companies have concerning the employment of an intern?

11. Why is it important for the student to keep a personal copy of the forms, assignments, time sheets and weekly logs?

12. How is the student evaluated by the business supervisor and what part of the overall grade is this evaluation?

13. How is time calculated and reported on the weekly time sheet?

14. What is the difference between the two types of goals the student is asked to write for the internship?

15. What is the difference between a stated performance goal and a projected experience in Assignment 2?

FACS 4369 - Assignment 2
Performance Goals & Projected Experiences
Internship Program
Department of Family and Consumer Sciences
Sam Houston State University

Name _____

Date _____

Supervising Business _____

Business Supervisor _____

Write three performance goals for each of the two performance goal categories as given on page 18 of the handbook. List at least one experience or activity for each of the stated goals that will help you in achieving that goal, for a total of six experiences or activities. Be descriptive in your writing of goals; additional space is provided on the next page.

Performance Goals

Projected Experiences

[illegible][illegible]

FORM D

Weekly Time Sheet and Log Report

Name _____ Date Submitted _____

Dates _____ through _____

Week Number _____ Store Name _____

Supervisor Name _____

Directions for time sheets: Hours for a given day should be reported (i.e., rounded) to the nearest quarter hour and reported in a decimal form. It is important that lunch hours and breaks be subtracted from total clock hours for a given day. This page can be word processed or developed using Excel, include full heading, time section and signature line.

Date	Weekday	Time			Lunch	Hours
	Monday		To			
	Tuesday		To			
	Wednesday		To			
	Thursday		To			
	Friday		To			
	Saturday		To			
	Sunday		To			
					<u>TOTAL HOURS/WEEK</u>	_____
					Total Cumulative Hours	_____

Supervisor signature _____

Date _____

Print supervisor's name _____

This sheet must be faxed or scanned weekly with supervisor's signature to FCS Department at 936-294-4204 or email address of the internship coordinator. Dr. Janis White – jwhite@shsu.edu or Dr. Laura Burleson – lauraburleson@shsu.edu

Directions for weekly logs: (Directions should be removed from submitted logs sent weekly) Indicate dates (including days of the week) at the left hand margin. List work duties, activities and/or tasks performed for each day of the week, identify in the academic reflections how the each task related to academic coursework or projects complete and communicate the importance of these duties and activities. Following the listed duties and activities first, write a paragraph identifying specific **courses** (i.e. FACS 1360, FACS 3445, FACS 3371, FACS 4330, etc.) **assignments** or **projects** that the each task relates to, and then write a statement evaluating the importance of the tasks. The student should list the course number in the academic reflections. The following outline indicates the expected format of the written log report for one day of a given week. The length of a given entry should be adjusted as needed. Use of a word processor is preferred, but the format shown in this form should be followed.

Format Only (do not write on or use this page)

Date: _____, Day of the Week _____

Work Duties, Activities & Tasks:

Academic Reflections:

Importance of Work Duties:

FORM E

**Department of Family and Consumer Sciences
Sam Houston State University
Performance Appraisal of Student Intern**

Student Name: _____

Date: _____

Directions: Rate the student intern on the following criteria using the rating scale below:
(Additional information about this form is found on page 21 of the *Internship Handbook*.)

5 = Excellent 4 = Above Average 3 = Good 2 = Fair 1 = Poor NA = Not Able to Assess

Personal Characteristics:

_____ Attendance/punctuality

_____ Assertiveness/tactful/flexibility

_____ Communication/listening ability

_____ Ability to accept criticism

_____ Decision-making

_____ Enthusiasm

_____ Initiative/self-starter

_____ Integrity/honesty

_____ Reliability/follow through

_____ Maturity/attitude/friendliness

_____ Professional grooming

_____ Voice, poise, dignity

Comments: _____

Professional Characteristics:

_____ Creativity/problem solving

_____ Ability to assist customers/clients

_____ Ability to learn new tasks

_____ Ability to work under pressure

_____ Accuracy in performing tasks

_____ Adherence to company policies

_____ Attention to work detail

_____ Knowledge of systems & procedures

_____ Quality of work performed

_____ Product knowledge

_____ Quantity of work performed

_____ Technical skills for area of study

_____ Met expected level of instruction

_____ Computer proficiency (list in comments)

Comments: _____

5 = Excellent 4 = Above Average 3 = Good 2 = Fair 1 = Poor NA = Not Able to Assess

Interpersonal Skills:

_____ Courteousness

_____ Relationship/cooperativeness with supervisor

_____ Relationship/cooperativeness with co-workers

_____ Relationship/cooperativeness with customers/clients

Comments: _____

How would you **rate the overall performance** of the student intern? _____

5 = Exceptional 4 = Above Average 3 = Good 2 = Fair 1 = Poor

In which areas did the student intern demonstrate major strengths in work performance? _____

In which areas did the student intern demonstrate a need for improvement? _____

Would you recommend hiring this student intern if an opening existed within your business?

