



Internship Reflection Report

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TCOM 5395 Internship and Capstone

Dr. Carroll Nardone

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The Internship

For my internship, I worked as an intern for the SHSU Center for Innovation and Technology (“the Center”) under its director, Dr. Pamela Zelbst¹. The SHSU Center for Innovation and Technology is a state-of-the-art facility that works to provide training and assistance in technology projects to schools and private companies around the world. The primary focus of my internship duties were to assist Dr. Zelbst in digitizing, modernizing, and improving the appearance of the forms the Center uses to intake and introduce visitors, interns, and various student workers to life at the Center.

The objectives and goals of my internship as outlined in my Learning Activities Contract were as follows:

1. Assess complex writing situations and plan relevant documentation solutions;
2. Generate documents that respond to the needs of an organization and its various stakeholders;
3. Gain practical writing experiences under professional supervision and guidance;
4. Observe and analyze professional writers, their behaviors, and organizational constraints;
5. Demonstrate creativity, initiative, and responsibility within professional writing contexts; and
6. Produce a professional project that represents academic and professional accomplishments.

In this report I will reflect on my experiences in this internship. I will also discuss how my objectives and goals were or were not met, and the journey that was involved with attempting to meet those objectives and goals.

Plan of Attack (or, How I Planned to Approach the Tasks at Hand)

In my first discussion with Dr. Zelbst, I asked many questions to try to clearly understand what she believed was needed to best help with the Center’s intake procedure with regards to the forms they were currently using. In this instance, according to Carliner, the “quality” and the “effectiveness” of the documents could be assessed in terms of if they as “communication products” do what they are supposed to do (p. 85). I decided the best approach to this would be to think of the audiences, as there were two main audiences that would be using these documents: the visitors and student workers that would be filling out the forms, and the Center personnel that would be using the information the forms would be gathering.

¹ Throughout this report, the term “the Client” will be used to refer to Dr. Zelbst as Director of the Center.

Internship Experiences

Logo

One of the Client's requests was that I add the Center's logo to each form. Upon the Client providing the logo document, I was interested to see that the logo was provided as individual objects placed together to form a logo in a Word document. The Client stated that was the only format they had the logo available in. Each element of the logo (individual letters, and two images) stood ungrouped, and Word does not offer a way to group individual elements. Receiving an image in this format was certainly different than what I was accustomed to, as my experience is in working with photos in formats designed for manipulation, such as .jpg or .tiff formats. I tried to convert the image to a .jpg format to work with, but I encountered issues such as fuzziness (despite attempting to use a higher resolution), or the image would distort by not maintaining the individual objects' aspect ratios.

Here is the logo as it was received:



Here is the logo as revised:



It took a bit of work with the image and text to make sure it was being captured as closely to the original file as possible. Ultimately, I printed the logo to a PDF file, then exported it to a .jpg file, which allowed me to easily manipulate the size of the image while maintaining the integrity of the logo. I was then able to apply the logo image onto all of the forms I'd created for the Center.

In my Internship presentation, a classmate suggested that an option available to me would be to check with the University's marketing department if they may have had a copy of this logo available in additional formats. I agree that this would be a good idea and will keep it in mind should I ever have a similar need in the future.

The Dress Code Language

The Client requested that I create a document that would gently advise student workers and interns of how they should dress while at the Center. This was a new document for the Center, so I would be creating it from scratch without a template to work from. In speaking with Dr. Zelbst about the document, questions I asked were, but not limited to, the following:

- Do you want students dressed business casual?
- What type of environments would the students be working in (did they include the labs?)
- What are your dealbreakers? (Agree on clothing that is not tolerated)

Dr. Zelbst did not want to be too strict with the guidelines, but did want students to feel comfortable during their time working at the Center. We decided the dress code should be written in a tone that was speaking to the student workers and interns, not at them.

I was slightly outside my comfort zone in preparing this document, as I'd never had to draft a dress code before. My first draft of the document was titled "What do I Wear?" and was broken into do's and don'ts.