_____ Yes

_____ No

Please comment on any deficiency (either student or program based) and offer suggestion for improvement.

Evaluation Conference

Directions: Complete the evaluation form and discuss its contents with the student intern. Specifically discuss the steps the student intern could take to improve job performance and list them below:

Signature of Business Supervisor

Date

Signature of Student Intern

Date

Upon completion of the evaluation conference, please return this form to:

Internship Coordinator
Department of Family and Consumer Sciences
Box 2177
Sam Houston State University
Huntsville, TX 77341
FAX (936) 294-4204
Scans sent to jwhite@shsu.edu or lauraburleson@shsu.edu

The internship coordinator may send this form ahead of the scheduled visit with the business supervisor. In that case, the form need not be mailed, but will be collected at the time of the scheduled visit.

Appendix A

FASHION MERCHANDISING EXAMPLE Weekly Time Sheet and Log

Name Tania Thomas June 23, 2013

Dates June 15 through June 21

Week Number #2 Store Name Morgan's Department Store

Supervisor Name Joyce Jackson - Career Sportswear

Date	Weekday	Time			Lunch	Hours
6/15/12	Monday	off	To			0
6/16/12	Tuesday	8:45am	To	6:00pm	1 hr	8.25
6/17/12	Wednesday	8:45am	To	6:00pm	1 hr	8.25
6/18/12	Thursday	12:45pm	To	9:30pm	1 hr	6.75
6/19/12	Friday	8:45am	To	6:00pm	1 hr	8.25
6/20/12	Saturday	8:45am	To	6:00pm	1 hr	8.28
6/21/12	Sunday	off	To			0
					TOTAL HOURS/WEEK	39.75
					Total Cumulative Hours	76.75

Fashion Merchandising Example

Date: Monday 6/16

Duties & Activities: (1) I started the day by checking email and sales figures. The software program that we use shows the sales figures of a department for a month or for a day. I then pulled up information for markdowns. Our area had over 6000 units to mark down, so I separated the markdown documents by department and gave them to sales associates so that they could begin scanning merchandise for markdowns. (2) Joyce then showed me how to pull up the ad calendar on the computer so that I could see the ads that would be coming out in the next two weeks. I then checked each ad to verify whether our area would be affected by any of the ads. (3) Later, I was able to sit in on an interview for a new sales associate position in the bridge area. (4) Next I attended the weekly sales meeting; topics included sales figures and the upcoming inventory. (5) I then watched Joyce give a final notification to an employee. The remainder of the day was spent approving markdowns that had been done earlier in the day.

Academic Reflections: (1) This activity was started very much like the problems from FACS 4363 and progressed to using MGMT 3310 concepts; FACS 2368 made me familiar with a variety of software. (2) This task enabled me to use information on evaluating advertisements as was covered in FACS 3378, Fashion Promotion, and also MKTG 3310. (3) This was discussed in the MGMT 3310 course. (4) This was another opportunity where information from Merchandising Control, FACS 4363, could be applied. (5) Both of these tasks were part of information in MGMT 3310 and FACS 3371.

Importance of Duties: (1) I am getting more comfortable with the computer system and feel more confident about using it. My manager wrote down all of the processes that I had learned on the computer, and I was amazed. (2) It is very important to check upcoming ads because it prepares our departments for them and allows us to verify that we have the proper stock on hand. (3) I enjoyed sitting in on the interview and noted the similarities and differences between that interview and my own interview with Morgan's. (4) After the meeting, all of the interns met with Anne Kelley, the merchandise manager, and she explained the software program used to report sales figures, along with its purpose. (5) The termination was interesting. At Morgan's, an employee is allowed nine tardies over a 3-month period. When an employee hits eight tardies, a manager gives them a warning that one more tardy will result in termination. The company is very strict in this regard.

Date: Tuesday 6/17

Duties & Activities: (1) In the morning, I printed email and sales figures and checked to see whether our area had received notice of any markdowns. In preparation for inventory, I counted fixtures on the floor and compared them to the maps made by my manager. (2) I was also able to meet the merchandising coordinators for Liz Claiborne and Carole Little. I worked with the Liz rep until lunchtime, organizing and straightening merchandise on the floor. (3) Most of the afternoon consisted of looking up UPC codes and SKU's for new tickets and markdowns. The last part of the day was spent approving markdowns.

Academic Reflections: (1) Everyday there is application of the FACS 4363 course in tasks like these. (2) FACS 3371 discusses the different parts of the fashion industry. (3) Being familiar with these tasks was possible due to FACS 4363.

Importance of Duties: (1) Counting fixtures was very important because later the Operations Manager was going to walk through the area with maps to make sure they were divided correctly for inventory. (2) I really enjoyed working with the Liz rep. I was able to ask her about her job and find out exactly what she does. She told me a lot about the way Liz Claiborne merchandises and the importance of it all. Her job seemed very interesting and is something I might want to look into in the future. With inventory right around the corner, I am beginning to see the importance of it. The maps must be perfect or the whole scanning process can be thrown off. (3) Inventory itself is a tedious process and is probably the worst aspect of being a manager. A lot of a manager's job performance is judged on the inventory, and therefore a lot of importance is placed on it, along with a lot of stress and pressure.

Date: Wednesday 6/18

Duties & Activities: (1) I began the usual routine by checking email and sales figures from the previous day. (2) The rest of the day was spent re-ticketing rolling racks of merchandise and finishing markdowns. (3) I worked until 9:30 p.m., so I was able to see the process of closing a store. This consisted of turning off the third floor escalator and making sure that all sales associates had recovered their areas properly.

Academic Reflections: The importance of reviewing sale figures was discussed in FACS 4363. (2) This is the active side of FACS 4363. (3) Operational procedures are part of FACS 3371.

Importance of Duties: (1) As tedious as it sounds, getting scan-able tickets on merchandise is important for inventory. If an item does not have a scan-able ticket by Saturday, it could alter the inventory schedule. (2) I have now been working on missed markdowns and re-ticketing merchandise with a scan-able ticket for a week and a half! What surprises me is that we have so many unscan-ables and missed markdowns. This is not just in the area where I am working, either. Morgan's stresses the importance of inventory, so I would think that the sales managers would keep up with the process of re-ticketing. (3) I am also surprised at how the sales managers close their areas. I had always thought that they had more responsibilities than they have. My manager did tell me that the closing process is different at every store.

Date: Thursday 6/19

Duties & Activities: (1) The day began with checking email and sales figures, but I also learned how to use another program. (2) The other high priority was re-ticketing merchandise for inventory. I also met the Ellen Tracy merchandise coordinator.

Academic Reflections: (1) Working with the computer program enabled me to build on the FACS 2368 and FACS 4362 course. (2) Again this task uses knowledge gained in FACS 4363.

Importance of Duties: (1) With this new program, you pull up invalid transactions on the computer and see which employees are selling merchandise for the incorrect price. This procedure can help discover internal theft, but it is used mostly to find missed markdowns. It was a good change of pace, and it is pretty interesting to be able to see what transactions employees make and if they are doing anything corrupt by just looking on the computer. (2) I am getting a lot of experience with re-ticketing merchandise, which is good. It is also a priority because Thursday is the last day markdowns can be completed. Joyce says that after inventory I probably will not be re-ticketing nearly as much, so it is good that I am getting the experience now.

Date: Friday 6/20

Duties & Activities: (1) In the morning I checked email and sales figures. (2) I also was able to validate "exceptions" -- excusing people who were late or early. (3) I also met with the Ralph Lauren merchandising coordinator. The rest of the morning was spent re-ticketing merchandise. (4) After lunch, the remainder of the day was spent in the bridge department, scanning merchandise that was on mannequins, drapers, or tables.

Academic Reflections: (1) This task relates to FACS 2368 as well as I was able to apply FACS 3371 to understanding the business side of the figures. (2) This is real management and was discussed in

MGMT 3310. (3) The different types of work that a person can do in the fashion industry are discussed in FACS 3371. (4) This ties in information from both FACS 3378 and FACS 4363.

Importance of Duties: (1) I had been exposed to the process last week, but this was the first I actually had to sit down and verify each tardy. (2) You want to trust people but at the same time you have to follow company policies. (3) I really enjoyed talking with the Ralph Lauren rep. She had just come back from market in New York and talked a little about that. Working in bridge, I have met a lot of representatives of designer lines and every time I am more interested in what they have to say. In the future, I would like more information about merchandising coordinators (i.e., sales reps) and their responsibilities. I realize that this is a great networking opportunity for me. (4) Scanning merchandise that was on mannequins, drapers, or tables was done so that no one would have to fool with the mannequins when inventory time came. This way the tickets would already be made and placed on a sheet of paper so that the scanner could just scan the tickets on the paper instead of the merchandise on the mannequins.

Appendix B

FOOD SERVICE MANAGEMENT EXAMPLE Weekly Time Sheet and Log Report

Name Richard Adams June 11, 2013

Dates June 2 through June 8

Week Number #2 Store Name Appleton's Family Dining

Supervisor Name John Haley

Date	Weekday	Time			Lunch	Hours
6/2	Monday	8:00am	To	3:30pm	30 min	7
6/3	Tuesday	1:30pm	To	10:00pm	30 min	8
6/4	Wednesday	3:00pm	To	10:30pm	30 min	7
6/5	Thursday	off	To			
6/6	Friday	5:30am	To	11:00am	No lunch	5.5
6/7	Saturday	8:30am	To	2:30pm	30 min	5.5
6/8	Sunday	8:00am	To	3:30pm	30 min	7
TOTAL HOURS/WEEK						40
Total Cumulative Hours						80

Food Service Management Example

Date: Monday 6/2

Duties & Activities: (1) Worked on the grill line. I prepared eggs, pancakes and omelets. (2) Checked in the delivery truck. I had to verify that the items arriving matched the invoice. The frozen items were then put into the walk-in freezer and the rest of the food went on stock shelves. (3) Performed afternoon checkout, including counting down the drawer, balancing the safe, totaling credit card slips, and making out the deposit slip and checkout sheet. I made a change order for the safe for the new week. (4) Accompanied the manager to the bank.