One of the don'ts I listed was to keep holes in jeans to a minimum, and to avoid them if possible. Upon sharing the document with Dr. Zelbst, I was surprised to discover that she was actually okay with students having holes in their jeans, as she understood that to be a style which is currently popular with students. She did not want to dissuade students from working with the Center by being too strict in the dress code. The "no holes in jeans" portion was removed from document.

I did not care for the title, so I changed it to "A Guide to Appearance at the Center for Innovation and Technology." I also decided that I didn't care for the do's and don'ts format of the document, so I changed it to appear as it does in the final draft, with information listed as "Students should:" and "Students should avoid."

I learned quite a bit from this project and this portion of the internship. I had no previous experience in creating a dress code or similar document, so it was interesting to learn through the process of discussing with the Client to find out what they needed, researching the websites of other universities to see how they handle dress codes, then collaborating with the Client for their feedback on which parts to keep and what was not needed.

The Intake Form Medium

In working to digitize the form, I converted the print form to a PDF form using the “Prepare Form” feature in Adobe Acrobat Pro DC. I used dropdown menus and check boxes to make the form interactive, easier to use for the person filling out the form and easier to read for the person pulling information from the form. While I was inputting information to create one of the pulldown menus, a thought that I had was “This reminds me of a Google Form I recently filled out for my child’s school.”

Towards the end of designing the PDF document, the million dollar question became: *Is there a better (more effective, more efficient, more appealing) medium to present this document to the Center’s visitors and student workers?* This question led me to wonder if I could automate the form in Google Forms.

I then looked up Google Forms and researched how to use that app by reading Google’s documentation and watching YouTube videos on how Google Forms are created. This led to creating the Intake Form in a Google Form for the Center’s use. I was also able to demonstrate to Dr. Zelbst the ability Google Forms has that allow the information in the forms to automatically populate a spreadsheet in Google Forms. This would help her to gather information on the Center’s users in one place to use as necessary.

Change in Internship Responsibilities

A planned portion of my internship was to have been working with IT so that I could create digital access for the Center’s documentation. Unfortunately, for administrative circumstances beyond Dr. Zelbst’s control, this portion of my internship was not able to occur. While I was disappointed that I would not be able to partake in the experience of learning to assist with digital access for the documentation I was helping to create, I understand that in professional environments, we as employees must remain agile and adaptable because there are times in which duties and obligations change. Sometimes duties and obligations change to include more responsibilities than in one’s original job description, and sometimes they change all together. Regardless of this minor setback, I am still happy and grateful that I was able to participate in this internship experience.

Documents Created and Updated

Non Disclosure Agreement (NDA), also called the Confidentiality Agreement

Included in Appendix 1

What was the form used for? This form is necessary for people working within and visiting the Center so as to protect the confidential nature of the sensitive information being worked with at the Center.

What did the Client say they wanted improved or included in new form? The Client wanted the form digitized, as they only had it in print form. The client also wanted to logo added to it.

What actions did I take to improve the document?

- I updated the logo on the document;
- I converted the scan of the document to Word which allowed me to improve the formatting of the overall document;
- Updated the language to correctly reflect that a representative of Sam Houston State University would also sign the document, and a place for that representative's printed name (which helps in times the signature is illegible);
- Added a line in the signature block for the signer's capacity, to clarify the reason that person is working with or visiting the Center.
- Added callout blocks to aid the reader in two ways:
 - To better understand the meaning of the document they are agreeing to by signing, and
 - Placing emphasis on key elements of the Agreement that would help a user of this document to know where to place their focus should they not be able to read the document in its entirety.

I wanted to make the callout blocks stand out from the rest of the document, so I colored them orange, as I believed it would be esthetically pleasing while falling in line with the University's branding. It was brought to my attention in my Internship Presentation that the color was actually not very helpful, as it could potentially hinder the ability of readers with vision issues to access of the information. I agreed with their suggestion that changing the color to a light gray would be more helpful in having the callouts standout while maintaining legibility. I am presenting the document in the Appendix as the final document that I turned in prior to the Presentation as well as updated to reflect the updated document with that feedback incorporated.