Academic Reflections: (1) I felt prepared for this task after taking FACS 1441, FACS 2441, and FACS 3445. (2) Dealing with large quantity orders were discussed in FACS 3445. (3) This is a management task from MGMT 3310 and uses some of my knowledge of ACCT 2301 and FINC 3310. (4) This task also relates to FACS 3445 and MGMT 3310.

Importance of Duties: (1) Working on the grill line is a big change from waiting tables. I caught on quickly because I already knew the ticket markings from the server categories. Experience is definitely needed to be able to work fast at this job; I could not have handled this by myself. Usually on the first day as a grill cook, the person only cooks meats and prepares toast, but I jumped right into eggs, pancakes and omelets. I found that it is harder to flip eggs on a flat griddle than it looks! Presentation of food is very important to the repeat business for this company. (2) The truck arrived at 11:00 a.m., and it had to be checked in immediately. Once everything was verified, the manager on duty signed the invoice and copies were given to the deliveryman and to our office. It is very important that everyone have a record of what was received. (3) It is necessary for the manager to change the drawer in the register so that the morning hostess can go home. I counted the drawer down to \$150.00, and balanced the safe to \$1950. It is important to total the credit card slips to assure that they match the reading of the register. It is much simpler to do the afternoon checkout than the closing one because there are fewer numbers to match up and record. At the bank, we made the deposit and the change order. The last deposit from the night before and the first deposit for the day are taken to the bank at the same time. (4) To ensure safety, managers must sign a sheet when they leave for the bank, thus recording their departure time, their time of arrival back at the restaurant and the name of the person who accompanied them to the bank. At the bank we also picked up the bank bags for the week. The manager also had to sign for these. Upon our return to the restaurant, we counted the change and recounted the safe to ensure that it was still in balance. The financial process and the responsibility of security are very time-consuming, but also very important to the operation of the business.

Date: Tuesday 6/3

Duties & Activities: (1) Worked on the grill line. The shift was changing as I started to work. This time of the day is slow, so I had a chance to restock items needed on the line along with taking care of orders. (2) Prepared vegetables and breads. Worked in the kitchen area to portion various vegetables and grease the bread pans. After the pans were greased I placed the biscuits and some rolls in these pans.

Academic Reflections: (1) I used information from all the foods courses: FACS 1441, FACS 2441, and especially FACS 3445. (2) This task was part of basic foods, FACS 1441, but preparation for the rush was part of FACS 3445.

Importance of Duties: (1) Convenience is important when things get busy, and some of the vegetables for grilled items are already portioned in deli bags for use in each order. Organization and preparation were principles to which I was exposed throughout the food preparation classes. (2) It is important to correctly determine the number of servings that may be used in the evening so that there are no slowdowns when the number of customers picks up.

Date: Wednesday 6/4

Duties & Activities: (1) Cooked on the grill line. (2) Posted non-food bills. (3) Clean up and closing. I cleaned the grill line and assisted with covering food items that are placed on carts to be wheeled back into the walk-in refrigerator or freezer.

Academic Reflections: (1) More than knowing basic foods in FACS 1441, you have to work fast in this job. (2) This task uses basic math from MATH 1332 and ACCT 2301. (3) Clean-up is discussed in all the foods courses: FACS 1441, FACS 2441, and FACS 3445.

Importance of Duties: (1) As I arrived I was the only grill cook for the afternoon. This made me a bit nervous at first; I was not sure that I could handle all the tickets. I was pleased with myself, and the cook said that I did pretty well. (2) After the next cook arrived the manager took me off the grill line to show me how to post the non-food bills. Record keeping is important to the business, and I understood the process easily. (3) Proper clean up and storage of food is critical in this business since a health inspection can occur at any time!

Date: Friday 6/6

Duties & Activities: (1) Food preparation on the cold side, including preparing vegetables for salads and (2) working with oranges and lemons.

Academic Reflections: (1) This task goes beyond just the basics we learned in FACS 3445. (2) In FACS 3445 we covered these points for the Thanksgiving dinner.

Importance of Duties: (1) On the cold side of the kitchen, food preparation follows a specific listing of items. The worksheet is divided into two columns; the first is the number of on-hand items and the second column shows the number that needs to be prepared. I learned a few tricks we did not know in the quantity foods class that save time when preparing some of the items. (2) To speed the time in peeling oranges, the oranges are steamed for five minutes first, and then placed in ice water to cool. The orange that is cut in half will peel easily from one end. Lemons sliced on the lemon wedger will already have slits cut in them if a knife is inserted two times through the middle. Working more efficiently is the key to serving the customer in the foodservice field.

Date: Saturday 6/7

Duties & Activities: (1) Worked in the serving category. Set tables, did suggestive selling, carried food to the tables and followed up on orders. I pre-bussed tables when possible and kept drinks refilled. (2) In my spare time, I worked with ketchup bottles, brought up dishes, filled sugar racks and rolled silverware.

Academic Reflections: (1) FACS 3445 discusses service procedures. (2) This is company policy and was discussed in FACS 3445.

Importance of Duties: (1) Constantly being busy serving the customer is rewarding and keeps the turnover going in the front of the house. (2) There is a list of “outs” for each employee category posted somewhere in the employee’s work area. The list is numbered according to how many employees are on duty. My “outs” were to combine ketchup bottles, clean the mouth of the bottles and the lids, and bring up the dishes before I left for the day. I also filled the sugar racks in my station and rolled one tray of silverware before leaving. Since there were three servers on duty and I was the last to leave, I completed the “outs” for the third employee. I find that things run more smoothly and stocks remain full when these “outs” are followed properly.

Date: Sunday 6/8

Duties & Activities: (1) Waited tables. (2) Later switched to the grill as a cook, (3) ran the meats and home fries. (4) Also cleaned up the grill.

Academic Reflections: (1) This is discussed in FACS 3445. (2) I was able to make a management decision which is discussed in MGMT 3310 and FACS 3445. (3) Planning where people should be to be most efficient is part of FACS 3445. (4) All the food courses focus on clean up FACS 1441, FACS 2441, and FACS 3445.

Importance of Duties: (1) My managers were not sure whether they would use me to wait tables or cook this morning. (2) I waited tables for an hour before switching to grill cook when one of the cooks did not show up to work. The need for flexibility is very important in the food service industry, because the failure to show up for work is typical of people who work at a place just as a job. For me, it is a career and I was able to apply knowledge from the quantity foods class. (3) As business slowed, I ran the meats and home fries area by myself. I cooked two orders then I was also cut for the day, (4) and spent the rest of my time cleaning up the grill. Before I left for the day, my manager gave me a copy of the Manager Training Workbook and a copy of my new schedule. It is nice to know that the management values the work that I do. The management here sets a good example for what good management should be!

Appendix C

INTERIOR DESIGN EXAMPLE Weekly Time Sheet and Log Report

Name Jane Smith June 10, 2013

Dates June 2 through June 8

Week Number #3 Store Name Mary Jones Interiors, Inc.

Supervisor Name Mary Jones

Date	Weekday	Time			Lunch	Hours
6/2	Monday	8:00am	to	5:00pm	30 min	8.5
6/3	Tuesday	10:00pm	to	2:30pm	No lunch	4.5
6/4	Wednesday	8:00pm	to	4:15pm	30 min	7.75
6/5	Thursday	10:00am	to	2:30pm	No lunch	4.5
6/6	Friday	8:00am	to	5:00pm	1hr lunch	8.0
6/7	Saturday	off	to			
6/8	Sunday	off	to			
					TOTAL HOURS/WEEK	33.25
					Total Cumulative Hours	72.5

Interior Design Example

Date: Monday 6/2

Duties & Activities: (1) Finished furniture quotes for the Butler house. After receiving the faxed information from the manufacturer, I filled out the Quote Sheets to give the client an idea of furniture cost. (2) Attended office meeting. Every Monday at 9:00 a.m. the office has a general meeting to discuss the status of jobs, plan the week's activities and discuss responsibilities of each person. I was assigned to work on some drafting and rendering as a high priority this week, but this is not my only job for the day. (3) Went to the Decorative Center and the Metro Collections. At the Decorative Center I found a coordinating fabric for the back of a chair for the Moore project and located a velvet fabric to replace one that had been back-ordered. I also selected several fabrics for the two other projects that will need Ms. Jones' approval. At Metro Collections, a hardware showroom that carries doorknobs and cabinet pulls, I selected different styles of polished brass pulls and left a deposit in

order to bring them back to the office for Ms. Jones to see. Also, while out, I returned several tile samples to showrooms.

Academic Reflections: (1) The form used was similar to those shown in FACS 3360, created in the FACS 3360 business project. (2) This too was discussed in FACS 3360. Multi-tasking and being efficient with time was always stressed in the classes. (3) I know where the Decorative Center was because I went there on a trip with the FACS 3360 class. Working on selecting samples for clients is like the selection process that was applied in FACS 4330 and FACS 4331. Learning basic characteristics of fabric was covered in FACS 2369, and hardware characteristics were discussed in FACS 2364.