[Intake Procedures Cover Sheet](#)

Included in Appendix 2

What was the form used for? This form was used for two things:

- Providing a list to student workers of items they needed upon applying / signing up to work at the Center, and
- Providing a list of items to the Center personnel to make sure the student worker completed the necessary intake items.

What did the Client say they wanted improved or included in new form? The Client wanted a form that had been started to be completed, and in some parts, rephrased to accurately convey what was needed or being requested.

What actions did I take to improve the document?

- I updated the logo on the document;
- Removed portions the Client stated were no longer necessary;
- Updated the language on the Scope portion to accurately reflect the people affected by this document and the document's stated responsibilities.

Intake Information Form

Included in Appendices 3 and 4

What was the form used for? Gathering information from new employees and visitors to the Center.

What did the Client say they wanted improved or included in new form? Dr. Zelbst wanted the form digitized and made current.

What actions did I take to improve the document?

- I converted the print form to a PDF form, then used the “Prepare Form” feature in Adobe Acrobat Pro DC to create a more interactive form that used dropdown menus and check boxes for ease of use for the person filling out the form.
- Reworked the form using Google Forms which helped to make this form easier not only for the person filling out the form, but also the person using the information gathered by the form.
- Demonstrated for the Client how to use the Google Form and that the Form has the ability to feed the gathered information into a Google Sheet spreadsheet in the event they need only the data collected.

Dress Code

Included in Appendix 5

What was the form used for? This form was a newly created document created to communicate appearance guidelines for students working in the Center.

What did the Client say they wanted included in new form? The Client advised they wanted a dress code that encouraged students to dress for safety in a lab environment. Dr. Zelbst used an example of students wearing skirts long enough that they do not show that student's undergarments.

What actions did I take to create the document? I interpreted the Client's instructions to mean that students should dress for working in a scientific lab, adding suggestions like “no open-toed sandals”.

Internship Presentation

Although I am not great at public speaking, I welcome opportunities to practice it. I firmly believe I communicate best in writing. So I approached the presentation in attempting to gather my presentation documents in one place for ease of access. I had my notes in writing to follow along with, so I wouldn't leave out any important information. I knew the order in which I was going to present my documents. I felt somewhat confident that I would give the best presentation that I could.

So when it came time to present after my classmates gave two wonderful, well-informed, and well organized presentations, I could not get my documents to open on the correct screen (which is not that big of a deal in the grand scheme of things), but that shook me just enough that I was overcome by a wave of nerves. What notes?!? They may as well not even have been where I could see them. I gave the best presentation I could, but I know I can do so much better. I hope to practice presenting more before next semester and redeem myself in

my Portfolio presentation. I was grateful to my classmates for their patience and the extremely valuable feedback they provided on my documents.

Best Practices

As a paralegal, a large part of my job is to help my assigned attorneys perform various duties. One of the first things I ask them is “What can I do to help?” This helps me to gain insight to focus on what needs to be done. I approached this Technical Communication internship in the same way. I understood the Center needed forms either digitized or created, but one of my first questions to Dr. Zelbst was *“What do you need these forms to do?”* with additional questions being *“Who are the visitors to the Center? Who will be reading and using these forms?”* According to Johnson-Eilola and Sieber, this communication is an example of using rhetoric in my document creation and design.

Rhetoric is a method for understanding how any communication does what it does. Rhetoric is for analyzing texts, to help you name and consider the strategies used in a text and whether you wish to be persuaded by it. Rhetoric is also a method for helping those who compose texts consider the audiences for whom a text is made, the contexts in which the text and audiences circulate, and the purposes for which the text is designed, with such understandings, technical communicators can decide what strategies to use in shaping any text.