Importance of Duties: (1) I was able to apply knowledge from project specifications. This allows me to work quickly so I can get to the drawing that are a high priority. (2) It was good to have a general idea of how the week will go but it is also important to remain flexible since a problem could occur in a project at any time. (3) Before I could get to my priority of drafting and rendering I had to visit the showrooms which enabled me to gain greater understanding of the variety of products available to the designer. Each showroom will have an extensive line of products, which can work for various clients at various price points. I also gained an understanding of how different showrooms work with designers to allow them to borrow items; this is a big part of what designers do, a job that is very time consuming. I realize there is no way to learn all about the specific lines a showroom carries in one visit, and to think about all the new stuff the showroom gets in every couple of week is overwhelming. I was not able to get back in time to start drafting that will have to be the first thing for Tuesday morning.

Date: Tuesday 6/3

Duties & Activities: (1) Drafted cabinets for the Moore project using AutoCAD. The design consisted of a Queen Anne style panel door and 4 inch crown molding developed in cherry. After finishing the family room, I started on the fireplace for the living room. This consisted of panel designs for the wall above the mantel and Delft tile surround (2) I sat in on a bedroom presentation Ms. Jones did for a new client, the Petersons.

Academic Reflections: (1) Applied drafting skills learned in FACS 2365, FACS 2388, FACS 3388 and did a cabinet detail drawing in FACS 3388. The organization of drawing information is covered by Dr. Burleson in both FACS 2387 and FACS 2388. (2) I was able to see the designer use points that I learned about in FACS 4362 Presentations. It was somewhat similar to the presentations we did with projects in FACS 3337 and FACS 3338, but the client had a lot more questions and price was discussed for all the items.

Importance of Duties: (1) With today being a short day I have to get right to drafting the cabinets for the Moore project. The drafting skills learned in residential design, I was able to produce a very nice illustration of what the cabinetry and fireplace will look like. I started by drafting a wall elevation on which the cabinet and fireplace will go. It will be interesting to see how the cabinetmakers build from these drawings. Then using a couple of pictures of the cabinets that had been selected, I drew the cabinets. Each drawing will be labeled by name of space and client name so that they are kept straight when they are used for different purposes. The drawings will go to the client for approval then copies go to the cabinet company for construction. (2) I was not able to give much input into the conversation,

but it was very interesting to see the designer/client interaction as the client listened to the ideas. The client favored almost all of the design. I was impressed by how the designer presented the information on the design in a way that had the client agreeing on one part before going on to the next thing. There was a lot more interaction rather than just talking about the project parts. The only part that will need to be reworked is the selection of a few of the fabrics and the design of the window treatment. I can really see the importance of knowing all the ins and outs of the designer's resources.

Date: Wednesday 6/4

Duties & Activities: (1) Rendered the drawing of the cabinet elevations for the Moore project. (2) Wrote up a drapery Quote Sheet to go with a drapery drawing to G&S (drapery workroom) so that they can quote us a cost for production after they go out to the house and measure. (3) Selected 2 to 3 options in fabrics for each of the Moore's master bedroom, study, powder bath and guest bedroom. Selecting fabrics for the bedrooms based on taking some of the accent colors from the living room and using them as main colors. The neutral off-white carpet was continued throughout and I had the illustrations of furniture that had already been selected. I had to make sure each scheme was organized and labeled so the designer making the selection would know what went together before they are presented to the client.

Academic Reflections: (1) We started learning about rendering in FACS 1360 and continued it in FACS 2387, FACS 3337 and FACS 3338. (2) Writing the Quote Sheet specifications was covered in FACS 3360. (3) Being able to select appropriate samples is a process that was started with FACS 1360, FACS 2369, FACS 2364 and really improved in FACS 3337, FACS 3338. Completing specifications was part of projects in FACS 4330 and FACS 4331.

Importance of Duties: (1) Adding color and pattern to the drawings really brings the design to life. This will give the client a real idea of what they will look like when installed in the spaces. (2) Accurate information on the Quote Sheet is important to ensure a good price to the client. I was able to apply information from the design business classes where we developed quotes and orders. By the afternoon, Ms. Jones had checked over the work that I had finished and liked the drawings and approved the quote sheets. (3) In the bath and study, fabrics were being selected before the furniture and this selection was more difficult. It is important to remember that the designer is selecting for the client, and I am getting a feel for working with real people that you can't get in the classroom (Dr. B is too easy in letting us select for our own taste). I am starting to think like Ms. Jones "What would this client want?" I will have reached one of my goals if one of the samples I selected is selected by the client.

Date: Thursday 6/5

Duties & Activities: (1) Sorted through fabrics to be returned to the showrooms. (2) Filled out a workroom Quote Sheet for accessories in the Thomas home. I filled out the Quote Sheet for G&S Draperies listing quotes for pillow shams and a skirted table for an upstairs bedroom. (3) Went to Office Max. The purpose of this trip was to pick up needed office and drafting supplies.

Academic Reflections: (1) This task builds from knowledge of textiles in FACS 2369 and discussion of the showroom at Market in FACS 3360. (2) Quote Sheets were covered in FACS 3360. (3) Equipment needs were discussed in the business section of FACS 3360, but selecting the needed

supplies was more like buying the items listed on a class supply list in FACS 1360, FACS 2387, and FACS 2388.

Importance of Duties: (1) This activity provided me with the opportunity to understand more about which manufacturers and lines are carried by the various showrooms. (2) The sheets were fairly self-explanatory and I can now do them with a minimum amount of guidance. I applied information from the design business classes since we had to do similar forms on our project. (3) This seems like such a mundane task, but without these supplies our work would not be possible and the designer's time is better utilized to meet with clients. It also gives me the opportunity to see if there is anything available to make our jobs a little more efficient.

Date: Friday 6/6

Duties & Activities: (1) Sketched out furniture on floor plan for the Folger office building before putting it in the CAD drawing of the space. Ms. Jones selected the one that she thought would work best. (2) Filled out a work order form for a bench in the Winkler house to be upholstered by Keys Upholstery, then I filled out the order for the fabric and called it in to Robert Allen. (3) Went to Ferguson's Plumbing and Metro Collections. Using information from Jennifer, one of the other assistants, I went to Ferguson's to select sinks for the kitchen and utility room for the Moore house. I collected plenty of literature and brought it back to the office. (4) While out, I also stopped off at Metro Collections to return samples that I had previously picked up. (5) I then dropped off the plans of the Folger building that I had been working on earlier that morning, since it had been looked over and approved by Ms. Jones.

Academic Reflections: (1) I was very prepared for this task with skills learned through doing projects in FACS 2387, FACS 3337 and FACS 3338 (since this internship is primarily residential I don't get to use some of the commercial knowledge from FACS 4330 and FACS 4331). (2) Mr. Landa discussed in FACS 3360 how some designers do quality inspections by unrolling fabric to check it for flaws. (3) Selecting these items was very much like doing the research and programming on FACS 3337 and FACS 3338 projects. (4) This is a good business procedure from FACS 3360. (5) Having the designer look over the drawings is a similar process to having Ms. Brock look over our drawings in FACS 3337 and FACS 3338 or Mr. Landa in FACS 4330 and FACS 4331.

Importance of Duties: (1) I had to work with measurements of furniture that already existed. Each piece was given a number for reference purposes. Some of the pieces will be refinished or reupholstered. This will save the client money. I felt very capable of performing well at this task due to project work in residential design. (2) The work order form are important because they contain similar information to the workroom Quote Sheet, but this form is for actual work to be done for a set price. The bench was to be reupholstered, and we will receive the fabric before it goes to the upholsterer so that we can ensure quality control. (3) It is important to return the samples in a timely manner so that the firm will not be charged for them; it also keeps the office from becoming too cluttered with a lot of unnecessary samples. I am beginning to feel like part of the team and happy they trust me to do things. (4) This again is important footwork for an intern since the designer's time is very valuable. (5) I am glad to know that my drafting skill meets the standard of the designer that I am working for. This means the internship might lead to full time employment with the company.

Appendix D

GENERAL FAMILY & CONSUMER SCIENCES EXAMPLE Weekly Time Sheet and Log Report

Name: Debbie Williams

Submitted: April 15, 2013

Dates: April 5 – 11

Week Number: #8

Company Name: Corporate Event, Inc.

Supervisor Name: Susan Baker

Directions for time sheets: Hours for a given day should be reported (i.e. rounded) to the nearest quarter hour and reported in a decimal form. It is important that lunch hours and breaks be subtracted from total clock hours for a given day.

Date	Weekday	Time			Lunch	Hours
4-5-10	Monday	10:00 am	To	6:00 pm	No Lunch	8
4-6-10	Tuesday	OFF	To			
4-7-10	Wednesday	11:00 am	To	9:30 pm	15 min.	10.25
4-8-10	Thursday	11:00 am	To	9:00 pm	No Lunch	10
4-9-10	Friday	OFF	To			
4-10-10	Saturday	OFF	To			
4-11-10	Sunday	OFF	To			
TOTAL HOURS/WEEK						28.25
Total Cumulative Hours						228

General FCS Example

DATE: Monday 4/5

Duties & Activities: 1) I arrived when the meeting group was about to break for lunch so I helped bring out ice and drinks. 2) For the 80th Gala there is a picture book with photos and information on guest being made. I was asked to read and edit this book to find any information that was inappropriate. 3) At 2:30 p.m. I attended the Event Production meeting and we discussed new events, upcoming events, and feedback from last week events. The Energy Company Efficiency Analysis in World Energy Outlook presentation has been added May 5 at 11:00 a.m. One of the main events this week on Wednesday was a large gathering for the “Science vs. Religion” discussion with Elaine King with reception and book signing. The other main event is Thursday May 8, lecture “From Oppression to Opportunity for Women Worldwide” with Kristof followed by reception and book signing. Feedback was good; last week’s event was just a space usage.