Asking these questions provided me with information that helped me to have a focus in making sure I was working on these documents to successfully be what the Center needed and correctly communicate the Center’s information.

I made it a point to keep the signature page on the Non-Disclosure Agreement separate from the body of the document. One thing I have learned in my experiences as a paralegal is that when working on an agreement or a signed document, a good rule to follow is to leave the signature page on a page by itself. This is done for many reasons:

- The parties may not all be in the same place to sign it, so parties may sign copies of the same page and all of those individual pages can be kept with the agreement, or
- The parties may choose to sign the document, then send it to another signer so they can sign a copy, which would lead to all parties' signatures eventually being included on the same document (in documents that do not require a fresh "wet" signature); or
- A party may have to be changed or added at a later time.

In keeping the signature page separate, it allows for flexibility of the document. Any changes can occur solely on the signature page and the content of the body of the document will remain unchanged in both formatting and content.

Conclusion

Overall, I enjoyed my internship experience. Dr. Zelbst is easy to work with, and seemed truly open to the process of collaborating with me to improve the Center's visitor and student worker intake documentation. She was understanding and communicative about the manner in which she wanted the documents handled and, where necessary, created. I believe Dr. Zelbst was pleased with my work and initiative.

I also greatly enjoyed working with Dr. Nardone and truly appreciate the guidance she provided in her feedback of my work product. I believe that feedback of that nature will greatly help me to improve as not only as a technical communicator, but as a writer in general.

This process has reiterated to me that I need to work on being better about reaching out more and seeking out feedback. I can research independently from sun up to sun down, which is how I am used to working in the workplace, But I am finding that perhaps I can be a better writer if I take time to try to make it more of a habit to seek out feedback throughout my creative process and incorporate those findings. I am grateful for this experience and that the Technical Communication Master of Arts program offers an internship experience.

Works Cited

Carliner, Saul. "Characteristic-Based, Task-Based, and Results Based: Three Value Systems for Assessing Professionally Produced Technical Communication Products." *Technical Communication Quarterly*, vol. 12, no. 1, 2003, 83-100.

Johnson-Eiola, Johndan, and Stuart A. Selber, editors. *Solving Problems in Technical Communication*. University of Chicago Press, 2013.

Appendices

Appendix 1 - Non-Disclosure Agreement



CONFIDENTIALITY AGREEMENT

This Agreement is made effective as of the _____ day of _____, _____, by and between _____ ("Disclosing Party") and Sam Houston State University, a member institution of the Texas State University System, (the Receiving Party or "SHSU"), referred to collectively as the "Parties".

WHEREAS, Disclosing Party is the owner of the proprietary, trade secret, and confidential information and subject matter as well as to ownership of research documents and files under development and so on, (hereinafter "CONFIDENTIAL MATERIAL");

WHEREAS, such CONFIDENTIAL MATERIAL is not public knowledge and is being disclosed to SHSU in the strictest confidence and only under the terms and conditions of this Agreement;

WHEREAS, both Parties to this Agreement consider the disclosure of CONFIDENTIAL MATERIAL to be necessary and desirable for the purpose of facilitating discussion and evaluation of possible product design, development and implementation of material, and consideration of recommendations for subsequent commercialization by Disclosing Party and/or other related activities; and

WHEREAS, this Agreement is being entered into by and between the Parties in order to protect the confidentiality and non-disclosure of CONFIDENTIAL MATERIAL by SHSU.

NOW, THEREFORE, the Parties agree as follows:

I. Definition of Confidential Information. As used in this Agreement, the term "Confidential Information" is defined as all non-public information, business plans, contacts, data, designs, documents, drawings, electronic communications, financial data, graphic communications, know-how, marketing information, product names, proposed trademarks, specifications, trade secrets, technical or test data, research published or not and other information related to CONFIDENTIAL MATERIAL which is provided to SHSU under this Agreement. Confidential Information shall also include any tangible information that is designated as such by Disclosing Party at the time of disclosure.

In short: You will be responsible for maintaining the confidentiality of the majority of the information you will work with during your time working at the Center for Innovation and Technology, and are agreeing to do so by signing this document.

II. Use of The Confidential Agreement. SHSU agrees to use the Confidential Information only for the purposes as set forth herein. SHSU agrees to hold in confidence any and all Confidential Information disclosed, and further agrees not to disclose Confidential Information to third parties or to use Confidential Information for seven (7) years from the date of this Agreement, except for discussion and internal

evaluation purposes provided by this Agreement or with the written permission from an authorized officer of Disclosing Party. However, SHSU may disclose the Confidential Information to any of its own employees with a need to know in order to effectuate the discussion and evaluation purposes of this Agreement.

III. Ownership of the Confidential Information. All Confidential Information is and remains the property of Disclosing Party. SHSU agrees not to keep any such Confidential Information beyond the immediate need and use by SHSU in the performance of work for Disclosing Party. Neither the execution of this Agreement nor the furnishing of any Confidential Information hereunder shall be construed as granting either expressly or by implication, estoppels, or otherwise, any license or other right or title to any intellectual property, including copyrights, designs, inventions, know-how, patents, trademarks or trade names, trade secrets, or other material now or hereafter owned by or controlled by Disclosing Party.

IV. Limitations on Confidentiality. Nothing in this Agreement shall be interpreted as placing any obligation of confidentiality and nonuse by SHSU with respect to any information that:

- A. can be demonstrated to have been in the public domain as of the effective date of this Agreement, or legitimately comes into the public domain through no fault of SHSU;
- B. can be demonstrated to have been known to SHSU prior to execution of this Agreement and was not acquired, directly or indirectly, from Disclosing Party or from a third party under a continuing obligation of confidentiality;
- C. can be demonstrated to have been rightfully received by SHSU after disclosure under this Agreement from a third party who did not require same to hold it in confidence or limit its use, and who did not acquire it, directly, or indirectly, from Disclosing Party under a continuing obligation of confidentiality;
- D. can be demonstrated to have been independently developed by personnel of SHSU who had no substantive knowledge of any information provided by Disclosing Party;
- E. is permitted to be disclosed or used pursuant to express written consent from an authorized officer of Disclosing Party; or
- F. is legally required to be disclosed by SHSU under court order, law, or other governmental regulation or authority. SHSU shall only make such disclosure after giving written notice to Disclosing Party of the legal requirement and reasonable opportunity for Disclosing Party to object to Disclosure and/or seek a protective order.

In short: You can think of “Limitations on Confidentiality” as information not subject to being kept confidential. If the information:

- Is already public;
- Can be demonstrated as already known by outside parties prior to signing this Agreement;
- Was not already confidential;
- Can be proven to have been developed independently outside of the Center; or
- There is a legal requirement (for example, a court order for the information) requiring the information to be disclosed,

the information falls outside of the scope of this Agreement and does not need to be kept confidential.

V. Notice. If deemed necessary by SHSU, notices regarding this Agreement shall be sent in writing, by electronic mail to the following parties:

VI. Miscellaneous

A. This Agreement supersedes all prior agreements, written or oral, between the Parties relating to the subject matter of this Agreement. The Agreement may not be changed, modified, or discharged, in whole or in part, except by a subsequent agreement in writing signed by authorized representatives of the Parties.

B. This Agreement will be governed by the laws of the State of Texas without regards to conflicts of law. Venue for any action related to this Agreement shall be in a court of competent jurisdiction in Walker County, Texas.

VII. Term and Termination of Agreement and Continuation of Clauses. This Agreement will commence as of the effective date specified above and will continue for a period of seven (7) years thereafter, at which time this Agreement shall automatically expire unless 1) the Agreement is terminated earlier by either Party, with written notice of termination to the other party, or 2) the Parties agree in writing to extend the term of this Agreement.