Academic Reflections: 1) Serving was important within the FACS 1441, and FACS 3445 courses. 2) Editing the 80th Gala picture book was similar to when I edited my FACS 3377 Codes project.

I had to be careful of not mentioning the building and making sure measurements and information were correct. Being a part of organizations and working on campus I learned the importance of updating and communicating with those you work with. 3) In FACS 3445 and FACS 4362 we had planning meetings. It is clear that everyone must be ready to discuss what they are responsible for.

Importance of Duties: 1) Helping the Events Assistant with getting the lunch buffet items ready before the meeting attendees get out helped have everything in place on time. 2) The importance of reviewing and editing information such as the “picture book” several times by different people is to prevent any guest information that perhaps would not be okay for everyone to see from getting into the final copy. 3) It is very helpful to attend the Event Production meetings. Everyone is updated on any changes to R.S.V.P. count and what needs to be done.

DATE: Wednesday 4/7

Duties & Activities: 1) Before the lecture at 7p.m. there is a reception for Associate Roundtable members. I put together name tags and alphabetized them so they would be easy to locate at check in. 2) Took some of the Corporate Event, Inc. Reports and set them out around on the side tables for guests to look at or take with them. 3) Assisted the Events Assistant to set out programs and additional supplements for the event in the lobby and overflow area. Doors opened at 5:15 p.m. for reception check in. 4) I checked in Associate Roundtable members and special guests of the authors and gave them a name badge. When the time got closer to 7:00 p.m. we began check in for the lecture/discussion. 5) Checked in guests by last name and directed them to the ballroom. When it was time for “Question and Answer” session I assisted with turning on the microphones. 6) After the discussion at the book signing in the lobby I helped answer questions guests had about buying a book, restrooms, or where to go to get their book signed. 7) When the event was over I picked up programs and reserved seating signs and brought them back to the office for recycling.

Academic Reflections: 1-7) I applied knowledge and skills learned in FACS 1331 and FACS 1441. At FCSTATss meetings additional supplements and information was always offered for individual knowledge enhancement or interest. 5) Noted the occupancy of the space in FACS 3377.

Importance of Duties: 1-7) I understand how important it is to have the name tags in alphabetical order and ready to go for a smooth check in. Guest may want to get a Corporate Event, Inc. Report while they are here so it is nice to have them available. We had to have everything ready before guests show up to the event, because it reflects on our company. We needed to start directing guests at check in to the ballroom so guests from the reception would start to follow and the event would start on time. 5) I also noted that the group was about 65 people so we were within the space occupancy (Ms. Brock would be proud of me for noticing). Once again the importance of the microphones is vital so audio and visual will pick up guests’ questions clearly. I can see it is essential for me to be helpful in the book signing area to prevent confusion, and help everything run smoothly. This event had catered refreshments but there was a food service manager who controlled this part of the event.

DATE: Thursday 4/8

Duties & Activities: 1) From the event the previous night I filed reserved seating signs, recycled programs and other papers, and put unused name tag holders back in their box. 2) I condensed the

check-in sheets down to one. Doors opened at 5:15 and check in began. 3) Checked in guests according to their last name and directed them to the large conference room or reserved seating section. 4) After the lecture had started I checked-in and ushered those late guests to the over flow room. Microphones were turned on before “Question and Answer” session so the audience and audio/visual could hear clearly. 5) During the book signing afterwards I assisted guests with questions and directions in the lobby.

Academic Reflections: 1- 2) As I learned in FACS 1360 and classes with other labs it is important to keep organized, and recycle what you can. 3) Seating people and dealing with the overflow very much related to FACS 3377 discussion on Occupancy. 4 - 5) FACS 4362, Presentations, helped me to present myself and help those with questions.

Importance of Duties: 1) Having the materials from the day prior put away, helps to be more organized for the event tonight and less cluttered. 2) It was important to have someone at the check-in directing late arrivals to the overflow room. The conference room was full, and it was essential to not have guests walking around or to interrupt the lecture. 3) The space held 50 people but we signed in 74. This was a significant problem because some guest were not expecting to be seated in an alternate location so we had to explain the code requirement for the space. Next time thy planners will need to have a better idea of how many people they should expect. 4-5) Microphones are important to use so the audience and audio/visual equipment can hear clearly. Being able to answer guests’ questions during the book signing was vital to show good hospitality and reflect the values of the company. This event also had a foodservice manager who supervised the service of refreshments so I was able to observe how this person functioned at the event.