In short: This Agreement will remain effective until seven years after the signing of this Agreement, unless it is

1. Terminated earlier by either party with written notice to the other party, or
2. All signing parties agree to extend the Agreement.

ON BEHALF OF _____

IN THE FOLLOWING CAPACITY: _____

SIGNATURE: _____

PRINTED NAME:

DATE: _____

SAM HOUSTON STATE UNIVERSITY RESPRESENTATIVE

SIGNATURE: _____

PRINTED NAME:

DATE: _____



CONFIDENTIALITY AGREEMENT

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WHEREAS, such CONFIDENTIAL MATERIAL is not public knowledge and is being disclosed to SHSU in the strictest confidence and only under the terms and conditions of this Agreement;

WHEREAS, both Parties to this Agreement consider the disclosure of CONFIDENTIAL MATERIAL to be necessary and desirable for the purpose of facilitating discussion and evaluation of possible product design, development and implementation of material, and consideration of recommendations for subsequent commercialization by Disclosing Party and/or other related activities; and

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evaluation purposes provided by this Agreement or with the written permission from an authorized officer of Disclosing Party. However, SHSU may disclose the Confidential Information to any of its own employees with a need to know in order to effectuate the discussion and evaluation purposes of this Agreement.

III. Ownership of the Confidential Information. All Confidential Information is and remains the property of Disclosing Party. SHSU agrees not to keep any such Confidential Information beyond the immediate need and use by SHSU in the performance of work for Disclosing Party. Neither the execution of this Agreement nor the furnishing of any Confidential Information hereunder shall be construed as granting either expressly or by implication, estoppels, or otherwise, any license or other right or title to any intellectual property, including copyrights, designs, inventions, know-how, patents, trademarks or trade names, trade secrets, or other material now or hereafter owned by or controlled by Disclosing Party.

IV. Limitations on Confidentiality. Nothing in this Agreement shall be interpreted as placing any obligation of confidentiality and nonuse by SHSU with respect to any information that:

- A. can be demonstrated to have been in the public domain as of the effective date of this Agreement, or legitimately comes into the public domain through no fault of SHSU;
- B. can be demonstrated to have been known to SHSU prior to execution of this Agreement and was not acquired, directly or indirectly, from Disclosing Party or from a third party under a continuing obligation of confidentiality;
- C. can be demonstrated to have been rightfully received by SHSU after disclosure under this Agreement from a third party who did not require same to hold it in confidence or limit its use, and who did not acquire it, directly, or indirectly, from Disclosing Party under a continuing obligation of confidentiality;
- D. can be demonstrated to have been independently developed by personnel of SHSU who had no substantive knowledge of any information provided by Disclosing Party;
- E. is permitted to be disclosed or used pursuant to express written consent from an authorized officer of Disclosing Party; or
- F. is legally required to be disclosed by SHSU under court order, law, or other governmental regulation or authority. SHSU shall only make such disclosure after giving written notice to Disclosing Party of the legal requirement and reasonable opportunity for Disclosing Party to object to Disclosure and/or seek a protective order.

In short: You can think of "Limitations on Confidentiality" as information not subject to being kept confidential. If the information:

- Is already public;
- Can be demonstrated as already known by outside parties prior to signing this Agreement;
- Was not already confidential;
- Can be proven to have been developed independently outside of the Center; or
- There is a legal requirement (for example, a court order for the information) requiring the information to be disclosed,

the information falls outside of the scope of this Agreement and does not need to be kept confidential.

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1. Terminated earlier by either party with written notice to the other party, or
2. All signing parties agree to extend the Agreement.

ON BEHALF OF _____

IN THE FOLLOWING CAPACITY: _____

SIGNATURE: _____

PRINTED NAME:

DATE: _____

SAM HOUSTON STATE UNIVERSITY RESPRESENTATIVE

SIGNATURE: _____

PRINTED NAME:

DATE: _____

Appendix 2 - Intake Procedures Cover Sheet



Intake Procedures Cover Sheet

Title: Intake Procedure Cover Sheet for Volunteers, Employees, and Visitors

Document Number: 1.001

Start Date: 02/25/2022

Last Revision Date: _____

Creator Name: Tisha Savannah

Signature: _____ Date: _____

1. Purpose

To welcome volunteers, employees, and visitors by providing an introduction to the procedures of the Center for Innovation and Technology.

2. Scope

All volunteers, employees, and visitors will need to complete each of the responsibilities listed below, preferably before being allowed entrance to the Center for Innovation and Technology. Entrance will be allowed without the completed forms, but the forms should be completed as soon as possible.

3. Responsibilities

- a. Application: Complete any initial forms or other approval documents and return to Dr. Zelbst either in-person or by email;
- b. Initial Conference: Volunteers and employees may sit for an interview for the purpose of allowing the Center's Director to become more familiar with perspective employees' views and how they will fit within the Center's current configuration;
- c. Non-disclosure Agreement: All new hires and visitors must sign a non-disclosure agreement prior to beginning their time at the Center.
- d. Dress code: Included with the new hire documents will be information regarding appropriate dress. This is a concern because as employees of the Center, Center employees represent the Center as well as Sam Houston State University to any visitors and external companies that are in the building researching the work performed at the Center.

4. Associated Parties

- a. SHSU Departments;
- b. External Companies;
 - i. Department or company represented: _____
- c. New hires, and
- d. Visitors
 - i. Visiting from: _____ .

5. Related Documents / Materials

- a. Application forms (if applicable);
- b. New employee forms (if applicable); and
- c. Non-disclosure Agreement.

Checklist:

- Application Forms (if applicable)
- New Employee Forms (if applicable)
- Intake Information Form
- Dress Code Guidelines
- Non-disclosure Agreement

Appendix 3- Intake Information Form – Google Form

Intake Information Form

*** Required**

1. Date *

Example: January 7, 2019

2. First Name *

3. Last Name *

4. Email Address *

5. Street Address *

6. City *

7. State *

8. Zip Code *

9. Contact Phone Number *

10. How will you be associated with the Center? *

Mark only one oval.

Visitor

Student Worker - Undergraduate

Student Worker - Graduate Student

Student Worker - Doctoral Candidate

Intern - Undergraduate

Intern - Graduate Student

Volunteer - Undergraduate

Volunteer - Graduate Student

Honors

Other: _____

11. If you are a student from another school, please tell us what school you are visiting from:

12. Please tell us which aspect of the Center you are most interested to visit:

13. Please select the days you will be onsite: *

Check all that apply.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

14. Please let us know what time you expect to visit the Center: *

Mark only one oval.

- 8:00 am - Noon
- Noon to 4:00 pm

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Appendix 4 - Intake Information Form - Adobe PDF



SAM HOUSTON STATE UNIVERSITY
CENTER FOR INNOVATION AND
TECHNOLOGY INTAKE INFORMATION FORM

Name:

Date:

Address:

How will you be associated with the Center? Please choose one.

Are you a student?

If you are a student from another school, please tell us which school you are visiting from:

Please tell us which aspect of the Center you are most interested to visit?

Please select the days you will be onsite:

Monday

Tuesday

Wednesday

Thursday

Friday

Please tell us what time you plan to be onsite:

Appendix 5 - Dress Code



A Guide to Appearance at the Center for Innovation and Technology

Students serving in any capacity at the Center for Innovation and Technology (CIT) should dress in a manner that makes a positive first impression and presents them as ready to work. Business casual is ideal, but not required.

Students should:

- Dress comfortably and appropriate for the activities you are performing at CIT;
- Wear closed-toe shoes;
- Keep dresses, skirts, and shorts to an appropriate length for a University office;
- T-shirts, jeans, and Sam Houston University gear are acceptable.

Students should avoid wearing:

- Beach attire;
- Wrinkled clothing;
- Shirts with vulgar or lewd statements.